

A COMPARATIVE STUDY OF UNDERGRADUATE UPPERCLASSMEN STUDENTS'  
PERCEPTIONS OF STUDENT AND FACULTY INCIVILITY IN THREE ACADEMIC  
DISCIPLINES: NURSING, EDUCATION, AND BUSINESS

by

Rebecca Susan Wagner

Liberty University

A Dissertation Presented in Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education

Liberty University

August 2014

A COMPARATIVE STUDY OF UNDERGRADUATE UPPERCLASSMEN STUDENTS'  
PERCEPTIONS OF STUDENT AND FACULTY INCIVILITY IN THREE ACADEMIC  
DISCIPLINES: NURSING, EDUCATION, AND BUSINESS

by

Rebecca Susan Wagner

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Liberty University, Lynchburg, VA

July 2014

APPROVED BY:

Amy McLemore, Ed.D., Committee Chair

Anthony Koyzis, Ph.D., Committee Member

Cynthia Clark, Ph.D., Committee Member

Kurt Michael, Ph.D., Chair of Quantitative Doctoral Research

A COMPARATIVE STUDY OF UNDERGRADUATE UPPERCLASSMEN STUDENTS'  
PERCEPTIONS OF STUDENT AND FACULTY INCIVILITY IN THREE ACADEMIC  
DISCIPLINES: NURSING, EDUCATION, AND BUSINESS

**ABSTRACT**

Incivility, defined as rude, discourteous, and disrespectful behavior, in higher education and in nursing education, is a growing problem and concern as it affects the college learning environment and professional preparation for the workplace. Healthcare institutions and accreditation bodies require interventional actions to address the prevalence of incivility in healthcare, nursing practice specifically, and in nursing education as a precursor to the professional workplace. The purpose of this causal comparative study was to explore Heider's attribution theory using the Incivility in Higher Education (IHE) survey to compare undergraduate upperclassmen students' perceptions of student and faculty incivility among the three academic disciplines of nursing, education, and business in a large public university in the Western Mountain region of the US. The independent variable, discipline of study (nursing, education, and business), was generally defined as the undergraduate upperclassmen (junior and senior) students in those disciplines. The dependent variable was generally defined as student perceptions of student and faculty incivility. Descriptive statistics and ANOVA analysis were used to determine differences in upperclassmen students' perceptions of student and faculty incivility among the groups. The results of the research provided insight to the problem of incivility within higher education and specifically nursing education. Program educators and administrators can use results of the study to design specific interventions to address the problem. Suggestions for further research are also included.

*Keywords:* incivility, bullying, higher education, horizontal violence, nursing education,  
business education, education

## **Dedication**

This dissertation is dedicated to my husband, Curt Wagner. Your consistent love for me, unwavering faith in God, and constant encouragement to me during this doctoral journey is the reason that this dissertation has been accomplished. Through the joy of each success, and the challenge of each difficult obstacle you have remained my steadfast rock and have pushed me to continue the path that God set before us both. This dissertation is your accomplishment as much as it is mine. I love you with all that I am and thank you for all that you are to me.

## **Acknowledgements**

Above all, I am grateful to my God for His wisdom and strength that allowed me to begin, continue, and complete this long journey. This has truly been a walk of faith and God has been my constant Guide and has given me all that I have needed to complete this step in my life. I am also grateful to my family, committee, and significant others for their patience, help, and encouragement during this process.

To my husband, Curt, I am so grateful for the countless ways you made sacrifices, exhibited patience, and helped and encouraged me through the course work and then the long dissertation process. You have been there for me every step of the way. To my children and their spouses, Bryan and Katie, Scott and Amy, and Kyle and Kate, your patience while I have been distracted from family times is much appreciated. To my precious grandchildren, Violet, Lyla, Nora, Mia, and Nic, I am looking forward to much more time with you now!!

My committee is deserving of many thanks and acknowledgements for their unrelenting belief in me, willingness to share their expert knowledge and experience, and their ongoing help and encouragement. Thank you all for your willingness to help me by serving on my committee. To my Chair, Dr. Amy McLemore, I am eternally grateful for believing in me, finding ways around the obstacles, and continually reminding me that this would get completed. You empathized with me when I needed it and pushed me to keep going when I needed that too. Your realistic understanding of what needed to be done helped me to keep things in perspective and to focus on what was important. Dr. Anthony Koyzis, I am grateful that God placed you on my committee; I have appreciated your timely insights, wisdom, and especially the personal and professional encouragements. To Dr. Cynthia Clark, you have been my mentor and wise counsel through this process. I have deep appreciation for your expert knowledge about the topic, and

especially for your willingness to push me toward depth and excellence as I have worked through this research process. Thank you for your timely emails, your commitment to the purity of the research, and your gentle challenges to me along the way. I have appreciated all of your excellent feedback.

To my colleague, friend, and researcher, Dr. Susan Luparell, I owe incredible gratitude. You have been part of this doctoral and dissertation journey when it was just a thought in my mind. At several key junctures along the way, you have helped me network for professional guidance, have encouraged me, and have given me wise and timely advice and help. At one point, when I faced a seeming insurmountable obstacle you jumped into action, called in your cohorts and clearly knocked down the obstacle just in time. Thank you my friend!

This journey would not have been possible without the influence and support of my wonderful parents, Clay and Clara Buckingham. You taught me about God and having a relationship with Him, and to trust His plan in my life. You also taught me to persevere at all times, which was much needed during this process. Your love, support, and especially your consistent prayer have undergirded me and propelled me to this moment. Thank you, Dad and Mom.

**Table of Contents**

Dedication.....4

Acknowledgements.....5

List of Tables.....12

List of Figures.....13

List of Abbreviations.....14

CHAPTER ONE: INTRODUCTION.....15

    Background.....17

        Incivility in the Workplace.....18

        Incivility in Higher Education .....20

    Theoretical Framework: Attribution Theory.....21

    Problem Statement.....22

        The Gap Addressed by this Study.....23

    Purpose Statement.....25

    Significance of the Study.....26

    Research Questions.....28

    Hypotheses.....28

    Identification of Variables .....30

    Definitions.....31

    Research Summary.....34

    Assumptions and Limitations.....35

        Assumptions .....35

        Limitations .....36

CHAPTER TWO: REVIEW OF THE LITERATURE.....37

Introduction.....	37
Restatement of the Problem.....	39
Overview of Incivility.....	41
Incivility as a Concept .....	41
Perception as a Concept .....	44
Historical and Societal Trends of Civility Toward Incivility .....	45
Attribution Theory as the Framework for the Study .....	46
Overview of Attribution Theory.....	47
Attribution Theory's Link to Incivility and Academic Disciplines .....	49
Attribution Theory in Education: Secondary and Higher Education .....	50
Incivility in the Workplace .....	51
Incivility in the General Workplace .....	51
Incivility in the Nursing Workplace- Subset of the General Workplace .....	56
Incivility in the Education Workplace: Subset of the General Workplace .....	61
Incivility in the Business Workplace: Subset of the General Workplace .....	62
Gap in the Workplace Literature .....	62
Incivility in Higher Education.....	63
Incivility in Higher Education .....	64
Incivility in Nursing Education- Subset of Higher Education .....	76
Incivility in Education- Subset of Higher Education .....	87
Incivility in Business Education- Subset of Higher Education .....	89
Need for Further Research .....	90
Gap Addressed by this Study .....	92



Gap: Higher Education and Specific Disciplines .....	92
Purpose and Significance of this Study .....	94
Summary of the Literature Review .....	94
CHAPTER THREE: METHODOLOGY.....	96
Introduction.....	96
Design.....	97
Research Questions and Hypotheses.....	98
Hypotheses.....	98
Participants.....	100
Setting.....	102
Instrumentation.....	102
Procedures.....	106
Data Analysis.....	108
ANOVA Assumptions .....	111
Statistical Power Analysis .....	112
Summary.....	113
CHAPTER FOUR: FINDINGS .....	114
Sample Description.....	114
Additional Data.....	120
Research Question and Hypothesis.....	131
Data Analysis.....	131
Hypothesis 1.....	131
Hypothesis 2.....	133
Hypothesis 3.....	134

Hypothesis 4.....	139
Hypothesis 5.....	143
Hypothesis 6.....	146
Additional Data.....	149
Summary.....	151
CHAPTER FIVE: DISCUSSION .....	152
Statement of the Problem and Purpose of the Study.....	152
Statement of the Problem.....	152
Setting, Participants, Procedures.....	152
Purpose of the Study.....	153
Review of Methodology.....	154
Settings, Participants, Procedures.....	154
Summary of Findings.....	155
Relationship of Current Study to Previous Research.....	159
Theoretical Implications.....	160
Relationship of Current Study to Previous Research.....	160
Theoretical Implications.....	160
Perception.....	160
Attribution Theory.....	161
Limitations.....	164
Explanation of Unanticipated Findings.....	166
Discussion of Findings.....	166
Further Research.....	173
Implications for Educators.....	175
Conclusion.....	175

REFERENCES.....	177
APPENDIX A: Licensing Agreement.....	206
APPENDIX B: Participant Letter .....	209
APPENDIX C: Email to Deans.....	212
APPENDIX D: IRB Exemption.....	213
APPENDIX E: Frequency of Student Disruptive Behaviors.....	214
APPENDIX F: Frequency of Faculty Disruptive Behaviors.....	218
APPENDIX G: Perceived Occurrence of Student Threatening Behaviors.....	222
APPENDIX H: Perceived Occurrence of Faculty Threatening Behaviors.....	226

## **List of Tables**

Table 1: Demographic Characteristics of the Sample.....	116
Table 2: Demographic Characteristics of Nursing Students.....	117
Table 3: Demographic Characteristics of Education Students.....	118
Table 4: Demographic Characteristics of Business Students.....	119
Table 5: Student Disruptive Behaviors as Perceived by Nursing Students.....	122
Table 6: Student Disruptive Behaviors as Perceived by Education Students.....	123
Table 7: Student Disruptive Behaviors as Perceived by Business Students.....	124
Table 8: Comparison of Top Five Student Disruptive Behaviors across Disciplines.....	125
Table 9: Faculty Behaviors Perceived as Disruptive by Nursing Students.....	127
Table 10: Faculty Behaviors Perceived as Disruptive by Education Students.....	128
Table 11: Faculty Behaviors Perceived as Disruptive by Business Students.....	129
Table 12: Comparison of Top Five Faculty Disruptive Behaviors across Disciplines.....	130
Table 13: Comparison of Most Frequently Occurring Student Disruptive Behaviors.....	136
Table 14: Tukey’s HSD Comparisons for Frequency of Student Disruptive Behaviors.....	138
Table 15: Comparison of Most Frequently Occurring Faculty Disruptive Behaviors.....	140
Table 16: Tukey’s HSD Comparisons for Frequency of Faculty Disruptive Behaviors.....	142
Table 17: Comparison of Most Frequently Occurring Student Threatening Behaviors.....	144
Table 18: Comparison of Most Frequently Occurring Faculty Threatening Behaviors.....	147
Table 19: Comparison of Top Three Strategies for Improving Civility across Disciplines.....	150

## List of Figures

Figure 1: Range of Incivility.....	44
------------------------------------	----

## **List of Abbreviations**

Analysis of Variance (ANOVA)

Institute of Medicine (IOM)

The Joint Commission (TJC)

Joint Commission on Accreditation of Healthcare Organizations (TJC)

Incivility in Higher Education Survey (IHE)

Institute of Medicine (IOM)

American Association of Colleges of Nursing (AACN)

National League for Nursing (NLN)

National Council for Accreditation of Teacher Education (NCATE)

Incivility in Nursing Education (INE)

Defining Classroom Incivility Survey (DCI)

Student Classroom Incivility Measure (SCIM)

Student Classroom Incivility Measure-Faculty (SCIM-F)

## CHAPTER ONE: INTRODUCTION

Incivility in higher education is a focus of increasing concern as a detractor of purposeful and effective teaching and learning (Bjorklund & Rehling, 2011; Swinney, Elder, & Seaton, 2010). Specifically, incivility in nursing education is a growing problem as it affects the quality of nursing programs and is a precursor to incivility within the nursing workplace (Luparell, 2004; Luparell, 2011). Incivility in higher education includes, but is not limited to, behaviors that are rude or discourteous such as coming to class late and sleeping in class, and behaviors that are more hostile such as derogatory personal comments, rude gestures, and emotional outbursts (Amada, 1997; Caza & Cortina, 2007; Clark, 2008b; Trad et al., 2012). The literature points to the prevalence of incivility in higher education as existing between students (Bjorklund & Rehling, 2010; Cooper et al., 2009), between faculty and students (Bjorklund & Rehling, 2011; Clark, 2008b, 2008d; Lampman, Phelps, Bancroft, & Beneke, 2009; Luparell, 2004), and among faculty and administrators (Clark, Olender, Kenski, & Cardoni, 2013; Keashly & Neuman, 2010; Raineri, Frear, & Edmonds, 2011). Though minimal, the literature includes some study and conjecture as to reasons for the rise in uncivil behaviors and the characteristics of both perpetrators and victims of uncivil behaviors (Nordstrom, Bartels, & Bucy, 2009). Although the literature addresses faculty and student perceptions of incivility and actual incidences of incivility on college campuses (Baker & Boland, 2011), most is directed toward incivility in higher education in general (Alberts, Hazen, & Theobald, 2010; Bjorklund & Rehling, 2010; Boice, 1996; Clark & Springer, 2007a) or is discipline specific (Burke, Karl, Peluchette, & Evans, 2013; Rowland & Srisukho, 2009). While the literature is in agreement that incivility is prevalent in higher education, a significant portion of that literature refers to nursing education. What is missing in the literature is a differentiation of the student perception of

incivilities between or among disciplines or college majors (Burke et al.,2013; Clark & Davis-Kenaley, 2011; Rowland & Srisukho, 2009; Swinney et al., 2010).

The purpose of this causal comparative study was to determine if there was a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university in the US Western Mountain region as measured by the Incivility in Higher Education survey. The study was framed by Heider's attribution theory, which focuses on how social perceivers seek to understand and interpret events, or the behaviors of self and others, by attributing causality (Heider, 1958). The present study added to the body of knowledge by measuring differences in undergraduate upperclassmen students' perceptions of student and faculty incivility among the three academic majors (nursing, education, and business) to determine if perceptions of incivility are higher among nursing students. Such knowledge could instigate further research leading to the identification of possible contributing characteristics of some disciplines that may foster a higher incidence of incivility. The study contributed to the nursing literature by exploring the possibility that specific characteristics of nursing education may contribute to the perceived higher incidence of incivility within nursing education. Since this study found that there are no significant differences in perceptions of incivility among the disciplines, it could be that there are characteristics in higher education in general that contribute to incivility.

Chapter One includes the background of the study, statement of the problem, purpose of the study, and a brief identification of the theoretical framework that underpins the research. The research questions and hypotheses are also included in Chapter One as well as an explanation



and definition of the study variables, definition of terms pertinent to the study, assumptions, and limitations of the study.

Chapter Two includes an extensive review of the literature that forms the foundational background for the present study. The literature review begins with explanations of the concepts of incivility and perception and an in-depth description of Heider's attribution theory. The major portion of Chapter Two presents a comprehensive review of the literature, which flows from a general to specific focus by first discussing incivility in the workplace as a contextual basis, then describing incivility in higher education, and lastly detailing incivility in the three academic disciplines of nursing, education, and business. The purpose of the general to specific review of incivility in higher education and the specific disciplines is to provide a foundation for the gap that is addressed by the study.

Chapter Three describes the methodology used in this causal comparative study and describes the participants, setting, instrumentation, procedures used, and the process for data analysis. Chapter Four includes a discussion of the results, and Chapter Five provides an overview of the implications of the results of the study and suggestions for further research.

## **Background**

The declining practice of interpersonal civility in the United States society is a cause for concern and has been a topic of research and conjecture in recent decades (Bjorklund & Rehling, 2011; Swinney et al., 2010). Civility can be connected to the notion of citizenship and is related to appropriate behavior expected by a civilized society (Bjorklund & Rehling, 2011). Incivility and aggressive interpersonal behaviors in society are noted in segments of society that are separate but inter-related such as workplace and higher education (Andersson & Pearson, 1999; Dodek, 2011; Harvey, Treadway, Heames, & Duke, 2009; Skogstad, Torsheim, Einarsen, &

Hauge, 2011). Much of the incivility literature addresses incivility in the workplace. There is also a significant portion of the incivility literature that is directed toward incivility in higher education. There is conjecture that because higher education is a precursor to the workplace, incivility in higher education may have an impact on incivility in the workplace, but there is no empirical evidence to substantiate that conjecture. This section gives an overview of incivility within higher education, includes some background of incivility in the workplace as a contextual reference for incivility, and includes an initial discussion on the gap revealed through the review of the literature.

### **Background- Incivility in the Workplace**

The prevalence of aggressive behaviors in the workplace has been a focus of organizational research for several decades (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen & Skogstad, 1996; Keashly & Jagatic, 2011; Matthiesen & Einarsen, 2010), and in more recent years, specific research about the incidence and prevalence of incivility within the nursing workplace has increased (Johnson, 2011; Johnson & Rea, 2009; Laschinger, Finegan, & Wilk, 2009). Reports of incivility in other areas of the workplace exist in the literature, but discipline specific studies are not as prolific as in the area of nursing.

Understanding the impact and existence of incivility in the general workplace and in the subsets of the nursing, education, and business workplaces provides the appropriate contextual reference for studying incivility in higher education. Education precedes practice and is inextricably linked to the workplace since the training for professionalism in the workplace begins in higher education (Cooper, Walker, Winters et al., 2009; Hammer, Berger, Beardsley, & Easton, 2003; Luparell, 2011; Swinney et al., 2010; Rowland & Srisukho, 2009). Bartholomew (2006) proposes that nursing education is closely linked to nursing practice especially since most

nursing faculty have been or continue to be involved in nursing practice and bring the socialization to incivility influence from practice into the educational setting.

### **Incivility in the nursing workplace.**

Workplace incivility within the nursing profession is a growing concern, especially as the nursing shortage becomes critical, as the profession is expanding in scope and practice (Clark & Springer, 2010; Dyess & Sherman, 2011; Gilbert, Laschinger, & Leiter, 2010) and as the profession is held increasingly accountable to higher standards by accreditation bodies (Institute of Medicine (IOM), 2004; The Joint Commission (TJC), 2008).

The problem of workplace incivilities within the nursing profession has existed for decades but is now a mounting topic for research and an issue of greater concern because of the documented implications and consequences to quality patient care and the nursing shortage (Center for American Nurses, 2008; Walrafen, Brewer, & Mulvenon, 2012). An emergent body of research confirms that incivilities and bullying between nurses, and among healthcare providers, affects the profession in many ways (Dyess & Sherman, 2011). The major problems include patient safety (Center for American Nurses, 2008; Institute of Medicine, 2004; Laschinger & Leiter, 2006; The Joint Commission, 2008;), health care consumer satisfaction (Kavanagh, Cimiotti, Abusalem, & Coty, 2012), nurse burnout and attrition from the profession (Gilbert et al., 2010; Laschinger, Finegan et al., 2009; Lieber, 2010), dissatisfaction with the job, and apathy (Laschinger, Finegan, et al., 2009). Left unabated, the problem contributes to the growing nursing shortage and affects the quality and safety of patient care (Clark & Springer, 2010).

As consumer oriented health care facilities and regulatory and accreditation bodies become aware of the connection between workplace incivilities and patient safety and

satisfaction, the issue of incivility in nursing is at the forefront as a critical need to be addressed (Gordon, 2005; Kavanagh et al., 2012; The Joint Commission, 2008). A survey in 2004 by the Joint Commission on Accreditation of Healthcare Organizations (TJC) revealed that greater than half of the professional nurses surveyed indicated having experienced some form of verbal or emotional abuse and over 90% of the surveyed nurses had witnessed aggressive or disruptive behavior in the workplace (Felblinger, 2008). In 2008, TJC issued a sentinel event alert about the prevalence of workplace bullying and hostility within the nursing profession and noted that the disruptive behavior in the workplace constituted a critical threat to patient safety and the quality of patient care (Trossman, 2008).

#### **Incivility in the education workplace.**

Incivility in the education workplace is described minimally in the literature (Keashly & Neuman, 2010). Most of the literature is directed toward incivility in the higher education workplace and is discussed more in depth in Chapter Two.

#### **Incivility in the business workplace.**

There is a dearth of research on incivility in the specific discipline of business. Most of the literature associated with business comes from business literature about incivility in the general workplace and does not specifically target incivility in the business workplace.

#### **Background: Incivility in Higher Education**

While episodes of campus violence such as widespread shootings are widely reported, the prevalence of less obvious interpersonal incivilities is actually more common on college campuses (Bjorklund, & Rehling, 2011; Lampman, Phelps, Bancroft, & Beneke, 2009; Swinney et al., 2010; Caza & Cortina, 2007; Morrissette, 2001). The concept of interpersonal incivility is described in the context of the higher educational classroom as behaviors that interfere with a

spirit of harmony, cooperation, and effective learning (Feldmann, 2001; Goodboy & Bolkan, 2009). Uncivil behaviors outside of the classroom include actions that disrupt the faculty-student relationship and compromise the environment for teaching and learning (Baker, Comer, & Martinak, 2008; Bjorklund & Rehling, 2011; Clark, Farnsworth, & Landrum, 2009).

The literature has identified the existence of incivility on college and university campuses and has indicated that the increasing level of incivility interferes with the teaching-learning environment (Quddus et al., 2009). Other, more limited, research has begun to identify causative factors as possibly including: gender (Schlieper, 2012), teacher immediacy (Trad et al., 2012), teacher misbehaviors (Goodboy & Myers, 2009), faculty rankism (Clark, 2008c), lack of socialization into correct interpersonal behaviors (Luparell, 2011), student entitlement (Nordstrom et al., 2009), and the informal academic environment of US schools (Alberts et al., 2010). Growing research directed toward nursing education specifically indicates a significant prevalence of incivility within nursing education as a subset of higher education (Clark & Springer, 2010; Cooper, Walker, Winters et al., 2009; Hutchinson, 2009).

### **Theoretical Framework: Attribution Theory**

Attribution theory, initially proposed by Fritz Heider in 1958 and later expanded on by Bernard Weiner in the 1970's and 1980's, has been used extensively for over four decades as a dominant theory for motivation, social psychology, and educational psychology. The fundamental premise of attribution theory is that the social perceiver looks for and identifies causality for events, and for the actions and behaviors of self and others (Heider, 1958; Weiner, 1979; 2000; 2010). Attributions allow people to make judgments about situations and make sense of the world and people around them. The theory was developed by Heider to provide understanding or perceptions of why events or behaviors occurred so that subsequent events or

behaviors could be predicted and controlled (Nursing Theories, 2013). Attribution theory is appropriate as a framework for this study because the study focuses on student perceptions of the behaviors of faculty and other students.

### **Problem Statement**

Incivility exists in all corners of US society and in the workplace (Bjorklund & Rehling, 2011). A 1996 U.S News and World Report survey determined that in American society, 89% of respondents believed that incivility was a major problem (Swinney et al., 2010; U.S. News and World Report Survey, 1996). Increasingly, incivility is becoming a problem on college campuses and in the college classroom (Alberts et al., 2010; Morrissette, 2001; Swinney et al., 2010). Uncivil behaviors in the classroom interfere with a harmonious and cooperative atmosphere for learning (Feldmann, 2001; Swinney et al., 2010). While there is some literature that points to possible causative factors (Nordstrom et al., 2009), the impact on the learning environment (Caza & Cortina, 2007), and methods to address the issue (Alberts et al., 2010), what is still largely unknown is whether or not incivility is more prevalent in some disciplines as in others. Only one study was found that compared business (accounting) faculty perceptions of student incivility with faculty of other disciplines (Swinney et al., 2010). This gap in knowledge is significant because before causative factors and solutions can be identified, it is necessary to know if incivility is unique to specific disciplines or if it is the same throughout higher education. The review of the literature resulted in a significant amount of empirical studies dealing with incivility in higher education of which the majority was directed toward nursing education. The problem of incivility in nursing education is increasing (Clark & Springer, 2010) and affects the quality of teaching and learning within the discipline. Luparell (2011) has suggested, based on years of experience and observation, that incivility in nursing education may

also impact the existent problem of incivility in the nursing workplace as students who have experienced incivility in nursing education enter the workplace (Luparell, 2011). In order to understand how to address the problem in nursing education, it is necessary to know if there are unique characteristics of nursing education that predispose it to incivility.

### **The Gap Addressed by this Study**

The proposed research will address a gap in the literature. Though still relatively minimal, both anecdotal and empirical data has been collected to identify the existence of incivility on college campuses (Barrett, Rubaii-Barrett, & Pelowski, 2010; Clark, 2011a, 2011b; Ganske, 2010; Morrissette, 2001; Nordstrom et al., 2009) and the effect it has on both students and faculty in the teaching-learning environment. Much of the research as reported in the extant literature that deals with incivility in higher education has been conducted in nursing education. Increasing amounts of literature suggest that incivility is a negative and growing issue in nursing education and a much smaller amount of the literature highlights the problem in other disciplines (Alberts et al., 2010; Ausbrooks, Jones, & Tijerina, 2011; Barrett, et al., 2010; Burke et al., 2013; Swinney et al., 2010). One study compared accounting faculty perceptions of incivility with the perceptions of cross-disciplinary faculty and found that accounting faculty reported more classroom incivility than did the cross-disciplinary faculty (Swinney et al., 2010). However, there is no significant empirical research in the literature that compares student perceptions of student and faculty incivility among various disciplines of study. This study compares the undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic majors of nursing, education, and business in a large public university as measured by the Incivility in Higher Education (IHE) survey to determine if perceptions of incivility are higher within nursing than in the other higher education

academic disciplines. The results of the study may be used by faculty and administrators to address the issue of incivility in their programs. The results begin to address the question of whether the greater amount of research on incivility in nursing education as opposed to other disciplines is coincidental, is because nursing researchers are publishing more about the issue, or because there is, in fact, more incivility in nursing education.

The review of the literature reveals significant research on the incidence and prevalence of incivilities within various aspects of society, specifically in the workplace and in education. Incivility in the form of disruptive classroom behaviors is often referred to as bullying in the elementary and secondary education literature and has been studied significantly in elementary and secondary education (Adams & Lawrence, 2011; Chapell et al., 2006; Lawrence & Adams, 2006). There is much less research available about disruptive behaviors in higher education (Coleyshaw, 2010; Nordstrom et al., 2009) of which the vast majority addresses incivility in higher education generally or specifically within nursing education. The literature that offers insight into antecedents or causes of incivility or how to deal with incivilities when they occur is mostly anecdotal and suggestive rather than empirical (Clark, 2011a; Ganske, 2010). As previously stated, ongoing research addresses the known existence of incivility within nursing education, primarily between students and faculty, but also between individual students and within the faculty cohorts. There is relatively minimal empirical research on the prevalence or existence of incivility in the individual disciplines of education and business.

In a major national survey, Lashley and deMeneses (2001) described the increase in nursing education incivilities and encouraged national attention to the issue. Seminal qualitative studies by Luparell (2004) and Clark (2006), reported the negative effects on nursing students, faculty, and nursing education due to incivilities within nursing education programs. Except for



two studies specifically focused on interventions in nursing education (Clark, 2011a; Clark, Ahten, & Macy, 2013), what seems to be missing is significant amounts of empirical research and information, both for higher education and nursing education, on how to prevent incivilities from occurring in the first place and for specific interventions (Clark, 2011a). Also missing from the literature are empirical studies focused on differences between the prevalence of incivility in nursing education and other specific disciplines within higher education (Burke et al., 2013; Clark & Davis-Kenaley, 2011; Rowland & Srisukho, 2009; Swinney et al., 2010).

The current study on the difference between incivility in nursing education and other academic disciplines is framed by Heider's Attribution Theory. Attribution Theory is discussed later in this chapter and in detail in Chapter Two. The current study determines if there is a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university as measured by the Incivility in Higher Education (IHE) survey to determine if perceptions of incivility are higher among nursing students.

### **Purpose Statement**

The purpose of this causal comparative study is to explore Heider's attribution theory using the Incivility in Higher Education (IHE) survey to compare undergraduate upperclassmen students' perceptions of student and faculty incivility among the three academic disciplines of nursing, education, and business in a large public university. The independent variable, discipline of study (nursing, education, and business), will be generally defined as the undergraduate upperclassmen students in those disciplines. Upperclassmen students are further defined as college juniors and seniors. The dependent variable will be generally defined as students'

perceptions of student and faculty incivility. The results of the research will provide insight to the problem of incivility within higher education and specifically nursing education. The goal of the research is to add to the body of knowledge about incivility in nursing education to specifically address the issue of whether there is more incivility in nursing education than other disciplines within higher education.

This study will determine if there is a difference in undergraduate upperclassmen students' perceptions of student and faculty incivility among disciplines by focusing on the three disciplines of nursing, education, and business. The study takes place in one large public university. Undergraduate upperclassmen students were asked to participate in a survey that asks about their understanding of incivility, their perceptions of its occurrence within their programs, and their perceptions of how often the behaviors occur. The survey, Incivility in Higher Education (IHE), also measures suggestions for both prevention and intervention (Clark et al., 2009; Civility Matters, 2013).

### **Significance of the Study**

Incivility in higher education (Baker et al., 2008), and specifically in nursing education (Clark, 2008d; Clark & Springer, 2007a), is identified throughout the literature (Alberts et al., 2010; Burke et al., 2013; Gallo, 2012). However, compared to the significant amount of research on disruptive classroom behaviors in elementary and secondary education, much more research is needed in higher education (Coleyshaw, 2010; Nordstrom et al., 2009). Some of the current research in higher education includes possible predictors of the incivility (Goodboy & Bolkan, 2009; Goodboy & Myers, 2009; Nordstrom et al., 2009; Robertson, 2012; Twenge, 2006), effects on the learning environment (Quddus et al., 2009; Seidman, 2005), and less frequently, methods for prevention and intervention (Clark & Springer, 2010; Griffin, 2004; Griffin & Clark,

2014; King, Hilber, & Engley, 2007; Twale & DeLuca, 2008). Further efforts and research directed toward methods to prevent incivility in higher education and to promote measures of intervention are needed. Additionally, further knowledge is needed as to the commonality of incivility among disciplines. Questions such as, “Which disciplines are more or less uncivil?” and “what factors determine the prevalence of incivility?” must be addressed before significant progress can be made in both preventing and curbing the incidence and prevalence of incivility in higher education and in nursing education (C.M Clark, personal communication, 2012; S. Luparell, personal communication, 2012; S. Luparell, personal communication, 2013; Burke et al., 2013; Clark & Davis-Kenaley, 2011).

This study adds to body of knowledge about incivility in higher education by comparing students’ perceptions of the types of student and faculty incivility and their perception of how often the behaviors occur to determine similarities and differences among the three academic disciplines of nursing, education, and business. The study specifically measured if there is a greater perception of incivility in nursing education than in other disciplines. If the study revealed a higher level of perception of incivility in nursing education, then further research should be directed toward addressing whether specific characteristics of the nursing education environment perpetuate incivility. (Burke et al., 2013; Clark & Davis-Kenaley, 2011; Luparell, 2007; Luparell, 2011). Since this study’s results indicated no significant difference between incivility in nursing and other academic disciplines, further research can focus on more general characteristics of higher education. Research on methods of prevention and interventions could be directed toward all of higher education. The results of the study add to the body of knowledge about incivility in higher education by helping college administrators, faculty, and students to address incivility within specific disciplines and can suggest a base for further research to

identify if there are characteristics of students or faculty within those disciplines that may perpetuate the prevalence of incivility within the discipline.

### **Research Questions**

The overarching research question that drives this study is:

**RQ1:** Is there a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university as measured by the Incivility in Higher Education survey?

### **Hypotheses**

The research question addresses the students' perceptions of incivility among three disciplines. The construct of incivility is made up of the components of disruptive and threatening behaviors. The hypotheses for the research question are listed below.

**H<sub>1</sub>:** There is a statistically significant difference in undergraduate upperclassmen students' perceptions of overall student incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education Survey.

**H<sub>2</sub>:** There is a statistically significant difference in undergraduate upperclassmen students' perceptions of overall faculty incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>3</sub>:** There is a statistically significant difference in undergraduate upperclassmen students' perceptions of how often student disruptive behaviors occur among the disciplines of

nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>4</sub>:** There is a statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>5</sub>:** There is a significantly significant difference in undergraduate upperclassmen students' perceptions of how often student threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>6</sub>:** There is a significantly significant difference in undergraduate upperclassmen students' perceptions of how often faculty threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

The null hypotheses are as follows:

**H<sub>01</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of overall student incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education Survey.

**H<sub>02</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of overall faculty incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>03</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often student disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>04</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>05</sub>:** There is no significantly significant difference in undergraduate upperclassmen students' perceptions of how often student threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>06</sub>:** There is no significantly significant difference in undergraduate upperclassmen students' perceptions of how often faculty threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

### **Identification of Variables**

The independent variable, discipline of study (nursing, education, and business), is operationally defined as the undergraduate upperclassmen students among three academic disciplines (nursing, education, and business). Upperclassmen students are defined as college juniors and seniors. Only undergraduate students who are upperclassmen in each program participated in the study since, by that time in the program, they have been socialized into the higher education culture specific to their discipline. The upperclassmen students would have had

opportunity to interact with faculty and other students within the program for a significant amount of time, which would help to ensure that only students acculturated into the discipline were surveyed.

The dependent variable is students' perceptions of student and faculty incivility and is operationally defined as upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) which includes rude, discourteous behavior, speech or attitudes that are condescending, and disrespectful or potentially violent verbal and non-verbal behaviors (Clark et al., 2009; Gallo, 2012). Student perceptions of student and faculty incivility were measured by the Incivility in Higher Education Survey tool (Civility Matters, 2013).

### **Definitions**

For the purposes of this study, the following terms provide clarity:

*Academic disciplines:* Areas of study or academic programs in a baccalaureate setting. The three disciplines of nursing, education, and business were compared in this study. Only undergraduate upperclassmen students who listed as their academic major one of the listed disciplines were considered for participation.

*Attribution theory:* Theory proposed by Fritz Heider in 1958 and expanded on by H. Kelley in 1967 and Bernard Weiner in 1971. Attribution theory focuses on the social perceiver's acquisition of information to formulate an explanation of events, and the actions and behaviors of self and others, by assigning causality to the situations. Assigning attributions of causality enables the perceiver to make sense of situations and events in order to understand them and possibly prevent reoccurrences.

*Baccalaureate programs:* Areas of academic study within the university that lead to a Bachelor's Degree in that field.

*Civility:* Genuine respect for others, and willingness to consider the needs of others manifested especially when expressing disagreement (Clark & Carnosso, 2008). Civil behaviors adhere to societal and workplace cultural patterns and standards of mutual respect (Andersson & Pearson, 1999).

*Classroom incivility:* Actions that interfere with and detract from a cooperative teaching and learning environment in the classroom (Rowland & Srisukho, 2009). Classroom incivilities are any of the uncivil behaviors, as described in the incivility definition, that occur in the teaching-learning environment of higher education and range in intensity from texting, sleeping or side conversations in the classroom, lateness to class, and rude behavior to disparaging or threatening remarks or actions toward the professor (Baker et al., 2008; Lashley & De Meneses, 2001).

*Discipline of Business:* Students whose major is within the College of Business. The College of Business is a four-year program leading to a Bachelor's degree in Business. The national business accreditation board accredits the College.

*Discipline of Education:* Students whose major is within the College of Education. The College of Education is a four-year program leading to a Bachelor's degree in Education. The College is accredited by the national education accreditation board.

*Discipline of Study:* Discipline of study in this project includes the undergraduate majors of nursing, education, and business in a large, Western Mountain region, public university.

*Discipline of Nursing:* Students whose major is within the College of Nursing. The College of Nursing is a four-year program leading to a Bachelor's degree in Nursing. The national nursing accreditation board accredits the College.



*Faculty:* Fulltime and part time faculty who teach in the undergraduate baccalaureate academic program in the university. The faculty may be instructors, assistant, associate, or full professors.

*Incivility:* Incivility is a lack of civility in interpersonal encounters and behaviors. Incivility includes behaviors that are rude or condescending, threats, lack of politeness and good manners (Peck, 2002), disrespect for others and unwillingness to listen to the viewpoints of others (Gallo, 2012), and disruptive and threatening behaviors (Clark et al., 2009). Incivility in higher education: Feldmann (2001) defines incivility in higher education as “any action that interferes with a harmonious and cooperative learning atmosphere...” (p. 137). The source of incivility may be from “one or more of three psychological factors: (a) a need to express power over another, (b) a need for verbal release due to frustration over an apparently unsolvable situation, or (c) a need to obtain something of value” (Feldmann, 2001, p. 137). Feldmann (2001) expressed incivility in the classroom in four categories: annoyances, terrorism, intimidation, and threats. In nursing education incivility is defined as “rude or disruptive behaviors which often result in psychological or physiological distress for the people involved- and if left unaddressed, may progress into threatening situations or result in temporary or permanent injury or illness” (Clark, 2013a, p. 12).

*Incivility in the workplace:* Incivility in the workplace is described by Andersson & Pearson’s seminal work in 1999 as “low intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others” (p. 457). The workplace refers to the general workplace and includes all professions.

*Incivility in Higher Education (IHE) survey:* Survey tool adapted from the Incivility in Nursing Education survey developed by Clark to measure faculty and student perceptions of student and faculty incivility in the academic environment. Originally designed to measure faculty and student perceptions of student and faculty incivility in nursing education (Clark et al., 2009), the tool has been minimally adjusted for use in all higher education disciplines and can be used to measure either faculty or student perceptions of student and faculty incivility or both (Civility Matters, 2013).

*Perception:* Perception can be defined as the way that people interpret sensory impressions into their own reality, which then influences their behavior (Perception, nd). Perceptions allow an individual to make sense of interactions, events and surroundings that shape their sense of emotional, psychological and even physical health (Lindy & Schaefer, 2010; McDonald, 2012; Namie & Lutgen-Sandvik, 2010).

*Upperclassmen:* Undergraduate junior and senior students in the baccalaureate academic discipline.

### **Research Summary**

The causal comparative study was conducted by administering the IHE survey tool to undergraduate upperclassmen students who are enrolled in the academic disciplines of nursing, education, and business in a large public university. The causal comparative design identified similarities and differences of students' perceptions of student and faculty incivility among the three disciplines. Participation was voluntary and responses to the survey were anonymous. Institutional Review Board (IRB) approval was obtained from the researcher's university and the participating university before administration of the survey.

The study identified if there is a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university as measured by the Incivility in Higher Education survey. The information is needed to identify more precisely how to effectively curb the incidence and prevalence of incivilities on college campuses by identifying characteristics that may be unique to different disciplines, which can then possibly lead to a decrease in uncivil behaviors in higher education.

### **Assumptions and Limitations**

#### **Assumptions**

The study was performed using an anonymous survey. The assumption that participants answered honestly was protected since the participants were assured of the confidentiality and anonymity of their responses. Participants were volunteers and chose whether or not to complete the survey. The assumption that the survey asked the necessary questions to compile the needed data was protected because the Incivility in Nursing Education (INE) survey tool, from which the IHE was adapted, was pilot studied and then used in several other studies (Clark, 2008b; 2008d; Clark et al., 2009; Clark, 2011a; Clark & Springer, 2007a; Clark & Springer, 2007b; Clark, Juan et al., 2012; Clark, Otterness et al., 2010; Hoffman, 2012) with a high level of reliability and validity. The assumption that only students in the particular areas of academic discipline participated was ensured by only inviting junior and senior level students within those disciplines to participate and including a question on the survey that asked for the participants' major (nursing, education, business).

#### **Limitations**

A few limitations to the study are evident. One limitation is that the study was performed at only one institution, which is a public institution in one geographical location, the Western Mountain region of the US. Replicating this study in a different geographical location and using multiple universities would increase generalizability. Another limitation is lack of randomization since the invited participants self-selected to participate in the study. Using self-reporting is also a limitation. Generally, measurement using self-reporting is unreliable and the least accurate method. However, self-reporting is widely used and accepted in most social science research (Rovai, Baker, & Ponton, 2013).

The internal threat of instrumentation was controlled by using a survey tool with Cronbach's alpha of .808 to .955, which indicated high to very high reliability (Clark et al., 2009). Offering reminders to the participants controlled for the threat of low response rate (Rovai et al., 2013). The threat of inadequate sample size was controlled by ensuring that there were at least 15-30 in each group, which is suggested for causal comparative studies (Gall, Gall, & Borg, 2007; Rovai et al., 2013).

An additional significant limitation is that the study was conducted at a university that employs a nursing faculty member who is a national expert on incivility in nursing education. The initiatives that have been instituted within the nursing program, as influenced by the described faculty member, may have had an effect on the perception of incivility by students within the nursing program.

## **CHAPTER TWO: REVIEW OF THE LITERATURE**

A review of the literature was conducted to address the topic of incivility in nursing education. The extensive review included the concepts of incivility in the workplace as a background to education, and incivility in higher education with subsets of the disciplines of nursing, education, and business. Heider's Attribution Theory was reviewed and is supported in the literature as a viable theoretical framework for the current study. The review of the literature was conducted primarily using databases within EBSCOhost from 2000-2013. The EBSCOhost databases included but were not limited to, ERIC, CINAHL, Education Research Complete, Academic Search Complete, Health Source: Nursing/Academic Edition, and Medline with Full Text. ProQuest database and others were also used.

### **Introduction**

The purpose of the literature review is to provide a general to specific overview of the problem of incivility in higher education and the three disciplines of nursing, education, and business and to identify gaps in the literature to support the current study. The constructs of incivility and perception will be explained, as well as the incidence and prevalence of incivility within the professional workplace as a backdrop to addressing incivility in higher education and nursing, education, and business. The literature addresses incivility within higher education and specifically nursing education as a growing problem that affects the quality of education and retention of both students and educators.

The literature reveals a growing body of both qualitative and quantitative research within higher education and specifically nursing education. Although there is considerable research on incivility in higher education generally, there is minimal research on incivility in specific higher education disciplines other than nursing. The abundance of literature on incivility in nursing

education as compared with other disciplines is evidenced by the fact that searches using terms such as incivility and higher education yield a predominance of results that are either directed toward higher education in general or are directed toward incivility in nursing education specifically. A study of this nature contributes to the body of higher education and nursing education research because this is an initial study where student perceptions of incivility in nursing education are compared directly to other academic disciplines. Although this study did not result in significant differences among the disciplines, further research is necessary in other settings. Based on the results of this study, the focus of research into the problem within nursing may need to be adapted to determine how to address the issue of academic incivility from a broader perspective than just looking at the nuances of nursing education. Additionally, nursing research may need to view the incivility as a commonality in higher education and with less emotional expenditure toward specifically nursing education (S. Luparell, personal communication, April, 2013). However, if future research demonstrates that there is more incivility in nursing education than other disciplines, then additional questions in subsequent research studies will need to be addressed such as: Are there gender issues that contribute to the problem? Are there characteristics of nursing faculty that lend themselves to more incivility? If so, what are they? Can they be mitigated? Should we be hiring different types of faculty? Are there characteristics of nursing students that lend themselves to more incivility? Are there characteristics of nursing programs that lend themselves to more incivility? What might they be? Can they be mitigated? Answers to these interesting questions posed by research leaders on incivility in nursing would be vital to nursing education reform, although most cannot be answered in this study using the IHE (C.M. Clark, personal communication, April, 2013; S. Luparell, personal communication, April, 2013).

The purpose of this chapter is to describe the review of the literature pertaining to incivility in higher education, and the specific disciplines of nursing, education, and business, identify and describe the theoretical framework of the study, and summarize what is known about the topic and the gaps that are identified. The chapter begins with a restatement of the problem, discussion about the concepts of incivility and perception, and explanation of Heider's attribution theory as the theoretical framework for the research. The main body of the chapter is structured to address the topic of incivility in higher education from a general to more specific focus, beginning with an overview of incivility in the workplace as a background. The remainder of the chapter is divided into the main topics of incivility in higher education and incivility in the academic disciplines of nursing, education, and business. The chapter summary addresses the gaps in the literature that lead to the current study.

### **Restatement of the Problem**

Incivility exists in all corners of US society, in the workplace (Bjorklund & Rehling, 2011), and in higher education. Incivility within the nursing workplace has existed for years but is currently considered a problem contributing to patient safety (Institute of Medicine (IOM), 2001; The Joint Commission (TJC), 2008; Rosenstein & O'Daniel, 2008). Increasingly, incivility is becoming a problem on college campuses and in the college classroom (Morrissette, 2001). Some literature points to possible causative factors (Nordstrom et al., 2009), including the impact on the learning environment (Caza & Cortina, 2007) and methods to address the issue (Alberts et al., 2010). Significant research within the past 10 years has been done in the area of nursing education (Clark et al., 2009; Clark, Olender, Cardoni, & Kenski, 2011; Felblinger, 2008; Griffin, 2004; Griffin & Clark, 2014; Luparell, 2004; Luparell, 2007) and has identified incivility in nursing education as a growing problem for both students and faculty (Bartholomew,

2006; DalPezzo & Jett, 2010; Heinrich, 2007; Luparell, 2004), and for the successful transition of nursing students into the profession (Luparell, 2011). There is burgeoning research on incivility in higher education in general but there is considerably less research in specific disciplines other than nursing, and what is still largely unknown is whether or not incivility is more prevalent in some disciplines than in others.

The extant literature also contains significant research about the existence and effects of incivility in the general workplace and specifically in the nursing workplace. There is some, but much less, research that focuses on other specific disciplines (Burke et al., 2013; King et al., 2007; Rowland & Srisukho, 2009; Swinney et al., 2010). Since higher education is a microcosm of the workplace and of society at large (Connelly, 2009), incivility in higher education and nursing education is better understood with the foundation of incivility in the general workplace. A necessary underpinning for this study is that incivility within higher education is a precursor to the incidence and prevalence of incivility in the workplace since higher education is a subcategory of society as a whole (Connelly, 2009; Luparell, 2011), and since education precedes practice (Boyer, 1990; Cooper, et al., 2009). This literature review includes brief reference to the growing prevalence of workplace incivility to give a background and framework for the need to address the problem in higher education.

The review of the literature reveals growing empirical research on the incidence and prevalence of workplace incivilities and incivility within higher education, some research on incivility within the nursing profession, and even less empirical research on incivility within the academic disciplines of education or business. There is minimal empirical research that offers insight in how to deal with incivilities when they occur. There is also a dearth of significant empirical research and information on how to prevent incivilities within higher education from



occurring in the first place. Determining specific interventions for decreasing incivility in higher education and specifically within the nursing profession is an area for further research (Alberts et al., 2010).

This current study sought to determine if there is a difference in undergraduate upperclassmen students' perceptions of student and faculty incivility among disciplines. The results of the study add to the body of knowledge about academic incivility by comparing undergraduate upperclassmen students' perceptions of the incidence and prevalence of student and faculty incivility among the three disciplines at a large private university. College administrators and faculty can use the information to address incivility within the particular disciplines and begin to identify the characteristics of students, faculty, and program components within those disciplines that may impact the incidence of incivility within the discipline in both the educational settings and the respective workplaces.

## **Overview of Incivility**

### **Incivility as a Concept**

The concept of aggressive or negative interpersonal behavior such as actions and attitudes of people that are discourteous, rude, or even dangerous is well documented throughout the literature. However, terms to label that behavior differ both in verbiage and definition. Terms describing interpersonal aggression in the workplace include bullying (Einarsen, 2000; Leymann, 1996, Matthiesen & Einarsen, 2010), lateral or horizontal violence (Embree & White, 2010; Wilson, Diedrich, Phelps, & Choi, 2011), mobbing (Zaph & Einarsen, 2005), workplace harassment (Bowling & Beehr, 2006), workplace victimization (Aquino & Lamertz, 2004; Aquino & Thau, 2009), workplace aggression (Hershcovis, 2011) and incivility (Andersson & Pearson, 1999). More recently, the term incivility has been used interchangeably with bullying

(Jenkins, 2011; Liu, Chi, Friedman, & Tsai, 2009; Wilson et al., 2011), but much of the literature differentiates between bullying and incivility (Matthiesen & Einarsen, 2010; Simons, Stark & DeMarco, 2011). Literature directed toward rude and aggressive behavior in higher education also uses the terms bullying (Adams & Lawrence, 2011; Cooper, Walker, Askew, Robinson & McNair., 2011; Cooper, Walker, Winters et al., 2009; Hughes, 2001; Keashly & Neuman, 2010; McDonald, 2008), mobbing (Druzhilov, 2012; Yaman, 2010) and incivility (Boice, 1996; Clark, 2006, 2008d, 2013; Feldmann, 2001; Gallo, 2012; Luparell, 2004, 2011; Burke et al., 2013).

Typically, workplace bullying as originally studied and defined by Brodsky in 1976 is defined as harassment, cruelty, or mistreatment as perceived by a victim that usually involves a power imbalance, repetition over time, and systematic, rather than sporadic, behavior targeted toward the victim (Brodsky, 1976; Matthiesen & Einarsen, 2010; Simons et al., 2011; Skogstad et al., 2011). The definitions of bullying include a range of behaviors from the very overt to more covert behaviors but generally imply a higher intensity, repetition over time (usually considered six months), and a direct intent to harm than do other terms such as incivility. Higher education literature typically uses the same definition of bullying as used in the workplace especially in terms of power imbalance (Cooper, Walker, Winters et al., 2009; DeSouza, 2011).

Incivility in the workplace is described by Andersson & Pearson's seminal work in 1999 as "low intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others." (Andersson & Pearson, 1999, p. 457). Incivility is generally considered as more insidious and more prevalent than bullying and a precursor for more aggressive behaviors (Andersson & Pearson, 1999; Liu et al., 2009). Higher education literature builds on Anderson and Pearson's definition of incivility such as classroom

incivility (Boice, 1996), incivility in nursing education (Clark, 2008d; 2013; Clark, Ahten et al., 2013), and civility as the opposite of incivility (Clark & Carnosso, 2008).

Other higher education literature uses terms, such as bullying, incivility, and disruptive behaviors, interchangeably to describe disrespectful and aggressive behaviors (Hernandez & Fister, 2001; Lampman et al., 2009; Seidman, 2005). Since there is ambiguity in the literature about the definitions of bullying and other workplace aggressive actions, researchers and practitioners must continue to study whether there is a need to differentiate between the various terms in order to fully understand the issue (Jenkins, 2011). Hershcovis (2011) addressed the fragmentation within the literature resulting from the variety of terms and constructs and proposed the use of the term workplace aggression. Most of the more recent nursing literature uses the term incivility. This study will primarily use the term incivility to describe all disrespectful and discourteous interpersonal behaviors both in the workplace and the setting of higher education. Feldmann (2001) defines incivility in higher education as “any action that interferes with a harmonious and cooperative learning atmosphere...” (p. 137). The source of incivility may be from “one or more of three psychological factors: (a) a need to express power over another, (b) a need for verbal release due to frustration over an apparently unsolvable situation, or (c) a need to obtain something of value” (Feldmann, 2001, p. 137). Feldmann (2001) expressed incivility in the classroom in four categories: annoyances, terrorism, intimidation, and threats. Figure 1 below illustrates the four categories (Burke et al., 2013).

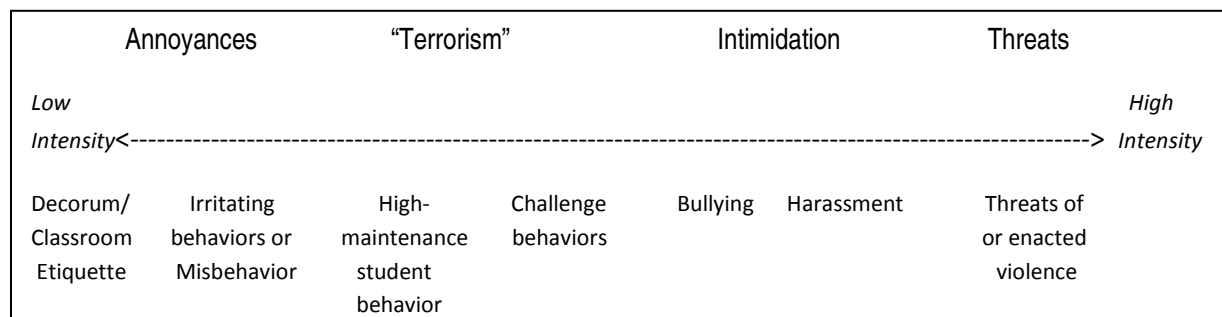


Figure 1. Range of incivility using Feldmann’s (2001) four categories (Burke et al., 2013, p.2).

### Perception as a Concept

Throughout the literature, incivility is described in relation to the perceptions of individuals and organizations. Perception is defined as a “process by which people translate sensory impressions into a coherent and unified view of the world... Though necessarily based on incomplete and unverified...information, perception is equated with reality for most practical purposes and guides human behavior in general” (Perception, n.d.). McDonald (2012) explained the concept of perception as having the defining attributes of “...sensory awareness or cognition of the experience, personal experience, and comprehension that can lead to a response” (p.5). Perceptions allow an individual to make sense of interactions, events, and surroundings that shape their sense of emotional, psychological, and even physical health (Lindy & Schaefer, 2010; McDonald, 2012; Namie & Lutgen-Sandvik, 2010). Individuals do not perceive situations or events in the same way, nor are they affected in the same way and thus must be studied to determine the effects of those perceptions as job stressors (Hauge, Skogstad, & Einarsen, 2009).

Perception of incivility, although subjective, is well established and accepted throughout the extant literature both for the workplace and higher education (Caza & Cortina, 2007; Clark, 2006; Einarsen & Skogstad, 1996; Matthiesen & Einarsen, 2010; Namie & Lutgen-Sandvik, 2010). Uncivil interpersonal behavior is also observable as rude, discourteous interactions

between individuals that violate expected interpersonal or workplace norms (Andersson & Pearson 1999; Skogstad et al., 2011). The victim's perception of the interaction determines the effect on the victim, but observable uncivil behaviors can have effects on witnesses to the behavior, and on the workplace or higher education in general and will be discussed (Andersson & Pearson, 1999; Skogstad et al., 2011). Other people cannot always observe acts of incivility because a perpetrator's intent may be covert while perceived by the victim as detrimental (Liu et al., 2009; Hershcovis, 2011; Matthiesen & Einarsen, 2010). An example of the ambiguity of the intent of uncivil behavior is when one person ignores another person; the perpetrator, the target, and others who may be observing the interaction may interpret the action differently. (Hershcovis, 2011; Liu et al., 2009).

### **Historical and Societal Trends of Civility Toward Incivility**

Culturally, American people have viewed and practiced civility as a means of interpersonal decorum that is culturally expected and could lead toward social advantage. The practice of civility has been a distinguishing factor in the delineation of poor and upper class individuals, between employers and employees, and as the standard of respectful treatment between persons in the workplace and in educational settings (Andersson & Pearson, 1999). Cooperative living, based on standards such as love of neighbor and mutual interpersonal respect, has traditionally been a cohesive force within American culture. Civility is a method of using manners and decorum to be and act agreeably with others and be well received by others (Clark & Carnosso, 2008; Lavery, 2009; Peck, 2002). Lavery (2009) conceptualizes civility as a balance between “ self-directed thinking with other directed thinking; ...concern for another's feelings with concern for his or her well-being; ...a commitment to being truthful with sensitivity for the situation and the individual” (p. 235).

Within the past twenty years several major constructs have framed American society that specifically affect interpersonal civility. As social scholars have intimated, American society has trended toward a weakening of traditional moral values and valuing self-expression over other directedness (Andersson & Pearson, 1999; Morris, 1996; Peck, 2002) which can lead to more concern for one's self than for the well-being of others. Also, interpersonal relationships and workplaces have become more complex, especially with the growing trend and use of technology, globalization, increased diversity, asynchrony, and interpersonal informality (Andersson & Pearson, 1999; Harvey et al., 2009; Peck, 2002). Other societal constructs such as liberalism in democracy, affluence, and the current educational emphasis on self-actualization or self-expression are also blamed for the decrease in societal civility (Peck, 2002).

The higher education literature explains the rise of incivility as connected to several constructs. Incivility in higher education can be attributed to the constructs of consumerism (Delucchi & Korgen, 2002), academic entitlement (Cain, Romanelli, & Smith, 2012; Lippman, Bulanda, & Wagenaar, 2009; Singleton-Jackson, Jackson, & Reinhardt, 2011), student narcissism (Nordstrom et al., 2009), generational differences (Baker et al., 2008), increase in technology and digitalism (Baker et al., 2008), changing norms (Fisler & Foubert, 2006; Quddus et al., 2009), globalization (Brown, 2012), and increased stress in college (Giancola, Gratwich, & Borchert, 2009).

### **Attribution Theory as the Framework for the Study**

Attribution theory focuses on the process of how the social perceiver understands and explains the actions and behaviors of self and others and events. This section will give an overview of the theory and will explain the link between the theory and this study's focus on

incivility and academic disciplines. The discussion will include other studies using attribution theory in secondary and higher education.

### **Overview of Attribution Theory**

Attribution theory, initially proposed by Fritz Heider in 1958 and later expanded on by Harold Kelley in 1967 and Bernard Weiner and in the 1970's and 1980's, has been used extensively for over four decades as a dominant theory for motivation, social psychology, and educational psychology (Weiner, 2000). Attribution theory makes three primary assumptions about people: (a) people attempt to understand and interpret behaviors and actions of self and others based on causes, (b) the causes are assigned systematically, and (c) the causes predetermine the individual's reactions to the behaviors of self and others (Allen, Long, O'Mara, & Judd, 2008; Heider, 1958; Kelley, 1967). The fundamental premise of attribution theory is that the social perceiver looks for and identifies causality for events and for the actions and behaviors of self and others. Attribution theory proposes that the perceiver will use either external (outside the person) or internal (dispositional or "inside" the person) explanations of actions, events or behaviors. The perceiver interprets the event, action, or behavior of self or others based on the external or internal sources of explanation (Heider, 1958; Weiner, 2010). Attributions allow people to make judgments about situations and make sense of the world and people around them. However, attribution error can occur when an individual over or under estimates the causes of behavior to be either internal or external. Often, people will assume that other's behaviors are influenced by internal causes and that their own behavior is more often influenced by external causes (Allen et al., 2008; Mudhovozi, Gumani, Maunganidze, & Sodi, 2010; Nisbett & Ross, 1980). The theory was developed by Heider to provide understanding of

why events or behaviors occurred so that subsequent events or behaviors could be predicted and controlled (Nursing Theories, 2013).

Heider's initial explanation of attribution theory proposed that it was a 'common sense' (Heider, 1958) approach to explaining causality of behaviors and events especially in terms of success and achievement and failure to what that result would be attributed. Heider proposed that three causes were ability (internal), effort (internal), and task difficulty (external). Weiner et al. (1971) expanded Heider's three causes to four perceived causes of achievement: ability and effort (internal) and task difficulty and luck (external) (Weiner, 2010).

Kelley (1967) further developed attribution theory by adding the dimensions of consistency, distinctiveness, and consensus. The additional dimensions served to validate the perceptions of the individual when assigning causality for events, actions, and behaviors (Hoffman, 2012). Consistency is exhibited when a person responds or reacts in the same way each time a certain set of circumstances is presented. Distinctiveness refers to the way a person acts when circumstances vary. For example, if a person's behavior changes in response to changing situations, then there is a high level of distinctiveness. Consensus refers to the behavior of people that surround the observed person; if others' actions and behavior are similar to the actions and behaviors of the observed person, there is consensus (Hoffman, 2012). The cause of a behavior is considered external when all three dimensions are high.

Weiner expanded the theory to include three dimensions of causality. The location dimension (internal or external) of the cause is referred to as locus (Weiner, 1979, 2000, 2010). Wiener (1979, 2000, 2010) further developed the dimensions of causality to include two more causes, stability and control. While locus explains whether the cause is internal or external to the perceiver, stability explains the cause on a continuum from stable to unstable. The second



dimension, stability, was based on Heider's contrasting dispositional and fixed characteristics such as ability with the variable factors such as effort and luck (Heider, 1958). Examples of a stable cause are fixed characteristics such as ability, or family structure and unstable or fluctuating factors such as luck, effort, and mood (Weiner, 1979). The third causal dimension is control. Weiner explained that causality could be characterized as either controllable or uncontrollable (Weiner, 1979).

In addition to the three dimensions of causality, Weiner elaborated the theory to include the concept of perception by explaining that a phenomenological system would include the concept of "how it seems to me" (Weiner, 2010, p. 32). Weiner (2010) explained that "feelings are directed by thoughts" (p. 33) and have an important role, especially in regards to feelings of achievement or failure and in explaining the attributions for the behavior of others (Weiner, 2010).

### **Attribution Theory's Link to Incivility and Academic Disciplines**

As explained in the previous section, incivility is described throughout the literature in relation to the perceptions of individuals or groups. Incivility in society and in higher education is explained in terms of one's perception of the actions and behaviors of another. Perceptions allow an individual to make sense of interactions, events, and surroundings that shape their sense of emotional, psychological and even physical health (Lindy & Schaefer, 2010; McDonald, 2012; Namie & Lutgen-Sandvik, 2010). Attribution theory proposes that individuals perceive their events and the actions of self and others in a way that will allow them to understand behaviors by attributing causal explanations (Hoffman, 2012; Nursing Theories, 2013). Attribution theory appropriately frames this study that focuses on individual's perceptions of incivility as they observe the behaviors and actions of self and others.

Attribution theory explains the similarities and/or differences of perceptions of incivility among disciplines. The dimensions of consistency, distinctiveness, and consensus as proposed by Kelley (1967) shed light on incivility among disciplines. If there is high consistency, distinctiveness, and consensus in behaviors in one discipline as opposed to another, an external difference may be assumed. For example, if there is higher consistency, distinctiveness, and consensus in perceptions of uncivil actions and behaviors in nursing education as compared with business education, it may be attributed to the external environment or ubiquity of nursing programs, expectations, or curriculum. Wiener's causality dimensions of locus, stability, and controllability (Weiner, 1979) also shed light on the possible differences among disciplines. Questions such as "Are the causes specific to one discipline?" (locus); Does perception of incivility always occur in the same discipline? (stability); "Can the uncivil behaviors be controlled (controllability) by controlling stress levels, teacher adequacies, etc?"

### **Attribution Theory in Education- Secondary and Higher Education**

Attribution theory has been used to explain diverse situations in education over the past four decades. In educational literature, most of the applications of attribution theory have been focused on student academic achievement success or failure. Only minimal research has used attribution theory to explain student or classroom behaviors (Miller, 1995). One major study focused on difficult classroom behaviors and the causal attributions from the perspective of students, teachers and parents in a secondary school setting (Miller, Ferguson, & Byrne, 2000; Miller, Ferguson, & Moore, 2002). Miller et al. (2002) concluded that students, parents, and teachers perceive the causality for difficult student behaviors very differently. The findings did support findings in other studies that when evaluating one's own behavior, individuals will attribute situational or external factors and when evaluating the behaviors of others, dispositional

or internal factors are attributed (Lambert & Miller, 2010; Miller et al., 2002; Mudhovozi et al., 2010).

Studies of uncivil behaviors in higher education using attribution theory include a study of teacher misbehavior (Kelsey, Kearney, Plax, Allen, & Ritter, 2004). Kelsey et al. (2004) found that college students attributed teacher misbehaviors to the teachers themselves rather than to external factors or the students themselves. An interesting note from the study was that when teachers exemplified positive immediacy in interactions with students, the students were less likely to ascribe as much blame for misbehaviors on those teachers (Kelsey et al., 2004). Allen et al. (2008) applied attribution theory to their study of university students' predispositions toward student/teacher communication and found that apprehensive, less assertive students viewed faculty behaviors as less immediate while assertive, responsive students viewed faculty as more immediate.

### **Incivility in the Workplace**

Higher education is a microcosm of the workplace and of society at large (Connelly, 2009). Incivility in higher education is better understood with the foundation of incivility in the general workplace. This section will address the topic of incivility in the workplace. This section begins with discussion about incivility in the workplace in general and leads to the subsections of incivility in the nursing, education, and business workplaces. The discussion includes trends, antecedents, and impacts.

#### **Incivility in the General Workplace**

##### **Incidence and prevalence of incivility in the general workplace.**

American psychiatrist Carroll Brodsky (1976) pioneered research on the incidence of bullying in the workplace. Minimal research followed his seminal work until the early 1990s

when the issue was further studied and researched mostly in the Scandinavian, Northern European, and Australian countries (Brodsky, 1976; Einarsen, 2000; Einarsen & Skogstad, 1996; Matthiesen & Einarsen, 2010). Research that addressed the growing problem of incivility within the American workplace began to increase in the late 1990s with significant research conducted in the past ten years, especially as incidences of workplace violence such as retaliatory shootings occurred. However, documentation on the actual incidence rates or prevalence of incivility within the workplace varies with the type of measurement tools and with the various nuances of the definitions (Herscovis, 2011). Difficulty in obtaining incidence or prevalence data may also result from underreporting because of fear of retaliation or the perpetrators' lack of honesty in assuming responsibility for one's actions. Cortina, Magley, Williams, & Langhout (2001) reported research results indicating that greater than two thirds of American workers had experienced demeaning actions, disrespect, and social ostracizing from coworkers or superiors.

The Workplace Bullying Institute surveyed American workers in 2007 and again in 2010. The results of the two surveys, while fairly consistent with each other, revealed that approximately 35% of American employees had experienced bullying and another 15% had witnessed bullying in the workplace (Workplace Bullying Institute, 2010). The most recent survey in 2014 indicated that 27% have been the targets of abusive conduct at work, and 21% have witnessed workplace abusive conduct. Of the survey participants, 72% indicated an awareness that workplace abusive behavior exists (Workplace Bullying Institute, 2014). The survey defined bullying as repeated, over time, aggressive actions. The exclusivity of the definition, using the description, repeated and over time, could have limited the results, which may have been even greater if the time and repetition elements were excluded. Although there is some evidence in the literature for the existence of workplace aggression and its consequences,

there is still much to be learned about the topic, its antecedents, prevalence, and the impact on the American workplace. Behavior that is detrimental to employees and organizations is a topic of increasing research in organizational psychology (Aquino & Lamertz, 2004; Bowling & Beehr, 2006).

The current research on detrimental interpersonal workplace behaviors is discussed using many different labels such as bullying, incivility, workplace aggression, and workplace violence. The ambiguity of terminology must be addressed in future research (Hershcovis, 2011, Jenkins, 2011), and increased knowledge about how to combat incivility's effects on the health, stability and productivity of American workers is necessary (Bowling & Beehr, 2006). Continued study of organizational research on the effects of incivility on employees and productivity is essential because people are more strongly influenced by bad events and behaviors than positive events and behaviors (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001; Skogstad et al., 2011).

### **Antecedents to Incivility**

The extant literature accumulated over the past two decades contains a myriad of explanations for the existence and stakeholders of incivility in the workplace. There are multiple antecedents that contribute to the discord in the workplace, including those related to the victims, the perpetrators, and interpersonal and organizational factors. Identifying and understanding the antecedents help to begin to identify solutions to the growing problem.

Antecedents are events or conditions that precede the incidence or prevalence of incivility and are described in the literature as falling within the three categories of victim, perpetrator, and organization. Incivility develops from a variety of causes, which arise from the people involved (individual antecedents) or the organizational processes within the workplace. The literature overwhelmingly supports the use of categories when describing antecedents. The three

categories of antecedents are victim or target, perpetrator or instigator, and the work or organizational environment (Bowling & Beehr, 2006). Individual antecedents are related to personality or coping mechanisms and organizational processes are the work related characteristics (Baillien et al., 2009). The work environment is sub categorized into job characteristics such as role conflict, job insecurity, and high workload; team level interactions such as lack of collegial social support, autocratic or laissez-faire leadership styles, and co-worker competition; and organizational level climate and hierarchy (Baillien et al., 2009).

The majority of the workplace incivility research is focused on the distinctives or motives of the uncivil instigators and some on the organizational characteristics (Skogstad et al., 2011). A few studies investigated characteristics of the targets that predispose them to become victims (Aquino & Lamertz, 2004; Aquino & Thau, 2009). Victim or target antecedents include personality issues, coping mechanisms, and previous exposure to negative interpersonal behaviors (Bowling, Beehr, Bennett, & Watson, 2010; Glaso, Matthiesen, Nielsen, & Einarsen, 2007). Personality issues of targets include negative affectivity, ineffective conflict management style, low self-esteem and assertiveness, less autonomous and extroverted than non-targets, and possibly more conscientious than non-victims (Aquino & Lamertz, 2004; Coyne, Seigne, & Randall, 2000). Understanding the link between the personality traits of targets and the incidence of workplace incivility directs organizations to devise methods of addressing workplace incivility through personality testing and programs focused on acquisition of anti-victimization skills for employees predisposed to victimization (Bowling et al., 2010; Coyne et al., 2000), and is an area for continued research.

Identification of the antecedents of incivility within the perpetrators is sparse because of the difficulty in acquiring convincing and usable data because most perpetrators are reluctant to

self-report or are unaware of the impact of their interpersonal actions (Zapf & Einarsen, 2003). Antecedents related to the perpetrators are primarily tied to personality characteristics and the individual's inability to interact with others on a positive level especially during times of stress (Andersson & Pearson, 1999; Hauge, Skogstad, & Einarsen, 2007). The literature also identifies an individual's propensity for high achievement as an antecedent because when efforts of achievement are blocked, the individual may become uncivil to those creating the obstruction. Organizations, while encouraging high achievement, need to balance that expectation with a culture of support and mutual respect to encourage civility between co-workers (Liu et al., 2009). More research is needed to identify the characteristics of individuals predisposed to the role of a perpetrator. Such research lends credence to the interventional practice of personality testing during the hiring process and will help organizations develop interventions to decrease incivility within their workplace (Aquino & Thau, 2009; Bowling & Beehr, 2006; Bowling et al., 2010).

The interaction between the personal or psychosocial characteristics of perpetrators and victims and the characteristics of the workplace itself is described in the literature (Baillien et al., 2009; Matthiesen & Einarsen, 2010). Workplace incivility is multi-dimensional in antecedents, impacts, and implications and continued research is needed on multiple levels to gain sufficient understanding of the issue in order to provide and implement solutions. An organization's culture, by setting behavioral norms, will provide the parameters of behavior (Andersson & Pearson, 1999; Brodsky, 1976; Harvey et al., 2009). When considering if actions are in fact uncivil, it is important to keep in mind that the definition describes rude and disrespectful behavior that is outside of the expected norms for interpersonal interactions (Andersson & Pearson, 1999). For instance, in basic military training, a high level of aggressive behavior is expected as trainees are disciplined and socialized into a hierarchical society that requires a high

level of obedience to authority. Other organizations exemplify a direct contrast, such as a healthcare organization, that while hierarchical in some ways, encourages autonomy, critical thought, caregiving, and mutual respect between all stakeholders. Thus, the culture and expected norms within an organization will define the level of condoning what is perceived as deviant or uncivil behavior (Andersson & Pearson, 1999; Harvey et al., 2009; Spence-Laschinger, Wong, Cummings, & Grau, 2014).

### **Incivility in the Nursing Workplace-Subset of the General Workplace**

Nursing practice, or the nursing workplace, is part of the general workplace and is discussed here as a subset of the workplace. While many of the characteristics of the general workplace apply to the nursing workplace, there are unique aspects of nursing practice that must be considered when exploring the topic of incivility in nursing.

#### **Incidence and prevalence of incivility in nursing practice.**

Incivility in nursing is well documented in anecdotal experience (Duffy, 1995; Roberts, 1983), and in more recent decades through research, as an entrenched phenomenon in the nursing workplace. The term “nurses eat their young” is common in the profession and refers to demeaning and hostile behavior by more tenured nurses toward novice nurses (Bartholomew, 2006; Simons & Mawn, 2010) and describes the socialization into the profession (Meissner, 1999). The term carries the meaning both anecdotally and empirically that as new nurses begin practicing in the discipline, they are the targets of demeaning and rude comments and actions by the more tenured nurses, devaluing their self-confidence and self-esteem. Ultimately, that treatment leads to many new nurses exiting the position or the profession. The phrase and the phenomenon have been known in the nursing field as a reason for much of the stress in nursing and is a rationale for the difficulty in retaining many nurses in the profession (Bartholomew,



2006; Hogh, Hoel, & Carniero, 2011; Leiter, Price, & Laschinger, 2010; Simons & Mawn, 2010).

Only recently, within the past ten to twenty years, has research taken a focused look at the prevalence and impact of negative workplace behavior in nursing (Lindy & Schaefer, 2010). Currently, studies have indicated that a large percentage of new nurses leave their first job and many eventually leave the profession indicating workplace incivility as a major contributor to that decision (Laschinger, Finegan, et al., 2009; Laschinger, Leiter, Day, & Gilin, 2009; Simons, 2008; Smith, Andrusyszyn, & Laschinger, 2010). Griffin (2004) identifies several actions and behaviors included in the description of incivility in nursing: non-verbal innuendos, verbal affronts, activities that undermine another individual, broken confidences, backstabbing, withholding pertinent information, and gossiping (Griffin, 2004; Stanley, Dulaney, & Martin, 2007). Just as the literature about workplace incivility differentiates between terms such as bullying and aggression, the literature about incivility in nursing also contains multiple terms, although most of the literature uses the terms interchangeably to describe aggressive and subversive interpersonal behaviors (Felblinger, 2008; Lindy & Schaefer, 2010). The term incivility continues to be used in this study to describe negative workplace behaviors in nursing.

The available literature is clear that a contributing factor to the high stress level and subsequent decreased level of job satisfaction of nurses is the stress caused by conflict and incivility within nursing (Felblinger, 2008; Leiter et al., 2010; Whitworth, 2008). The effects of incivility within the nursing community are insidious at best, contributing to turnover and unsafe environments for patients. In response to a survey and the growing problem of incivility in nursing, TJC issued a sentinel alert (TJC, 2008) that required healthcare organizations to implement standards of behavior within their organizations to decrease the prevalence of

incivility. Since then, healthcare organizations and researchers have responded with studies aimed specifically at determining the causes and impacts of incivility, providing recommendations for improvement interventions, and pinpointing where further research is needed (Olender-Russo, 2009). One study found that workplace incivility exacerbates the stressful environment of the healthcare workplace for nurses and suggests that organizational involvement in decreasing the incidence of incivility lessens the emotional and physical toll on nurses (Oore et al., 2010).

Turnover, or lack of retention, is a major trend within the nursing workforce, influenced by job dissatisfaction to which incivility is a major contributor. Recent studies contributed that the turnover rate for practicing nurses in the United States is 33-37%, and the rate for newly licensed nurses ranges from 55%-61% (Griffin, 2004; McKenna, Smith, Poole, & Coverdale, 2003). Lateral violence is the main contributor to turnover, leading to about 60% of new graduates leaving their first nursing jobs within the first six months (Griffin, 2004; McKenna et al., 2003). Another study by Bowles and Candela (2005) reported that 30% of new graduates left their jobs within the first year, and 57% left during the second year (Bowles, & Candela, 2005). Griffin (2004) further reported that 20% of new graduates who left their first job left the profession altogether (Griffin, 2004). The recent literature agrees that workplace aggressions are a major contributing factor to the intention to leave and turnover within nursing (Berry, Gillespie, Gates, & Schafer, 2012; Embree & White, 2010; Hogh et al., 2011; Johnson & Rea, 2009; Smith et al., 2010). The revolving door concept is created and perpetuated as new graduate nurses leave jobs or the profession nearly as quickly as they enter (Smith et al., 2010).

Attrition is costly to a healthcare organization. Conservative estimates on the cost of replacing one new graduate nurse is \$88,000 US dollars, leading to millions of dollars annually

for even one organization (Smith et al., 2010). Because of incivility, the impact of turnover also involves patient safety, degrading the quality of patient care (Cho, Laschinger, & Wong, 2006; Simons et al., 2011). The literature suggests that decreasing the turnover rate in nursing is an important factor in meeting the current and projected nursing shortage. The literature also demonstrates that increasing collegiality and civility among nurses has a positive effect on job satisfaction, which, in turn, decreases turnover (Simons, 2008).

### **Incivility and socialization of new nurses into nursing practice.**

The process of becoming a nurse is called the socialization process, and it impacts the new nurse's perception of the nursing role and integration into a nursing practice environment. In a landmark study, Randle (2003b) found that during nursing education, nursing students lost much of their sense of self-esteem that is a prerequisite for needed assertiveness and longevity in nursing (Randle, 2003b). Randle concluded that since self-esteem impacts patient care, the profession must correct the problem before nurses can impact change in the healthcare system (Randle, 2003b).

Incivility experienced by novice nurses results in destructive outcomes that are physical, psychological, and emotional (Dyess & Sherman, 2009) and makes the transition to competent practice difficult and painful (Benner, Sutphen, Leonard, & Day, 2010; Dyess & Sherman, 2009). The prevalence of incivility in nursing is cyclical and continues to perpetuate itself (Croft & Cash, 2012). Novice nurses observe and experience uncivil behavior modeled by the more experienced nurses and come to believe that incivility is an expected norm within the profession (Berry et al., 2012).

### **Interventions for incivility in the nursing workplace.**

The extant literature contains some suggestions on interventions to decrease the incidence and prevalence of incivility in the nursing workplace but reveals minimal empirical evidence. The literature suggests that because the antecedents are both personal and organizational (Harris, Harvey, & Booth, 2010; Hutchinson, 2009; Hutchinson, Vickers, Wilkes, & Jackson, 2009), the interventions are to be directed toward both areas. Studies suggest that the negative acculturation process within nursing needs to be addressed within the educational realm by nursing educators, within the nursing practice realm by nursing administrators, and at the staff nursing level (Baltimore, 2006; Bartholomew, 2006; Berry et al., 2012). The literature also suggests that the connection between nursing education and practice is significant and must also be considered as a focus of intervention (Bartholomew, 2006; Benner et al., 2010). Interventions directed toward nursing education will be discussed in subsequent sections.

The literature reports some, albeit minimal, research directed toward interventions among healthcare personnel such as establishing a culture of making apologies in the event of conflict (Fox & Stallworth, 2006) and assertiveness training to cope with difficult working conditions (Oostrom & Mierlo, 2008). Hutchinson (2009) suggested a restorative approach to workplace incivility that would attempt to replace a punitive approach with the encouragement of reorientation to healthy interpersonal relations (Hutchinson, 2009). An intervention on the personal level, identified through a research study by Griffin (2004) of using cognitive rehearsal to protect new graduates from uncivil behaviors as they began nursing practice, found that when the new graduates were taught and practiced the cognitive behavioral technique, the incidence of lateral violence in their particular workplace significantly improved (Griffin, 2004; Stanley, Martin, Michel, Welton, & Nemeth, 2007). Further research using the cognitive rehearsal approach in both nursing education and practice is warranted (Griffin & Clark, 2014).

## **Incivility in the Education Workplace-Subset of the General Workplace**

The extensive review of the literature reveals a dearth of empirical research in the area of incivility in the education workplace. Most of the incivility literature that refers to education involves the incivility that is perpetrated toward teachers or by teachers toward students. Some studies have focused on the construct of establishing a sense of teacher community (Grossman, Wineburg, & Woolworth, 2001). The concept of incivility between teachers and administrators and among peers is addressed in the literature, but there is an obvious lack of research in that area (Reio & Reio, 2011; Waggoner, 2003). There is an increasing amount of research that refers to incivility in the academic arena of higher education (Cassell, 2011) but only minimally in K-12 schools. The lack of research on incivility in K-12 is concerning since there are increasing difficulties facing teachers: governmental standards and expectations, student misbehaviors, lack of student motivation and accountability, and financial pressures (Fox & Stallworth, 2010; Reio & Reio, 2011). The increasing stress of teaching can lead to increasing levels of incivilities among the teaching professionals similar to stress responses in the general workplace literature (Fox & Stallworth, 2010).

Most of the literature that is directed toward incivility in the educational workplace deals with incivility in academe or higher education and considers the hierarchal structure of higher education institutions as a major contributing factor (Armstrong, 2012; Cassell, 2011; Keashly & Neuman, 2010). Armstrong (2012) surmises that faculty to faculty and administrator to faculty incivilities are rooted in the argument culture of academics and proposes setting civility ground rules for the expected argumentative dialogue in academic cultures.

Interestingly, research on the incidence and prevalence of student and faculty incivility in the higher education classroom is concurrent with research on incivility and bullying in the

workplace (Leymann, 1996; Keashley & Neuman, 2010; Twale & DeLuca, 2008). However, minimal consideration is given to incivility occurring in the university academy, especially between faculty members and between administrators and faculty (Burke et al., 2013; Keashley & Neuman, 2010). Given the destructive nature of workplace aggression, the faculty responsibility as role models to students (Feldmann, 2001), and the impact on employee retention in the workplace, further research should focus on the management of destructive behaviors within the academy. Corresponding to the prevalence of incivility within the general workplace, Cassell (2011) found that incivility in the academy of higher education as a workplace was also prevalent. A 2005 survey of academic staff by The Field Foundation revealed that 40% of those responding were recipients of workplace aggressions (The Field Foundation as cited in Cassell, 2011). Research needs to continue to determine the progression of development of incivility in hierarchical and structured settings. Research also needs to continue to identify ways to decrease incivility in the academy in order to impact the problem within the workplace.

### **Incivility in the Business Workplace-Subset of the General Workplace**

There is a dearth of research on incivility specifically directed to the business workplace. Most of the literature associated with business comes from business literature about incivility in the general workplace and does not specifically target incivility in the business workplace.

### **Gap in the Workplace Literature**

There is no conclusive evidence in the literature that indicates whether incivility occurs more often in some disciplines or organizations than others because of the multitude of other factors that could influence research. Thus, most research considers specific characteristics of the general workplace atmosphere. However, the literature does understandably predict that

more interpersonal incivility occurs in situations where there is frequent interpersonal interaction and interdependency between individuals such as healthcare and social services (Aquino & Thau, 2009; Cassell, 2011; Leymann, 1996). Most of the limited research differentiating between disciplines was conducted in Northern Europe and Scandinavia, with comparably little studied in North America (Aquino & Thau, 2009; Zaph, Escartin, Einarsen, Hoel, & Vartia, 2011). In their studies of workplace aggression in North America, Keashly and Jagatic (2011) identify that the limited research suggests a relationship between organizational culture and the prevalence of workplace aggression (Keashly & Jagatic, 2011). The question for further research is whether the culture of the organization fosters increased incivility or if the existence of incivility negatively impacts an organization's culture. This gap in knowledge must be studied to determine if a profession such as healthcare promotes incivility within nursing, or if the existence of incivility in nursing continues to poison healthcare's organizational culture.

### **Incivility in Higher Education**

The previous major section reviewed the literature on incivility in the workplace and the subsets of incivility in the nursing, education, and business workplaces. With the workplace as a background and precursor to higher education, this section reviews the literature regarding incivility in higher education, which includes the academic discipline subsets of incivility in nursing, education, and business. The discussion on incivility in higher education includes the history, prevalence, impact, antecedents, and interventions for the issue in higher education. The nursing education discussion includes history, professional socialization of new nurses into practice, the prevalence, antecedents, impact, and interventions directed toward incivility in nursing education. The extant literature on incivility in the academic disciplines of education and business are also reviewed.

## **Incivility in Higher Education**

Incivility on the campuses of colleges and universities is a growing problem that interferes with the academic and socialization purposes of higher education (Alberts et al., 2010; Clark et al., 2009; McKinne, 2008; Seidman, 2005). The growth in incivility on college campuses mirrors the rise of incivility and violence in society today, as well as the increase of incivility in the global and American workplace (Amada, 1997; Bjorkland, & Rehling, 2011). Most of the extant literature about bullying or aggressive interpersonal behaviors focuses on the prevalence in compulsory education (primary and secondary) and in the workplace. Relatively little empirical research focuses on the problem in higher education between students and faculty (Coleyshaw, 2010). There is research that addresses aggressive behaviors as a workplace issue within higher education, but minimal research thoroughly addresses the existence between students and faculty (Coleyshaw, 2010).

Early research focused on classroom incivility as perpetuated by students (Boice, 1996; Morrissette, 2001), and within the past decade, research has included the misbehaviors of faculty as contributors to academic incivility (Bray & Favero, 2004; Boice, 1996; Goodboy & Myers, 2009; Luparell, 2003, 2004; Trad et al., 2012). Further research for both prevention and intervention needs to be addressed to curb the growing problem and ensure safe and effective academic and professional preparation at the baccalaureate level. Socializing students toward civility in behaviors and attitudes should help to decrease the problem of incivility in the workplace (Luparell, 2011).

### **History of incivility in higher education.**

Academic incivility is not a new concept in American higher education. Prior to the American Civil War, university government and discipline regulations that controlled not only



classroom activities but student life were so rigorous that students protested with violence and street brawls (McKinne, 2008; Quddus et al., 2009). The anti-establishment culture of the 1960s produced much violence and protest to rules and regulations in society and was especially evident in institutions of higher education (Johnson, 1986; McKinne, 2008). In recent years campus violence is a major safety concern after serious campus incidents such as the shootings at Virginia Tech (Baker & Boland, 2011). Morrissette (2001) reported about the growing frequency of incivility by students against faculty that included murder, threats to physical safety, and rude behavior and the need to understand both precursors and prevention strategies (Morrissette, 2001). The inclusion of rude behaviors in the description of academic incivility streamlined the focus for subsequent studies since most of the concern in U.S. higher education is on the lesser forms of aggressive behaviors. The more common and more insidious incidents of academic incivility are increasing on most college campuses (Baker et al., 2008; Quddus et al., 2009; Rehling & Bjorklund, 2010) and are a focus of research to determine what the cause and impact on education and learning is which can lead to determining the most effective method of decreasing the incidence (Swinney et al., 2010).

Academic incivility includes uncivil behaviors that are disrespectful and discourteous and range in intensity from coming to class late or leaving early, conversations with others during class, talking or texting on cell phones, or disrespectful comments or challenges to faculty about assignments or grades (Nordstrom et al., 2009). Feldmann (2001) describes incivility in the classroom as behaviors that interfere with a harmonious and cooperative atmosphere for learning (Feldmann, 2001; Swinney et al., 2010). The prevalence of rude behaviors in classrooms is a focus of research, which has been mostly definitive or anecdotal in nature, and although incivility harms the learning environment (Hirschy & Braxton, 2004), more empirical research is

needed about the frequencies, precursors, and preventions of incivilities (Alberts et al., 2010; Morrissette, 2001).

Although academic incivility exists on international campuses, several distinctives are apparent as precursors to incivility on U.S. college campuses. The growing informality of college campuses, classrooms, and technology lends itself to frequency of incivilities as familiarity may foster contempt and decreased respect between students and faculty (Andersson, & Pearson, 1999; DeSouza, 2011). Changes in the structure of the American educational system are also considered a precursor to incivility because students may be under-prepared for the rigors of university expectations (Alberts et al., 2010). Characteristics of U.S. students, such as the generational attributes of the Millennial generation and their consumer orientation to education as a product, also heighten the incidence of classroom incivilities and will be discussed further in the section on precursors (Alberts et al., 2010; Hogan, 2007; Murphy, 2010; Twenge, 2006).

#### **Prevalence of incivility in higher education and link to the workplace.**

The prevalence of incivility in higher education is concerning on many levels because of the link between higher education and the workplace. The prevalence and impact of incivility in the workplace is well documented. Paralleling the prevalence of workplace incivility is the growing prevalence of incivility in higher education, which is a growing focus of study because higher education is a precursor to the workplace. Standards or habits that are formed in higher education are transposed to the workplace (Rowland & Srisukho, 2009; Swinney et al., 2010). “Education precedes practice” (Cooper, Walker, Winters et al., 2009, p. 212), means that the education received by students is necessary and expected to prepare them for the workplace. Boyer (1990) explained that education helps to develop society and that higher education is

important for developing students' sense of global responsibility and preparation to contribute positively to society. The hierarchical structure and expectations of interpersonal standards of higher education is similar to the hierarchies found in most workplaces (Caza & Cortina, 2007). Although similar in many ways, notable differences between higher education and workplace cultures include the developmental differences of students, student academic entitlement, and consumerism, which differs from workplace employees working within the expected cultural norms of hierarchal structures of different workplaces (Caza & Cortina, 2007; Nordstrom et al., 2009; Singleton-Jackson et al., 2011).

Early reports on the prevalence of incivility in higher education are skewed in part because of faculty members' reluctance to report uncivil behavior because of their fear of retribution by either administration or students, or that administration or students would view them as inadequate (Amada, 1992; Morrissette, 2001). Recent literature indicates that despite a growing awareness of both the complexity and ubiquity of the problem on college campuses, faculty are reluctant to report incivilities (Deering, 2011); thus continuing to cloud both the prevalence and the preventive and interventional strategies to curb the problem. Recent research on the prevalence of incivility in higher education reported that 96% of faculty encountered at least one incident, about 60% reported minor acts within the classroom such as sleeping or demonstrating disparagement, 45% reported uncivil responses on course evaluations or similar actions, and 25% reported more egregious behaviors such as hostile communication or extreme disrespect (Lampman et al., 2009).

The incidence and prevalence of incivility in higher education is not isolated to the contrapower direction of student incivility toward faculty. Growing research identifies the contribution of faculty to the problem of incivility and is identified as an interactional process

between students and faculty (Bray & Favero, 2004; Goodboy & Myers, 2009). The literature recognizes that, historically, conflict within higher education leads to necessary improvements, but that there is a difference between conflict that leads to positive change and conflict or incivility that leads to negative outcomes (Bray & Favero, 2004; Alberts et al., 2010).

### **Impact of incivility on teaching and learning in higher education.**

The extant literature is in agreement that the impact of incivility in higher education is both multileveled and significant. Much of the empirical research that measures the impact of incivility is over 10-15 years old, and much of the current research is anecdotal. Predominantly, the effects of incivility can be explained in the categories of impact on teaching and learning outcomes, interpersonal and personality, and financial impact on students and universities.

Early and current research finds that classroom and campus incivilities affect students' perceptions of their own intellectual growth and decrease their commitment to continued learning (Hirschy & Braxton, 2004; Goodboy & Bolkan, 2009). Goodboy & Bolkan (2009) studied the effect of classroom incivilities primarily committed by teacher misbehaviors on four traditional learning outcomes. The outcomes are described as cognitive learning (academic knowledge acquisition), affective learning (feelings or emotions about the subject matter), state motivation (involves learning through meaningful activities), and student communication satisfaction (feeling response of student to achievement of communication goals). The study revealed that uncivil actions and behaviors by teachers create a significant negative effect on student affective learning, resulting in negative and uncivil communication by students (Goodboy & Bolkan, 2009). Other research supports the negative impact of incivility on the learning process (Seidman, 2005), learning outcomes (Feldmann, 2001; Morrissette, 2001), and student-teacher relationships (Bjorklund & Rehling, 2011; Zhang, Zhang, & Castelluccio, 2011).

Incivility in the classroom and on campus disrupts students' sense of community, (Braxton & Jones, 2008) in part by communicating that they do not belong unless taking part in the uncivil actions, which leads to an early departure from the university. Caza & Cortina (2007) found that incivility affected a student's sense of belonging and even his or her own personal sense of self-esteem and meaningful existence (Caza & Cortina, 2007). Other research confirms the impact of incivility on the self-esteem of students (Randle, 2001, 2003b).

Financial impact on students and universities includes early departure of students and difficulty in retaining faculty. Students who become frustrated with turmoil and disorder in the classroom may experience a decrease in their commitment to the university and leave the institution (Caza & Cortina, 2007; Hirschy & Braxton, 2004; Seidman, 2005). Faculty retention is also affected when incivility decreases job satisfaction and leads to discouragement and burnout (De Souza, 2011).

#### **Contributing factors to faculty/student incivility in higher education.**

Goodboy & Bolkan (2009) studied the impact of teacher behaviors and found a direct correlation between teacher misbehaviors and negative communication by students and decreased learning outcomes. The study supported other research that connected faculty immediacy with a decrease in uncivil classroom behaviors (Goodboy & Myers, 2009). Incivility as an interactional process between students and faculty was illustrated by the finding that when faculty are uncivil to students, learning is compromised and students will likely respond with incivility toward the teacher (Goodboy & Bolkan, 2009). Clark (2008d) described the uncivil interaction between faculty and students as the dance of incivility. The literature suggests that the interdependency of teacher and student misbehaviors contributes to incivility in higher education (Alberts et al., 2010; Clark & Springer, 2010; Cooper, Walker, Askew et al., 2011;

Robertson, 2012). Factors unique to faculty and to students are also contributors to the prevalence on incivility in higher education.

***Faculty.***

A seminal study by Kearney, Plax, Hays, and Ivey (1991) described three main categories of teacher actions that contributed to negative responses from students and classroom incivilities. The categories and corresponding behavior examples are teacher incompetence, such as giving boring or confusing lectures, or not able to effectively communicate course content; teacher indolence, which includes laziness or absent mindedness as in forgetting assignments or delaying assignment grading; and teacher offensiveness, such as being cruel or unreasonable with students (Goodboy & Bolkan, 2009; Kearney, Plax, Hays, & Ivey, 1991; Twale & DeLuca, 2008). Zhang et al. (2011) found that the negative actions of teachers positively predict uncivil responses from students more than the effect of positive behaviors (Zhang et al., 2011). In other words, the practice of teacher misbehaviors predicts more negativity than positive teacher behaviors predict civility.

Faculty immediacy is considered a critical component of effective teaching in higher education and contributes to positive classroom behaviors. In his seminal five year study, Boice (1996) reported that teacher non-verbal immediacy, such as eye contact, close proximity, positive facial expressions, and appropriate physical contact, were promoters of a positive atmosphere within the classroom and communicated care and attention to the students (Boice, 1996). Subsequent literature supports the findings by Boice and encourages the promotion of teacher immediacy as a quality necessary for civil classroom encounters. Research (Marzano & Marzano, 2003) suggests that there were 31% fewer problems related to discipline in classes where teachers nurtured a positive relationship with students rather than teachers who did not

(Bray & Favero, 2004; Seidman, 2005). Faculty actions considered as friendly are to be balanced with some limitations of self disclosure, because faculty self disclosure may actually increase incivility if it levels the hierarchy in the classroom leading to an informality that does not inhibit some uncivil behaviors (Trad et al., 2012).

### *Students.*

Significant recent research has sought to identify specific student characteristics that are antecedents to academic incivility. A consideration of trends in the characteristics of millennial college students provides insight into possible antecedents. The rise of bullying in elementary and secondary schools contributes to the increase of bullying in college. Students who were bullied in early education were more likely to be bullied in college, and students who were instigators of bullying behaviors were also more likely to instigate uncivil or aggressive behaviors in college (Adams & Lawrence, 2011; Chapell et al., 2006).

The organizational foundation of higher education is changing from “repositories of knowledge to which professors are the gatekeepers” (Baker et al., 2008, p.67) to a business framework that delivers education as a product (Baker et al., 2008). Institutions of higher education compete with other deliverers of education, and students consider themselves consumers buying a product who expect a level of satisfaction from that product. The traditional rigors of a college education that encourage intellectual challenges that involve constructive feedback are replaced with the effort to satisfy the student as a customer. The consumer mentality of many students shows significant precursors to incivility (Nordstrom et al., 2009). Since consumerism encourages that the customer is always right, some students believe that someone else should not limit their actions.

The consumer orientation may lead to a sense of entitlement, which according to some authors is another characteristic of the millennial culture. Entitlement is described in part as believing that one should receive something that was not necessarily earned (Singleton-Jackson et al., 2011) and affects students in academia by decreasing their sense of personal responsibility and increasing their expectations for high grades because of effort, even if standards are not met. That sense of entitlement precedes incivility when students feel that they are not compensated in the manner that they expect and thus seek to demand retribution (Nordstrom et al., 2009). Academic entitlement in higher education is also linked in the literature to the current U.S. elementary and secondary educational system that does not sufficiently prepare students for the rigors of college but instead rewards mediocrity (Ausbrooks et al., 2011; Baker et al., 2008).

Differences in the academic expectations between faculty and students may also be explained by generational characteristics. Most faculty are from previous generations, which has been characterized by a strong work ethic and strong sense of responsibility for one's accomplishments. Some millennials have been socialized to expect rewards regardless of their effort (Ausbrooks et al., 2011; Twenge, 2006) or meeting of standards and thus are frustrated when expected by faculty to meet certain expectations before being rewarded with the grades they want or expect (Ausbrooks et al., 2011; Twenge, 2006).

College students typically progress through developmental stages that involve questioning of authority, independent thinking, and establishing personal identity and are more likely to challenge authorities and limits (Baker & Boland, 2011). College age students transition in their cognitive development between concrete, absolutist thinking toward more contextual and reasoned thinking (Fisler & Foubert, 2006). In addition to the transitioning developmental stage of traditional college students, other reported characteristics of the current



millennial generation may also be considered antecedents of incivility in the college culture. According to some authors, millennials are more self-centered and narcissistic than previous generations. Academic contrapower harassment theory explains the construct that persons with less power (students) choose retaliatory methods over overt methods toward those with more power (faculty) (De Souza, 2011; Pearson, Andersson, & Porath, 2005). Thus the student's role and position become antecedents to the type of behavior they display when antagonized. A close study of millennial characteristics is suggested as an approach to understanding precursors to incivility within the college classroom (Baker et al., 2008; Strauss & Howe, 2007; Twenge, 2006).

#### **Interventions for incivility in higher education.**

The literature is in agreement that interventions must be implemented to decrease the incidence of incivility and consequently the impact of incivility on the teaching learning culture of higher education. The increase of research highlights the problem in academia and encourages a growing awareness of the problem, which is fundamental to the solution. Some empirical research identifies interventions, but more is needed. Current empirical research directed towards interventions is limited; most of the literature contains only suggestions for prevention strategies and interventions targeted toward students, faculty, and college administrations (Barrett et al., 2010; Morrissette, 2001; Nordstrom et al., 2009).

According to the extant literature, students are a major contributor to the prevalence of incivility in the university and college environment; however, empirical research on interventions to prevent or impact student incivilities is minimal at best. Most recommendations in the literature are directed toward faculty and administrations. One study and a follow up study did address an intervention for students termed cognitive rehearsal as an approach to educate

students on how to guard themselves against the incidence and impact of lateral incivility (Griffin, 2004; Griffin & Clark, 2014). The study used nursing students but is generalizable to the general student population and is an effective tool to be learned and used by students. More research is needed on interventions directed toward students.

The literature is in agreement that faculty must become more educated in the prevalence, antecedents, and impact of incivility so as not to deny the situation but to meet the challenges with a resolve toward decreasing the problem (Deering, 2011; Lampman, 2012; Murphy, 2010). In the past, faculty feared being considered incompetent (Amada, 1992) when encountering student incivilities but becoming educated about the commonness of the issue helps faculty to realize the myriad of antecedents and the need to respond. Faculty members also are reluctant to report incivilities (Deering, 2011), which can perpetuate the existence of the problem. Faculty should become knowledgeable about the classroom and campus standards within their university catalogs and guidelines and need to communicate those standards openly with students (Seidman, 2005). Faculty need to communicate classroom standards and course content in written form in the syllabus and verbally in class discussions about expectations of appropriate behavior and decorum (Baker et al., 2008; Deering, 2011; Lampman, 2012; Murphy, 2010; Rehling & Bjorklund, 2010). Students become frustrated by unclear academic expectations, so when faculty members provide examples of assignments and clear directions to avoid misunderstandings of expectations, success is heightened (King-Jones, 2011). Faculty members also need to become more aware of their own actions and behaviors that can be perceived by students as uncivil (Zhang et al., 2011).

Although immediacy between faculty and students is a well-documented antecedent to positive student learning and attitudes, very minimal empirical study has linked lack of

immediacy to negative student behaviors and is an area for continued research (Goodboy & Myers, 2009; Trad et al., 2012). Goodboy and Myers (2009) found that faculty immediacy, as perceived by students, was negatively related to uncivil student behaviors and suggested that immediacy is an essential faculty practice that could lead to a decrease in classroom incivilities (Goodboy & Myers, 2009). A growing indication in the literature is that faculty immediacy, credibility, and teaching strategies influence the students' perceptions of faculty incivility (Zhang et al., 2011). Thus, faculty must introspectively assess their own approaches to students to determine if their actions or lack of ability negatively impact students. Faculty members need to assess the effectiveness of their pedagogical approaches (Baker et al., 2008; Clark & Pelicci, 2011) to determine if changes should be made to increase student learning and positive engagement. Simulated classroom experiences (Clark, Ahten et al., 2013; Swinney et al., 2010) give students real-life practice on dealing with incivilities and with their own frustrations and are used as effective teaching tools to encourage growth toward civility. Understanding the generational differences between faculty and students and regarding them as opportunities for education rather than opportunities for blame encourages a positive approach to students (Brown, 2012).

Large classrooms provide a sense of anonymity that encourages incivility, and thus instructors need to learn teaching strategies to overcome the impersonal atmosphere of the large classroom (Berger, 2002). Addressing uncivil behaviors immediately rather than ignoring them helps to set the expected tone in a classroom and possibly decreases further incidences (Baker, et al., 2008; Barrett et al., 2010; Lampman, 2012).

University wide or administrative interventions include educating the university community about academic incivility through flyers or involving student government groups

(Seidman, 2005). Universities must design educational programs for all faculty, but especially new faculty, that includes training in classroom and teaching strategies and appropriate interpersonal faculty/student relations and communication that helps extinguish student incivilities and establish appropriate responses when necessary (Alberts et al., 2010; Barrett et al., 2010; Lippman et al., 2009; Seidman, 2005). Faculty education should also include instruction on generational differences and the impact on teaching, learning, and communication in the college setting (Quddus, et al., 2009). University administrators impact the incidence of incivility by having guidelines for behavior and enforcing consequences when guidelines are not met as well as supporting classroom faculty in their enforcement of the expected standards (Barrett et al., 2010; De Souza, 2011). Codes of Conduct designed for the college or university that are given to all students and discussed in classes at the beginning of the term, and periodically throughout the term, enhance classroom environments (Al Kandari, 2011). Codes of Conduct can include guidelines for appropriate communication behaviors and grievance processes for students who disagree with faculty (Quddus et al., 2009; Seganish & Holter, 2013). Faculty members are encouraged to engage students in the development of classroom codes of conduct (Baker et al., 2008; Lampman, 2012), which promotes a sense of classroom ownership and personal responsibility for positive decorum.

### **Incivility in Nursing Education- Subset of Higher Education**

While the majority of research indicates that incivility between students and faculty in all of higher education continues (Rehling & Bjorklund, 2010; Rowland & Srisukho, 2009), a growing research base addresses the known existence of incivility within nursing education, primarily between students and faculty (Clark, 2006, Clark & Springer, 2007a; Luparell, 2004) but also between individual students (Clark, 2008c; Clark, 2008d; Cooper, Walker, Winters et

al., 2009; Lashley & de Meneses, 2001; Robertson, 2012), and within the faculty cohorts (Heinrich, 2007; Clark, 2013b; Clark et al., 2013). Lashley and de Meneses (2001), in their seminal study, described the increase of incivilities in nursing education and encouraged national attention to the issue. A seminal qualitative study by Luparell (2003, 2004) raised awareness as to the negative effects on nursing faculty and nursing education due to incivilities caused by nursing students (Luparell, 2003, 2004; Marchiondo, Marchiondo, & Lasiter, 2010). Since the IOM reports (2001) and the TJC sentinel alert (2008), accreditation organizations for nursing education such as the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN) have addressed the problem and included standards of professional behaviors in their expectations for both prospective nurses (students) and nursing educators (AACN, 2008; NLN, 2005). Research concerning the prevalence of incivility in nursing education has also increased (Cooper et al., 2011).

### **History and trends.**

Duffy (1995) described horizontal violence as “overt and covert non-physical hostility, such as criticism, sabotage, undermining, infighting, scapegoating and bickering” (p. 9). Although there is still some ambiguity in using a specific term to define nurse-to-nurse aggression in both the workplace and nursing education making research synthesis problematic (Embree & White, 2010), the predominant literature on aggression in nursing education uses the term incivility. Feldmann (2001) described academic incivility as behaviors that are rude, discourteous, or disrespectful which are disruptive to the teaching-learning environment (Feldmann, 2001). The prevalent construct used in most nursing literature is incivility as defined by Clark (2009), “rude or disruptive behavior which may result in psychological or physiological distress for the people involved and if left unaddressed, may progress to

threatening situations or escalate into hostility and violence” (Clark, 2009, p.194; Clark et al., 2009).

Much of the extant literature addresses the topic of incivility by students (Lasiter, Marchiondo, & Marchiondo, 2012; Luparell, 2004, 2007, 2011) but more recently, in the past decade, faculty behaviors are cited as instigators or antecedents to student incivility (Clark & Springer, 2007b, 2010; Cooper et al., 2011; Lasiter et al., 2012; Marchiondo et al., 2010). Investigation into the role of faculty as instigators, as well as the impact of incivilities on faculty, is somewhat neglected in the research, possibly due to the reluctance of faculty to report incidences or to assume some responsibility for the problem (Clark, 2013b; Clark & Springer, 2010; Lasiter et al., 2012; Luparell, 2004). Research has begun to call for interventions to address the problem through education of students and faculty, but minimal empirical research is available (Alberts et al., 2010; Burke et al., 2013; Clark & Pelicci, 2011; Robertson, 2012). Clark (2008d) describes the problem as an interactive process between students and faculty where both parties are responsible as both instigators and recipients. Other literature supports the interactive process (Clark, 2008a; Lasiter et al., 2012; Luparell, 2011), which then leads to the need for further research to determine antecedents and interventions for both populations.

#### **Link to workplace.**

The literature is in agreement that newly licensed nurses are highly vulnerable to the negative effects of incivility. Education is necessary to raise awareness of the problem and to empower new nurses to overcome the prevailing uncivil culture (Bartholomew, 2006; Griffin, 2004; Freshwater, 2000; Roberts, 1983) and not become part of the 60% who leave their first position within the first six months (Griffin, 2004).

Education about incivility should occur in the orientation process as new nurses begin practicing in the workplace (Bartholomew, 2006; Dyess & Sherman, 2009; Griffin, 2004). Education also should take place during the pre-licensure program to teach nursing students not only to deal with the stresses of education in a civil manner but also to prepare them for the nursing workplace (Clark, 2013). Cognitive rehearsal as an intervention (Griffin, 2004; Griffin & Clark, 2014) is shown to be effective with newly graduated nurses and also helpful during nursing education to provide an intervention skill to students facing the rigors of the nursing program, as well as preparation for future practice. Simulated scenarios that provide realistic practice settings for students to develop assertive communication skills are also recommended (Clark et al., 2013).

The incidence and prevalence of incivility is increasing in society and in higher education (Kolanko et al., 2006) and should be thoroughly addressed in nursing education. Nursing education is implicitly connected to patient care that needs to be safe and effective to meet standards prescribed by the IOM, TJC, and the expectations of the public (Center for American Nurses, 2008; Lasiter et al., 2012). Scanlon and Care (2004) stated, “Educational institutions are the gatekeepers to the profession. By allowing weak or mediocre students to progress and ultimately graduate, we are not only jeopardizing the reputation of the profession, but we are placing clients at risk” (Scanlon & Care, 2004, p. 477).

The Hilbert study (Hilbert, 1985) suggested that unethical student conduct in the learning environment has a positive correlation with similar conduct in the clinical setting and thus, should act as a warning that what is observed in education will, if unaddressed, transcend to the workplace (Hilbert, 1985; Robertson, 2012). Not only are nursing education programs expected to effectively prepare students academically, but they are ethically responsible to prepare

students with communication, self-affirming, and assertiveness skills (Clark & Springer, 2010; Lasiter et al., 2012; Luparell, 2011) that enables them to not only navigate the existing culture but acts as agents of change within the nursing workplace. The Code of Ethics for Nurses (American Nurses Association, 2001) includes direction for nurses to use dignity and respect when interacting with patients, students, and colleagues and further states that any form of harassment is not to be tolerated. Nursing faculty and nursing programs have a responsibility to create and maintain a safe and respectful learning environment for students, which will prepare them academically, psychologically, and socially for effective nursing practice (Clark & Springer, 2007b, 2010). Nursing faculty need to model civil interpersonal interactions (Clark et al., 2011) and reinforce the necessity for civility and respectful behaviors (Clark, 2008b) as precursors to the nursing workplace, because those qualities are important for the caring and ethical expectations of the profession. The literature shows that nurse assertiveness, empowerment, and mutual respectfulness are necessary attributes of nurses positively impacting the traditional nursing culture and must be learned and assimilated during nursing education (Clark, 2011a).

The transition from nursing education to practice is even more difficult today than in previous decades because of the influence of technology, increased knowledge expectations, increased acuity of patients, staffing shortages, and the ever-changing landscape of healthcare (Dyess & Sherman, 2009). Nursing educators and programs need to seek changes that will effectively prepare new nurses for the challenges of the workplace (Suplee, Lachman, Siebert, & Anselmi, 2008). Further research must investigate the implications of assessing students' abilities to respond to rigors and stress without aggressive behaviors (Luparell, 2011).



### **Professional socialization.**

The process of becoming a nurse formally begins during the pre-licensure program, as students acquire not only the academic knowledge and skills, but also are socialized into the culture they are entering. The literature is in agreement that nurses' experience with incivility begins during nursing education (Clark, 2013a; Hutchinson, 2009) and becomes so much a part of the experience that it is viewed as normal (Embree & White, 2010). Randle (2001, 2003a, 2003b) found that when nursing students entered the program, they viewed themselves as caring and considerate of others but saw a drastic decrease in that compassion, self-esteem, and supportive interpersonal interaction as they progressed through the program and adapted to the patterns of negative interpersonal interactions within the program. As student nurses are exposed to the current culture within most nursing programs, they develop a sense of identification with the culture that perpetuates the culture of incivility not only during the pre-licensure program, but also when they enter the workplace. Education toward healthy communication and self-esteem and commitment to civility in nursing education also decreases the students' loss of self-esteem, which can prepare them for incivility they may experience later (Longo & Sherman, 2007; Randle, 2001, 2003a, 2003b).

### **Prevalence of incivility in nursing education.**

The literature is in agreement that incivility on the campuses of colleges and universities is a growing problem that interferes with the academic and socialization purposes of higher education. The problem also interferes within nursing education (Marchiondo et al., 2010). Because of the destructiveness of academic incivility to individuals and the teaching-learning environment in nursing education, plans for both prevention and intervention need to be addressed to curb the growing problem and ensure safe and effective academic and professional

preparation at the pre-licensure level (Clark, 2009; Luparell, 2011). Socializing and educating students and faculty toward civility in behaviors and attitudes may also help to decrease the problem of incivility in the workplace. Uncivil student behaviors in nursing education are similar to those described in higher education and include holding distracting conversations in class, inattentiveness, apathy, being unprepared for class, disrespectful actions and verbiage, verbal abuse, and accusations of unfairness or harassment over grades (DalPezzo & Jett, 2010). Uncivil actions by faculty toward students include making condescending remarks, arriving late or being unprepared for class and displaying superiority or arrogance over students (Lasiter et al., 2012). There is growing recent research on the effects of faculty incivility on students and nursing education (Clark, 2006, 2008a, 2013a; Lasiter et al., 2012; Thomas, 2003), and more is needed. A large, recent, descriptive study (Clark & Springer, 2007a, 2007b) reported that 71% of respondents believed incivility to be a moderate to serious problem in the nursing program. Other recent research supports the widespread prevalence of incivility in nursing education (Clark, 2009; Cooper et al., 2009; Cooper et al., 2011; Robertson, 2012).

#### **Antecedents to incivility in nursing education.**

Differentiation of the antecedents of incivility in nursing education with other educational disciplines is lacking and thus more research is needed to determine if there are unique factors that contribute to incivility in nursing. Ganske (2010) describes incivilities as contributors to moral distress in nursing education because the perception of nursing as a trusted and caring profession (Gallup, 2010) is incongruous with the existence of interpersonal incivilities. He also suggested that another contributor to moral distress among nursing educators that increases their overall stress is the expectation to retain students to maintain fiscal solvency of the university even if those students do not meet the nursing program standards (Ganske, 2010). As in general

academia, factors that contribute to incivility include the hierarchical nature of academia, growing informality between students and faculty, and increased stress and pressures on current university students (Clark, 2009; Lasiter et al., 2012). Lack of knowledge on how to address issues of incivility is a concern for faculty in higher education (Indiana University Center for Survey Research, 2000)

Faculty incivilities toward students and student incivilities toward faculty become antecedents that are mutually provoked. Clark described the interactive process as a dance between faculty and students that leads to and perpetuates incivility in nursing education (Clark, 2008d; Clark & Davis-Kenaley, 2011), stating that there is a type of reciprocity of actions and behaviors between faculty and students. Faculty members cite student entitlement attitudes, along with stress, as central to student uncivil behaviors, and students describe their own antecedents as stress and faculty superior attitudes (Clark & Davis-Kenaley, 2011). Both faculty and students are negatively impacted as a result of the other's incivility, which then continues to spiral out of control (Andersson & Pearson, 1999; Clark, 2008d; Luparell, 2004, 2011). The interactive process between faculty and students described in nursing literature is not fully evident in the literature of higher education, which leads again to the need for research that will differentiate between nursing and general higher education.

### **Impact of incivility on students, faculty, and nursing education.**

Retaining students throughout nursing programs and sufficiently preparing them for the stressors of the nursing workplace is a multi-dimensional challenge because the rigors of nursing education affect students in a variety of ways. Marchiondo et al., (2010) found a strong positive correlation between nursing students' experiences of faculty incivility and dissatisfaction with their programs. Randle (2001, 2003b) reported a significant decrease in the self- esteem of

nursing students during the tenure of their program, which had a negative effect on their assimilation of a positive, professional identity. An additional alarming finding was that as the students experienced and witnessed incivility within the nursing program and observed staff nurses engage in negativity, they began to assimilate those actions as norms in the profession, which added to the perpetuation of incivility as a characteristic of nursing culture (Randle, 2003b).

Student exposure to incivility during nursing education predisposes them to vulnerability as they enter the workplace. New graduate nurses are vulnerable to incivility within the workplace because of their inexperience, their limited knowledge needed for practice, and a lack of sense of belonging within the workplace (Bartholomew, 2006; Clark et al., 2011). All of these areas improve with time, experience, and support, but often the new graduates are targets of incivility by more tenured healthcare staff. The uncivil treatment by other nurses affects the novice nurses by decreasing their propensity to ask clarification questions when there is knowledge or skill deficit, asking for validation of known knowledge, or feeling a sense of acceptance in the workplace (Griffin, 2004; Simons & Mawn, 2010). The research clearly shows that the effects of incivility affect patient safety along with the potential professional growth and effectiveness of the new nurses.

The literature reports significant implications of nursing education incivility on faculty (DalPezzo & Jett, 2010; Luparell, 2007, 2011). The scope of impact includes the lack of retention in the field (Cash, Daines, Doyle, von Tettenborn, & Reid, 2009) and emotional and physical tolls (Luparell, 2004, 2007).

Research indicates that strong leadership skills are necessary to empower nurses in the workplace (Laschinger et al., 2009) and applies to nursing education. The literature supports the

need for positive, approachable, and strong faculty leaders to role model civil behaviors to students (Clark & Davis-Kenaley, 2011; Johnson & Rea, 2009; Luparell, 2011).

### **Interventions aimed at decreasing incivility in nursing education.**

There is a scarcity of empirical research directed toward the prevention of incivility in nursing education or toward interventions to decrease the current prevalence (Burke et al., 2013). Most of the nursing literature contains recommendations for interventions based on knowledge about the incidence and impact of incivility. Three specific studies directed toward preventions/interventions come from Griffin (2004), who studied the effect of cognitive rehearsal; Clark (2011), who used empirical measures to determine the extent of faculty and student incivility in a school of nursing and designed several evidence-based interventions to address the problem; and Clark, Ahten et al. (2013), who used problem-based learning scenarios to prepare students for incivility in nursing. The studies reported positive responses and results in addressing incivility (Clark, 2011a, 2011b; Clark et al., 2013; Griffin, 2004). Because of the agreement in the literature as to the prevalence and impact of incivility on faculty, students, and nursing education in general, further research should be directed toward prevention and interventions (Burke et al., 2013).

The necessity of preventing incivility by a thorough understanding of the antecedents and prevalence is supported in the literature (Embree & White, 2010; Gallo, 2012). Interventions are directed toward both faculty and students, and the nursing program. Interventions directed toward faculty include: establishment and clear communication of expectations and policies (Gallo, 2012; DalPezzo & Jett, 2010), early and consistent intervention when uncivil behavior is identified (Clark & Springer, 2007b; DalPezzo & Jett, 2010), educational opportunities for faculty development (Clark & Springer, 2010; Cooper, Walker, & Winters et al., 2009), increase

of organizational support (Clark & Springer, 2010), development of effective mentoring relationships for novice faculty as well as ongoing faculty instruction about precursors to incivility (Blauvelt & Spath, 2008; Lasiter et al., 2012; Luparell, 2007), providing open forums for interaction between faculty and students on the topic of incivility (Clark, 2009), and encouraging self-care practices to decrease the impact of stress (Clark et al., 2011).

Interventions directed toward students are also recommended in the literature and include education and information sessions about the topic (Cooper, Walker, & Winters et al., 2009) and opportunities to practice student responses to frustrations utilizing cognitive rehearsal and reflective techniques (Bartholomew, 2006; Clark et al., 2013; Griffin, 2004). Students are encouraged to reflect on their own stresses and coping strategies to identify both healthy and unhealthy practices.

The literature also includes recommendations for implementation of interventions by nursing programs, which include the education process and the organizational structure. The same improvements to teaching strategies that focus on engaging the millennial learners in general higher education are also implicitly directed toward nursing education. However, most nursing programs continue to approach education from the traditional behaviorist perspective without making adjustments for the current increase in student stressors and changes in student characteristics (Clark & Davis-Kenaley, 2011, Clark & Pelicci, 2011). The tendency of nursing faculty is to “teach as they were taught” with the faculty as the supplier of information to the student recipient. Although changes in curriculum strategies in nursing education are encouraged, the process of change is slow (Clark & Pelicci, 2011) and remains an area of growth (Clark & Davis-Kenaley, 2011). Nursing educators need to reevaluate the traditional approach to education to adequately prepare students for coping with the nursing workplace stressors (Clark

& Pelicci, 2011). Luparell (2011) broadens the discussion on considerations of what is expected of graduates of nursing programs who prepare to enter professional nursing practice. She asks if it is professionally ethical for nursing education programs, knowing the prevailing nursing workplace culture with its inherent problems and impacts, to graduate students who, though academically and clinically competent, are not able to successfully navigate the stressful environment of nursing education or communicate through words and actions in ways that will facilitate positive and collegial relationships (Luparell, 2011). Other research suggests that changing the organizational culture (Springer, Clark, Strohfus, & Belcheir, 2012) and encouraging the growth of emotional intelligence in nursing students helps to decrease their negative responses to the stress and rigors of nursing (Hutchinson & Hurley, 2013; Montes-Berges & Augusto 2007).

### **Incivility in Education – Subset of Higher Education**

There is a fair amount of literature directed toward incivility in the education workplace, which includes higher education as a workplace. However, there is a dearth of literature that is directed toward incivility in preparatory educational programs in higher education (Ferris & Kline, 2009).

The concept of professionalism, which is associated with the absence of incivility, is discussed in the higher education literature as a critical component of the educational preparation of professionals such as pharmacy students (Boyle, Beardsley, Morgan, & Bittner, 2007; Hammer et al., 2003; Paik, & Broedel-Zaugg, 2006), dental students (Rowland & Srisukho, 2009), social work education (Ausbrooks et al., 2011), and public affairs education (Barrett et al., 2010).

The concept of professionalism as a component of the academic discipline of education is addressed minimally in the literature. King et al. (2007) address the need for the development of professional dispositions or attitudes or behaviors in pre-service teachers. The National Council for Accreditation of Teacher Education (NCATE) expects that educational institutions will assess the professional dispositions of education students and schools of education are beginning to address the issue of education student dispositions or behaviors earlier in the educational program than has been done in the past (King et al., 2007). King et al. (2007) suggested that the expectations for professional behaviors should be addressed frequently throughout the program, and that students need to see that the expectation of civil behaviors will continue throughout their teaching careers and will contribute to their success as teachers.

Ferris and Kline (2009) studied the relationship between negative interpersonal interactions and the perceived severity or effect (bother) on individuals who experienced or witnessed the negative interactions. The study participants were from the pre-professional programs of education, medicine, nursing, and social work and found that there was a significant relationship between the negative interactions and the level of bother on the students. However, due to small sample size, the study did not separate the academic disciplines (Ferris & Kline, 2009).

Only a few studies were found that are directed specifically to the academic discipline of education. One study directed toward incivility in education was conducted by Maguire (2001) and found that 27% of pre-service teachers in the United Kingdom indicated that they had experienced bullying with the result of a decrease in their level of self-confidence (Maguire, 2001). In another study, Blase and Blase (2004) addressed the educational preparation of school leaders and administrators, and found that pre-service programs infrequently address the areas of



negative behaviors and incivility in the professional preparation of those individuals (Blase & Blase, 2004).

### **Incivility in Business – Subset of Higher Education**

The extant literature contains minimal empirical research directed specifically toward business education. Most of the business education literature describes the issue of incivility generally or as a component of higher education rather than unique to the academic discipline of business.

A critical component of business education is instruction on positive and productive interpersonal communication techniques (Ruppert & Green, 2012). Ruppert and Green (2012) noted that the business education classroom is an opportunity for business students to learn and practice civil and positive behaviors that will be necessary for success in their business careers. The expectations for behavior in business classrooms include reliability and professional courtesy and are the same that are needed in the professional business workplace (Ruppert & Green, 2012; Swinney et al., 2010).

Stork and Hartley (2009) looked at the expectations of college students of their professors and the impact that the professors' behaviors had on the learning environments and outcomes. The connection to business education was that the study was conducted in an Organizational Behavior course (Stork & Hartley, 2009). The study offered conclusions about student perceptions of faculty behaviors in general rather than being directed to the uniqueness of business students or faculty. Similarly, a study by McClure and Spector (2003) looked at the connection between behavior and performance in an economics classroom. Results were generalizable to higher education but were not specific to business education itself (McClure & Spector, 2003). Another study was directed toward the connection between technology use and

incivility in business classrooms at one university but again, did not make a significant differentiation between business education and other academic disciplines (Schuldt, Totten, Adrian, & Cox, 2012).

Burke et al. (2013) conducted a review of the higher education literature on incivility with “an eye toward implications for instructors in business” (Burke et al., 2013, p. 1) but the review was generally directed toward all of higher education. Burke et al. (2013) did conclude that more research is necessary to identify if incivility is more common in some disciplines than others. One study specific to accounting majors looked for differences in faculty perceptions of student incivilities between accounting faculty and cross-disciplinary faculty and between accounting faculty and business college administrators (Swinney et al., 2010). The study concluded that there was a higher level of faculty perception of incivility between accounting faculty than the cross-disciplinary faculty, but there was no significant difference between accounting faculty and business college administrators (Swinney et al., 2010). Swinney et al. (2010) discussed that incivility in the accounting classroom should be addressed as preparation of the students for the professional accounting workplace, which is bound by a professional code of conduct.

### **Need for Further Research**

The literature is replete with studies on bullying and incivility in elementary and secondary education, but there is still comparatively little empirical research on how prevalent the problem is in higher education (Chapell et al., 2006) and especially on causes of incivility and interventions to alleviate the problem (Morrissette, 2001). The prevalence in higher education generally and specifically in separate discipline areas needs more research to encourage the isolation of specific predictors or antecedents that can be addressed by research to

lead to prevention strategies and improvement interventions. Recent research compares faculty and student perceptions of incivility (Rehling & Bjorkland, 2010), but more is needed. Most of the literature which suggested interventions, was anecdotal or included recommendations. More empirical research is needed to determine best practice for strategies that will decrease incivility in higher education (Burke et al., 2013). Further research is also needed to determine if there are differences between types of organizations or educational disciplines that preclude or foster the existence or prevalence of incivility (Caza & Cortina, 2007; Clark & Davis- Kenaley, 2011; Personal communication with Dr. Cynthia Clark, 2013). There is no literature identified that specifically addresses whether certain disciplines are more prone to incivility than others. Service organizations have a higher proclivity (Cassell, 2011), but much of the research is anecdotal and more empirical research is needed.

The landmark survey in 2000 of nearly 1500 faculty at Indiana University studied the frequency of uncivil classroom behaviors and found that 80% of the faculty reported that at least 23 of the 30 uncivil actions were observed in their classrooms (Indiana University Center for Survey Research, 2000; Swinney et al., 2010). Lampman's (2012) survey of 523 professors from 100 United States colleges and universities revealed that 91% of faculty experienced at least one incidence of uncivil behavior from a student. The study also validated the researcher's assumption that more women than men experienced aggression supporting the theory of gender related contrapower harassment (Lampman, 2012), and the proposal that disciplines that are predominantly female may experience more incivility. However, DeSouza (2011) found that within the context of contrapower harassment (superiors harassed by subordinates), there was no difference based on gender (DeSouza, 2011). Further research is needed to determine predictors

and prevalence of incivility within specific disciplines, as well as discipline specific interventions.

### **Gap Addressed by This Study**

No research is available that answers the question of the origination of incivility in nursing: Does it begin in nursing education, or does it begin in the workplace and is then perpetuated in nursing education? Research leading to knowledge about the ubiquity of or origination of incivility in nursing education (by revealing specific antecedents) would shed light on the most effective interventions.

### **Gap: Higher Education and Specific Disciplines**

A growing base of literature suggests that incivility is existent and growing in higher education and inhibits the preparation of students as they enter the workplace. Minimal empirical research is available on the actual impact of higher education incivility on the workplace (Clark, 2011a). Empirical studies that identify exact antecedents, preventions, and interventions are needed. Evidence is growing in the nursing literature, indicating that incivility in nursing education is not only on the rise but creates a deleterious effect on the ability of new graduates to successfully respond to the pressures and stressors of the nursing workplace (Clark et al., 2013; Clark & Pelicci, 2011; Luparell, 2011; Thomas, 2003). There is considerably less research available that targets the specific higher education disciplines of education and business. Though evidence suggests that incivility is a negative aspect of higher education and also a negative aspect of nursing, education, and business, what is missing is whether or not there is more incivility in nursing education than in higher education as a whole and if there is a difference in the prevalence of incivility among the disciplines of nursing, education, and business. That differentiation of knowledge is necessary to determine if empirical research

directed toward antecedents, preventions, and interventions should be focused on unique characteristics of nursing or other disciplines, or generalized to all of higher education.

Robertson (2012) statistically reviewed the literature on incivility in higher education and nursing education and reported that incivility is on the rise in general education. Since the body of literature on incivility in nursing education is growing (Clark, 2008b), and its discussion comprises most of the literature, the current study could help determine if nursing education is the major contributor to the prevalence of incivility in all of higher education. Clark and Davis-Kenaley (2011) suggest that exploring the differences “between and among disciplines regarding incivility would be useful in better understanding the unique features specific to nursing education” (Clark & Davis-Kenaley, 2011, p. 163). The implications to such a determination add impetus to the need for structural changes in the delivery of nursing education (Clark & Davis-Kenaley, 2011). Extended study is needed to determine if there is a possibility that nursing education is comprised of people with a higher proclivity of inability to deal with stressors or a greater propensity toward incivility than students in general education. The suggestion needs to be researched to determine if the claim is substantiated, or if there are other reasons that incivility exists in nursing education (Fletcher, 2006; Griffin, 2004; Roberts, 1983; Roberts, Demarco, & Griffin, 2009).

One study was conducted regarding academic cheating between nursing and non-nursing students and found no difference (McCabe, 2009). However, no study has been done to determine if there is a difference in the prevalence of incivility between nursing education and other academic or professional discipline programs.

### **Purpose and Significance of This Study**

This study adds to the body of knowledge about incivility in nursing education by beginning the discussion on whether or not incivility is more prevalent in nursing education than in other disciplines. If incivility is more prevalent in nursing education, further research is needed to pinpoint why. Increasing the quality of the learning environment for students and faculty, helping new faculty understand what to expect and how to deal with incivility, and preparing nursing students for a potentially hostile work environment in healthcare encourages change within the profession to reverse the culture. Understanding the uniqueness of nursing programs could help to change the culture of incivility in nursing education (Clark & Davis-Kenaley, 2011; Williamson, 2011).

### **Summary of the Literature Review**

This chapter included a review of the current literature on the topic of incivility directed toward incivility in higher education and the specific disciplines of nursing, education, and business. The chapter covered the concepts of incivility and perception and the theoretical framework of attribution theory as applied to higher education and the three specific disciplines. The chapter included two main sections that addressed incivility in the workplace and in higher education to give a broad framework of the present study, and to illuminate the gaps in the literature leading to this study of comparing incivility in nursing education with incivility in other academic disciplines. The section on incivility in the workplace included nursing, education, and business practice and the section on incivility in higher education included the subsets of nursing, education, and business education. The chapter concluded with a discussion on the gaps in the literature that lead to the present study.

The literature does not clearly differentiate among disciplines when addressing the prevalence of incivility in the workplace or in higher education. However, the negative impact of incivility in both nursing practice and nursing education is well supported in the literature. When exploring the phenomenon of incivility in nursing education with the goal of gaining knowledge that leads to positive change, knowing if there are unique characteristics of nursing students, nursing faculty, and nursing programs that perpetuate the prevalence of incivility is necessary. This present study begins the discussion of whether incivility is more prevalent or ubiquitous in nursing than in other disciplines to add to the body of knowledge about incivility in nursing education and in the larger realm of higher education.

## **CHAPTER THREE: METHODOLOGY**

This chapter includes descriptions of the study design, sample, setting, procedures, data collection methods, and data analysis of the research study. The data collection instrument used in the study will be described. The research questions and hypotheses from Chapter One will be repeated in this chapter.

### **Introduction**

Incivility is a growing problem in nursing education and in higher education campuses and classrooms. What is still largely unknown is whether or not incivility is more prevalent in nursing education than in other disciplines. The purpose of this causal comparative study is to determine if there is a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic majors of nursing, education, and business in a large public university as measured by the Incivility in Higher Education survey to determine if perceptions of incivility are higher among nursing students. The study is framed by Heider's attribution theory, which focuses on how social perceivers seek to understand and interpret events or the behaviors of self and others by attributing causality (Heider, 1958). Undergraduate upperclassmen students from the disciplines of nursing, education, and business were asked to participate in a survey that inquired about their understanding of incivility, their perceptions of its occurrence within their programs, and their perceptions of how often the behaviors occur. The present study adds to the body of knowledge about the prevalence of incivility in higher education, and specifically in nursing education, by determining if there are differences in the disciplines. The results of the study will help college administrators and faculty address incivility within higher education and serves as a foundation for further study to identify the characteristics of students and faculty



within specific disciplines that may impact the level of incivility. Additionally, findings from the study can form the basis for further research to identify possible specific antecedents that may contribute to the existence of incivility in specific disciplines within higher education.

### **Design**

A causal comparative research design was used to determine if there is a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university as measured by the Incivility in Higher Education survey. A causal comparative design was chosen because the researcher did not manipulate the independent variable but looked for variations between naturally occurring groups to find differences in student perceptions of incivility among the groups (Gall et al., 2007). In causal comparative studies, the independent variables are measured in categories (Gall et al., 2007). The independent variable in this study is discipline of study (nursing, education, and business) and is measured as categories. The dependent variable is students' perceptions of student and faculty incivility and is operationally defined as upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) which includes rude, discourteous behavior, speech or attitudes that are condescending, and disrespectful or potentially violent verbal and non-verbal behaviors (Clark et al., 2009; Gallo, 2012). In causal comparative studies, randomization is not always possible, but attempts are made to reach homogeneity between the groups (Rovai et al., 2013). Homogeneity in this study is assumed by using only undergraduate upperclassmen students in their baccalaureate programs in the same university and was tested with Levene's test for equality of error variances (Pallant, 2010).

Data collection in this study utilized the quantitative Incivility in Higher Education survey. The survey, which is available from the survey designer, was administered to the participants in a one-time event, using an online survey method. The survey was available to the students for a two-week period during the spring semester.

### **Research Question and Hypotheses**

The overarching research question that drove this study was:

**RQ1:** Is there a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university as measured by the Incivility in Higher Education survey?

### **Hypotheses**

The research question addresses the students' perceptions of incivility among three disciplines. The construct of incivility is made up of the components of disruptive and threatening behaviors. The hypotheses for the research question are listed below.

**H<sub>1</sub>:** There is a statistically significant difference in undergraduate upperclassmen students' perceptions of overall student incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education Survey.

**H<sub>2</sub>:** There is a statistically significant difference in undergraduate upperclassmen students' perceptions of overall faculty incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>3</sub>:** There is a statistically significant difference in undergraduate upperclassmen students' perceptions of how often student disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>4</sub>:** There is a statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>5</sub>:** There is a significantly significant difference in undergraduate upperclassmen students' perceptions of how often student threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>6</sub>:** There is a significantly significant difference in undergraduate upperclassmen students' perceptions of how often faculty threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

The null hypotheses are as follows:

**H<sub>01</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of overall student incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education Survey.

**H<sub>02</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of overall faculty incivility (disruptive and threatening behaviors) among the

disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>0</sub>3:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often student disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>0</sub>4:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>0</sub>5:** There is no significantly significant difference in undergraduate upperclassmen students' perceptions of how often student threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>0</sub>6:** There is no significantly significant difference in undergraduate upperclassmen students' perceptions of how often faculty threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

### **Participants**

The accessible population for the study was undergraduate upperclassmen students in three academic disciplines (nursing, education, and business) in a large public university in the Western Mountain region of the United States.

The sample used in this study was undergraduate upperclassmen students who elected to participate in the study (Rovai et al., 2013). The sampling method was nonprobability sampling, which is used when participant selection is not random but is done by some other method (Gall et al., 2007). In addition, the sampling method for this study was convenient in that only upperclassmen undergraduate students in the three bachelor degree disciplines from the participating university were invited to participate because they met the study's eligibility criteria and were readily available to the researcher (Rovai et al., 2013).

Eligibility criteria for participation in the study included students who were enrolled in the disciplines of nursing, education, and business and who were in the junior or senior levels of their respective programs. Students who were not upperclassmen in the nursing, education, and business disciplines were not eligible to participate in the study. Student participants invited to participate were junior and senior baccalaureate students within the academic disciplines of nursing, education, and business. Potential participants were residential and commuter students rather than online students. Using only students who were well established in the program of study helped to increase the potential that the participants were fully committed to their area of study and have been socialized into the discipline. Causal-comparative studies using ANOVA and three groups with a medium effect size and power of 0.8 should have a minimum of 126 participants. (Warner, 2008). Because there are three groups in the research design, there should be at least 42 participants from each group. In this study, there were 87 participants from nursing, 74 from education, and 91 from business for a total actual sample size of 252. Participants were both male and female and at least 18 years of age and indicated their gender and age in the demographic section of the survey. Gender, age, and ethnicity as indicated on the

demographic portion of the survey were not used as variables in this study but could later be used as a follow up study.

### **Setting**

The setting for the study was a large public university in the Western Mountain region of the United States and is hereafter referred to as Mountain University (MU- pseudonym). MU is located within a small city (population 38,600). The university has a large primary residential campus and four other residential campuses in different parts of the state. The Colleges of Business and Education are located on the main campus and the college of Nursing, primarily located on the main campus, also offers nursing classes at the four satellite campuses. The university is fully accredited and offers bachelors, masters, and doctoral degrees in multiple disciplines of study. The academic year is divided into semesters. The specific university was selected for the study because of accessibility to the researcher.

The university includes, among others, the colleges of Business, Education, and Nursing and is well respected within the state and on a national level. The university is a public, coeducational school, draws students from all over the United States, and has a 3% multicultural population. There are over 60 undergraduate residential programs in the university and over 50 graduate programs. Online course offerings are offered for some undergraduate courses and for many of the graduate programs. The university has over 13,000 undergraduate students and an additional 2000 graduate students. Potential survey participants were enrolled in nursing, education, and business courses during the spring semester of their junior or senior year.

### **Instrumentation**

The instrument used to measure faculty and student perception of incivility was the Incivility in Higher Education (IHE) survey tool that was adapted from the Incivility in Nursing

Education (INE) survey developed by Clark (Clark et al., 2009). The IHE survey quantitatively measures administrator, staff, faculty, and student perceptions of uncivil behaviors that include both disruptive and threatening behaviors, how often the behaviors are perceived to occur, and possible strategies for improving the level of civility in higher education. The last quantitative question asks for participants to choose their top three strategies for improving civility within their major from a list of ten possible strategies.

Initially, the INE tool was designed to be used to measure perceptions of incivility in nursing education but has since been adapted as the IHE to be used in any academic discipline within higher education and to determine differences in perceptions of incivility between or among disciplines. The IHE is identical to the INE except for two items, which refer specifically to nursing, and minor rewording. The IHE measures perceptions of incivility in higher education and between higher education disciplines (Civility Matters, 2013; C. Clark, personal communication, 2013). The IHE is unique as compared with other surveys in that one survey can be used to elicit perceptions of student and faculty incivility by both faculty and students. The survey is designed in a manner that allows for gathering data from faculty and students or from only faculty or only students (C. Clark, personal communication, 2013). The survey for this study was administered to students only to gather their perceptions of student and faculty uncivil behaviors.

The survey is divided into three sections. Demographic data is collected in the first section and includes gender, age, ethnicity, and academic discipline, and year in the program.

The second section is the quantitative section and is divided into two sub-sections; one section focuses on student behaviors and the other focuses on faculty behaviors. Each section addresses the two domains of disruptive behaviors and threatening behaviors. The first domain

lists 16 student behaviors that may be considered disruptive and 19 faculty behaviors; using a Likert type scale participants indicate if they consider the behavior as disruptive (Always, Usually, Sometimes, and Never), and how often the behavior was experienced or observed during the current academic year (Often, Sometimes, Rarely, Never). The second domain lists 13 threatening behaviors for both students and faculty and using a yes/no scale asks participants if that behavior had happened to them or someone they know within their discipline during the current academic year. The two domains of level of incivility (disruptive and threatening) and how often the behaviors occur are analyzed separately. Two additional questions elicit information about the participant's perception of the prevalence of student and faculty incivility (No problem at all, Mild problem, Moderate problem, Serious problem), and whether students or faculty are more likely to engage in uncivil behavior (Faculty members are much more likely, Faculty members are a little more likely, About equal, Students are a little more likely, Students are much more likely, Don't know). An additional quantitative question asks the participant to choose three strategies from a list that they would suggest for improving the level of civility in their academic discipline.

The 16 behavioral items in Section II were adapted from three other previously validated surveys. The "Defining Classroom Incivility" (DCI) survey was used by the Center for Survey Research at the University of Indiana in that landmark study (Indiana University Center for Survey Research, 2000). The second and third surveys, "Student Classroom Incivility Measure" (SCIM) and "Student Classroom Incivility Measure-Faculty" (SCIM-F), were developed by Hanson in 2000 (Fryer-Hanson, 2000). The surveys were developed to measure incidences of incivility in general higher education. Clark adapted items that described uncivil, disrespectful, and disruptive or threatening behaviors from the DCI, SCIM, and SCIM-F surveys to include in



the survey directed toward nursing students and faculty (Clark et al., 2009). A panel that included nursing and non-nursing faculty, nursing students, and a statistician reviewed the survey and indicated that the chosen items effectively reflected academic incivility. In 2004, the INE survey was pilot tested using 356 faculty and students in a large nursing program. Survey results reliably reflected the construct and prevalence of incivility within the nursing literature. Minor revisions were made to the INE after a qualitative phenomenological study conducted by Clark in 2006 provided additional content validity (Clark et al., 2009). The INE survey is unique in that it is designed to quantitatively measure perceptions of incivility of both students and faculty in the same survey, includes both quantitative and qualitative items, and has a tested and reliable structure of items to be answered by participants (Civility Matters, 2013; Clark et al., 2009)

The third section of the original INE/IHE survey is the qualitative portion of the survey and includes six open-ended questions that ask respondents for ways both faculty and students contribute to incivility and for suggestions on preventions or interventions. The open-ended questions were not used in this quantitative study but have been replaced by a quantitative question provided by the survey designer that asked respondents to choose, from a list of ten, their top three strategies for improving civility within their major.

Through previous use, the INE has been validated and found to be both reliable and valid. Reliability is based on Cronbach's alpha ratings, which are widely used for measures that include multiple answer possibilities such as multiple-choice or, as in this case, Likert type scales (Gall et al., 2007). The acceptable Cronbach's alpha score for inter-item reliability is greater than or equal to .70 (Rovai et al., 2013). The Cronbach's alpha score for the INE is .81-.90 for the student behavior inter-item coefficients and .92-.96 for faculty behavior inter-item coefficients

(Clark et al., 2009). The alpha reliability scores for student and faculty inter-item coefficients for the IHE are considered high and very high respectively (Rovai et al., 2013).

The IHE used in this study is available from the survey designer. Permission to use the survey was obtained from the survey designer, Dr. Cynthia Clark. The licensing agreement from Dr. Clark is included in Appendix A. The survey originally was administered through an online survey platform (Qualtrics) at Boise State University, but other researchers have used similar platforms for the IHE such as Survey Monkey (C. Clark, personal communication, July, 2013). The survey was formatted for this study through Survey Monkey and the link to the survey was given to students by email. The brief survey took participants about 10-15 minutes to complete.

### **Procedures**

The study began with securing IRB approval from Liberty University. See Appendix D for the IRB approval. The researcher contacted the deans of nursing, education, and business of MU by email, described the study, requested permission to conduct the survey in their particular college, and asked for their assistance to disseminate the information and survey link to students. The email is included in Appendix C. The researcher described the study and the survey process in detail and worked with the deans to determine how to elicit the most response from the students. The deans were asked to send information to the upperclassmen students in each of the disciplines, inviting them to participate and included a link to the survey and instructions regarding informed consent and how to access the survey. The survey instructions and online consent is included in Appendix C. Two reminders to complete the survey were sent to the deans for dissemination to the upperclassmen students.

Data collection using the survey was completed in the spring semester of the undergraduate program. The researcher sent an introductory email, with explanation of informed consent and the link to the survey, to the designated faculty or dean. The dean or designated faculty sent the email to the undergraduate upperclassmen students. The study introduction included an emphasis on the importance of the respondents' involvement in the study as a method of making improvements within their chosen discipline (Gall et al., 2007).

Undergraduate upperclassmen students received email announcements by a faculty or administrator within their discipline and in-class announcements by the faculty and were asked to volunteer to complete the online survey during a two-week period during the spring semester. The email invitation introduced the study to the potential participants and explained the purpose of the study, the potential impact of the study on their own professional discipline and in higher education, and contact information for the researcher. The invitation and informed consent is included in Appendix B. The email announcement reviewed the informed consent and contained a link to the survey. Students were advised that participation in the study was voluntary and the results of the survey were anonymous and confidential and would not affect student grades or class standing. Students decided to either participate in the study by completing the survey or decline the invitation by non-response to the invitation. Participants were informed that the survey would take about 10-15 minutes to complete.

Through the hyperlink in the introductory email, the survey was available to students using the online survey platform, Survey Monkey. Students were able to access the survey at their own convenience by accessing the hyperlink provided in the electronic communication. Once the participant clicked the hyperlink from the email, they were directed to the survey home page. There the students read an introduction page with the purpose of the study, instructions,

and the consent explanation. Students chose “next page” if they wished to participate or exited out of the survey if they chose not to participate. After the introduction/consent page, the survey questions began. The survey platform compiled the data for analysis. Data coding, entry, and analysis will be discussed in a subsequent section. When all the surveys were completed, the researcher obtained the compilation of data from the online survey platform and then inserted the data into SPSS.

## **Data Analysis**

### **Data Analysis**

The current revised survey is divided into three sections. Section I of the original IHE included demographic questions about the student or faculty status, faculty information about tenure and teaching responsibilities, gender, age, ethnicity/racial background, and the intended level of education. The survey was revised to specifically address the current study participants with the permission of the survey designer (C. Clark, personal communication, 2013) and included six demographic questions including gender, age, ethnic/racial background, level at the university (junior or senior level), discipline of study, and campus location. This study was directed only toward undergraduate upperclassmen students, so questions that pertained to faculty only or to identifying irrelevant student information were removed from the survey with permission from the survey designer (C. Clark, personal communication, 2013). The first analysis conducted was the descriptive statistics on the demographic questions.

The Research question explored the differences in student perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three disciplines (nursing, education, & business). Section II of the survey was divided into two subsections- a) student disruptive behaviors and student threatening behaviors and b) faculty disruptive behaviors and

faculty threatening behaviors. Additional questions in those sections asked for student perceptions of the disruptive behaviors as a problem and perception of threatening behaviors as a problem.

Student behaviors: Question 7 included a list of 16 potentially disruptive behaviors, and students were asked to identify if they perceived those behaviors as disruptive (Always, Usually, Sometimes, or Never), and in Question 8 students were asked to identify how often they had experienced or witnessed those behaviors during the current academic year. Question 9 included a list of 13 behaviors that are considered threatening, and students were asked to indicate (Yes or No) if those behaviors had happened to them or someone they know in their major during the current academic year. Questions 10 and 11 asked students their overall perception of student disruptive behaviors and student threatening behaviors (No problem at all, Mild problem, Moderate problem, or Serious problem).

Faculty behaviors: Question 12 contained 19 faculty behaviors that are potentially disruptive, and students were asked to identify if they considered the behaviors as disruptive (Always, Usually, Sometimes, or Never) and, Question 13, how often they perceived those behaviors to have occurred in the current academic year (Often, Sometimes, Rarely, or Never). Question 14 listed 13 faculty behaviors that are considered threatening, and students were asked if the behaviors had happened to them or someone they knew during the current academic year (Yes or No). Questions 15 and 16 asked students their overall perception of faculty disruptive behaviors and faculty threatening behaviors (No problem at all, Mild problem, Moderate problem, or Serious problem).

Two final questions completed the survey. The first asked students about their experiences or perceptions of the likelihood of whether students or faculty were more likely to

engage in uncivil behavior (Faculty members are much more likely, Faculty members are a little more likely, About equal, Students are a little more likely, Students are much more likely, Don't know). The last question contained a list of strategies to increase civil behaviors and students were asked to select the top three.

Data analysis included both descriptive and inferential statistical analysis. Descriptive statistics were used to obtain percentages reported by groups for each of the listed disruptive behaviors and how often they are perceived to occur, as well as the occurrence of threatening behaviors, and the perceived level of problem caused by incivility within the discipline. Responses from questions 7 and 12, which listed the 16 disruptive behaviors, were coded with numbers (1=Never, and 4=Always); questions 8 and 13 asked how often the disruptive behaviors occurred and were coded: 1=Never and 4=Always. Responses from questions 9 and 14, which asked about the 13 threatening behaviors, were coded with numbers for the yes/no answers (No=0, Yes=1). Questions 10 and 15 asked for the overall perception of disruptive behaviors and were coded: 1=No problem at all and 4=Serious problem. Questions 11 and 16 asked to what extent threatening behaviors were perceived as a problem and were coded: 1= No problem and 4= Serious problem. The scores were aggregated for a total perception of student incivility (Questions 10 & 11) and a total perception of faculty incivility (Questions 15 & 16). The total scores were used for the inferential statistics test.

The inferential statistical analysis test used in this study for each of the hypotheses to determine differences was the one-way between-subjects analysis of variance (ANOVA), which is an appropriate statistical test when there is one independent variable with 2 or more groups (Pallant, 2010; Warner, 2008). The one-way ANOVA indicated if there was a significant difference between the three disciplines of nursing, education, and business. The total perception

of incivility scores as reported by the respondents was used for the ANOVA analysis to determine the difference between the disciplines. The same process was used for the perceptions of how often the behaviors occurred.

The one-way ANOVA indicated if there was a significant difference between groups but did not indicate which group pairings were different. When differences were found among the groups, Tukey's Honestly Significant Difference (HSD) Post Hoc comparison tests were run to determine which pairwise group had the most significant difference (Pallant, 2010), and decreased the possibility of a Type I error (Howell, 2011; Rovai et al., 2013).

### **ANOVA Assumptions**

General assumptions for parametric tests must be addressed and met to prevent violation of the assumption, which would impact the significance results of the test. Several assumptions are expected for ANOVA tests. The assumptions include level of measurement, random sampling, independent observations, normality (normal distributions of populations), and homogeneity of variances or equal variances (Pallant, 2010).

The assumption of level of measurement will be met since the dependent variable, perception of incivility, was measured using a continuous scale (Pallant, 2010). The assumption of level of measurement for parametric tests assumes that the dependent variable is measured at the interval or ratio level. In educational research, Likert scales are considered by many as interval (Creswell, 2008; Rovai et al., 2013), thus this study, using Likert type scales, met the parametric technique assumption for level of measurement.

The assumption of independent observations was met since each of the participants accessed and completed the survey individually. In the introductory email that contains the link to the survey, the participants were asked to complete the survey independently.

Random sampling is a parametric technique assumption. However, much of real life testing in educational or behavioral research does not lend itself to strictly random sampling (Pallant, 2010). Convenience sampling is used many times when random sampling is not possible (Gall et al., 2007). Convenience, rather than random, sampling will be used in the study and is generally accepted for ANOVA tests since random sampling is not always possible in real-life research (Pallant, 2010). Convenience sampling was used in this study because the university was accessible to the researcher.

The assumption of normal distribution is expected of parametric studies. However, in educational and social science research, dependent variable scores may not be distributed normally, but having sample sizes greater than 30 will minimize or alleviate the violation of the assumption (Pallant, 2010). The assumption of normal distributions of populations was met since the samples include the undergraduate senior level students in each of the disciplines and is representative of the population of undergraduate senior level students in the three disciplines. ANOVA tests are generally very robust even if there are moderate violations of the assumption of normality (Howell, 2011; Pallant, 2010).

The assumption of homogeneity of variances is a major assumption for ANOVA tests. Levene's test for equality of error variances was conducted using SPSS to ensure that the assumption of homogeneity of variances was not violated (Pallant, 2010). A Levine's test significance level of greater than 0.05 suggested that the groups are equal in variance and met the assumption of homogeneity of variance (Pallant, 2010; Rovai et al., 2013).

### **Statistical Power Analysis**

Before conducting a statistical test using one-way between groups ANOVA, it is important to make sure that the sample size will produce an appropriate statistical power to



ensure validity of the study. “Statistical power is the probability of obtaining a test statistic large enough to reject  $H_0$  when  $H_0$  is false” (Warner, 2008, p. 203). The desired level of statistical power in this study is .80 or 80%, which is consistent with reasonable power levels to reject the null hypothesis (Warner, 2008). The researcher predetermined that an alpha level of .05 is appropriate (Warner, 2008), and the degrees of freedom ( $df$ ) is calculated by  $k-1$  ( $k$  represents the number of groups in the study) (Warner, 2008). Using a statistical power table (Warner, 2008, p. 236) and inserting the alpha level of .05, the desired statistical power of 80%,  $df$  equal to 2, and a population eta squared value of .10 (for the expected medium effect size), the minimum number of participants in each group is 30 (Warner, 2008, p. 236).

### **Summary**

Chapter Three includes discussion of the methodology of the current study, including a description of the study design, setting, and participants, sampling method, instrument description, procedures, and data analysis. The chapter also includes restatement of the research questions and hypotheses. The next chapters will describe the study results and discuss the implications of the findings.

## CHAPTER FOUR: FINDINGS

Presentation of data and analysis of the data will be discussed in this chapter. The research question and hypotheses will be restated along with the data analysis. Chapter Four begins with a description of the sample and includes the quantitative results of the survey and analysis of the data, which will be presented in tables and narrative.

### Sample Description

The survey was distributed via email link by the deans of the colleges of Nursing, Education, and Business to the upperclassmen undergraduate students in those disciplines ( $N = 1480$ ). The total number of surveys returned was 263, of which 11 were excluded because students were sophomores, which was a criterion for exclusion from the study. The survey response rate was 17.8%, and the usable sample size for the study was 252. Students in nursing ( $n = 87$ ), education ( $n = 74$ ), and business ( $n = 91$ ) returned completed surveys.

Demographic data for the whole sample is portrayed in Table 1 and includes the variables of gender, age, race, academic discipline (nursing, education, business), and level in the program (junior or senior). The majority of the respondents were female (71.3%) with 28.7% male respondents. The age of participants ranged from 18- 23 years (65.6%) to over 28 years (21.6%). The majority of respondents were white/Caucasian (92.8%), which is reflective of the diversity spread in the whole university system (MUS, 2014). Of the respondents, 34.5% nursing ( $n = 87$ ), 29.4% education ( $n = 74$ ), and 36.1% business ( $n = 91$ ) represented students' discipline of study. All respondents used in the sample were upperclassmen with 39.4% juniors and 60.6% seniors. The demographics of each discipline are represented in Tables 2-4. Table 2 shows the demographic characteristics of the nursing students, Table 3 indicates the demographic characteristics of the education students, and Table 4 includes the demographic characteristics of

the business students. Comparison of gender among the groups showed a predominance of females in nursing (89.5%) and education (75.7%), while business student gender characteristics were nearly equal (females = 50.6%). The difference in age characteristics was significant. Students in education (81.1%) and business (74.4%) were more likely to be in the 18-23 year range, while the 18-23 year age group for nursing was 43.0%. The 'above 28' year age range for nursing was 43.0%, which was significantly higher than education (9.5%) and business (11.1%).

Table 1

*Demographic Characteristics of the Sample (N=252)*

Variable	Category	<i>n</i>	(%)
Gender	Female	179	(71.31)
	Male	72	(28.7)
Age	18-23 years	164	(65.6)
	24-28 years	32	(12.8)
	Above 28 years	54	(21.6)
Race	White/Caucasian	233	(92.8)
	Black/African American	1	(0.4)
	Hispanic (non-Latino)	4	(1.6)
	Latino	2	(0.8)
	Asian	10	(4.0)
	Native American or Alaska Native	10	(4.0)
	Pacific Islander or Native Hawaiian	1	(0.4)
*Note: Question allowed for “check all that apply” thus the responses exceed the N of the sample.			
Major/College	Nursing	87	(34.5)
	Education	74	(29.4)
	Business	91	(36.1)
Level of Study	Junior	99	(39.4)
	Senior	152	(60.6)

Table 2

*Demographic Characteristics of Nursing Students (n = 87)*

Variable	Category	<i>n</i>	(%)
Gender	Female	77	(89.5)
	Male	9	(10.5)
Age	18-23 years	37	(43.0)
	24-28 years	12	(14.0)
	Above 28 years	37	(43.0)
Race	White/Caucasian	78	(90.7)
	Black/African American	0	(0.0)
	Hispanic (non-Latino)	2	(2.3)
	Latino	1	(1.2)
	Asian	4	(4.7)
	Native American or Alaska Native	6	(4.0)
	Pacific Islander or Native Hawaiian	0	(0.0)
*Note: Question allowed for “check all that apply” thus the responses exceed the n of the sample.			
Level of Study	Junior	36	(41.9)
	Senior	50	(58.1)

Table 3

*Demographic Characteristics of Education Students (n = 74)*

Variable	Category	<i>n</i>	(%)
Gender	Female	56	(75.7)
	Male	18	(24.3)
Age	18-23 years	60	(81.1)
	24-28 years	7	(9.5)
	Above 28 years	7	(9.5)
Race	White/Caucasian	71	(96.0)
	Black/African American	0	(0.0)
	Hispanic (non-Latino)	0	(0.0)
	Latino	0	(0.0)
	Asian	3	(4.1)
	Native American or Alaska Native	1	(1.4)
	Pacific Islander or Native Hawaiian	0	(0.0)
*Note: Question allowed for “check all that apply” thus the responses exceed the n of the sample.			
Level of Study	Junior	28	(37.8)
	Senior	46	(62.2)

Table 4

*Demographic Characteristics of Business Students (n = 91)*

Variable	Category	<i>n</i>	(%)
Gender	Female	46	(50.6)
	Male	45	(49.5)
Age	18-23 years	67	(74.4)
	24-28 years	13	(14.4)
	Above 28 years	10	(11.1)
Race	White/Caucasian	84	(92.3)
	Black/African American	1	(1.1)
	Hispanic (non-Latino)	2	(2.2)
	Latino	1	(1.1)
	Asian	3	(3.3)
	Native American or Alaska Native	3	(3.3)
	Pacific Islander or Native Hawaiian	1	(1.1)
*Note: Question allowed for “check all that apply” thus the responses exceed the n of the sample.			
Level of Study	Junior	35	(38.5)
	Senior	56	(61.5)

## **Additional Data**

This section includes data that does not directly answer the research question but is informative data about the population and provides a link between the demographics of the student population and their general perceptions of uncivil or disruptive behaviors. After the demographic section of the survey, part two asked questions regarding students' perceptions of student and faculty incivility. The survey asked about both disruptive behaviors and threatening behaviors in conjunction with the survey designer's definition of incivility, which was stated at the beginning of the survey and is stated again here. "Incivility is defined as rude or disruptive behaviors, which often result in psychological or physiological distress for the people involved- and if left unaddressed, may progress into threatening situations (or result in temporary or permanent illness or injury)" (Clark, 2009, 2013a). Question seven began the series of questions on incivility in Part Two. Question seven included a list of 16 student behaviors that have been found in the literature to be uncivil and asked students to respond with how disruptive they perceive those behaviors. Responses from survey question seven, which listed the 16 disruptive behaviors, were coded with numbers (4=Always, 3= Usually, 2= Sometimes, and 1=Never). Tables 5-7 show the list of student disruptive behaviors and the students' perceptions of those behaviors. Table 5 includes the responses from nursing students, Table 6 shows the responses from education students, and Table 7 shows business student responses. The responses of Always and Usually were combined to evaluate student perceptions of which student behaviors were considered uncivil. The top five behaviors are reported and, in the case of a tie, the top six behaviors are listed. Nursing students rated the top uncivil behaviors as: #1 cheating, #2 distracting conversations, #3 demanding make-ups, #4 sarcastic remarks/gestures, #5 creating tension, and #6 disapproving groans. Education students rated the most uncivil behaviors as: #1



distracting conversations, #2 sarcastic remarks/gestures, #3 cheating, #4 disapproving groans, and #5 creating tension. Business students identified the most uncivil behaviors as: #1 distracting conversations, #2 creating tension, #3 cheating, #4 disapproving groans, and #5 sarcastic remarks/gestures. The comparison of the top five student disruptive behaviors across disciplines is displayed in Table 8.

Table 5

*Student Disruptive Behaviors as Perceived by Nursing Students*

Behavior	Always=4 (%)	Usually=3 (%)	Sometimes=2 (%)	Never=1 (%)	Average Rating
Acting bored or apathetic	9.3	19.8	62.8	8.1	2.30
Making disapproving groans	25.6	37.2	30.2	7.0	2.81
Making sarcastic remarks/gestures	41.9	26.7	22.1	9.3	3.01
Sleeping in class	27.1	18.9	35.3	18.8	2.54
Not paying attention in class	24.4	25.6	27.9	22.1	2.52
Holding distracting conversations	50.0	29.1	19.8	1.2	3.27
Refusing to answer direct questions	29.4	30.6	15.3	24.7	2.64
Using computers unrelated to class	27.9	25.6	24.4	22.1	2.59
Using cell phones/pagers in class	29.1	23.3	34.9	12.8	2.68
Arriving late to class	23.3	32.6	29.1	15.1	2.64
Leaving early from class	12.8	36.1	30.2	20.9	2.41
Cutting class	7.0	11.6	32.6	48.8	1.77
Being unprepared for class	8.1	29.1	48.9	14.0	2.31
Creating tension by dominating class	31.4	36.1	23.3	9.3	2.90
Cheating: exams, quizzes	66.3	12.8	7.0	14.0	3.31
Demanding makeups/ extensions/ favors	47.1	24.7	16.5	11.8	3.07

*Note.* Percentages have been rounded and may not equal 100.

Table 6

*Student Disruptive Behaviors as Perceived by Education Students*

Behavior	Always=4 (%)	Usually=3 (%)	Sometimes=2 (%)	Never=1 (%)	Average Rating
Acting bored or apathetic	4.3	28.6	54.3	12.9	2.24
Making disapproving groans	31.9	42.0	21.7	4.4	3.01
Making sarcastic remarks/gestures	41.4	40.0	14.3	4.3	3.18
Sleeping in class	21.4	24.3	30.0	24.3	2.42
Not paying attention in class	11.6	20.3	50.7	17.4	2.26
Holding distracting conversations	58.6	35.7	4.3	1.4	3.51
Refusing to answer direct questions	28.6	28.6	31.4	11.4	2.74
Using computers unrelated to class	18.6	24.3	44.3	12.9	2.48
Using cell phones/pagers in class	20.0	20.0	50.0	10.0	2.64
Arriving late to class	17.1	34.3	44.3	4.3	2.64
Leaving early from class	18.6	34.3	41.4	5.7	2.66
Cutting class	7.1	22.9	28.6	41.4	1.96
Being unprepared for class	14.3	30.0	45.7	10.0	2.49
Creating tension by dominating class	30.4	40.6	26.1	2.9	3.00
Cheating: exams, quizzes	56.5	21.7	13.0	8.7	3.30
Demanding makeups/ extensions/ favors	28.6	37.1	22.9	11.4	2.83

*Note.* Percentages have been rounded and may not equal 100.

Table 7

*Student Disruptive Behaviors as Perceived by Business Students*

Behavior	Always=4 (%)	Usually=3 (%)	Sometimes=2 (%)	Never=1 (%)	Average Rating
Acting bored or apathetic	4.6	31.0	47.1	17.2	2.23
Making disapproving groans	24.1	39.1	33.3	3.5	2.83
Making sarcastic remarks/gestures	37.2	24.4	32.6	5.8	2.84
Sleeping in class	25.6	17.4	26.7	30.2	2.38
Not paying attention in class	17.2	19.5	33.3	29.9	2.24
Holding distracting conversations	56.3	24.1	18.4	1.2	3.35
Refusing to answer direct questions	20.7	41.4	27.6	10.3	2.72
Using computers unrelated to class	17.4	26.7	37.2	18.6	2.43
Using cell phones/pagers in class	18.4	24.1	37.9	19.6	2.63
Arriving late to class	24.4	27.9	33.7	14.0	2.63
Leaving early from class	16.1	27.6	41.4	14.9	2.45
Cutting class	5.8	5.8	33.3	55.2	1.62
Being unprepared for class	12.8	30.2	41.9	15.1	2.41
Creating tension by dominating class	33.7	34.9	29.1	2.3	3.00
Cheating: exams, quizzes	41.4	24.1	23.0	11.5	2.96
Demanding makeups/ extensions/ favors	21.8	35.6	32.2	10.3	2.70

*Note.* Percentages have been rounded and may not equal 100.

Table 8

*Comparison of Top Five Student Disruptive Behaviors across Disciplines*

Nursing	Education	Business
Cheating	Holding Distracting Conversations	Holding Distracting Conversations
Holding Distracting Conversations	Cheating	Creating Tension
Demanding Make-ups	Sarcastic Remarks	Cheating
Sarcastic Remarks	Disapproving Groans	Sarcastic Remarks
Creating Tension	Creating Tension	Disapproving Groans

Respondents were also given a list of 19 faculty behaviors in Question 12 that have been found in the literature to be uncivil, and were to respond with how disruptive they perceive those behaviors. Responses from survey question 12, which listed the 19 disruptive behaviors, were coded with numbers (4=Always, 3= Usually, 2= Sometimes, and 1=Never). Tables 9-11 show the list of faculty disruptive behaviors and the students' perception of those behaviors. Table 9 includes the responses from nursing students, Table 10 shows the responses from education students, and Table 11 shows business student responses. The responses of Always and Usually were combined to evaluate student perceptions of which faculty behaviors were considered uncivil. The top five behaviors are reported and in the case of a tie, the top six behaviors are listed. Nursing students rated the top uncivil faculty behaviors as: #1 condescending remarks, #2 subjective grading, #3 unavailable, #4 punishing class, and #5 distant/cold. Education students rated the most uncivil faculty behaviors as: #1 subjective grading, #2 condescending remarks, #3 ineffective teaching, #4 inflexibility and being unprepared (both at 83.6%), and #5 rude gestures/behaviors. Business students identified the most uncivil faculty behaviors as: #1 ineffective teaching, #2 unavailable, #3 subjective grading, #4 superiority, and #5 distant/cold. The comparison of the top five faculty disruptive behaviors across disciplines is displayed in Table 12.

Table 9

*Faculty Behaviors Perceived as Disruptive by Nursing Students*

Behavior	Always=4 (%)	Usually=3 (%)	Sometimes=2 (%)	Never=1 (%)	Average Rating
Arriving late	42.4	37.7	17.7	2.4	3.20
Leaving scheduled activity early	19.3	36.1	32.5	12.1	2.63
Canceling activities without warning	47.1	23.5	17.7	11.8	3.06
Being unprepared	51.7	25.9	17.7	4.7	3.25
Not allowing open discussion	14.1	27.1	45.9	12.9	2.42
Refusing make-ups/extensions/ or grade changes	12.9	20.0	50.1	16.5	2.30
Ineffective teaching style/method	47.6	33.3	17.9	1.2.1	3.30
Deviating from syllabus/schedule	20.0	30.1	42.4	7.1	2.64
Being inflexible, rigid	37.7	38.8	18.8	4.7	3.09
Punishing entire class for one's behavior	50.0	32.1	9.5	8.3	3.24
Displaying disinterest in subject	35.7	32.1	17.9	14.3	2.89
Being distant and cold	49.4	31.8	9.4	9.4	3.21
Refusing to answer questions	48.2	32.9	11.8	7.1	3.22
Subjective grading	49.4	32.9	11.8	5.9	3.26
Making condescending remarks	64.7	17.7	11.8	5.9	3.41
Exerting superiority	57.7	22.4	14.1	5.9	3.32
Threatening to fail a student	52.9	25.9	12.9	8.2	3.23
Making rude gestures/behaviors	67.1	10.6	12.9	9.4	3.40
Being unavailable outside of class	53.6	28.6	13.1	4.7	3.31

*Note.* Percentages have been rounded and may not equal 100

Table 10

*Faculty Behaviors Perceived as Disruptive by Education Students*

Behavior	Always=4 (%)	Usually=3 (%)	Sometimes=2 (%)	Never=1 (%)	Average Rating
Arriving late	52.2	23.9	20.9	3.0	3.30
Leaving scheduled activity early	19.4	28.4	40.3	11.9	2.60
Canceling without warning	61.2	13.4	16.4	9.0	3.06
Being unprepared	50.8	32.8	7.5	9.0	3.25
Not allowing open discussion	23.9	40.3	28.4	7.5	2.80
Refusing make-ups/extensions/ or grade changes	35.8	29.9	31.3	3.0	3.00
Ineffective teaching style/method	67.2	17.9	13.4	1.5	3.30
Deviating from syllabus/schedule	31.4	20.9	46.3	1.5	2.82
Being inflexible, rigid	55.2	28.4	10.5	6.0	3.33
Punishing entire class for one's behavior	66.7	15.2	7.6	10.6	3.38
Displaying disinterest in subject	52.2	23.9	14.9	9.0	3.20
Being distant and cold	61.2	17.9	13.4	7.5	3.33
Refusing to answer questions	58.2	22.4	10.5	9.0	3.30
Subjective grading	65.7	23.9	4.5	6.0	3.50
Making condescending remarks	77.3	10.6	6.1	6.1	3.60
Exerting superiority	62.7	20.9	9.0	7.5	3.40
Threatening to fail a student	53.7	25.4	10.5	10.5	3.22
Making rude gestures/behaviors	71.6	11.9	7.5	9.0	3.46
Being unavailable outside of class	68.7	13.4	16.4	1.5	3.50

*Note.* Percentages have been rounded and may not equal 100



Table 11

*Faculty Behaviors Perceived as Disruptive by Business Students*

Behavior	Always=4 (%)	Usually=3 (%)	Sometimes=2 (%)	Never=1 (%)	Average Rating
Arriving late	43.5	32.9	20.0	3.5	3.20
Leaving scheduled activity early	20.0	31.8	27.1	21.2	2.50
Canceling without warning	49.4	21.2	18.8	10.6	3.10
Being unprepared	50.6	29.4	16.5	3.5	3.27
Not allowing open discussion	21.2	38.8	34.1	5.9	2.75
Refusing make-ups/extensions/ or grade changes	21.2	27.1	44.7	7.1	2.62
Ineffective teaching style/method	60.7	25.0	11.9	2.4	3.44
Deviating from syllabus/schedule	28.2	32.9	35.3	3.5	2.86
Being inflexible, rigid	41.2	35.3	21.2	2.4	3.15
Punishing entire class for one's behavior	58.3	16.7	15.5	9.5	3.24
Displaying disinterest in subject	38.8	29.4	22.4	9.4	2.98
Being distant and cold	51.8	29.4	16.5	2.4	3.31
Refusing to answer questions	43.5	31.8	20.0	4.7	3.14
Subjective grading	51.8	30.6	16.5	1.2	3.32
Making condescending remarks	56.5	23.5	14.1	5.9	3.31
Exerting superiority	54.1	28.2	13.0	4.7	3.32
Threatening to fail a student	54.1	25.9	12.9	7.1	3.27
Making rude gestures/behaviors	48.2	29.4	12.9	9.4	3.16
Being unavailable outside of class	56.0	27.4	14.3	2.4	3.40

*Note.* Percentages have been rounded and may not equal 100

Table 12

*Comparison of Top Five Faculty Disruptive Behaviors across Disciplines*

Nursing	Education	Business
Condescending Remarks	Subjective Grading	Ineffective Teaching
Subjective Grading	Condescending Remarks	Unavailable
Unavailable	Ineffective Teaching	Subjective Grading
Punishing Class	Unprepared for Class and Inflexible	Superiority
Distant/Cold	Rude Gestures/Behaviors	Distant/Cold

## **Research Question and Hypotheses**

The Research Question for this study was: Is there a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university as measured by the Incivility in Higher Education survey? The research question addressed the students' perceptions of incivility among three disciplines. The construct of incivility is made up of the components of disruptive and threatening behaviors. Six hypotheses for the research question compare students' perceptions of: overall student incivility (disruptive and threatening behaviors); overall faculty incivility (disruptive and threatening behaviors); how often student disruptive behaviors occur; how often faculty disruptive behaviors occur; how often student threatening behaviors occur; and how often faculty threatening behaviors occur. Each hypothesis is analyzed in this section.

## **Data Analysis**

### **Hypothesis 1**

Hypothesis 1 states: There is a statistically significant difference in undergraduate upperclassmen students' perceptions of overall student incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education Survey. The null hypothesis,  $H_{01}$ , is that there will be no significant difference in students' perceptions of overall student incivility among the three disciplines. The overall perception of incivility score for Hypothesis 1 was computed from the responses to survey questions 10 and 11 which asked students "to what extent do you think disruptive student behavior is a problem in your major" and "to what extent do you think threatening student behavior is a problem within your major".

The Likert scale answers for those two questions were coded as 4= Serious problem, 3= Moderate problem, 2= Mild problem, and 1= No problem at all. The mean of the responses to these two questions served as the overall perception of student incivility. Data analyses including tests for normality and One-Way Analysis of Variance (ANOVA) were performed.

The first test analyzed results to determine if the assumption of normal distributions within the populations was met. For Hypothesis 1, for the Kolmogorov-Smirnov test, the  $p$ -value was less than 0.05 for all three groups, which was significant. The significant  $p$ -value indicated that the distribution was not normal, and thus the assumption of normality was violated (Green & Salkind, 2011). Many parametric procedures such as ANOVA are still robust even when the assumption of normality has been violated, especially when the sample size is greater than 30 (Rovai et al., 2013). Levene's test was also conducted to determine if the data met the assumption of homogeneity of variances. Levene's test indicated a  $p$ -value of 0.800, which is not significant, and thus meets the assumption of homogeneity of variances. The ANOVA was computed in accordance with the research plan, but the Kruskal-Wallis H test was also performed since the assumption of normality was not met. The non-parametric Kruskal-Wallis H Test is useful when the assumptions of the ANOVA are not satisfactorily met (Green & Salkind, 2011). The one way between subjects ANOVA was conducted to determine any differences in overall perception of student incivility among the three disciplines. No statistically significant results were found,  $F(2, 237) = .786, p = 0.457, \eta^2 = .007$ . The effect size is reported using eta squared, which is the sum of square of the groups divided by the total sum of squares (Howell, 2011). Kruskal-Wallis H test confirmed the non-significant results with  $p = 0.154$  based on significance level  $p < .05$  (Gall et al., 2007). The box plots showed similar distributional shapes among the three populations, confirming the validity of the Kruskal-Wallis

H Test. For Hypothesis 1, for the total,  $M = 1.56$ ,  $SD = .540$ . For each discipline: Nursing- ( $n = 85$ ),  $M = 1.51$ ,  $SD = .564$ ; Education ( $n = 68$ ),  $M = 1.56$ ,  $SD = .522$ ; and business ( $n = 87$ ),  $M = 1.60$ ,  $SD = .532$ . Although the business mean was the highest and the nursing mean was the lowest, the results were not significantly different based on the ANOVA results. Because of the non-significant result of both the ANOVA and the Kruskal-Wallis, the null hypothesis  $H_{01}$  failed to be rejected and will be retained. The non-significant results indicate that no differences were detected in students' perceptions of the overall student incivility among the three disciplines.

## **Hypothesis 2**

Hypothesis 2 states: There is a statistically significant difference in undergraduate upperclassmen students' perceptions of overall faculty incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey. The null hypothesis,  $H_{02}$  is that there will be no significant difference in students' perceptions of overall faculty incivility among the three disciplines. The overall perception of incivility score for Hypothesis 2 was computed from the responses to survey questions 15 and 16 which asked students "to what extent do you think disruptive faculty behavior is a problem in your major" and "to what extent do you think threatening faculty behavior is a problem within your major". The Likert scale answers for those two questions were coded as 4= Serious problem, 3= Moderate problem, 2= Mild problem, and 1= No problem at all. The mean of the responses to these two questions served as the perception of overall faculty incivility. Normality and homogeneity of variance tests were performed prior to the one-way ANOVA.

The Kolmogorov-Smirnov tests were performed to determine if the assumption of normal distributions within the populations was met. For Hypothesis 2, for the Kolmogorov-Smirnov

test, the  $p$ -value  $< 0.01$  for all three groups was significant based on  $p < .05$  (Gall et al., 2007). The significant  $p$ -value indicated that the distribution was not normal, and thus the assumption of normality was violated (Green & Salkind, 2011). Levene's test was conducted to determine if the data met the assumption of homogeneity of variances. Levene's test indicated a significance level of 0.989, which is not significant, and thus meets the assumption of homogeneity of variances. The ANOVA was computed in accordance with the research plan, but the Kruskal-Wallis H test was also performed since the assumption of normality was not met. The one-way between subjects ANOVA was performed to determine any differences in overall perception of faculty incivility among the three disciplines. No statistically significant results were found,  $F(2, 234) = .022, p = 0.978, \eta^2 = .0001$ . Kruskal-Wallis H test confirmed the non-significant results with  $p$ -value = 0.944 based on significance level  $p < .05$  (Gall et al., 2007). The box plots showed similar distributional shapes among the three populations, confirming the validity of the Kruskal-Wallis H Test. For Hypothesis 2, for the total,  $M = 1.48, SD = .544$ . For each discipline: Nursing ( $n = 85$ ),  $M = 1.49, SD = .572$ ; Education ( $n = 68$ ),  $M = 1.48, SD = .511$ ; and business ( $n = 87$ ),  $M = 1.48, SD = .548$ . Although the nursing mean was the slightly higher than both the education and business means, which were the same, the results were not significantly different based on the ANOVA results. Because of the non-significant result the null hypothesis  $H_{02}$  failed to be rejected and will be retained since no differences were detected between groups. The non-significant results indicate that there are no differences in students' perceptions of the overall faculty incivility among the three disciplines.

### **Hypothesis 3**

Hypothesis 3 states: There is a statistically significant difference in undergraduate upperclassmen students' perceptions of how often student disruptive behaviors occur among the

disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey. The null hypothesis,  $H_{03}$  is that there will be no significant difference in student perceptions of how often student disruptive behaviors occur among the three disciplines. The score for Hypothesis 3 was computed from the mean of the responses to the 16 disruptive behaviors in survey question 8, which asked students to consider the 16 behaviors and indicate how often each behavior had occurred during the current academic year. The Likert scale answers were coded as 4= Often; 3= Sometimes; 2= Rarely; and 1= Never. The initial data for Hypothesis 3 is presented in Table form in Appendix E. Nursing students rated the top most frequent student disruptive behaviors as: #1 holding distracting conversations and using cell phones in class, #2 arriving late to class, #3 acting bored or apathetic, #4 not paying attention, and #5 using computers unrelated to class. Education students rated the top most frequent student disruptive behaviors as: #1 Using cell phones in class, #2 using computers unrelated to class and arriving late to class, #3 not paying attention, #4 acting bored or apathetic, and #5 holding distracting conversations. Business students identified the top most frequent student disruptive behaviors as: #1 ineffective teaching, #2 unavailable, #3 subjective grading, #4 superiority, and #5 distant/cold. The comparison of the top five most frequently occurring student disruptive behaviors across disciplines is displayed in Table 13. These are descriptive statistics that shed light on the findings for Hypothesis 3.

Table 13

*Comparison of Most Frequently Occurring Student Disruptive Behaviors across Disciplines*

Nursing	Education	Business
Holding Distracting Conversations AND Using Cell Phones in Class	Using Cell Phones in Class	Using Cell Phones in Class
Arriving Late to Class	Using Computers Unrelated AND Arriving Late to Class	Not Paying Attention
Acting Bored/Apathetic	Not Paying Attention	Using Computers Unrelated
Not Paying Attention	Acting Bored/Apathetic	Acting Bored/Apathetic
Using Computers Unrelated	Holding Distracting Conversations	Holding Distracting Conversations



Normality and homogeneity of variance tests were performed prior to the one-way ANOVA. The Kolmogorov-Smirnov test was performed to determine if the assumption of normal distributions within the populations was met. For Hypothesis 3, Kolmogorov-Smirnov was not significant based on  $p < .05$  (Gall et al., 2007) for nursing ( $p = 0.082$ ) and business ( $p = 0.200$ ), but was significant for education ( $p = 0.012$ ). The significant  $p$ -value for education indicated that the distribution was not normal and thus the assumption of normality was violated (Green & Salkind, 2011). Levene's test was conducted to determine if the data met the assumption of homogeneity of variances. Levene's test indicated a significance level of  $p = 0.334$ , which is not significant and thus the assumption of homogeneity of variances was met. The ANOVA was computed in accordance with the research plan, but the Kruskal-Wallis H test was also performed since the assumption of normality was not met for one of the populations. The one way between subjects ANOVA was conducted to determine any differences in the frequency of student disruptive behaviors among the three disciplines. Statistically significant results were found,  $F(2, 240) = 30.873, p < 0.01, \eta^2 = .20$ . Kruskal-Wallis H test confirmed the significant results with  $p < 0.01$  based on significance level  $p < .05$  (Gall et al., 2007). The box plots showed similar distributional shapes among the three populations, confirming the validity of the Kruskal-Wallis H Test. Because of the significant result the null hypothesis,  $H_{03}$ , can be rejected since differences were detected between the groups. The significant result indicates that there are differences in students' perceptions of the frequency of student disruptive behaviors among the three disciplines. For Hypothesis 3, for the total,  $M = 2.63, SD = .505$ . For each discipline: Nursing ( $n = 86$ ),  $M = 2.32, SD = .482$ ; Education ( $n = 70$ ),  $M = 2.77, SD = .458$ ; and business ( $n = 87$ ),  $M = 2.82, SD = .418$ . The education and business means, which were very similar, were higher than the nursing mean. The results were significantly different based on the

ANOVA results. Tukey's HSD pairwise test was computed to determine which groups were different. Tukey's HSD showed that the Nursing population was significantly different from both the Education and Business populations, but that Education and Business did not differ from one another. The mean Nursing rating of student perception of the frequency of student disruptive behaviors was lower than both the Business mean and the Education mean. Table 14 shows the comparisons between groups.

Table 14

*Tukey's HSD Pairwise Comparisons for Frequency of Student Disruptive Behaviors*

		(I)	(J)	MD (I-J)	SE	Sig.	95% CI	
							Lower Bound	Upper Bound
Tukey's HSD	Nursing	Education		-.44934*	.07290	.000	-.6213	-.2774
		Business		-.49696*	.06886	.000	-.6594	-.3346
	Education	Nursing		.44934*	.07290	.000	.2774	.6213
		Business		-.04762	.07271	.790	-.2191	.1239
	Business	Nursing		.49696*	.06886	.000	.3346	.6594
		Education		.04762	.07271	.790	-.1239	.2191

*Note.* CI = Confidence interval, MD = mean difference, SE = standard error, I = Please indicate your major/college, J = Please indicate your major/college, Sig. = Significance.

\*The mean difference is significant at the 0.05 level.

## **Hypothesis 4**

Hypothesis 4 states: There is a statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey. The null hypothesis,  $H_{04}$ , is that there will be no significant difference in students' perceptions of how often faculty disruptive behaviors occur among the three disciplines. The score for Hypothesis 4 was computed from the mean of the responses to the 19 disruptive behaviors in survey question 13 which asked students to consider the 19 faculty behaviors and indicate how often each behavior had occurred during the current academic year. The Likert scale answers were coded as 4= Often; 3= Sometimes; 2= Rarely; and 1= Never. The initial data for Hypothesis 4 is presented in Table form in Appendix F. Nursing students rated the top most frequent faculty disruptive behaviors as: #1 deviating from syllabus, #2 ineffective teaching, #3 refusing make-ups and unavailable, #4 inflexible, and #5 subjective grading. Education students rated the top most frequent faculty disruptive behaviors as: #1 deviating from syllabus, #2 ineffective teaching, #3 unavailable, #4 arriving late, and #5 subjective grading. Business students identified the most frequent faculty disruptive behaviors as: #1 ineffective teaching, #2 deviating from syllabus, #3 refusing make-ups, #4 subjective grading and unavailable, and #5 inflexible. The comparison of the top five most frequently occurring faculty disruptive behaviors across disciplines is displayed in Table 15. These are descriptive statistics that shed light on the findings for Hypothesis 4.

Table 15

*Comparison of Most Frequently Occurring Faculty Disruptive Behaviors across Disciplines*

Nursing	Education	Business
Deviating From Syllabus	Deviating from Syllabus	Ineffective Teaching
Ineffective Teaching	Ineffective Teaching	Deviating from Syllabus
Arriving Late AND Refusing Make-Ups AND Unavailable	Unavailable	Refusing Make-ups
Inflexible	Arriving Late	Subjective Grading AND Unavailable
Subjective Grading	Subjective Grading	Inflexible

Normality and homogeneity of variance tests were performed prior to the one-way (ANOVA). Kolmogorov-Smirnov was performed to determine if the assumption of normal distributions within the populations was met. For Hypothesis 4 Kolmogorov-Smirnov was not significant based on significance level  $p < .05$  (Gall et al., 2007) for nursing ( $p = 0.200$ ) and education ( $p = 0.200$ ) but was significant for business ( $p = 0.004$ ). The significant  $p$ -value for business indicated that the distribution was not normal, and thus the assumption of normality was violated (Green & Salkind, 2011) and a Kruskal-Wallis H test was run to confirm the one-way ANOVA results. Levene's test was conducted to determine if the data met the assumption of homogeneity of variances. Levene's test indicated a significance level of 0.193, which is not significant and thus met the assumption of homogeneity of variances. The one way between subjects ANOVA was conducted to determine any differences in the frequency of faculty disruptive behaviors among the three disciplines. Statistically significant results were found,  $F(2, 235) = 5.696, p = 0.004, \eta^2 = .046$ . Kruskal-Wallis H test confirmed the significant results with  $p = 0.008$  based on significance level  $p < .05$  (Gall et al., 2007). The box plots showed similar distributional shapes among the three populations, confirming the validity of the Kruskal-Wallis H Test. Because of the significant result, the null hypothesis  $H_{04}$  can be rejected since statistically significant differences were detected among the groups. The significant results indicate that there are differences in students' perceptions of the frequency of faculty disruptive behaviors among the three disciplines. Tukey's HSD pairwise test was computed to determine which groups were different. For Hypothesis 4, for the total,  $M = 1.98, SD = .554$ . For each discipline: Nursing ( $n = 85$ ),  $M = 1.84, SD = .487$ ; Education ( $n = 67$ ),  $M = 1.98, SD = .575$ ; and business ( $n = 86$ ),  $M = 2.12, SD = .572$ . The business mean was the highest and the nursing mean was the lowest. The results were significantly different based on the ANOVA results.

Tukey's HSD showed that the Nursing population was significantly different from Business population, but that Education and Business did not differ significantly from one another, as evidenced in Table 16. The mean Nursing rating of student perception of the frequency of faculty disruptive behaviors was lower than the Business mean. Table 16 shows the comparisons between groups.

Table 16

*Tukey's HSD Pairwise Comparisons for Frequency of Faculty Disruptive Behaviors*

(I)		(J)	MD (I-J)	SE	Sig.	95% CI	
						Lower Bound	Upper Bound
Tukey HSD	Nursing	Education	-.13678	.08891	.275	-.3465	.0729
		Business	-.28090*	.08323	.002	-.4772	-.0846
	Education	Nursing	.13678	.08891	.275	-.0729	.3465
		Business	-.14412	.08868	.237	-.3533	.0650
	Business	Nursing	.28090*	.08323	.002	.0846	.4772
		Education	.14412	.08868	.237	-.0650	.3533

*Note.* CI = Confidence interval, MD = mean difference, SE = standard error, I = Please indicate your major/college, J = Please indicate your major/college, Sig. = Significance.

\*The mean difference is significant at the 0.05 level.

## **Hypothesis 5**

Hypothesis 5 states: There is a statistically significant difference in undergraduate upperclassmen students' perceptions of how often student threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey. The null hypothesis,  $H_{05}$ , is that there will be no significant difference in students' perceptions of how often student threatening behaviors occur among the three disciplines. The score for Hypothesis 5 was computed from the sum of the responses to the 13 threatening behaviors in survey question 9 which asked students to consider the 9 behaviors and indicate if the behavior had happened to them or someone they knew in their major during the current academic year. The Likert scale answers were coded as 1= Yes and 0= No. The initial data for Hypothesis 5 is presented in Table form in Appendix G. The comparison of the four most frequently occurring student threatening behaviors across disciplines is displayed in Table 17. These are descriptive statistics that shed light on the findings for Hypothesis 5.

Table 17

*Comparison of Most Frequently Occurring Student Threatening Behaviors across Disciplines*

---

Nursing	Education	Business
Challenges to Faculty Knowledge	Challenges to Faculty Knowledge	Challenges to Faculty Knowledge
Disrespect to Faculty	Disrespect to Faculty	Disrespect to Faculty
Disrespect to Students	Disrespect to Students	Disrespect to Students
Inappropriate Emails to Students	Vulgarity to Students	Vulgarity to Students

---



Normality and homogeneity of variance tests were performed prior to the one-way ANOVA. The Kolmogorov-Smirnov test was computed to determine if the assumption of normal distribution was met. For Hypothesis 5, the Kolmogorov-Smirnov was significant ( $p < 0.01$ ) based on  $p < .05$  (Gall et al., 2007) for all three disciplines. The significant  $p$ -value indicated that the distribution was not normal and thus the assumption of normality was violated (Green & Salkind, 2011) and a Kruskal-Wallis H test was run to confirm the one-way ANOVA results. Levene's test was performed to determine if the data met the assumption of homogeneity of variances. Levene's test indicated a significance level of 0.448, which is not significant and thus meets the assumption of homogeneity of variances. The one way between subjects ANOVA was performed to determine any differences in the frequency of student threatening behaviors among the three disciplines. The results were not significant,  $F(2, 236) = .587, p = 0.557, \eta^2 = .004$ . Kruskal-Wallis H test confirmed the non-significant results with  $p = 0.661$  based on significance level  $p < .05$  (Gall et al., 2007), indicating that the distribution of  $H_{05}$  is the same across disciplines. The box plots showed similar distributional shapes among the three populations, confirming the validity of the Kruskal-Wallis H Test. For Hypothesis 5, for the total,  $M = 1.75, SD = 1.97$ . For each discipline: Nursing ( $n = 85$ ),  $M = 1.84, SD = 2.03$ ; Education ( $n = 68$ ),  $M = 1.53, SD = 1.77$ ; and business ( $n = 86$ ),  $M = 1.84, SD = 2.07$ . Although the nursing and business means, which were essentially the same, were slightly higher than the education mean, the results were not significantly different based on the ANOVA results. Because of the non-significant result the null hypothesis  $H_{05}$  failed to be rejected since there were no detected differences among the groups. The non-significant results indicate that there were no significant differences in students' perceptions of the frequency of student threatening behaviors among the three disciplines. No post-hoc tests were necessary.

## **Hypothesis 6**

Hypothesis 6 states: There is a statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey. The null hypothesis,  $H_{06}$ , is that there will be no significant difference in students' perceptions of how often faculty threatening behaviors occur among the three disciplines. The score for Hypothesis 6 was computed from the sum of the responses to the 13 threatening behaviors in survey question 14 which asked students to consider the 13 behaviors and indicate if the behavior had happened to them or someone they knew in their major during the current academic year. The Likert scale answers were coded as 1= Yes and 0= No. The initial data for Hypothesis 6 is presented in Appendix H. The comparison of the top four most frequently occurring faculty threatening behaviors across disciplines is displayed in Table 18. These are descriptive statistics that shed light on the findings for Hypothesis 6.

Table 18

*Comparison of Most Frequently Occurring Faculty Threatening Behaviors across Disciplines*

---

Nursing	Education	Business
Challenges to Faculty Knowledge	Challenges to Faculty Knowledge	Challenges to Faculty Knowledge
Disrespect to Students	Disrespect to Faculty	Disrespect to Students
Inappropriate Emails to Students	Disrespect to Students	Disrespect to Faculty
Disrespect to Faculty	Vulgarity to Students	Harassing Comments to Students

---

Normality and homogeneity of variance tests were performed prior to the one-way ANOVA. The Kolmogorov-Smirnov test was computed to determine if the assumption of normal distribution was met. For Hypothesis 6, the Kolmogorov-Smirnov was significant ( $p < 0.01$ ) based on  $p < .05$  (Gall et al., 2007) for all three disciplines. The significant  $p$ -value indicated that the distribution was not normal and thus the assumption of normality was violated (Green & Salkind, 2011) and a Kruskal-Wallis H test was run to confirm the one-way ANOVA results. Levene's test was conducted to determine if the data met the assumption of homogeneity of variances. Levene's test indicated a significance level of 0.011, which is significant and thus violated the assumption of homogeneity of variances. The Welch statistic was obtained and resulted in the non-significant values of 0.274 indicating the assumption of equality of variances was not violated (Green & Salkind, 2011).

The one way between subjects ANOVA was conducted to determine any differences in the frequency of faculty threatening behaviors among the three disciplines. The results were not significant,  $F(2, 234) = 1.285, p = 0.279, \eta^2 = .001$ . Kruskal-Wallis H test confirmed the non-significant results with  $p = 0.837$  based on significance level  $p < .05$  (Gall et al., 2007) indicating that the distribution of  $H_{06}$  is the same across disciplines. The box plots showed similar distributional shapes among the three populations, confirming the validity of the Kruskal-Wallis H Test. For Hypothesis 6, for the total,  $M = .93, SD = 1.72$ . For each discipline: Nursing ( $n = 85$ ),  $M = .871, SD = 1.54$ ; Education ( $n = 67$ ),  $M = .716, SD = 1.05$ ; and business ( $n = 85$ ),  $M = 1.15, SD = 2.23$ . Although the business mean was slightly higher than nursing and education, which were very similar, the results were not significantly different based on the ANOVA results. Because of the non-significant result the null hypothesis,  $H_{06}$ , failed to be rejected since there were no detected differences among the groups. The non-significant results indicate that

there were no significant differences in students' perceptions of the frequency of faculty threatening behaviors among the three disciplines. No post-hoc tests were necessary.

### **Additional Data**

Question 18 on the survey included a list of strategies for improving the level of civility within the discipline. Participants were given a list of ten strategies and were asked to choose the top three strategies that they would suggest as most important for improving civility. An additional option was "other", which allowed participants to give free text responses. The top three strategies chosen by each of the disciplines are similar and are displayed in Table 19. The top three strategies for Nursing were: # 1-Role model professionalism and civility, #2- Take personal responsibility and stand accountable for actions, # 3- (tie)- Establish codes of conduct that define acceptable and unacceptable behavior, and Implement strategies for stress reduction and self care. The top three strategies for improving civility for Education were: #1- Take personal responsibility and stand accountable for actions, #2 –Role model professionalism and civility, and # 3- Establish codes of conduct that define acceptable and unacceptable behavior. The top three strategies for Business were: #1- Take personal responsibility and stand accountable for action, #2- Reward civility and professionalism, and # 3- Role model professionalism and civility. A total of 14 short free text responses were included in the findings, all of which were directed toward inconsistencies in faculty behaviors and the need for faculty to be held to the same standards as students.

Table 19

*Comparison of Top Three Strategies for Improving Civility across Disciplines*

Nursing	Education	Business
Role model professionalism and civility	Take personal responsibility and stand accountable for actions	Take personal responsibility and stand accountable for actions
Take personal responsibility and stand accountable for actions	Role model professionalism and civility	Reward civility and professionalism
Establish codes of conduct that define acceptable and unacceptable behavior	Establish codes of conduct that define acceptable and unacceptable behavior	Role model professionalism and civility
Implement strategies for stress reduction and self care		

## **Summary**

The data and analysis for the study and demographic data describing the sample were presented in this chapter. Descriptive statistics regarding student responses to the level of perceived disruption from lists of student and faculty disruptive behaviors were presented in tables. The chapter also included the research question and hypotheses, and the quantitative results from the analysis of the data. ANOVA results from each hypothesis explored differences among the groups of nursing, education, and business. Chapter Five will provide a thorough discussion of the data analysis results, implications of the study for higher education, and recommendations for further research.

## **CHAPTER FIVE: DISCUSSION**

This chapter will summarize the purpose and results of this dissertation. The chapter will begin with a restatement of the research problem and purpose of the study and an overview of the methodology used to conduct the study. The findings from the analysis of the data will be reviewed. The discussion of the results section includes interpretation of the findings, the relationship of this study to previous research, the impact of the theoretical framework, study limitations, implications for practice, and recommendations for further research.

### **Statement of the Problem and Purpose of the Study**

#### **Statement of the Problem**

Increasingly, incivility is becoming a problem on college campuses and in the college classroom (Alberts et al., 2010; Morrissette, 2001; Swinney et al., 2010). Uncivil behaviors in the classroom interfere with a harmonious and cooperative atmosphere for learning (Feldmann, 2001; Swinney et al., 2010). While there is some literature that points to possible causative factors (Nordstrom et al., 2009), the impact on the learning environment (Caza & Cortina, 2007), and methods to address the issue (Alberts et al., 2010), what is still largely unknown is whether or not incivility is more prevalent in some disciplines as in others. Only one study was found that compared business (accounting) faculty perceptions of student incivility with faculty of other disciplines (Swinney et al., 2010). This gap in knowledge is significant because before causative factors and solutions can be identified, it is necessary to know if incivility is unique to specific disciplines, or if it is the same throughout higher education. Results of the review of the literature indicated a significant amount of empirical studies dealing with incivility in higher education of which the majority was directed toward nursing education and even less empirical research on incivility within the academic disciplines of education or business. The problem of



incivility in nursing education is increasing (Clark & Springer, 2010) and affects the quality of teaching and learning within the discipline. In order to understand how to address the problem in nursing education, it is necessary to know if there are unique characteristics of nursing education that predispose it to incivility.

### **Purpose of the Study**

The purpose of this causal comparative study was to determine if there is a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university in the US Western Mountain region as measured by the Incivility in Higher Education survey. The study is framed by Heider's attribution theory, which focuses on how social perceivers seek to understand and interpret events, or the behaviors of self and others, by attributing causality (Heider, 1958). The present study adds to the body of knowledge by measuring differences in undergraduate upperclassmen students' perceptions of student and faculty incivility among the three academic majors (nursing, education, and business) to determine if perceptions of incivility are higher among nursing students. Such knowledge could instigate further research leading to the identification of possible contributing characteristics of some disciplines that may foster a higher incidence of incivility. The study contributes to the nursing literature by exploring the possibility that specific characteristics of nursing education may contribute to the perceived higher incidence of incivility within nursing education. This study adds to body of knowledge about incivility in higher education by comparing students' perceptions of the types of student and faculty incivility, their perceptions of the overall student and faculty incivility, and their perception of how often the behaviors occur, to determine similarities and differences among three academic disciplines of

nursing, education, and business. The study specifically measures if there is a greater perception of incivility in nursing education than in other disciplines. The results of the study will add to the body of knowledge about incivility in higher education by helping college administrators, faculty, and students address incivility within specific disciplines, if necessary, or in higher education in general.

### **Review of Methodology**

As described in Chapter Three, the current study was a causal comparative study designed to determine if there was a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university as measured by the Incivility in Higher Education survey. Causal comparative design was chosen because the researcher did not manipulate the independent variable but looked for variations between naturally occurring groups to find if there are detectable differences in student perceptions of incivility among the groups (Gall et al., 2007). The independent variable in this study was discipline of study (nursing, education, and business) and was measured as categories. The dependent variable was students' perceptions of student and faculty incivility and was operationally defined as upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) which includes rude, discourteous behavior, speech or attitudes that are condescending, and disrespectful or potentially violent verbal and non-verbal behaviors (Clark et al., 2009; Gallo, 2012).

### **Setting, Participants, Procedures**

The sample used in this study was undergraduate upperclassmen students who elected to participate in the study (Rovai et al., 2013). The sampling method was nonprobability,

convenience sampling. Eligibility criteria for participation in the study included students who were enrolled in the disciplines of nursing, education, and business and who were in the spring semester of their junior or senior levels of their respective baccalaureate programs. The number of respondents totaled 252, which was considerably larger than the expected 126 (42 from each group), which was needed for a medium effect size and power of 0.8 (Warner, 2008). There were 87 eligible participants from nursing, 74 from education, and 91 from business. Participants were both male and female and at least 18 years of age. The study was conducted in a large public university in the Western Mountain region of the United States. The fully accredited university has a large primary residential campus and four other residential campuses in different parts of the state.

The Incivility in Higher Education survey was sent as an email link to the academic deans in the three disciplines who disseminated the email to the undergraduate, upperclassmen students enrolled in the academic disciplines. Students completed the anonymous survey through Survey Monkey during the two-week open survey period. Data analysis was performed using SPSS.

### **Summary of Findings**

An overview of the findings for each null hypothesis is initially discussed here as an overview and will be discussed in more detail in the discussion section. The null hypothesis is the hypothesis that is tested and is either rejected or retained (failed to reject).

The research question addresses the students' perceptions of incivility among three disciplines. The construct of incivility is made up of the components of disruptive and threatening behaviors. The overarching research question for this study was:

**RQ1:** Is there a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university as measured by the Incivility in Higher Education survey?

The first two null hypotheses looked at students' perceptions of overall student and faculty incivility and was determined by the results of survey questions 10 and 11, and 15 and 16, that asked about the extent that disruptive and threatening student and faculty behaviors were a problem within the students' specific major.

**H<sub>01</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of overall student incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education Survey.

Because of the non-significant result of both the ANOVA and the Kruskal-Wallis, the null hypothesis for H<sub>01</sub> failed to be rejected and was retained. The non-significant results indicated that no differences were detected in students' perceptions of the overall student incivility among the three disciplines.

**H<sub>02</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of overall faculty incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

Because of the non-significant result the null hypothesis, H<sub>02</sub>, failed to be rejected and was retained since no differences were detected between groups. The non-significant results

indicate that there are no differences in students' perceptions of the overall faculty incivility among the three disciplines.

Null hypotheses 3 and 4 looked at students' perceptions of how often student and faculty disruptive behaviors occurred within the current academic year in each of the specific academic disciplines. The analysis was determined by the results of survey questions 8 and 13 that listed several behaviors that are found in the literature as being disruptive and asked how often those had occurred.

**H<sub>03</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often student disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

Because of the significant result of the ANOVA, the null hypothesis, H<sub>03</sub>, was rejected since differences were detected between the groups. The significant result indicated that there were differences in students' perceptions of the frequency of student disruptive behaviors among the three disciplines. Tukey's HSD pairwise test was computed to determine which groups were different. Tukey's HSD showed that the Nursing population was significantly different from both the Education and Business populations, but that Education and Business did not differ from one another. The mean Nursing rating of student perception of the frequency of student disruptive behaviors was lower than both the Business mean and the Education mean.

**H<sub>04</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

Because of the significant result of the ANOVA, the null hypothesis,  $H_{04}$ , was rejected since statistically significant differences were detected among the groups. The significant results indicated that there were differences in students' perceptions of the frequency of faculty disruptive behaviors among the three disciplines. Tukey's HSD showed that the Nursing population was significantly different from the Business population, but that Education and Business did not differ from one another. The mean Nursing rating of student perception of the frequency of faculty disruptive behaviors was lower than the Business and Education means.

Null hypotheses 5 and 6 looked at students' perceptions of how often student and faculty threatening behaviors occurred within the current academic year in each of the specific academic disciplines. The analysis was determined by the results of survey questions 9 and 14 that listed several behaviors that are found in the literature as being threatening and asked how often those had occurred.

**H<sub>05</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often student threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

Because of the non-significant ANOVA result, the null hypothesis,  $H_{05}$ , failed to be rejected since there were no detected differences among the groups. The non-significant results indicate that there were no significant differences in students' perceptions of the frequency of student threatening behaviors among the three disciplines.

**H<sub>06</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty threatening behaviors occur among the disciplines of

nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

Because of the non-significant ANOVA result, the null hypothesis,  $H_{06}$ , failed to be rejected since there were no detected differences among the groups. The non-significant results indicated that there were no significant differences in students' perceptions of the frequency of faculty threatening behaviors among the three disciplines.

The findings from the analysis of the data were mostly unexpected. The findings and implications will be discussed in detail in the subsequent discussion section.

### **Relationship of Current Study to Previous Research**

According to the extant literature, no previous studies have been conducted that have used comparative research to determine differences in students' perceptions of student and faculty incivility across disciplines. Only one study was found that compared business (accounting) faculty perceptions of student incivility with faculty of other disciplines and between accounting faculty and business college administrators (Swinney et al., 2010). The study concluded that there was a higher level of faculty perception of incivility between accounting faculty and the cross-disciplinary faculty but there was no significant difference between accounting faculty and business college administrators (Swinney et al., 2010). Another study was conducted regarding academic cheating between nursing and non-nursing students and found no difference (McCabe, 2009), but no study has been done to determine if there is a difference in the prevalence of uncivil behaviors between nursing education and other academic or professional discipline programs.

Burke et al. (2013) conducted a review of the higher education literature on incivility, which was generally directed toward all of higher education. Burke et al. (2013) concluded that

more research is necessary to identify if incivility is more common in some disciplines than others. This study addresses suggestions from other research (Burke et al., 2013; Clark & Davis-Kenaley, 2011; McKinne, 2008) to continue the research on incivility in higher education by comparing disciplines. This present study began the discussion of whether incivility is more prevalent or ubiquitous in nursing than in other disciplines to add to the body of knowledge about incivility in nursing education and in the larger realm of higher education.

### **Theoretical Implications**

#### **Perception**

Throughout the literature, incivility is described in relation to the perceptions of individuals and organizations. Perception is defined as a “process by which people translate sensory impressions into a coherent and unified view of the world...” (Perception, n.d.). Perceptions allow an individual to make sense of interactions, events and surroundings that shape their sense of emotional, psychological and even physical health (Lindy & Schaefer, 2010; McDonald, 2012; Namie & Lutgen-Sandvik, 2010). Individuals do not perceive situations or events in the same way, nor are they affected in the same way and thus must be studied to determine the effects of those perceptions (Hauge et al., 2009).

Perception of incivility, although subjective, is well established and accepted throughout the literature both for the workplace and higher education (Caza & Cortina, 2007; Clark, 2006; Einarsen & Skogstad, 1996; Matthiesen & Einarsen, 2010; Namie & Lutgen-Sandvik, 2010). Uncivil interpersonal behavior is also observable as rude, discourteous interactions between individuals that violate expected interpersonal or workplace norms (Andersson & Pearson 1999; Skogstad et al., 2011). The victim’s perception of the interaction determines the effect on the victim, but observable uncivil behaviors can have effects on witnesses to the behavior, and on



the workplace or higher education in general (Andersson & Pearson, 1999; Skogstad et al., 2011). Other people cannot always observe acts of incivility because a perpetrator's intent may be covert while perceived by the victim as detrimental (Liu et al., 2009; Hershcovis, 2011; Matthiesen & Einarsen, 2010). An example of the ambiguity of the intent of uncivil behavior is when one person ignores another person, the action can be interpreted differently by the perpetrator, the target, and even others who may be observing the interaction (Hershcovis, 2011; Liu et al., 2009).

### **Attribution Theory**

Attribution theory focuses on the process of how the social perceiver understands and explains the actions and behaviors of self and others and events. Attribution theory initially proposed by Fritz Heider in 1958, and later expanded on by Bernard Weiner in the 1970's and 1980's, contains the fundamental premise that the social perceiver looks for and identifies causality for events and for the actions and behaviors of self and others (Heider, 1958; Weiner, 1979, 2000, 2010). Attributions allow people to make judgments about situations and make sense of the world and people around them. However, attribution error can occur when an individual over or under estimates the causes of behavior to be either internal or external. Often, people will assume that other's behaviors are influenced by internal causes and that their own behavior is more often influenced by external causes (Allen et al., 2008; Mudhovozi et al., 2010; Nisbett & Ross, 1980). The theory was developed by Heider to provide understanding or perceptions of why events or behaviors occurred so that subsequent events or behaviors could be predicted and controlled (Nursing Theories, 2013).

Incivility is described throughout the literature in relation to the perceptions of individuals or groups. Incivility in society and in higher education is explained in terms of one's

perception of the actions and behaviors of another. Attribution theory proposes that individuals perceive their events and the actions of self and others in a way that will allow them to understand behaviors by attributing causal explanations (Hoffman, 2012; Nursing Theories, 2013). Attribution theory appropriately framed this study that focused on individuals' perceptions of incivility as they observe the behaviors and actions of self and others. The theory helps to explain the similarities and/or differences of perceptions of incivility among disciplines since Wiener's causality dimensions of locus, stability, and controllability (Weiner, 1979) shed light on the possible differences among disciplines. Questions such as, are the causes specific to one discipline? (locus), does perception of incivility always occur in the same discipline? (stability), and can the uncivil behaviors be controlled (controllability) by controlling stress levels, teacher adequacies, etc?, are asked or implied in the Incivility in Higher Education survey.

Attribution theory has been used to explain diverse situations in education over the past four decades. In educational literature, most of the applications of attribution theory have been focused on student academic achievement success or failure. Limited research has used attribution theory to explain student or classroom behaviors (Hoffman, 2012; Miller, 1995). One major study focused on difficult classroom behaviors and the causal attributions from the perspective of students, teachers, and parents in a secondary school setting (Miller et al., 2000; Miller et al., 2002). Miller et al. (2002) concluded that students, parents, and teachers perceive the causality for difficult student behaviors very differently. The findings did support findings in other studies that when evaluating one's own behavior, individuals will attribute situational or external factors and when evaluating the behaviors of others, dispositional or internal factors are attributed (Lambert & Miller, 2010; Miller et al., 2002; Mudhovozi et al., 2010).

Studies of uncivil behaviors in higher education using attribution theory include a study of teacher misbehavior (Kelsey et al., 2004). Kelsey et al. (2004) found that college students attributed teacher misbehaviors to the teachers themselves rather than to external factors or the students themselves. Allen et al. (2008) applied attribution theory to their study of university students' predispositions toward student/teacher communication and found that apprehensive, less assertive students viewed faculty behaviors as less immediate while assertive, responsive students viewed faculty as more immediate. Hoffman (2012) applied attribution theory to her comparative study of uncivil behaviors between different types of nursing programs. She found that her study validated Weiner's theory (1986) that people attach attributions for the behaviors of self and others based on locus of control (internal and external), stability (temporary or may not change), and controllability but that more research was needed using Attribution theory in the study of incivility within higher education.

The current study found that students reported their perceptions of both student and faculty uncivil behaviors. The theory that people attach attributions for their behaviors was validated since students responses indicated that locus or location of control (internal and external causes of behaviors), stability (some behaviors may not change), and controllability (some behaviors may or may not be within the student's control) were responsible for the uncivil behaviors. Insight for connecting the theory with this study is highlighted in the discussion on the suggested strategies for improving civility within the participants' discipline. The three constructs for causality, locus of control, stability, and controllability, are supported in the strategies discussion. Predominantly, students pointed toward causality as external by indicating that the actions of other students or faculty were causative for the need to improve civility.

Interestingly, only the nursing students indicated a strategy that highlighted internal locus of control in their suggestion that stress reduction and self care practice could improve civility.

The construct of stability, meaning that the cause is either fixed as in ability or variable as in effort or luck, was demonstrated by the student's perception that increased effort on the part of faculty to provide codes of conduct could improve civility. The third construct, controllability, is illustrated in the strategies chosen by students that point to faculty efforts that are controllable such as consistent role modeling and taking personal responsibility for actions.

### **Limitations**

Several limitations for this study have been identified. The limitations discussed here are: convenience sample, lack of randomization, self-reporting, geographical location, time of data collection, and student history.

This study used a convenience sample of students in the three disciplines from one university. The university was chosen because of convenience to the researcher who had contacts at the university who offered to allow the university to be used for the study. The study was conducted within the three disciplines of nursing, education, and business but only in that one university. Further research using multiple universities could allow for a greater diversity in population.

Another limitation is lack of randomization because the invited participants self-selected to participate in the study. Using self-reporting is also a limitation. Generally, measurement using self-reporting is unreliable and the least accurate method. However, self-reporting is widely used and accepted in most social science research (Rovai et al., 2013).

The geographical location of the university is also a possible limitation. The study took place in one university in the Western Mountain region of the United States, and the population

sample was primarily Caucasian. Cultural idiosyncrasies of one geographic location could affect the results of the study. Future research in different geographic locations is suggested to minimize this limitation.

Another limitation was the time of data collection. The survey was administered to students at the very end of the spring semester, during the two weeks before final exams. The late timing coincided with a very busy time of the semester when students were finishing class requirements, were preparing for graduation, and were facing the upcoming stress of final exams. The response rate for the survey was 17% with responses from nursing ( $n = 87$ ), education ( $n = 74$ ), and business ( $n = 91$ ). Although the number of respondents for each discipline exceeded the minimum expected for causal comparative studies (Rovai et al., 2013), future studies could be conducted at a time when students are less stressed and possibly less busy with course requirements in order to achieve a higher percentage of respondents.

A key limitation in this study is student history. The nursing department used in the study has been implementing initiatives to promote civility for the past several years. One of the nursing professors, a national expert in the area of incivility in nursing education, has conducted significant research in the area of incivility in nursing education and is a leader in promoting civility in nursing education. Also, several initiatives to promote professionalism in the business department have recently been initiated according to the dean of the School of Business. The presence of ongoing initiatives to promote civility could have skewed the results of this study. Replicating this study in university settings that do not have the same initiatives could minimize this limitation and could have significantly different results.

### **Explanation of Unanticipated Findings**

The extant literature on incivility in higher education includes significantly more research directed toward nursing education than other specific disciplines. Thus, the researcher was expecting to find that there was in fact a higher perception of student and faculty incivility in the academic discipline of nursing than in the other academic disciplines of education and business. However, this study did not show those expected results. The findings will be discussed in the next section, but overall, this study did not indicate detectable significant differences in students' perceptions of student and faculty incivility among the three disciplines. As indicated in the limitations section, it is possible that limiting factors such as ongoing initiatives to decrease incivility in nursing education at the participating university, and the influence of a national expert as a faculty member may have affected the outcome and further research in different and multiple university locations is recommended to substantiate or contradict the results of this study.

### **Discussion of Findings**

The research question addresses the students' perceptions of student and faculty incivility among three disciplines. The construct of incivility is made up of the components of disruptive and threatening behaviors. This study sought to identify if there was a higher perception of incivility in nursing education than in two other disciplines.

**RQ1:** Is there a statistically significant difference in undergraduate upperclassmen students' perceptions of student and faculty incivility (disruptive and threatening behaviors) among the three academic disciplines of nursing, education, and business at a large public university as measured by the Incivility in Higher Education survey?

### **Hypotheses 1 and 2**

The first two hypotheses looked at students' perceptions of overall student and faculty incivility and was determined by the results of survey questions 10 and 11, and 15 and 16, that asked about the extent that disruptive and threatening student and faculty behaviors were a problem within the students' specific major.

**H<sub>01</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of overall student incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured an aggregated score of the Incivility in Higher Education survey.

**H<sub>02</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of overall faculty incivility (disruptive and threatening behaviors) among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

Because of the non-significant result, the null hypotheses,  $H_{01}$  and  $H_{02}$ , failed to be rejected and will be retained, indicating that no differences were detected in students' perceptions of overall student and faculty incivility among the three disciplines. This was an unexpected result because, based on the significant amount of research in the literature directed toward nursing education (Burke et al, 2013), the researcher expected to see a significant difference among the disciplines and to see that there was a significantly higher perception of incivility in nursing than education and business. The result could be due to the limitation of one participating university where initiatives to decrease incivility are already in place, or it could be due to the possibility that incivility is the same across disciplines. The overall score included both disruptive and threatening behaviors. Since the results of the ANOVA for student and faculty disruptive behaviors ( $H_{03}$  &  $H_{04}$ ) showed a detectable difference among groups but no

difference for threatening behaviors ( $H_{05}$  &  $H_{06}$ ), it is possible that eliminating the threatening behaviors from the overall score might show a difference among groups. However, the difference indicated that there was a lower perception of incivility in the nursing program than in the other disciplines, which was also an unexpected result.

### **Hypotheses 3 and 4**

Null hypotheses 3 and 4 looked at students' perceptions of how often student and faculty disruptive behaviors occurred within the current academic year in each of the specific academic disciplines. The analysis was determined by the results of survey questions 8 and 13 that listed several behaviors that are found in the literature as being disruptive and asked how often those had occurred. Students had first been asked (in questions 7 and 12) to identify how disruptive they thought each behavior was which indicated their perception about the behavior but asking about the occurrence frequency of the disruptive behaviors shed light on the perception of how much incivility might actually be occurring.

**H<sub>03</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often student disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>04</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty disruptive behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

Because of the significant results of the ANOVAs,  $H_{03}$  and  $H_{04}$  were rejected since differences in students' perceptions of the frequency of student and faculty disruptive behaviors



were detected between the groups. Tukey's HSD showed that the Nursing population was significantly different from both the Education and Business populations for student disruptive behaviors, and Nursing was different from Business for faculty disruptive behaviors. However, for both student and faculty disruptive behaviors, Education and Business did not differ from one another. Interestingly, and unexpectedly, the perception of the frequency of both student and faculty disruptive behaviors was lower for Nursing than the other disciplines. Thus, though the hypotheses were rejected and differences were detected among the disciplines, the expected finding that there is more incivility in nursing than in other disciplines, based on the literature, was unfounded in this study. The results indicate that there may be other reasons for the plethora of literature on incivility in nursing that still need to be determined through future research. The results could also indicate that the presence and influence of a faculty expert on incivility in nursing education on the campus and the resulting initiatives that have possibly become effective interventions to promote civility have decreased the prevalence of incivility in nursing education at the participating university. It is especially intriguing that the perception of incivility in Nursing was lower at the participating university than other disciplines, which adds credence to the possibility that current initiatives to promote civility within nursing at the university are effective. More research is needed to validate the possibilities.

### **Hypotheses 5 and 6:**

Null hypotheses 5 and 6 looked at students' perceptions of how often student and faculty threatening behaviors occurred within the current academic year in each of the specific academic disciplines. The analysis was determined by the results of survey questions 9 and 14 that listed several behaviors that are found in the literature as being threatening and asked how often those had occurred.

**H<sub>05</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often student threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

**H<sub>06</sub>:** There is no statistically significant difference in undergraduate upperclassmen students' perceptions of how often faculty threatening behaviors occur among the disciplines of nursing, education, and business at a large public university as measured by an aggregated score of the Incivility in Higher Education survey.

Because of the non-significant ANOVA result  $H_{05}$  and  $H_{06}$  failed to be rejected and were retained indicating that no differences were detected in students' perceptions of the frequency of student and faculty threatening behaviors among the three disciplines. Again, this finding was unexpected since the researcher anticipated that there would be more student and faculty threatening behaviors in nursing education than in the other disciplines.

Overall, this study has suggested that perceptions of incivility in nursing do not differ from the disciplines of education and business. It is possible that since all three of these disciplines are pre-professional academic programs, there is enough similarity in the stresses and rigor of the programs to influence the incidence of incivility and therefore not be significantly different from each other. Thus, future research should also include other academic disciplines such as liberal arts to see if there are differences between pre-professional and traditional academic tracks.

### **Additional Findings**

Although the findings of this study did not show the expected results of more incivility in nursing than the other two disciplines, other interesting insights were produced by the study. Some of the literature that discusses incivility in higher education highlights potential causative

factors for incivility such as teacher behaviors, which include lack of immediacy and teacher ineffectiveness (Clark, 2008d; Clark & Pelicci, 2011; Goodboy & Bolkan, 2009; Kearney et al., 1991; Zhang et al., 2011); and student characteristics such as millennialism (Ausbrooks et al., 2011; Baker et al., 2008; DeSouza, 2011; Twenge, 2006) and entitlement (Nordstrom et al., 2009; Singleton-Jackson et al., 2011). This study supported the literature by revealing the top uncivil faculty behaviors common to all three groups as: ineffective teaching, deviating from the syllabus, refusing make-ups, being unavailable, and subjective grading. The top uncivil student behaviors common to all three groups were: distracting conversations, using cell phones or computers in class not related to the class, not paying attention, acting bored or apathetic. Those student behaviors were identified in the literature as stemming from possible millennial characteristics and entitlement, as well as reactions to ineffective teaching and lack of structure in the academic environment.

The final question of the survey included a list of strategies for improving the level of civility within the discipline. Participants were given a list of ten strategies and were asked to choose the top three strategies that they would suggest as most important for improving civility. An additional option was “other” which allowed participants to give free text responses. The two strategies listed in the top three for all three disciplines were ‘Role model professionalism and civility’, and ‘Take personal responsibility and stand accountable for actions’. Nursing and Education listed ‘Establish codes of conduct that define acceptable and unacceptable behavior’ in the top three and in Business, the third strategy chosen was ‘Reward civility and professionalism’. Another strategy from Nursing that was included because of a tie was ‘Implement strategies for stress reduction and self care’.

Free text comments, invited by the last question on possible strategies to address incivility, from students in all three disciplines were overwhelmingly directed at changes that should be made by faculty or administrators rather than students. Student comments included: faculty should keep leadership disagreements behind closed doors and not try to get students to take sides regarding faculty business; need to correct the imbalance of expectations where students are required to be civil but faculty are not; need for administrative leadership that will listen to students' side of problems especially when multiple complaints are made about the same issue; and students need an administrative advocate to help resolve problems when faculty are unwilling to address problems. One business student reflected on incivility in the business workplace possibly influencing education and stated:

The problem of incivility in my major doesn't so much stem from the college or students, but rather the business mentality as a whole. As students, we are not taught to be civil or sympathetic because those are not characteristics that are encouraged in the business sector. So, in turn, we end up with college professors stating that learning employee rights, codes, or ethics would be useless and boring. A huge cultural shift needs to happen in order for both students and faculty of business to really show civility in actions and in valued characteristics.

This comment reflects the connection between education and the workplace as identified by the student and supported in the literature and the need to educate students towards civility in order to effect change in the workplace culture.

The reported results of the question on strategies to improve civility have implications for educators. A first step in addressing incivility in higher education is to address teacher ineffectiveness and interpersonal relationships between faculty and students which is supported

in the literature (Baker et al., 2008; Clark, 2008d; Goodboy & Bolkan, 2009; Kearney et al., 1991). The strategies for improving civility and the free text comments are predominantly directed toward faculty behaviors, which are supported by the literature (Clark, 2008d; Clark & Pelicci, 2011; Goodboy & Bolkan, 2009; Kearney et al., 1991; Zhang et al., 2011). Faculty should be encouraged to be consistent role models for civility and to establish a classroom and teaching environment that promotes and encourages acceptable behavior.

### **Further Research**

Additional study is necessary in the area of incivility in higher education and specifically nursing education. This study is an initial study to address the question of whether incivility is more common in one discipline than another, and specifically if there is more incivility in nursing education than other disciplines. The fact remains that there is more literature highlighting incivility in nursing than in other disciplines. Since this is an initial study, future research should concentrate on replicating this study in different population samples. Continued research may shed light on whether interventions to decrease incivility in higher education should be directed toward the idiosyncrasies of nursing education or to higher education in general. The results from this study suggested that higher education in general should begin to address the areas identified in this study as uncivil.

Research in the immediate future should replicate this study at multiple universities both individually and collectively for greater numbers of responses. Using different and multiple sites for the study would also provide data from more diverse population samples. Another possible immediate study would be to replicate this study at the same university as this study using faculty perceptions of incivility and then comparing those findings to the results of this study. Also, this study compared three pre-professional programs. Additional study should include

liberal arts or general studies programs to determine if there is a difference between pre-professional programs and other possibly less rigorous disciplines.

The current study examined the perceptions of only students. Further studies should compare both faculty and student perceptions of incivility among disciplines. The Incivility in Higher Education survey is designed to survey both faculty and students and could be used in that capacity in future research comparing disciplines. Gathering the data from both faculty and students at the same location could illuminate areas where groups are not clearly identifying their own responsibilities, which addresses attribution theory's locus of control. For instance, students may view ineffective teaching as an uncivil behavior but faculty may not see that as a problem.

More needs to be known about the impact that faculty behaviors have on students and vice versa, and any potential differences between disciplines in those areas. Using the open-ended questions on the IHE survey that were not used in this study and comparing those comments among disciplines could accumulate that information.

This study used quantitative responses that were self-reported by the participants. Using self-reporting is a limitation because generally, measurement using self-reporting is unreliable and the least accurate method although it is widely used and accepted in most social science research (Rovai et al., 2013). Future research using qualitative methodology or using observers to observe behaviors in higher education settings and comparing among disciplines would provide rich data. Adjusting the research design to include random sampling rather than convenience sampling would make the study design stronger (Gall, Gall, & Borg, 2007).

The literature suggests a connection between higher education and the workplace, but that connection has not been extensively studied from an empirical perspective. Future research

could focus on longitudinal studies that look at incivility in higher education disciplines to determine if that leads to increased incivility in the workplace in those disciplines.

### **Implications for Educators**

Understanding that more research needs to be done to continue to investigate if there are differences in both student and faculty perceptions of student and faculty incivilities, this study has supported the extant literature that preventions and interventions addressing incivility need to occur. Both higher education administrators and faculty need to self-reflect on changes to make in pedagogy and administrative regulations that will decrease the frustration and hence the incivility on the part of students. Faculty should identify teaching strategies that are archaic and ineffective and replace those with evidence-based strategies that meet the needs of current students. Administrators need to support continuing education of faculty so that the changes can be made and also need to communicate standards of civil expectations that should be followed by both faculty and students.

### **Conclusion**

The purpose of this study in higher education was to determine if there are significant differences in students' perceptions of student and faculty incivility among the disciplines of nursing, education, and business. The Incivility in Higher Education survey was administered to undergraduate upperclassmen students in the respective disciplines at one large public university in the Western Mountain region of the United States. The study addressed the overall perception of student and faculty incivility as perceived by students, and also addressed students' perceptions of the frequency of occurrence of both disruptive and threatening student and faculty behaviors. Results indicated that there were no significant differences among the disciplines in overall perception of incivility. Differences were detected in the perception of frequency of

occurrence of student and faculty disruptive behaviors with nursing having a lower incidence than both education and business. Results also indicated no difference among the disciplines in the perception of the occurrence of student and faculty threatening behaviors. The presence of a faculty expert in the area of incivility in nursing education and the resulting influence and initiatives toward promoting civility in nursing education on the campus where the survey was conducted could have significantly influenced the results of this study. Continued research on the effects of interventions to promote civility in nursing education is needed. While there exists more research in the literature on incivility in nursing education than in the other two specific disciplines, these results suggest that continued research is warranted to validate the results of this study and to continue investigating the incidence and prevalence of incivility in various academic disciplines. The results also suggest that educators and administrators in higher education should address the issue of incivility from a broader more general perspective until further research indicates if there are unique features to specific disciplines.



## REFERENCES

- Adams, F. D., & Lawrence, G. J. (2011). Bullying victims: The effects last into college. *American Secondary Education, 40*(1), 4-13.
- Alberts, H. C., Hazen, H. D., & Theobald, R. B. (2010). Classroom incivilities: The challenge of interactions between college students and instructors in the US. *Journal of Geography in Higher Education, 34*(3), 439-462. doi:10.1080/03098260903502679
- AlKandari, N. (2011). The level of student incivility: The need of a policy to regulate college student civility. *College Student Journal, 45*(2), 257-268.
- Allen, J. L., Long, K. M., O'Mara, J., & Judd, B. B. (2008). Students' predispositions and orientations toward communication and perceptions of instructor reciprocity and learning. *Communication Education, 57*(1), 20-40.
- Amada, G. (1992). Coping with the disruptive college student: A practical model. *College Health, 40*, 203-215.
- Amada, G. (1997). The disruptive college student: Recent trends and practical advice. *Journal of College Student Psychotherapy, 11*(4), 57-67.
- American Association of Colleges of Nursing (AACN). (2012). Nursing shortage fact sheet. Retrieved from: <http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage>
- American Nurses Association. (2001). *Code of ethics for nurses with interpretive statements*. Washington DC: Author.
- Andersson, L. M., & Pearson, C. M. (1999). Tit for tat? The spiraling effect of incivility in the workplace. *Academy of Management Review, 24*(3), 452-471. doi:0.5465/AMR.1999.2202131

- Aquino, K., & Lamertz, K. (2004). Relational model of workplace victimization: Social roles and patterns of victimization in dyadic relationships. *Journal of Applied Psychology*, 89(6), 1023-1034. doi:10.1037/0021-9010.89.6.1023
- Aquino, K., & Thau, S. (2009). Workplace victimization: Aggression from the target's perspective. *Annual Review of Psychology*, 60(1), 717-741. doi:10.1146/annurev.psych.60.110707.163703
- Armstrong, J. (2012). Faculty animosity: A contextual view. *Journal of Thought*, 47(2), 85-103.
- Ausbrooks, A., Jones, S., & Tijerina, M. (2011). Now you see it, now you don't: Faculty and student perceptions of classroom incivility in a social work program. *Advances in Social Work*, 12(2), 255-275.
- Baillien, E., Neyens, I., De Witte, H., & De Cuyper, N. (2009). A qualitative study on the development of workplace bullying: Towards a three way model. *Journal of Community & Applied Social Psychology*, 19(1), 1-16.
- Baker, K., & Boland, K. (2011). Assessing safety: A campus-wide initiative. *College Student Journal*, 45(4), 683.
- Baker, S. D., Comer, D. R., & Martinak, M. (2008). All I'm askin' is for a little respect: How can we promote civility in our classrooms?. *Organization Management Journal (Palgrave Macmillan Ltd.)*, 5(2), 65-80. doi:10.1057/omj.2008.
- Baltimore, J. (2006). Nurse collegiality: Fact or fiction? *Nursing Management*, 37(5), 28-36.
- Barrett, S., Rubaii-Barrett, N., & Pelowski, J. (2010). Preparing for and responding to student incivilities: Starting the dialogue in public affairs education. *Journal of Public Affairs Education*, 16(2), 143-159.

- Bartholomew, K. (2006). *Ending nurse-to-nurse hostility: Why nurses eat their young and each other*. Marblehead, MA: HCPro, Inc.
- Baumeister, R. F., Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad is stronger than good. *Review of General Psychology*, 5(4), 323-370.
- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco: Jossey-Bass.
- Berger, B. A. (2002). Promoting civility in large classrooms. *Journal of Pharmacy Teaching*, 9(3), 11. doi:10.1300/J060v09n03•02
- Berry, P. A., Gillespie, G. L., Gates, D., & Schafer, J. (2012). Novice nurse productivity following workplace bullying. *Journal of Nursing Scholarship*, 44(1), 80-87.  
doi:10.1111/j.1547-5069.2011.01436.x
- Bjorklund, W. L., & Rehling, D. L. (2010). Student perceptions of classroom incivility. *College Teaching*, 58(1), 15-18.
- Bjorklund, W. L., & Rehling, D. L. (2011). Incivility beyond the classroom walls. *Insight: A Journal of Scholarly Teaching*, 6, 628-36.
- Blase, J., & Blase, J. (2004). The dark side of school leadership: Implications for administrator preparation. *Leadership & Policy In Schools*, 3(4), 245-273.
- Blauvelt, M., & Spath, M. (2008). Passing the torch: A faculty mentoring program at one school of nursing. *Nursing Education Perspectives*, 29(1), 29-33.
- Boice, B. (1996). Classroom incivilities. *Research In Higher Education*, 37(4), 453-86.
- Bowles, C., & Candela, L. (2005). First experiences of recent RN graduates: Improving the work environment. *Journal of Nursing Administration*, 35(3), 130-137.
- Bowling, N. A., & Beehr, T. A. (2006). Workplace harassment from the victim's perspective: A

- theoretical model and meta-analysis. *Journal of Applied Psychology*, 91(5), 998-1012.
- Bowling, N., Beehr, T., Bennett, M., & Watson, C. (2010). Target personality and workplace victimization: A prospective analysis. *Work & Stress*, 24(2), 140-158.  
doi:<http://dx.doi.org.ezproxy.liberty.edu/2048/10.1080/02678373.2010.489635>
- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. New York: Carnegie Foundation for the Advancement of Teaching.
- Boyle, C. J., Beardsley, R. S., Morgan, J. A., & Bittner, M. R. (2007). Professionalism: A determining factor in experiential learning. *American Journal of Pharmaceutical Education*, 71(2), 1-31.
- Braxton, J. M., & Jones, W. A. (2008). The influence of student classroom incivilities on communal potential. *NASPA Journal (National Association of Student Personnel Administrators, Inc.)*, 45(3), 425-439.
- Bray, N. J., & Favero, M. (2004). Sociological explanations for faculty and student classroom incivilities. *New Directions for Teaching & Learning*, (99), 9-19.
- Brodsky, C. M. (1976). *The harassed worker*. Toronto, Canada: Lexington Books.
- Brown, G. (2012). Student disruption in a global college classroom: Multicultural issues as predisposing factors. *ABNF Journal*, 23(3), 63-69.
- Burke, L. A., Karl, K., Peluchette, J., & Evans, W. R. (2013). Student incivility: A domain review. *Journal of Management Education (online)* XX(X), 1-32. doi: 10.1177/1052562913488112 Retrieved from <http://jme.sagepub.com/content/early/2013/05/08/1052562913488112>
- Cain, J., Romanelli, F., & Smith, K. M. (2012). Academic entitlement in pharmacy education. *American Journal of Pharmaceutical Education*, 76(10), 1-189.

- Cash, P., Daines, D., Doyle, R., von Tettenborn, L., & Reid, R. (2009). Recruitment and retention of nurse educators: A pilot study of what nurse educators consider important in their workplaces. *Nursing Economic\$, 27(6)*, 384-389.
- Cassell, M. A. (2011). Bullying in academe: Prevalent, significant, and incessant. *Contemporary Issues in Education Research, 4(5)*, 33-44.
- Caza, B., & Cortina, L. M. (2007). From insult to injury: Explaining the impact of incivility. *Basic & Applied Social Psychology, 29(4)*, 335-350. doi:10.1080/01973530701665108
- Center for American Nurses. (2008). Position statement: Lateral violence and bullying in the workplace. Retrieved from:  
[http://www.mc.vanderbilt.edu/root/pdfs/nursing/center\\_lateral\\_violence\\_and\\_bullying\\_position\\_statement\\_from\\_center\\_for\\_american\\_nurses.pdf](http://www.mc.vanderbilt.edu/root/pdfs/nursing/center_lateral_violence_and_bullying_position_statement_from_center_for_american_nurses.pdf)
- Chapell, M. S., Hasselman, S. L., Kitchin, T., Lomon, S. N., MacIver, K. W., & Sarullo, P. L. (2006). Bullying in elementary school, high school, and college. *Adolescence (San Diego): An International Quarterly Devoted to The Physiological, Psychological, Psychiatric, Sociological, and Educational Aspects of The Second Decade Of Human Life, 41(164)*, 633.
- Cho, J., Laschinger, H.K., & Wong, C. (2006). Workplace empowerment, work engagement, and organizational commitment of new graduate nurses. *Canadian Journal of Nursing Leadership, 19(3)*, 43-60.
- Civility Matters. (2013). Research instruments. Retrieved from:  
<http://hs.boisestate.edu/civilitymatters/research-instr.htm>
- Clark, C. M. (2006). *Incivility in nursing education: Student perceptions of uncivil faculty behavior in the academic environment*. (Order No. 3216197, University of Idaho).

- ProQuest Dissertations and Theses*, , 155-155 p. Retrieved from <http://search.proquest.com/docview/305328174?accountid=12085>. (305328174).
- Clark, C. M. (2008a). Student voices on faculty incivility in nursing education: A conceptual model. *Nursing Education Perspectives*, 29(5), 284-289.
- Clark, C. M. (2008b). Faculty and student assessment of and experience with incivility in nursing education. *Journal of Nursing Education*, 47(10), 458-465.
- Clark, C. M. (2008c). Student perspectives on incivility in nursing education: An application of the concept of rankism. *Nursing Outlook*, 56, 4-8.
- Clark, C. M. (2008d). The dance of civility and incivility in nursing education as described by nursing faculty and students. *Advances in Nursing Science*, 31(4), E37-E54.
- Clark, C. M. (2009). Faculty field guide for promoting student civility in the classroom. *Nurse Educator*, 34(5), 194-197. doi:10.1097/NNE.0b013e3181b2b589
- Clark, C. M. (2011a). Pursuing a culture of civility: An intervention study in one program of nursing. *Nurse Educator*, 36(3), 98-102. doi:10.1097/NNE.0b013e3182161238
- Clark, C. M. (2011b). In pursuit of a vision of civility: Transforming the culture in one school of nursing. *Nurse Educator*, 36(3), 98-101.
- Clark, C.M. (2013a). *Creating and sustaining civility in nursing education*, Indianapolis, IN: Sigma Theta Tau International Publishing.
- Clark, C.M. (2013b). National study on faculty-to-faculty incivility: Strategies to foster collegiality and civility. *Nurse Educator*, 38(3), 98-102.
- Clark, C. M., Ahten, S.M., & Macy, R. (2013). Using problem-based learning (PBL) scenarios to prepare nursing students to address incivility. *Clinical Simulation in Nursing*, 9(3), e75-83. doi:10.1016/j.ecns.2011.10.003

- Clark, C. M. & Carnosso, J. (2008). Civility: A concept analysis. *Journal of Theory Construction & Testing*, 12(1), 11-15.
- Clark, C. M., & Davis-Kenaley, B.L. (2011). Faculty empowerment of students to foster civility in nursing education: A merging of two conceptual models. *Nursing Outlook*, 59(3), 158-165. doi:10.1016/j.outlook.2010.12.005
- Clark, C. M., Farnsworth, J., & Landrum, R. (2009). Development and description of the Incivility in Nursing Education (INE) survey. *Journal of Theory Construction & Testing*, 13(1), 7-15.
- Clark, C. M., Olender, L., Cardoni, C., & Kenski, D. (2011). Fostering civility in nursing education and practice: Nurse leader perspectives. *Journal of Nursing Administration*, 41(7/8), 324-330. doi:10.1097/NNA.0b013e31822509c4
- Clark, C. M., Olender, L., Kenski, D., & Cardoni, C. (2013). Exploring and addressing faculty-to-faculty incivility: A national perspective and literature review. *Journal of Nursing Education*, 52(4), 211-218. doi: 10.3928/01484834-20130319-01
- Clark, C. M., & Springer, P. J. (2007a). Incivility in nursing education: A descriptive study of definitions and prevalence. *Journal of Nursing Education*, 46(1), 7-14.
- Clark, C. M., & Springer, P. J. (2007b). Thoughts on incivility: Student and faculty perceptions of uncivil behavior in nursing education. *Nursing Education Perspectives*, 28(2), 93-97.
- Clark, C. M., & Springer, P. (2010). Academic nurse leaders' role in fostering a culture of civility in nursing education. *Journal of Nursing Education*, 49(6), 319-325.  
doi:10.3928/01484834-20100224-01

- Clark, C. M., Juan, C. M., Allerton, B., Otterness, N., Jun, W. Y. & Wei, F. (2012). Faculty and student perceptions of academic incivility in the People's Republic of China. *Journal of Cultural Diversity*, 19(3), 85-93.
- Clark, C. M., Otterness, N., Jun, W.Y., Allerton, B., Black, M., Juan, C. M., & Wei, F. (2010). Descriptive study of student incivility in the People's Republic of China. *Journal of Cultural Diversity*, 17(4), 136-150.
- Clark, C. S. & Pelicci, G. (2011). An integral nursing education: A stress management and life balance course. *International Journal for Human Caring*, 15(1), 13-22.
- Coleyshaw, L. (2010). The power of paradigms: A discussion of the absence of bullying research in the context of the university student experience. *Research in Post-Compulsory Education*, 15(4), 377-386. doi:10.1080/13596748.2010.526799
- Connelly, R. J. (2009). Introducing a culture of civility in first-year college classes. *Journal of General Education*, 58(1), 47-64.
- Cooper, J. M., Walker, J., Askew, R., Robinson, J. C., & McNair, M. (2011). Students' perceptions of bullying behaviours by nursing faculty. *Issues in Educational Research*, 21(1), 1-21.
- Cooper, J. M., Walker, J. T., Winters, K., Williams, P., Askew, R., & Robinson, J. C. (2009). Nursing students' perceptions of bullying behaviours by classmates. *Issues in Educational Research*, 19(3), 212-226.
- Cortina, L. M., Magley, V. J., Williams, J., & Langhout, R. (2001). Incivility in the workplace: Incidence and impact. *Journal of Occupational Health Psychology*, 6(1), 64-80. doi:10.1037//1076-8998.6.1.64



- Coyne, I., Seigne, E., & Randall, P. (2000). Predicting workplace victim status from personality. *European Journal of Work & Organizational Psychology, 9*(3), 335-349.  
doi:10.1080/135943200417957
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd. Ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Croft, R., & Cash, P. (2012). Deconstructing contributing factors to bullying and lateral violence in nursing using a postcolonial feminist lens. *Contemporary Nurse: A Journal for the Australian Nursing Profession, 42*(2), 226-242. doi:10.5172/conu.2012.42.2.226
- DalPezzo, N., & Jett, K. (2010). Nursing faculty: A vulnerable population. *Journal of Nursing Education, 49*(3), 132-136.
- Deering, C. (2011). Managing disruptive behaviour in the classroom. *College Quarterly, 14*(3), 1.
- Delucchi, M., & Korgen, K. (2002). "We're the customer-we pay the tuition": Student consumerism among undergraduate sociology majors. *Teaching Sociology, 30*(1), 100.
- DeSouza, E. R. (2011). Frequency rates and correlates of contrapower harassment in higher education. *Journal of Interpersonal Violence, 26*(1), 158-188.  
doi:10.1177/0886260510362878
- Dodek, A. (2011). An education and apprenticeship in civility: Correspondent's report from Canada. *Legal Ethics, 14*(2), 239-245.
- Duffy, E. (1995). Horizontal violence: A conundrum for nursing. *Collegian, 2*(2), 5-17.
- Druzhilov, S. A. (2012). The problem of mobbing in a college department. *Russian Education and Society, 54*(4), 69-77.

- Dyess, S., & Sherman, R. (2009). The first year of practice: New graduate nurses' transition and learning needs. *Journal of Continuing Education in Nursing, 40*(9), 403-410.  
doi:10.3928/00220124-20090824-03
- Dyess, S., & Sherman, R. (2011). Developing the leadership skills of new graduates to influence practice environments: A novice nurse leadership program. *Nursing Administration Quarterly, 35*(4), 313-322. doi: 10.1097/NAQ.0b013e31822ed1d9
- Einarsen, S. (2000). Harassment and bullying at work: A review of the Scandinavian approach. *Aggression and Violent Behavior, 5*(4), 379-401.
- Einarsen, S., & Skogstad, A. (1996). Bullying at work: Epidemiological findings in public and private organizations. *European Journal of Work & Organizational Psychology, 5*(2): 185-202.
- Embree, J. L., & White, A. H. (2010). Concept analysis: Nurse-to-nurse lateral violence. *Nursing Forum, 45*(3), 166-173. doi:10.1111/j.1744-6198.2010.00185.x
- Farrell, G. (1997). Aggression in clinical settings: Nurses' views. *Journal of Advanced Nursing, 25*(3), 501-508.
- Felblinger, D. (2008). Incivility and bullying in the workplace and nurses' shame responses. *JOGNN: Journal Of Obstetric, Gynecologic & Neonatal Nursing, 37*(2), 234-242.  
doi:10.1111/j.1552-6909.2008.00227.x
- Feldmann, L. J. (2001). Classroom civility is another of our instructor responsibilities. *College Teaching, 49*(4), 137-140.
- Ferris, P. A., & Kline, T. B. (2009). Negative interpersonal interactions in student training settings. *Journal of Vocational Education and Training, 61*(3), 319-333.
- Fisler, J., & Foubert, J. D. (2006). Teach me, but don't disagree with me. *About Campus, 11*(5-),

2-8.

Fox, S., & Stallworth, L. (2006). How effective is an apology in resolving workplace disputes?

*Dispute Resolution Journal*, 61(2), 54-63.

Fox, S., & Stallworth, L. (2010). The battered apple: An application of stressor-emotion-

control/support theory to teachers' experience of violence and bullying. *Human Relations*, 63(7), 927-954. doi:10.1177/0018726709349518

Freshwater, D. (2000). Crosscurrents: Against cultural narration in nursing. *Journal of Advanced*

*Nursing*, 32(2), 481-484. doi:10.1046/j.1365-2648.2000.01499.x

Fryer Hanson, M. R. (2000). *Classroom incivility: Management practices in large lecture*

*courses*. (Order No. 9978835, University of South Dakota). *ProQuest Dissertations and Theses*, 117-117 p. Retrieved from

<http://search.proquest.com/docview/304627067?accountid=12085>. (304627067).

Gall, M.D., Gall, J.P., & Borg, W.R. (2007). *Educational research: An introduction* (8<sup>th</sup> Ed.).

Boston, MA: Pearson Education, Inc.

Gallo, V. J. (2012). Incivility in nursing education: A review of the literature. *Teaching &*

*Learning in Nursing*, 7(2), 62-66. doi:10.1016/j.teln.2011.11.006

Gallup. (2010). Nurses top honesty and ethics list for 11<sup>th</sup> year. Retrieved from:

<http://www.gallup.com/poll/145043/Nurses-Top-Honesty-Ethics-List-11-Year.aspx>

Ganske, K. M. (2010). Moral distress in academia. *Online Journal of Issues In Nursing*, 15(3), 1.

doi:10.3912/OJIN.Vol15No03Man06

Giancola, J., Gratwich, M.J., & Borchert, D. (2009). Dealing with the stress of college: A model

for adult students. *Adult Education Quarterly*, 59(3), 246-263. doi:

10:1177/0741713609331479

- Gilbert, S., Laschinger, H., & Leiter, M. (2010). The mediating effect of burnout on the relationship between structural empowerment and organizational citizenship behaviours. *Journal of Nursing Management*, 18(3), 339-348. doi:10.1111/j.1365-2834.2010.01074.x
- Glasø, L., Matthiesen, S., Nielsen, M., & Einarsen, S. (2007). Do targets of workplace bullying portray a general victim personality profile?. *Scandinavian Journal of Psychology*, 48(4), 313-319. doi:10.1111/j.1467-9450.2007.00554.x
- Goodboy, A. K., & Bolkan, S. (2009). College teacher misbehaviors: Direct and indirect effects on student communication behavior and traditional learning outcomes. *Western Journal of Communication*, 73(2), 204-219. doi:10.1080/10570310902856089
- Goodboy, A. K., & Myers, S. A. (2009). The relationship between perceived instructor immediacy and student challenge behavior. *Journal of Instructional Psychology*, 36(2), 108-112.
- Gordon, S. (2005). *Nursing against the odds: How healthcare cost cutting, media stereotypes, and medical hubris undermine nurses and patient care*. Ithaca, NY: Cornell University Press.
- Green, S. B., & Salkind, N. J. (2011). *Using SPSS for Windows and Macintosh: Analyzing and understanding data*, (6<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Griffin, M. (2004). Teaching cognitive rehearsal as a shield for lateral violence: An intervention for newly licensed nurses. *Journal of Continuing Education in Nursing*, 35(6), 1-7.
- Griffin, M., & Clark, C.M. (2014). Revisiting cognitive rehearsal as an intervention against incivility and lateral violence in nursing: 10 years later. Manuscript submitted for publication. *Journal of Continuing Education in Nursing*.

- Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103(6), 942-1012.
- Hammer, D. P., Berger, B. A., Beardsley, R. S., & Easton, M. R. (2003). Student professionalism. *American Journal of Pharmaceutical Education*, 67(1), 544-572.
- Harvey, M., Treadway, D., Heames, J., & Duke, A. (2009). Bullying in the 21st century global organization: An ethical perspective. *Journal of Business Ethics*, 85(1), 27-40.  
doi:10.1007/s10551-008-9746-8
- Harris, K. J., Harvey, P., & Booth, S. L. (2010). Who abuses their coworkers? An examination of personality and situational variables. *Journal of Social Psychology*, 150(6), 608-627.  
doi:10.1080/00224540903365489
- Hauge, L., Skogstad, A., & Einarsen, S. (2007). Relationships between stressful work environments and bullying: Results of a large representative study. *Work & Stress*, 21(3), 220-242. doi: 10.1080/02678370701705810
- Hauge, L., Skogstad, A., & Einarsen, S. (2009). Individual and situational predictors of workplace bullying: Why do perpetrators engage in the bullying of others?. *Work & Stress*, 23(4), 349-358. doi:10.1080/02678370903395568
- Heider, F. (1958). *The psychology of interpersonal relations*. New York: Wiley.
- Heinrich, K. T. (2007). Joy stealing: 10 mean games faculty play and how to stop the gaming. *Nurse Educator*, 32(1), 34-38.
- Hernández, T. J., & Fister, D. L. (2001). Dealing with disruptive and emotional college students: A systems model. *Journal of College Counseling*, 4(1), 49-62.

- Hershcovis, M. (2011). 'Incivility, social undermining, bullying...oh my!': A call to reconcile constructs within workplace aggression research. *Journal of Organizational Behavior*, 32(3), 499-519. doi:10.1002/job.689
- Hilbert, G.A. (1985). Involvement of nursing students in unethical classroom and clinical behaviors. *Journal of Professional Nursing*, 1(4), 230-234.
- Hirschy, A., & Braxton, J. (2004). Effects of students' classroom incivilities on students. *New Directions for Teaching and Learning*, 99, pp. 67-76.
- Hoffman, R. L. (2012). *Differences in student perceptions of student and faculty incivility among nursing program types: An application of attribution theory*. (Order No. 3547431, Indiana University of Pennsylvania). *ProQuest Dissertations and Theses*, , 270. Retrieved from <http://search.proquest.com/docview/1268751466?accountid=12085>. (1268751466).
- Hogan, M. (2007). *The effects of perceived disruptive behavior on classroom civility*. Fayetteville, AR: University Ombuds Office, University of Arkansas.
- Hogh, A., Hoel, H., & Carneiro, I. G. (2011). Bullying and employee turnover among healthcare workers: A three-wave prospective study. *Journal of Nursing Management*, 19(6), 742-751. doi:10.1111/j.1365-2834.2011.01264.x
- Howell, D. C. (2011). *Fundamental statistics for the behavioral sciences* (7<sup>th</sup> Ed.). Belmont, CA: Wadsworth.
- Hughes, G. (2001). Examples of good practice when dealing with bullying in a further/higher education college. *Pastoral Care in Education*, 19(3), 10.
- Hutchinson, M. (2009). Restorative approaches to workplace bullying: Educating nurses towards shared responsibility. *Contemporary Nurse: A Journal for the Australian Nursing Profession*, 32(1-2), 147-155. doi:10.5172/conu.32.1-2.147

- Hutchinson, M., & Hurley, J. (2013). Exploring leadership capability and emotional intelligence as moderators of workplace bullying. *Journal of Nursing Management*, 21(3), 553-562. doi:10.1111/j.1365-2834.2012.01372.x
- Hutchinson, M., Vickers, M., Wilkes, L., & Jackson, D. (2009). "The worse you behave, the more you seem, to be rewarded": Bullying in nursing as organizational corruption. *Employee Responsibilities & Rights Journal*, 21(3), 213-229. doi:10.1007/s10672-009-9100-z
- Indiana University Center for Survey Research. (2000). *A survey on academic incivility at Indiana University: Preliminary report*. Bloomington, Indiana.
- Institute of Medicine (IOM). (2004). *Keeping patients safe: Transforming the work environment of nurses*. Washington DC: The National Academies Press.
- Jenkins, M. (2011). Practice note: Is mediation suitable for complaints of workplace bullying? *Conflict Resolution Quarterly*, 29(1), 25-38. doi:10.1002/crq.21035
- Johnson, P. (1986). *The activist decade: Its influence on Briar Cliff College*. Report.
- Johnson, S. L. (2009). International perspectives on workplace bullying among nurses: A review. *International Nursing Review*, 56(1), 34-40. doi:10.1111/j.1466-7657.2008.00679.x
- Johnson, S. L. (2011). An ecological model of workplace bullying: A guide for intervention and research. *Nursing Forum*, 46(2), 55-63. doi:10.1111/j.1744-6198.2011.00213.x
- Johnson, S.L., & Rea, R.E. (2009). Workplace bullying: Concern for nurse leaders. *Journal of Nursing Administration*, 39(2), 84-90.
- Kavanagh, K. T., Cimiotti, J. P., Abusalem, S., & Coty, M. (2012). Moving healthcare quality forward with nursing-sensitive value-based purchasing. *Journal of Nursing Scholarship*, 44(4), 385-395. doi:10.1111/j.1547-5069.2012.01469.x

- Kearney, P., Plax, T.G., Hays, L.R., & Ivey, M. J. (1991). College teacher misbehaviors: What students don't like about what teachers say or do. *Communication Quarterly*, 39, 309-324.
- Keashly, L. & Jagatic, K. (2011). North American perspectives on hostile behaviors and bullying at work. In S. Einarsen, H. Hoel, D. Zaph, & C.L. Cooper (Eds). *Bullying and harassment in the workplace. Developments in Theory, Research, and Practice*, (2<sup>nd</sup> Ed.), (pp. 41-71). Boca Raton, FL: Taylor & Francis.
- Keashly, L., & Neuman, J. H. (2010). Faculty experiences with bullying in higher education. *Administrative Theory & Praxis (M.E. Sharpe)*, 32(1), 48-70. doi:10.2753/ATP1084-1806320103
- Kelley, H. H. (1967). *Attributions in social interactions*. Morristown, NJ: General Learning.
- Kelsey, D. M., Kearney, P., Plax, T. G., Allen, T. H., & Ritter, K. J. (2004). College students' attributions of teacher misbehaviors. *Communication Education*, 53(1), 40-55.
- King, N. M., Hilber, C. B., & Engley, E. (2007). Developing professional dispositions in the pre-service teacher: Raising standards. *International Forum Of Teaching & Studies*, 3(3), 14-22.
- King-Jones, M. (2011). Horizontal violence and the socialization of new nurses. *Creative Nursing*, 17(2), 80-86. doi:10.1891/1078-4535.17.2.80
- Kolanko, K., Clark, C., Heinrich, K., Olive, D., Serembus, J., & Sifford, K. (2006). Academic dishonesty, bullying, incivility, and violence: Difficult challenges facing nurse educators. *Nursing Education Perspectives*, 27(1), 34-43.



- Lambert, N., & Miller, A. (2010). The temporal stability and predictive validity of pupils' causal attributions for difficult classroom behaviour. *British Journal of Educational Psychology*, 80(4), 599-622.
- Lampman, C. (2012). Women faculty at risk: U.S. professors report on their experiences with student incivility, bullying, aggression, and sexual attention. *NASPA Journal about Women in Higher Education*, 5(2), 184-208.
- Lampman, C., Phelps, A., Bancroft, S., & Beneke, M. (2009). Contrapower harassment in academia: A survey of faculty experience with student incivility, bullying, and sexual attention. *Sex Roles*, 60(5/6), 331-346. doi: 10.1007/s11199-008-9560-x
- Laschinger, H., Finegan, J., & Wilk, P. (2009). New graduate burnout: The impact of professional practice environment, workplace civility, and empowerment. *Nursing Economic\$,* 27(6), 377-383.
- Laschinger, H., & Leiter, M. P. (2006). The impact of nursing work environments on patient safety outcomes. *Journal of Nursing Administration*, 36, 259-267.
- Laschinger, H., Leiter, M., Day, A., & Gilin, D. (2009). Workplace empowerment, incivility, and burnout: Impact on staff nurse recruitment and retention outcomes. *Journal of Nursing Management*, 17(3), 302-311. doi:10.1111/j.1365-2834.2009.00999.x
- Lashley, F. R., & de Meneses, M. (2001). Student civility in nursing programs: A national survey. *Journal of Professional Nursing*, 17(2), 81-86. doi: 10.1053/jpnu.2001.22271
- Lasiter, S., Marchiondo, L., & Marchiondo, K. (2012). Student narratives of faculty incivility. *Nursing Outlook*, 60(3), 121-126.e1. doi:10.1016/j.outlook.2011.06.001
- Laverty, M. (2009). Civility, tact, and the joy of communication. *Philosophy of Education Yearbook*, 228-237.

- Lawrence, G., & Adams, F. D. (2006). For every bully there is a victim. *American Secondary Education*, 35(1), 66-71.
- Leiter, M., Price, S., & Laschinger, H. (2010). Generational differences in distress, attitudes and incivility among nurses. *Journal of Nursing Management*, 18(8), 970-980. doi:10.1111/j.1365-2834.2010.01168.x
- Leymann, H. (1996). The content and development of bullying at work. *European Journal of Work and Organizational Psychology*, 5, 165-184.
- Lieber, L. D. (2010). How workplace bullying affects the bottom line. *Employment Relations Today (Wiley)*, 37(3), 91-101. doi:10.1002/ert.20314
- Lindy, C., & Schaefer, F. (2010). Negative workplace behaviours: An ethical dilemma for nurse managers. *Journal of Nursing Management*, 18(3), 285-292. doi:10.1111/j.1365-2834.2010.01080.x
- Lippman, S., Bulanda, R., & Wagenaar, T. (2009). Student entitlement: Issues and strategies for confronting entitlement in the classroom and beyond. *College Teaching*, 57(4).
- Liu, W., Chi, S., Friedman, R., & Tsai, M. (2009). Explaining incivility in the workplace: The effects of personality and culture. *Negotiation & Conflict Management Research*, 2(2), 164-184. doi:10.1111/j.1750-4716.2009.00035.x
- Longo, J., & Sherman, R. (2007). Leveling horizontal violence. *Nursing Management*, 38(3), 34-51.
- Luparell, S. (2003). Critical incidents of incivility by nursing students: How uncivil encounters with students affect nursing faculty (Doctoral dissertation, University of Nebraska, 2003). *Dissertation Abstracts International*, 64, 2128.

- Luparell, S. (2004). Faculty encounters with uncivil nursing students: An overview. *Journal of Professional Nursing, 20*(1), 59-67. doi: 10.1016/j.profnurs2003.12.007
- Luparell, S. (2007). The effects of student incivility on nursing faculty. *Journal of Nursing Education, 46*(1), 15-19.
- Luparell, S. (2011). Incivility in nursing: The connection between academia and clinical settings. *Critical Care Nurse, 31*(2), 92-95. doi:10.4037/ccn2011171
- Maguire, M. (2001). Bullying and the postgraduate secondary school trainee teacher: An English case study. *Journal of Education For Teaching, 27*(1), 95-109.
- Marchiondo, K., Marchiondo, L., & Lasiter, S. (2010). Faculty incivility: Effects on program satisfaction of BSN students. *Journal of Nursing Education, 49*(11).
- Marzano, R., & Marzano, J. (2003). The key to classroom management. *Educational Leadership, 61*(1), 6-13.
- Matthiesen, S., & Einarsen, S. (2010). Bullying in the workplace: Definition, prevalence, antecedents and consequences. *International Journal of Organization Theory & Behavior (Pracademics Press), 13*(2), 202-248.
- McCabe, D. (2009). Academic dishonesty in nursing schools: An empirical investigation. *Journal of Nursing Education, 48*(11), 614–623.
- McClure, J. E., & Spector, L. C. (2003). Behavior and performance in the economics classroom. *Educational Research Quarterly, 27*(1), 15-23.
- McDonald, S. (2008). Bullying upwards. *Nursing Standard, 22*(20), 62-63.
- McDonald, S. M. (2012). Perception: A concept analysis. *International Journal of Nursing Knowledge, 23*(1), 2-9.

- McKenna, B.G., Smith, N.A., Poole, S.J., & Coverdale, J.H. (2003). Horizontal violence; Experiences of registered nurses in their first year of practice. *Journal of Advanced Nursing*, 42, 90-96.
- McKinne, M. (2008). *A quantitative and qualitative inquiry into classroom incivility in higher education*. Ed.D. dissertation, University of Missouri - Columbia, United States -- Missouri. No. AAT 3371082).
- Meissner, J. (1999). Nurses, are we still eating our young?. *Nursing*, 29(2), 42-44.
- Miller, A. (1995). Teacher attributions of causality, control, and responsibility in respect of difficult pupil behavior and its successful management. *Educational Psychology*, 15, 457-471.
- Miller, A., Ferguson, E., & Byrne, I. (2000). Pupils' causal attributions for difficult classroom behaviour. *British Journal of Educational Psychology*, 70(1), 85-96.
- Miller, A., Ferguson, E., & Moore, E. (2002). Parents' and pupils' causal attributions for difficult classroom behaviour. *British Journal of Educational Psychology*, 72(1), 27.
- Montana University System (2014). <http://mus.edu/data/diversity/DR%202009%20-%20Enrollment%20Counts%20&%20Distributions.pdf>
- Montes-Berges, B., & Augusto, J. (2007). Exploring the relationship between perceived emotional intelligence, coping, social support and mental health in nursing students. *Journal of Psychiatric & Mental Health Nursing*, 14(2), 163-171. doi:10.1111/j.1365-2850.2007.01059.x
- Morris, J. (1996). Democracy beguiled. *Wilson Quarterly*, 20(4), 24.
- Morrisette, P. J. (2001). Reducing incivility in the university/college classroom. *International Electronic Journal for Leadership in Learning*, 5(4).

- Mudhovozi, P. P., Gumani, M. M., Maunganidze, L. L., & Sodi, T. T. (2010). Causal attribution: Actor-observer bias in academic achievement among students at an institution of higher learning. *South African Journal of Higher Education*, 24(4), 585-601.
- Murphy, K. (2010). Strategies for addressing disruptive behaviors in the college classroom. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 81(6), 33-44.
- Namie, G., & Lutgen-Sandvik, P. E. (2010). Active and passive accomplices: The communal character of workplace bullying. *International Journal of Communication (19328036)*, 4, 343-373.
- National League for Nursing (NLN). (2005). *The scope and practice for academic nurse educators*. New York, NY: National League for Nursing.
- Nisbett, R.E., & Ross, L. (1980). *Human inference: Strategies and shortcomings of social judgment*. Englewood Cliffs, NJ: Prentice Hall.
- Nordstrom, C. R., Bartels, L. K., & Bucy, J. (2009). Predicting and curbing classroom incivility in higher education. *College Student Journal*, 43(1), 74-85.
- Nursing Theories. (2013). Attribution theory. Retrieved from [http://nursingplanet.com/theory/Attribution\\_theory.html](http://nursingplanet.com/theory/Attribution_theory.html)
- Olender-Russo, L. (2009). Creating a culture of regard: An antidote for workplace bullying. *Creative Nursing*, 15(2), 75-81.
- Oore, D., Leblanc, D., Day, A., Leiter, M., Laschinger, H., Price, S., & Latimer, M. (2010). When respect deteriorates: Incivility as a moderator of the stressor-strain relationship among hospital workers. *Journal of Nursing Management*, 18(8), 878-888.  
doi:10.1111/j.1365-2834.2010.01139.x
- Oostrom, J., & Mierlo, H. (2008). An evaluation of an aggression management training program

- to cope with workplace violence in the healthcare sector. *Research in Nursing and Health*, 31, 320-328. doi: 10.1002/nur.20260
- Paik, C., & Broedel-Zaugg, K. (2006). Pharmacy students' opinions on civility and preferences regarding professors. *American Journal of Pharmaceutical Education*, 70(4), 1-9.
- Pallant, J. (2010). *SPSS survival manual (4<sup>th</sup> Ed.)*. Berkshire, England: McGraw-Hill House.
- Pearson, C. M., Andersson, L. M. & Porath, C. I. (2000). Assessing and attacking workplace incivility. *Organizational Dynamics*, 29(2), 123-137.
- Pearson, C. M., Andersson, L. M., & Porath, C. I. (2005). Workplace incivility: In S. Fox & P.E. Spector (Eds). *Counterproductive work behavior: Investigation of actors and targets* (pp. 177-200). Washington D.C. : American Psychological Association.
- Peck, D. L. (2002), Civility: A contemporary context for a meaningful historical concept. *Sociological Inquiry*, 72(3), 358–375. doi: 10.1111/1475-682X.00022
- Perception, (n.d.). Retrieved from  
<http://www.businessdictionary.com/definition/perception.html#ixzz2QGOillt9>
- Quddus, M., Bell, R. L., Bodie, N., Dyck, J., Rahman, S., Holloway, R., & ... Till, A. (2009). Faculty perceptions and encounters with disrespectful student behavior. *Academy of Educational Leadership Journal*, 13(1), 1-17.
- Raineri, E. M., Frear, D. F., & Edmonds, J. J. (2011). An examination of the academic reach of faculty and administrator bullying. *International Journal of Business & Social Science*, 2(12), 22-35.
- Randle, J. (2001). The effect of a 3-year pre-registration training course on students' self-esteem. *Journal of Clinical Nursing*, 10(2), 293-300. doi:10.1046/j.1365-2702.2001.00483.x10.1111/j.1365-2702.2001.00483.x

- Randle, J. (2003a). Bullying in the nursing profession. *Journal of Advanced Nursing*, 43(4), 395-401.
- Randle, J. (2003b). Changes in self-esteem during a 3 year pre-registration diploma in higher education (nursing) programme. *Learning in Health & Social Care*, 2(1), 51-60.
- Reio, T. G., & Reio, S. M. (2011). Workplace incivility in schools. *International Journal of Adult Vocational Education and Technology (IJAVET)*, 2(1), 23-35.  
doi:10.4018/javet.2011010103
- Rehling, D., & Bjorklund, W. (2010). A comparison of faculty and student perceptions of incivility in the classroom. *Journal on Excellence in College Teaching*, 21(3), 73-93.
- Roberts, S. (1983). Oppressed group behavior: Implications for nursing. *Advances in Nursing Science*, 5(4), 21-30.
- Roberts, S., Demarco, R., & Griffin, M. (2009). The effect of oppressed group behaviors on the culture of the nursing workplace: A review of the evidence and interventions for change. *Journal of Nursing Management*, 17(3), 288-293. doi:10.1111/j.1365-2834.2008.00959.x
- Robertson, J. E. (2012). Can't we all just get along? A primer on student incivility in nursing education. *Nursing Education Perspectives*, 33(1), 21-26. doi:10.5480/1536-5026-33.1.21
- Rosenstein, A., & O'Daniel, M. (2008). A survey of the impact of disruptive behaviors and communication defects on patient safety. *Joint Commission Journal on Quality and Patient Safety / Joint Commission Resources*, 34(8), 464-471.
- Rovai, A. P., Baker, J. D., & Ponton, M. K. (2013). *Social science research design and statistics: A practitioner's guide to research methods and SPSS analysis*. Chesapeake, VA: Watertree Press.

- Rowland, M. L., & Srisukho, K. (2009). Dental students' and faculty members' perceptions of incivility in the classroom. *Journal of Dental Education*, 73(1), 119-126.
- Ruppert, B., & Green, D. A. (2012). Practicing what we teach: Credibility and alignment in the business communication classroom. *Business Communication Quarterly*, 75(1), 29-44. doi:10.1177/1080569911426475
- Scanlon, J. M., & Care, W. D. (2004). Grade inflation: Should we be concerned?. *Journal of Nursing Education*, 43(10), 475-478.
- Schlieper, K. (2012). Experience of bullying between genders: A quantitative study done at the University of New Hampshire. *Perspectives (University of New Hampshire)*, 28-34.
- Schuldt, B. A., Totten, J. W., Adrian, C. M., & Cox, S. S. (2012). Student rudeness & technology: Going beyond the business classroom. *Journal of Learning in Higher Education*, 8(1), 37-45.
- Seganish, W. M., & Holter, N. C. (2013). A code of civility for the university setting: The architecture for implementation. *Journal of Legal, Ethical and Regulatory Issues*, 16(1), 57-68.
- Seidman, A. (2005). The learning killer: Disruptive student behavior in the classroom. *Reading Improvement*, 42(1), 40-46.
- Simons, S. (2008). Workplace bullying experienced by Massachusetts registered nurses and the relationship to intention to leave the organization. *Advances in Nursing Science*, 31(2), E48-E59.
- Simons, S. & Mawn, B. (2010). Bullying in the workplace: A qualitative study of newly licensed registered nurses. *American Association of Occupational Health Nurses Journal*, 58(7), 305-311. doi: 10.3928/08910162-2010616-02



- Simons, S., Stark, R., & Demarco, R. (2011). A new, four-item instrument to measure workplace bullying. *Research In Nursing & Health*, 34(2), 132-140. doi:10.1002/nur.20422
- Singleton-Jackson, J. A., Jackson, D. L., & Reinhardt, J. (2011). Academic entitlement: Exploring definitions and dimensions of entitled students. *International Journal of Interdisciplinary Social Sciences*, 5(9), 229-236.
- Skogstad, A., Torsheim, T., Einarsen, S., & Hauge, L. (2011). Testing the work environment hypothesis of bullying on a group level of analysis: Psychosocial factors as precursors of observed workplace bullying. *Applied Psychology: An International Review*, 60(3), 475-495. doi:10.1111/j.1464-0597.2011.00444.x
- Smith, L., Andrusyszyn, M., & Laschinger, H. (2010). Effects of workplace incivility and empowerment on newly graduated nurses' organizational commitment. *Journal of Nursing Management*, 18(8), 1004-1015. doi:10.1111/j.1365-2834.2010.01165.x
- Spence-Laschinger, H. K., Wong, C. A., Cummings, G. G., & Grau, A.L. (2014). Resonant leadership and workplace empowerment: The value of positive organizational cultures in reducing workplace incivility. *Nursing Economic*, 32(1), 5-15.
- Springer, P.J., Clark, C.M., Strohfus, P., & Belcheir, M. (2012). Using transformational change to improve organizational culture and climate in a school of nursing, *Journal of Nursing Education*, 51(2), 81-88.
- Stanley, K., Dulaney, P., & Martin, M. (2007). Nurses 'eating our young' -- it has a name: Lateral violence. *South Carolina Nurse*, 14(1), 17-18.
- Stanley, K. M., Martin, M. M., Michel, Y., Welton, J. M., & Nemeth, L. S. (2007). Examining lateral violence in the nursing workforce. *Issues In Mental Health Nursing*, 28(11), 1247-1265. doi:10.1080/01612840701651470

- Strauss, W. & Howe, N. (2007) *Millennials go to college* (2<sup>nd</sup> ed). Great Falls, VA: LifeCourse Associates.
- Stork, E., & Hartley, N. T. (2009). Classroom incivilities: Students' perceptions about professors' behaviors. *Contemporary Issues in Education Research*, 2(4), 13-24.
- Suplee, P., Lachman, V., Siebert, B., & Anselmi, K. (2008). Managing nursing student incivility in the classroom, clinical setting, and on-line. *Journal of Nursing Law*, 12(2), 68-77.
- Swinney, L., Elder, B., & Seaton, L. (2010). Incivility in the accounting classroom. *American Journal of Business Education*, 3(5), 1-16.
- The Joint Commission (TJC). (July, 2008). Behaviors that undermine a culture of safety. Sentinel Event Alert, 40. Retrieved from:  
[http://www.jointcommission.org/sentinel\\_event\\_alert\\_issue\\_40\\_behaviors\\_that\\_undermine\\_a\\_culture\\_of\\_safety/](http://www.jointcommission.org/sentinel_event_alert_issue_40_behaviors_that_undermine_a_culture_of_safety/)
- Thomas, S. P. (2003). Handling anger in the teacher-student relationship. *Nurse Educator Perspectives*, 24, 17-24.
- Trad, L., Baker, N., Blackman, H., Glynn, K., Wright, A., & Miller, A. (2012). Student incivility and instructor communication in the college classroom. *Florida Communication Journal*, 40(1), 47-53.
- Trossman, S. (2008). Behaving badly?: Joint Commission issues alert aimed at improving workplace culture, patient care. *American Nurse*, 40(5), 1-12.
- Twale, D. J., & DeLuca, B. M. (2008). *Faculty incivility: The rise of the academic bully culture and what to do about it*. San Francisco: Jossey-Bass.

- Twenge, J. M. (2006). *Generation me: Why today's young Americans are more confident, assertive, entitled – and more miserable than ever before*. New York City, NY: Free Press.
- U.S. News and World Report Survey. (1996). In J. Marks (1996), *The American uncivil wars*. *U.S. News & World Report*, 12066-72.
- Waggoner, C. (2003). Teachers behaving badly. *American School Board Journal*, 190(8), 29.
- Walrafen, N., Brewer, M., & Mulvenon, C. (2012). CNE Series. Sadly caught up in the moment: An exploration of horizontal violence. *Nursing Economic\$, 30(1)*, 6-49.
- Warner, R. (2008). *Applied Statistics: From bivariate through multivariate techniques*. Thousand Oaks, CA: Sage Publications, Inc.
- Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology*, 71(1), 3-25.
- Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychology Review*, 12(1), 1-14.
- Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational Psychologist*, 45(1), 28-36.
- Weiner, B., Freize, I., Kukla, A., Reed, L., Rest, S., & Rosenbaum, R. M. (1971). *Perceiving the causes of success and failure*. Morristown, NJ: General Learning.
- Whitworth, B. (2008). Is there a relationship between personality type and preferred conflict-handling styles? An exploratory study of registered nurses in southern Mississippi. *Journal of Nursing Management*, 16(8), 921-932. doi:10.1111/j.1365-2834.2008.00918.x

- Williamson, M. M. (2011). *Nurse educators' lived experiences with student incivility*. (The University of Alabama). *ProQuest Dissertations and Theses*, 195. Retrieved from <http://search.proquest.com/docview/903973569?accountid=12085>. (903973569).
- Wilson, B., Diedrich, A., Phelps, C., & Choi, M. (2011). Bullies at work: The impact of horizontal hostility in the hospital setting and intent to leave. *The Journal of Nursing Administration*, 41(11), 453-458. doi:10.1097/NNA.0b013e3182346e90
- Workplace Bullying Institute. (2010). The WBI U. S. workplace bullying survey. Retrieved from [http://workplacebullying.org/multi/pdf/WBI\\_2010\\_Natl\\_Survey.pdf](http://workplacebullying.org/multi/pdf/WBI_2010_Natl_Survey.pdf)
- Workplace Bullying Institute. (2014). The WBI U. S. workplace bullying survey. Retrieved from <http://www.workplacebullying.org/wbiresearch/wbi-2014-us-survey>
- Yaman, E. (2010). Perception of faculty members exposed to mobbing about the organizational culture and climate. *Educational Sciences: Theory and Practice*, 10(1), 567-578.
- Zaph, D. & Einarsen, S. (2003). Individual antecedents of bullying: Victims and perpetrators. In S. Einarsen, H. Hoel, D. Zaph, & C.L. Cooper (Eds). *Bullying and emotional abuse in the workplace. International perspectives in research and practice* (pp. 165-184). London: Taylor & Francis.
- Zaph, D. & Einarsen, S. (2005). Mobbing at work: Escalated conflicts in organizations. In S. Fox & P.E. Spector (Eds.), *Counterproductive Work Behavior* (pp.237-270). Washington, DC: American Psychological Association.
- Zaph, D., Escartin, J., Einarsen, S., Hoel, H., & Vartia, M. (2011). Empirical findings on prevalence and risk groups of bullying in the workplace. In S. Einarsen, H. Hoel, D. Zaph, & C.L. Cooper (Eds). *Bullying and harassment in the workplace. Developments in Theory, Research, and Practice, (2<sup>nd</sup> Ed.)*, (pp. 75-105). Boca Raton, FL: Taylor &

Francis.

Zhang, Q., Zhang, J., & Castelluccio, A. (2011). A cross-cultural investigation of student resistance in college classrooms: The effects of teacher misbehaviors and credibility. *Communication Quarterly*, 59(4), 450-4

## Appendix A:

### Licensing Agreement

#### COPYRIGHT LICENSE AGREEMENT

This License Agreement (the "License") is made and entered into this 9th day of September 2013, by and between Boise State University, hereinafter referred to as the "Licensor," and Rebecca Wagner, RN, MSN, EdD, CNE, Ashland University, hereinafter referred to as the "Licensee."

WHEREAS, the Licensor owns certain rights, title and interests in the Incivility in Higher Education (IHE) Survey, hereafter called the "Licensed Works," and

WHEREAS, the Licensor desires to grant a license to the Licensee and Licensee desires to accept the grant of such license pursuant to the terms and provisions of this License Agreement for the purposes of permitting Licensee to use the Licensed Works for non-commercial purposes as outlined herein;

NOW THEREFORE, in consideration of the payment of the License fee and the other mutual promises and benefits contained herein, the parties hereto agree as follows:

1. Grant of License. The Licensor hereby grants to Licensee, its employees, agents and contractors, a limited, non-transferrable, non-exclusive license under Licensor's copyrights to use the Licensed Works to assess the level of incivility in the following environments: multiple sites, single use at Ashland University.

The License granted herein is for one-time implementation of the Licensed Works for non-commercial purposes only. The Licensed Works are more particularly described as quantitative and qualitative items and is used to gather administrator, staff, faculty and students' perceptions of uncivil, disruptive, and threatening behaviors, the frequency of these perceived behaviors and to elicit suggestions for prevention and intervention. Licensee shall not be authorized to create derivative works of the Licensed Works without the written approval of Licensor. The Licensor reserves all other rights and interest in the Licensed Works, including copyright. Each copy of the Licensed Works and every written documentation, description, marketing piece, advertisement, or other representation of or concerning the Licensed Works shall conspicuously bear a notice of the Licensor's copyright in this form "Copyright 2009 Boise State University. All rights reserved". Licensor represents and warrants that it is the rightful owner of all the rights granted herein, has obtained all required licenses, rights and permissions necessary to convey and hereby does convey the License free and clear of any and all claims, encumbrances and liens.

2. Term. The term of this License shall commence on the date set forth first above and shall terminate on a date eighteen (18) months after commencement.

3. License Fee. In consideration for the granting of the License, the Licensee shall pay to Licensor a one-time License Fee of US \$250.00, per environment, and a file of the de-identified data for a total of US \$250.00 due and payable to Boise State University upon execution of this License. No other fees, royalties, expenses or amounts shall be incurred by Licensee in exchange for, or as a condition of receiving this License and the rights granted herein. The license rights set forth herein shall not become effective until payment of the License fee has been received and accepted by Licensor. All amounts remitted hereunder shall be paid in U.S. dollars.

4. License Services. If Licensee chooses technical support, training and implementation services for each educational environment identified above shall be pursuant to a separate services agreement.

5. Confidentiality/Publication. Information provided by Licensee in the course of using the Licensed Work ("Confidential Information") shall remain confidential and proprietary to Licensee and Licensor shall receive and use the Confidential Information for the sole purpose of assisting Licensee in the implementation of the Licensed Works. Licensor agrees to protect the proprietary nature of the Confidential Information and agrees not to disclose the Confidential Information to any third party or parties without the prior written consent of the Licensee. Licensor reserves the right to use the numerical/statistical data generated by Licensee's use of the Licensed Works for research and education purposes. Licensee acknowledges that Licensor shall have the right to publish such research results and that Confidential Information will only be disclosed in aggregate with no Licensee identification.

6. Liability. To the extent authorized by law, Licensee shall indemnify, defend, and hold harmless the Licensor, its officers, employees and agents against any and all claims, damages, liability and court awards including costs, expenses, and attorney fees incurred as a result of any act or omission by Licensee, or its employees, agents, subcontractors, or assignees, arising from Licensee's use of the Licensed Works or any act or omission of Licensee under the terms of this License. Licensee shall pay for all costs arising out of its activities under this License including but not limited to all costs of copying and distribution.

7. Assignment. Licensee shall not assign to, and will not permit the use of said Licensed Works by, anyone, other than Licensee, its agents, employees or contractors, without the prior written consent of the Licensor, which consent will not be unreasonably withheld or delayed.

8. Abandonment by Licensee. In case of abandonment of this License by Licensee, Licensee shall give notice to Licensor of its intent to abandon, and the Licensed Works shall thereupon be free and clear of this License and of all rights and privileges attaching thereto.

9. Captions, Construction and License Effect. The captions and headings used in this License are for identification only and shall be disregarded in any construction of the provisions. All of the terms of this License shall inure to the benefit of and be binding upon the respective heirs, successors and assigns of both the Licensor and Licensee. If any portion, clause, paragraph, or section of this License shall be determined to be invalid, illegal, or without force by a court of law or rendered so by legislative act, then the remaining portions of this License shall remain in full force and effect.

10. Consent. Unless otherwise specifically provided, whenever consent or approval of the Licensor or Licensee is required under the terms of this License, such consent or approval shall not be unreasonably withheld or delayed, and shall be deemed to have been given if no response is received within thirty (30) days of the date the request was made. If either party withholds any consent or approval, such party on written request shall deliver to the other party a written statement giving the reasons therefore.

11. Notice. Any notice required or permitted by this License may be delivered in person or sent by registered or certified mail, return receipt requested to the party at the address as hereinafter provided, and if sent by mail it shall be effective when posted in the U.S. Mail Depository with sufficient postage attached thereto:

LICENSOR

Boise State University  
Attn: Office of  
Technology Transfer  
1910 University Drive  
Boise, ID 83725-1135

LICENSEE

Rebecca Wagner, RN, MSN, EdD, CNE  
Ashland University  
401 College Ave.  
Ashland, OH 44805

Notice of change of address shall be treated as any other notice.

12. Applicable Law. The License shall be governed by Idaho law. All construction pursuant to or interpretation of this License shall comply with and conform to all applicable state, federal and local laws, regulations, rules and orders.

13. Default. Any failure of either party to perform in accordance with the terms of this Agreement shall constitute a breach of the agreement. In the event of a material breach by Licensee, Licensor may, upon written notice to Licensee, declare this License Agreement terminated and may seek such other and further relief as may be provided by law, including, but not limited to, a temporary or permanent injunction against Licensee's continued use of the Licensed Works, actual and/or statutory damages, costs of suit, and reasonable attorney fees incurred by Licensor as a result of the breach, plus interest on all amounts from the date of the breach until paid in full, at the highest rate permitted by law.

14. Complete Agreement. This License supersedes any and all prior written or oral Licenses and there are no covenants, conditions or agreements between the parties except as set forth herein. No prior or contemporaneous addition, deletion, or other amendment hereto shall have any force or effect whatsoever unless embodied herein in writing. No subsequent innovation, renewal, addition, deletion or other amendment hereto shall have any force or effect unless embodied in a written contract executed and approved by both parties.

In witness whereof, the parties hereto have executed this License on the day and year first above written.



## Appendix B

### Participant Letter with Informed Consent

#### **CONSENT FORM**

A Comparative Study of Undergraduate Upperclassmen Students' Perceptions of Student and Faculty Incivility in Three Academic Disciplines: Nursing, Education, and Business

Principal Investigator: Rebecca Wagner

Liberty University

School of Education

You are invited to participate in a research study of comparing student perceptions of student and faculty incivilities among three disciplines of study. You were selected as a possible participant because you are a junior or senior in the discipline of nursing, education, or business. I ask that you read this form and ask any questions you may have before agreeing to be in the study. You may contact me at 419-571-1170.

This study is being conducted by Rebecca Wagner, EdD candidate, School of Education.

#### **Background Information:**

Incivility in higher education is a focus of increasing concern as a detractor of effective teaching and learning. Incivility is defined as rude or disruptive behaviors which often result in psychological or physiological distress for the people involved– and if left unaddressed, may progress into threatening situations, or result in temporary or permanent illness or injury. Incivility in higher education includes, but is not limited to, behaviors that are rude or discourteous such as coming to class late and sleeping in class, and behaviors that are more hostile such as derogatory personal comments, rude gestures, and emotional outbursts. The purpose of the study is to discover any differences in student perceptions of student and faculty incivility among three disciplines of study. Results of the survey may help in curbing incidences of incivility in higher education. A survey is used to collect the information used in the study. The survey is brief (about 10 minutes) and is available in an online format (link to survey is below). The survey is titled, Incivility in Higher Education (IHE). A definition of incivility is included at the beginning of the survey.

#### **Procedures:**

If you agree to be in this anonymous study, I would ask you to do the following things: Complete this survey. There are a total of 15 questions- four of the questions list several behaviors and frequencies to rate. The survey should take no longer than 10 minutes.

#### **Risks and Benefits of being in the Study:**

The study has no physical risks. Minimal emotional risk is possible as participants may recall sensitive or possibly painful memories of uncivil behaviors. Participants may contact the

Counseling and Psychological Services at Montana State University- (406) 994-4531 or the 24 hour crisis help line at (406) 586-3333.

The benefits to participation: There are no direct benefits to the participants. A benefit to higher education is: Identification of academic disciplines more at risk for uncivil student and faculty behaviors can lead to discipline specific preventions and interventions to decrease the incidence of incivility in higher education which will benefit students and faculty.

**Compensation:**

Participants will not receive compensation for participation.

**Confidentiality:**

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher and statistician will have access to the records. Survey results will be kept in a password protected electronic environment owned by the project director for a minimum of three years after which a professional data maintenance company will dispose of the data. Results of the study in the dissertation or potential publications or presentations will be reported in a manner that will not jeopardize the participants' privacy.

**Voluntary Nature of the Study:**

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or Montana State University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

**Contacts and Questions:**

The researcher conducting this study is Rebecca Wagner. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at 419-571-1170, [rwagner@liberty.edu](mailto:rwagner@liberty.edu). The faculty advisor is Dr. Amy McLemore, (601) 438-7531, [ajmclmore@liberty.edu](mailto:ajmclmore@liberty.edu).

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd, Suite 1837, Lynchburg, VA 24515 or email at [irb@liberty.edu](mailto:irb@liberty.edu)  
You will be given a copy of this information to keep for your records.

**Statement of Consent:**

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.  
Completing the survey implies consent.

**IRB Code Numbers:** 1820.041114

**IRB Expiration Date: 4/11/2015**

## Appendix C

### Email to Deans

On Apr 2, 2014, at 2:50 PM, "Wagcb5" <[wagcb5@aol.com](mailto:wagcb5@aol.com)> wrote:

Dear Dr. XXXX,

My name is Becka Wagner and I am a Doctor of Education candidate from Liberty University. I am also a nursing educator. I am ready to conduct my survey.

My study uses the Incivility in Higher Education survey (designed by Dr. Cynthia Clark and adapted from her Incivility in Nursing Education survey) and will measure student perceptions of student and faculty incivility among disciplines in higher education. This is an initial study to begin to determine if there is more incivility in nursing education than in other disciplines in higher education. I am planning to survey upperclassmen (juniors and seniors) students in the disciplines of nursing, education, and business.

I would love to be able to conduct the survey at your University. I will be surveying junior and senior students in the disciplines of nursing, education, and business. Dr. XXXX, the Dean of the School of Nursing at the University, has already approved my request to survey the nursing faculty and upperclassmen students. Dr. XXXX from the School of Nursing will be assisting me. I would very much appreciate it if you would allow me to conduct the survey with your Business and Education upperclassmen students. I would send the introductory letter with the survey link (and 2 reminders) to you for dissemination to your faculty and students. Dr. XXXX has offered to help in any way she can.

I have contacted your IRB and they have said that since I will have approval from Liberty University, I will not need re-approval from your University IRB. I realize that I am working under a tight time constriction since students will be leaving campus soon.

I look forward to hearing from you soon. Thank you so very much for considering this request to conduct this important research at the University.

Highest Regards!

Becka Wagner

## Appendix D

### IRB Exemption

# LIBERTY UNIVERSITY

## INSTITUTIONAL REVIEW BOARD

April 11, 2014

Rebecca S. Wagner

IRB Exemption 1820.041114: A Comparative Study of Undergraduate Upperclassmen Students' Perceptions of Student and Faculty Incivility in Three Academic Disciplines: Nursing, Education, and Business

Dear Rebecca,

The Liberty University Institutional Review Board has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and that no further IRB oversight is required.

Your study falls under exemption category 46.101 (b)(2), which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
  - (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
  - (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Please note that this exemption only applies to your current research application, and that any changes to your protocol must be reported to the Liberty IRB for verification of continued exemption status. You may report these changes by submitting a change in protocol form or a new application to the IRB and referencing the above IRB Exemption number.

If you have any questions about this exemption, or need assistance in determining whether possible changes to your protocol would change your exemption status, please email us at [irb@liberty.edu](mailto:irb@liberty.edu).

Sincerely,

---

Professor, IRB Chair  
Counseling

(434) 592-4054

**LIBERTY**  
UNIVERSITY.

*Liberty University | Training Champions for Christ since 1971*

## Appendix E

### Frequency of Student Disruptive Behaviors

Table F1 shows the frequency of student disruptive behaviors during the current academic year as perceived by nursing students, Table F2 shows the Education students' perceptions of the frequency, and Table F3 shows the Business students perceptions of how often the disruptive behaviors occurred during the current academic year. The top five frequently observed student disruptive behaviors are reported and in the case of a tie, the top six behaviors are listed.

Table E1

*Frequency of Student Disruptive Behaviors as Perceived by Nursing Students*

Behavior	Often=4 (%)	Sometimes=3 (%)	Rarely=2 (%)	Never=1 (%)	Average Rating
Acting bored or apathetic	16.3	41.0	37.2	5.8	2.67
Making disapproving groans	6.9	22.1	48.8	22.1	2.14
Making sarcastic remarks/gestures	10.5	17.4	48.8	23.3	2.15
Sleeping in class	1.2	16.5	31.8	50.6	1.68
Not paying attention in class	16.5	37.7	37.7	8.2	2.62
Holding distracting conversations	25.6	43.0	29.1	2.3	2.92
Refusing to answer direct questions	2.3	4.7	33.7	59.3	1.50
Using computers unrelated to class	17.4	36.1	26.7	19.8	2.51
Using cell phones/pagers in class	30.2	38.4	22.1	9.3	2.90
Arriving late to class	17.4	47.7	30.2	4.6	2.78
Leaving early from class	10.5	39.5	41.9	8.1	2.52
Cutting class	16.3	31.4	40.1	11.6	2.52
Being unprepared for class	9.3	30.2	46.5	14.0	2.35
Creating tension by dominating class	16.3	36.1	31.4	16.3	2.52
Cheating: exams, quizzes	2.3	2.3	11.6	83.7	1.23
Demanding makeups/ extensions/ favors	8.3	22.6	41.7	27.4	2.12

*Note.* Percentages have been rounded and may not equal 100

Table E2

*Frequency of Student Disruptive Behaviors as Perceived by Education Students*

Behavior	Often=4 (%)	Sometimes=3 (%)	Rarely=2 (%)	Never=1 (%)	Average Rating
Acting bored or apathetic	31.4	51.4	12.9	4.3	3.10
Making disapproving groans	10.0	41.4	30.0	18.6	2.43
Making sarcastic remarks/gestures	11.4	38.6	33.9	17.1	2.44
Sleeping in class	11.4	34.3	35.7	18.6	2.39
Not paying attention in class	40.0	48.6	11.4	0.00	3.29
Holding distracting conversations	27.1	54.3	17.1	1.4	3.07
Refusing to answer direct questions	8.7	21.7	37.7	31.9	2.07
Using computers unrelated to class	48.6	41.4	8.6	1.5	3.37
Using cell phones/pagers in class	70.0	22.9	7.1	0.0	3.63
Arriving late to class	27.1	62.9	10.0	0.0	3.17
Leaving early from class	22.9	40.0	34.3	2.9	2.83
Cutting class	28.6	45.7	21.4	4.3	3.0
Being unprepared for class	18.6	54.3	24.3	2.9	2.89
Creating tension by dominating class	17.1	44.3	34.3	4.3	2.74
Cheating: exams, quizzes	4.3	8.6	51.4	35.7	1.81
Demanding makeups/ extensions/ favors	4.3	24.29	51.4	20.0	2.13

*Note.* Percentages have been rounded and may not equal 100



Table E3

*Frequency of Student Disruptive Behaviors as Perceived by Business Students*

Behavior	Often=4 (%)	Sometimes=3 (%)	Rarely=2 (%)	Never=1 (%)	Average Rating
Acting bored or apathetic	40.2	47.1	12.6	0.0	3.28
Making disapproving groans	9.2	42.5	41.4	6.9	2.54
Making sarcastic remarks/gestures	13.8	43.7	34.5	8.1	2.63
Sleeping in class	10.5	31.4	40.7	17.4	2.35
Not paying attention in class	46.0	44.8	8.1	1.2	3.36
Holding distracting conversations	32.2	52.8	13.8	1.2	3.16
Refusing to answer direct questions	6.9	31.0	42.5	19.5	2.25
Using computers unrelated to class	48.3	40.2	9.2	2.3	3.34
Using cell phones/pagers in class	65.1	27.9	4.7	2.3	3.56
Arriving late to class	31.0	55.2	12.6	1.2	3.16
Leaving early from class	16.1	39.1	41.4	3.5	2.68
Cutting class	29.1	52.3	16.3	2.3	3.08
Being unprepared for class	22.1	62.8	12.8	2.3	3.05
Creating tension by dominating class	13.8	42.4	37.9	6.9	2.62
Cheating: exams, quizzes	4.6	18.4	42.5	34.5	1.93
Demanding makeups/ extensions/ favors	5.8	21.8	51.7	20.7	2.13

*Note.* Percentages have been rounded and may not equal 100

## Appendix F

### Frequency of Faculty Disruptive Behaviors

Table F1 shows the frequency of faculty disruptive behaviors during the current academic year as perceived by nursing students, Table F2 shows the Education students' perceptions of the frequency, and Table F3 shows the Business students' perceptions of how often the disruptive behaviors occurred during the current academic year.

Table F1

*Frequency of Faculty Disruptive Behaviors as Perceived by Nursing Students*

Behavior	Often=4 (%)	Sometimes=3 (%)	Rarely=2 (%)	Never=1 (%)	Average Rating
Arriving late	4.7	24.7	56.5	14.1	2.20
Leaving scheduled activity early	2.4	12.9	55.3	29.4	1.98
Canceling without warning	3.5	16.5	43.5	36.5	1.87
Being unprepared	2.4	15.3	44.7	37.7	1.82
Not allowing open discussion	0.0	13.1	34.1	51.8	1.62
Refusing make-ups/extensions/ or grade changes	11.8	17.6	44.7	25.9	2.15
Ineffective teaching style/method	12.9	42.4	35.3	9.4	2.59
Deviating from syllabus/schedule	16.5	41.2	31.8	10.6	2.64
Being inflexible, rigid	3.5	23.5	40.0	32.9	2.00
Punishing entire class for one's behavior	1.2	3.5	27.1	68.2	1.38
Displaying disinterest in subject	0.0	2.4	23.5	74.1	1.28
Being distant and cold	1.2	11.8	38.8	48.2	1.66
Refusing to answer questions	2.4	16.5	27.1	54.1	1.67
Subjective grading	4.7	21.2	43.5	30.6	2.00
Making condescending remarks	1.2	8.3	32.1	57.3	1.52
Exerting superiority	3.5	17.7	37.7	4.2	1.84
Threatening to fail a student	7.1	9.4	23.5	60.0	1.64
Making rude gestures/behaviors	1.2	3.5	21.2	74.1	1.32
Being unavailable outside of class	3.5	25.9	31.8	38.8	1.94

*Note.* Percentages have been rounded and may not equal 100

Table F2

*Frequency of Faculty Disruptive Behaviors as Perceived by Education Students*

Behavior	Often=4 (%)	Sometimes=3 (%)	Rarely=2 (%)	Never=1 (%)	Average Rating
Arriving late	6.0	35.8	46.3	11.9	2.36
Leaving scheduled activity early	3.0	26.9	52.2	17.9	2.15
Canceling without warning	4.6	27.3	42.4	25.8	2.11
Being unprepared	3.0	26.9	47.8	22.4	2.10
Not allowing open discussion	1.5	11.9	49.3	37.2	1.78
Refusing make-ups/extensions/ or grade changes	7.5	25.4	41.8	25.4	2.15
Ineffective teaching style/method	20.9	35.8	32.8	10.5	2.67
Deviating from syllabus/schedule	23.9	43.3	26.9	6.0	2.85
Being inflexible, rigid	13.4	19.4	37.3	29.9	2.16
Punishing entire class for one's behavior	1.5	7.5	20.9	70.2	1.40
Displaying disinterest in subject	1.5	10.5	31.3	56.7	1.57
Being distant and cold	9.0	11.9	31.3	47.7	1.82
Refusing to answer questions	6.0	17.9	25.4	50.8	1.79
Subjective grading	13.4	22.4	29.9	34.3	2.15
Making condescending remarks	6.0	13.4	23.9	56.7	1.69
Exerting superiority	7.5	11.9	25.4	55.2	1.72
Threatening to fail a student	4.5	3.0	25.6	67.2	1.45
Making rude gestures/behaviors	3.0	6.1	24.2	66.7	1.45
Being unavailable outside of class	4.5	38.8	32.8	23.9	2.24

*Note.* Percentages have been rounded and may not equal 100

Table F3

*Frequency of Faculty Disruptive Behaviors as Perceived by Business Students*

Behavior	Often=4 (%)	Sometimes=3 (%)	Rarely=2 (%)	Never=1 (%)	Average Rating
Arriving late	4.7	30.2	54.6	10.5	2.30
Leaving scheduled activity early	1.7	25.6	52.3	20.9	2.07
Canceling without warning	1.2	25.6	55.8	17.4	2.10
Being unprepared	3.5	24.4	48.8	23.3	2.08
Not allowing open discussion	1.2	29.1	44.2	25.6	2.06
Refusing make-ups/extensions/ or grade changes	7.0	39.5	37.2	16.3	2.37
Ineffective teaching style/method	17.4	52.3	25.6	4.7	2.83
Deviating from syllabus/schedule	18.8	45.9	30.6	4.7	2.79
Being inflexible, rigid	9.3	30.2	45.4	15.1	2.34
Punishing entire class for one's behavior	3.49	17.4	20.9	58.1	1.66
Displaying disinterest in subject	7.1	20.0	32.9	40.0	1.94
Being distant and cold	7.1	28.2	27.1	37.7	2.05
Refusing to answer questions	3.5	30.2	34.9	31.4	2.06
Subjective grading	7.0	37.2	33.7	22.1	2.29
Making condescending remarks	5.9	18.8	25.9	49.4	1.81
Exerting superiority	10.5	19.8	30.2	39.5	2.01
Threatening to fail a student	1.2	12.8	30.2	55.8	1.59
Making rude gestures/behaviors	2.3	15.1	26.7	55.8	1.64
Being unavailable outside of class	10.5	33.7	38.4	17.4	2.40

*Note.* Percentages have been rounded and may not equal 100

## Appendix G

### Perceived Occurrence of Student Threatening Behaviors

Table G1 shows the occurrence of student threatening behaviors during the current academic year as perceived by nursing students, Table G2 shows the Education students' perceptions of threatening occurrences, and Table G3 shows the Business students' perceptions of the occurrence of threatening faculty behaviors occurred during the current academic year.

Table G1

*Frequency of Student Threatening Behaviors as Perceived by Nursing Students*

Behavior witnessed or experienced this year	Yes=1 %	No=0 %
Taunts/disrespect to students	22.4	77.7
Taunts/disrespect to faculty	31.7	68.2
Challenges to faculty knowledge	55.3	44.7
Harassing comments to students	4.7	95.3
Harassing comments to faculty	7.1	92.9
Vulgarity directed at students	14.1	85.9
Vulgarity directed at faculty	14.1	85.9
Inappropriate emails to students	19.3	80.7
Inappropriate emails to faculty	10.9	89.2
Physical threats to students	2.4	97.7
Physical threats to faculty	2.4	97.7
Property damage	0.0	100.0
Statements about access to weapons	0.0	100.0

*Note.* Percentages have been rounded and may not equal 100

Table G2

*Frequency of Student Threatening Behaviors as Perceived by Education Students*

Behavior witnessed or experienced this year	Yes=1 %	No=0 %
Taunts/disrespect to students	10.6	89.4
Taunts/disrespect to faculty	13.4	86.6
Challenges to faculty knowledge	22.7	77.3
Harassing comments to students	6.0	94.0
Harassing comments to faculty	1.5	98.5
Vulgarity directed at students	9.0	91.0
Vulgarity directed at faculty	6.0	83.8
Inappropriate emails to students	2.9	97.1
Inappropriate emails to faculty	0.0	100.0
Physical threats to students	0.0	100.0
Physical threats to faculty	0.0	100.0
Property damage	0.0	100.0
Statements about access to weapons	2.9	97.1

*Note.* Percentages have been rounded and may not equal 100



Table G3

*Frequency of Student Threatening Behaviors as Perceived by Business Students*

Behavior witnessed or experienced this year	Yes=1 %	No=0 %
Taunts/disrespect to students	23.5	76.5
Taunts/disrespect to faculty	31.8	68.2
Challenges to faculty knowledge	48.8	51.2
Harassing comments to students	12.8	87.2
Harassing comments to faculty	8.1	91.9
Vulgarity directed at students	22.6	77.4
Vulgarity directed at faculty	20.9	79.1
Inappropriate emails to students	2.3	97.7
Inappropriate emails to faculty	1.2	98.8
Physical threats to students	1.2	98.8
Physical threats to faculty	0.0	100.0
Property damage	5.8	94.2
Statements about access to weapons	5.8	94.2

*Note.* Percentages have been rounded and may not equal 100

## Appendix H

### Perceived Occurrence of Faculty Threatening Behaviors

Table H1 shows the occurrence of student threatening behaviors during the current academic year as perceived by nursing students, Table H2 shows the Education students' perceptions of threatening occurrences, and Table H3 shows the Business students perceptions of the occurrence of threatening faculty behaviors occurred during the current academic year.

Table H1

#### *Frequency of Faculty Threatening Behaviors as Perceived by Nursing Students*

Behavior witnessed or experienced this year	Yes=1 %	No=0 %
Taunts/disrespect to students	16.5	83.5
Taunts/disrespect to faculty	9.5	90.5
Challenges to faculty knowledge	24.1	75.9
Harassing comments to students	4.7	95.3
Harassing comments to faculty	2.4	97.7
Vulgarity directed at students	5.9	94.1
Vulgarity directed at faculty	4.7	95.3
Inappropriate emails to students	13.3	86.8
Inappropriate emails to faculty	7.3	92.7
Physical threats to students	0.0	100.0
Physical threats to faculty	0.0	100.0
Property damage	0.0	100.0
Statements about access to weapons	0.0	100.0

*Note.* Percentages have been rounded and may not equal 100

Table H2

*Frequency of Faculty Threatening Behaviors as Perceived by Education Students*

Behavior witnessed or experienced this year	Yes=1 %	No=0 %
Taunts/disrespect to students	10.6	89.4
Taunts/disrespect to faculty	13.4	86.6
Challenges to faculty knowledge	22.7	77.3
Harassing comments to students	6.0	94.0
Harassing comments to faculty	1.5	98.5
Vulgarity directed at students	9.0	91.0
Vulgarity directed at faculty	6.0	94.0
Inappropriate emails to students	3.1	96.9
Inappropriate emails to faculty	0.0	100.0
Physical threats to students	0.0	100.0
Physical threats to faculty	0.0	100.0
Property damage	0.0	100.0
Statements about access to weapons	0.0	100.0

*Note.* Percentages have been rounded and may not equal 100

Table H3

*Frequency of Faculty Threatening Behaviors as Perceived by Business Students*

Behavior witnessed or experienced this year	Yes=1 %	No=0 %
Taunts/disrespect to students	20.0	80.0
Taunts/disrespect to faculty	14.3	85.7
Challenges to faculty knowledge	31.8	68.2
Harassing comments to students	11.8	88.2
Harassing comments to faculty	4.7	95.3
Vulgarity directed at students	9.4	90.6
Vulgarity directed at faculty	8.3	91.7
Inappropriate emails to students	2.4	97.7
Inappropriate emails to faculty	3.5	96.5
Physical threats to students	2.4	97.7
Physical threats to faculty	2.4	97.7
Property damage	1.2	98.8
Statements about access to weapons	3.6	96.4

*Note.* Percentages have been rounded and may not equal 100