Classroom Incivility Observed by Faculty and Students of Management Education.

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ABSTRACT
Classroom incivility is a major concern in higher education literature; however these concerns apply to management education has not been addressed. This study tries to examine the types of incivility in the classroom from the perceptive of students and teachers. It tries to see various reasons from the students to do uncivil behaviour in the classroom. There are various activities carried by the teachers so that to reduce classroom incivility. Thus this research paper tries to examine the correlation between teacher's activities and reduction in incivility. There is a weak or very weak correlation between the incivility behaviour and the reasons for doing such activities in the classroom. There is a moderate correlation between activities done by teachers to reduce classroom incivility and uncivil behaviour by the management education students. Future research is required with larger sample size and covering the nation.
KEY WORDS – Classroom incivility, management, education, teachers, students, behaviours

I.   INTRODUCTION

Classroom incivility is a subject of concern in higher education over the past several years. Uncivil behaviours are those generally viewed as disrespectful and disruptive; they may include carrying on conversations with others during class, talking on cell phones, texting, surfing the internet, sleeping, arriving late, leaving early, and challenging the instructor about grades (Nordstrom, Bartels, &Bucy, 2009). Incivility in higher educational contexts is commonly grouped into categories, although the categorical labels vary. For example, experts have grouped uncivil behaviours into more serious and less serious behaviours (e.g., Connelly, 2009). While classroom incivility is often discussed from a faculty perspective, research (e.g., Center for Survey Research, 2000) has shown that instructors engage in uncivil behavior that is noticed and reported by students. More recent research has examined student perceptions of incivility committed by other students. (Bjorklund and Rehling 2010). The uncivil behaviour by students or teacher leads to compromise in the learning environment. According to Bjorklund and Rehling (2010), when incivility occurs, students' affiliation with and respect for their institution may decrease. The researcher has an experience of more than a decade as a teacher in management education and has observed that uncivil behaviour by the students may leads to reduction in self confidence of teaching and may not manage the classroom and thus leading to more of uncivil student's behaviour.

II.   LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

It is very difficult to document the cases of classroom incivility because there is no centralized or standardized reporting system in India by UGC or AICTE for tracking student's activities in the classroom. The researcher has not come across even one reputed literature on classroom incivility in management education. The literature which has been cited by the researcher is from the perceptive of non-Indian countries.

Incivility defined by Andersson and Pearson (1999) as a "low-intensity deviant behaviour with ambiguous intent to harm the target, in violation of workplace norms for mutual respect". Feldman (2001) defines classroom incivility as any action that interferes with a harmonious and cooperative learning atmosphere in the classroom. Despite the clear orientation of incivility related to workplaces, construct was also utilized to investigate uncivil behaviors experienced by students and/or faculty members in academic settings (Alt &Itzkovich, 2015; Clark, 2008; Marchiondo et al., 2010).

Disruptive behaviour occurs and appears to be increasing (Kitzrow, 2003; Knepp, 2012). Disruptive behaviour can be further classified as immature and hostile. Immature behaviour or less serious behaviours

includestalking during lectures, coming late to the class, sleeping, clowning around, cutting lectures, reading non-course material in the class, packing to leave before the end of the lecture. Such behaviours are annoying to the faculty and are not typically serious (Connelly, 2009). Hostile behaviour or more serious behaviour includes, arguing with the faculties for the grades, cheating, laying about the work which has not been performed, attempting to critique the lecturer or other class mates. Alberts, Hazen, & Theobald (2010) argue that the incidence of hostility or threats towardsinstructors have been increasing for the past 20 years.

Thus to see whether such disruptive behaviour exist in management education and what type of perception the teachers and students have on various types of classroom incivility we come to the following hypothesis

H1 :Classroom incivility persist in management education

There are few predictors or few factors that leads to uncivil behaviour by the students. Students in higher education think themselves as consumers and therefore they have a privilege since they pay tuition fees to the education institutions. Students do not think that higher education includes constructive critism, challenge and efforts (Delucchi&Korgen 2002). Students may also feel that the instructor should reward them with high grades simply for class attendance. Nordstrom and colleagues (2009)

H2: Consumerism orientation of management education students will lead to uncivil classroom behaviour

In higher education the teacher or educator cannot avoid the comment on the performance, behaviour of the student and conduct, as it is a part of the learning process and student is the major part of the learning process. Thus there will be issues of performance assessment and students conduct in the class that are responsible for conflict between teacher and the student (Miller 2009).Thus this leads to next hypothesis

H3: Performance assessment by the teacher leads to conflict in the classroom between students and instructor.

College students with narcissist tendency (Studies and families, financial burden, time management issues, lack of support, personal mental or health issues) may have difficulty in seeing how their disruptive behaviour will affect others in the classroom including other students and instructor. (Akhtar & Thompson, 1982), (Luparell 2004), (Kuhlenschmidt and Layne 1999)

H4: Narcissist orientation will lead to uncivil classroom behaviour.

New and inexperienced teachers are likely to have disrespectful and rude behaviour in the classroom. (Boice, 2000; Alberts et al., 2010)Experience will only come with time, the instructor who is confident, organized and caring seems to have less conflict in the classroom (Tantleff-Dunn et al., 2002).

H5: New and inexperience teachers will have more conflict with the students thus leading to classroom incivility

Some studies prove that class setting plays a vital role in classroom incivility. Class size has a major impact on incivility. Due to impersonal nature of large lecture style classes, some student may display behaviours that they would not exhibit in a small classroom. (Kuhlenschmidt, 1999). Alberts et al. (2010) found that faculty reported more problems with student incivility in classes of more than 50 students, and similarly Royce (2000) reported 63% of faculty in their survey indicated that, based on their experiences, classroom incivility was more likely to occur in large classes.

H6: Large lecture style classes leads to student's classroom incivility

As a result of uncivil behaviour by the students in the class, the learning environment may be disturbed. However classroom incivility leads to very adverse effects in addition to disturbing the classroom learning environment. When incivility occurs, student's affiliation with the institution may decrease (Bjorklund and Rehling, 2010). There may be incidences' of reduction in respect of the teacher due to incivility in the classroom by the students.

Thus there are various activities that are carried by the teachers to reduce the incivility in the classroom and promote civilized learning in the classroom (Clayton, 2000; Heinemann, 1996; Monaghan, 1995).It is important to use respectful communication by the teacher in dealing with students and should have various ways to engage the students so that the students does not have the feeling of detachment (Morrissette, 2001; Nordstrom et al., 2009). Teachers should be role models of professional behaviour especially for the professional areas like business (Buttner, 2004).

The teacher must clarify expectations of appropriate conduct in the course syllabus and to guide in the terms of desired behaviour (Al Kandari, 2011; Ausbrooks et al., 2011; Buttner, 2004; Morrissette, 2001). Thus

this will help the teacher and the student in having a psychological contract in the classroom. Other classroom strategies are focused on developing an engaging learning environment, such as encouraging input from students in class policies, using humour when teaching, being transparent about their teaching, making lectures more interesting, and using midterm feedback to make adjustments in the class (Black et al., 2011; Boice, 1996; Clark, 2009; Morrissette, 2001). Carbone (1999) suggest that there has to be more accessibility to students especially in the large classes. Thus all the above literature leads to hypothesis.

H7: Teacher of management education takes steps to reduce incivility and have civilized learning in the classroom

III.   PURPOSE OF THE RESEARCH
The main purpose of this study is to examine the observation of students and teachers on incivility in classroom especially in the management education. We try to see the observation of students with respect to types of classroom incivility and the reasons of incivility. Observation of the faculties with respect to types of classroom incivility and what are thesteps that are taken or can be taken in the futureto reduce the incivility in the classroom.

Thus this study will help the students and faculties of management education as the students will be in a position to understand on classroom incivility and will help the faculties in dealing with classroom problems which will further help to have a value driven management education.

IV.   METHOD
To address the hypothesis described in the section of hypothesis development section the survey was conducted through mailing Google documents to various management education colleges and universities. As the hypothesis consisted from the perspective of students and teachers separate questionnaire were designed. Both of the questionnaires were pilot tested by the researcher at its college so that the assurance on the questions can be justified and final survey can be taken in a systematic manner. This pilot survey was conducted at the college in the second week of February 2020.

The survey was conducted before the covid 19 pendemic in India. Thus the responses by the students and the teachers are non-biased towards classroom method of teaching. To address the first hypothesis **Classroom incivility persist in management education,** the researcher has divided the classroom incivility as less serious and serious behaviour of the students as incivility and asked the students. Students and teachers were asked to complete survey questions in the following format. Both the groups (students and teachers) were asked to complete the survey as to have a holistic view of incivility in the classroom.

Table 1 – Items used for students and teachers respondents towards types of classroom incivility behaviour

Sr. No	Statement	Never	Rarely	Sometimes	Always	Often
	Less Serious Behaviour	1	2	3	4	5
1	Talking during lectures	1	2	3	4	5
2	Coming late to the class	1	2	3	4	5
3	Sleeping during the class	1	2	3	4	5
4	Joking around during the class	1	2	3	4	5
5	Cutting lectures	1	2	3	4	5
6	Reading non-course material in the class	1	2	3	4	5
7	Operating cell-phones during class	1	2	3	4	5
8	Packing to leave before the end of the lecture	1	2	3	4	5
9	Reluctance to answer direct question	1	2	3	4	5
	Serious Behaviour	1	2	3	4	5
10	Arguing with the faculties for the grades	1	2	3	4	5
11	Cheating	1	2	3	4	5
12	Telling lies about the work which is not performed	1	2	3	4	5
13	Attempting to critique the lecturer	1	2	3	4	5
14	Being unprepared for the class	1	2	3	4	5

The hypotheses from second to sixth are on the reasons of the incivility by the students.
The following format was given to the students for the survey

Table 2– Items used for students respondents towards identifying the reasons to carry uncivil behaviour in the classroom

Sr No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15	Consumerism Orientation of management education students leads to incivility in the classroom	1	2	3	4	5
16	Performance assessment by the teachers leads to conflict in the classroom	1	2	3	4	5
17	Self oriented problems (Financial burden, time management, personal health or mental burden) leads to uncivil behaviour in the classroom	1	2	3	4	5
18	New and inexperienced teachers will have more conflict with the students in the classroom	1	2	3	4	5
19	Large lecture style classes having students capacity of more than 50 leads to classroom incivility	1	2	3	4	5

Hypothesis seven is on the activities carried out by the teacher to reduce the incivility in the classroom. Following format was given for the survey to the teachers

Table 3 – Items used for teachers towards various activities done to reduce incivility in the classroom

Sr. No	Statement	Never	Rarely	Sometimes	Always	Often
14	Use respectful communication	1	2	3	4	5
15	Always try to engage the students	1	2	3	4	5
16	You act as a role model for the professional behaviour	1	2	3	4	5
17	Clarify expectations of appropriate conduct in the course syllabus	1	2	3	4	5
18	Encouraging the inputs from the students in the class	1	2	3	4	5
19	Using humour when teaching	1	2	3	4	5
20	Being transparent about the teaching	1	2	3	4	5
21	Making lectures more and more interesting	1	2	3	4	5
22	Using midterm feedback to make the required adjustments	1	2	3	4	5
23	Easy accessibility of the students in the class	1	2	3	4	5

The first round of the Google document was send in the mid of February 2020. It was send to 40 mail ids of various MBA colleges in Gujarat and outside Gujarat. Within one week of time researcher received 180 student's questionnaire and 90 responses from the teachers. Second reminder was sent in the last week of February and by the month of March first week the researcher received in total of 247 responses from the students and 121 responses from the teachers. Out of the students respondents 26% were outside Gujarat and majority 76% of the students are from Gujarat.

The responses which was received was quantified using the package of SPSS version 20 and to carry out CFA'R' package was used.

V. OUTPUT AND RESULTS.

The types of classroom incivility were kept in the questionnaire of students and teachers. Below mentioned table shows the higher frequencies (always -4, often-5) of types of incivility by the students and observed by the teachers in the class.

Table 4 – percentage of higher frequencies observed by students and teachers towards types of classroom incivility

Sr.	Statement	Students	Teachers	Difference

No			view	
	Less Serious Behaviour (average)	**9.28**	**8.91**	
1	Talking during lectures	13.1	13.3	-0.2
2	Coming late to the class	8.2	13.4	-5.2
3	Sleeping during the class	5	0	5
4	Joking around during the class	8.2	0	8.2
5	Cutting lectures	6.6	0	6.6
6	Reading non-course material in the class	5	6.7	-1.7
7	Operating cell-phones during class	6.6	13.3	-6.7
8	Packing to leave before the end of the lecture	17.3	13.4	3.9
9	Reluctance to answer direct question	13.6	20	-6.4
	Serious Behaviour (average)	**6.42**	**17.34**	
10	Arguing with the faculties for the grades	4.9	0	4.9
11	Cheating	2.4	13.4	-11
12	Telling lies about the work which is not performed	5.7	26.6	-20.9
13	Attempting to critique the lecturer	4.1	6.7	-2.6
14	Being unprepared for the class	15	40	-25

The above table shows that there some major differences between the self-moderated incivility in the classroom and the observed incivility by the teachers. The major differences in the frequencies in less serious behaviours are coming late to the class, operating cell phones and reluctant to answer direct question. In the serous behaviour the major difference is observed in cheating, telling lies about the work not performed and being unprepared for the class.

Before running various tests to get the results from the data, alpha reliability was checked. For the items that are used in students questionnaire reliability test was run in statistical package 'R'. The result showed alpha reliability at 0.840 and standardized alpha at 0.841. George and Mallery (2003) provide the following rules of thumb: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable. Thus the alpha value is good. Thus the scale for students shows good internal consistency of the items but it does not mean that the scale is unidimensional .Thus the factor analysis (Confirmatory factor analysis - CFA) was run in R to determine the dimensionality of the scale.

To check the hypothesis pertaining to student'sconfirmatory factor analysis (CFA) was carried on the student's data on the items related to types of incivility i.e for less serious behaviour (LSB) and serious behaviour (SB). Initially all the items were considered to run CFA in the statistical software R. But the model was not fit with all the items. One by one the items were dropped pertaining to their lower score of item to total correlation from the reliability test. At the end with the seven items i.e five from LSB and two from SB, goodness to fit was achieved.

The most common estimation procedure in Structural Equation Modelling (SEM) is Maximum Likelihood (ML) method which is used.

Drawing from previous studies (Fan et al., 1999; Hu &Bentler, 1998, 1999; Jackson, 2007; Marsh, Balla, &Hau, 1996; Marsh, Hau, Balla, & Grayson, 1998), the following fit measures tend to perform well with respect to lack of dependence on sample size and detecting model misspecification. RMSEA; centrality index (CI, McDonald 1989); SRMR; Tucker-Lewis Index (TLI) (Tucker & Lewis, 1973; Bentler&Bonett, 1980); CFI; and Bollen's delta 2, also referred to as the incremental fit index (Bollen, 1989). Keeping this into consideration the calculation of fit indices was calculated RMSEA t(232) = 0.543, p > 0.05; CFI, t(232) = 0.976, p>0.05; TLI t(232) = 0.961, p>0.05; GFI, t(232) = 0.978, p>0.05. Thus as the fit indices measures has been carried out sem plot was plotted in R
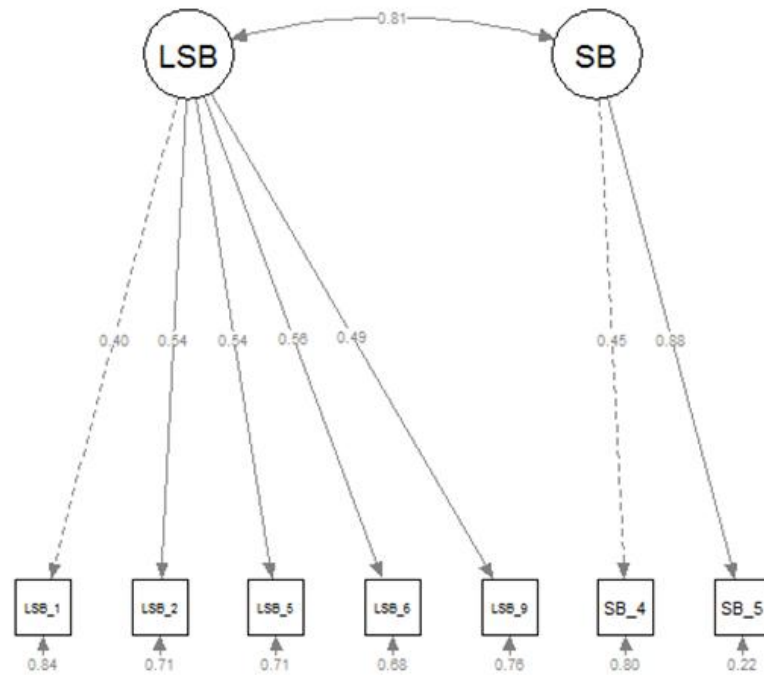
Fig – 1 SEM Model based on types of classroom incivility with respect to students

To check the correlation between the reasons of incivility and types of incivility, spearman correlation was carried out.

H2 is regarding the consumerism orientation. Spearman correlation was carried between the reasons of incivility (consumerism orientation) and the types of incivility (less serious behaviour and serious behaviour. For the item cutting lectures Spearman's correlation coefficient, r_s is 0.167 and it is statistically significant (P=0.010). There is a very weak correlation between consumerism orientation and cutting lectures which was statistically significant ($r_{s=}$ 0.167, n =238, P<0.05)

Consumerism orientation has a correlation with the item operating cell phones during class. Spearman's correlation coefficient, r_s is 0.192 and it is statistically significant (P=0.003). There is a very weak correlation between consumerism orientation and cutting lectures which was statistically significant ($r_{s=}$ 0.192, n =238, P<0.05). Thus H2 can be accepted and can be said that consumerism orientation of the student leads to incivility in the classroom. But as it is a very weak correlation the impact on incivility is not more.

H3 is pertaining to performance assessment by the teacher leads to conflict in the classroom. For the items sleeping during the class, being unprepared for the class r_s is 0.141 and .180 respectively and is statistically significant (p=0.029 and 0.006). There is a very weak correlation between performance assessment and sleeping during the class which was statistically significant ($r_{s=}$ 0.141, n =240, P<0.05). There is a very weak correlation between consumerism orientation and unprepared for the class which was statistically significant ($r_{s=}$ 0.180, n =240, P<0.05). Thus H2 can be accepted and can be said that performance assessment of the student leads to incivility in the classroom. But as it is a very weak correlation the impact on incivility is not more.

H4 is regardingNarcissist orientation leads to incivility in the classroom. For the items packing to leave before the lectures, reluctant to answer directly and being unprepared for the classr_s is 0.320, 0.168 and .213 respectively and is statistically significant (p=0.0005, 0.01 and 0.001). There is a weak correlation between narcissist orientation and packing to leave before the lectures which was statistically significant ($r_{s=}$ 0.320, n =244, P<0.05).There is a very weak correlation between narcissist orientation and reluctant to answer directly which was statistically significant ($r_{s=}$ 0.168, n =244, P<0.05).There is a weak correlation between narcissist orientation and unprepared for the class which was statistically significant ($r_{s=}$ 0.213, n =244, P<0.05). Thus H4 can be accepted and can be said that narcissist orientation of the student leads to incivility in the classroom. But as it is a very weak or weak correlation the impact on incivility is not more.

H5 is regarding new and inexperienced teacher's leads to incivility in the classroom. For the items talking during lectures, coming late in the class, sleeping during the class, joking around in the class, reading non-course material in the class, packing to leave before lecture and being unprepared for the class r_s is 0.199, 0.141, 0.130, 0.156, , 0.136, 0.197, 0.197 and .243 respectively and is statistically significant with p value less than 0.05. Thus there is a very week correlation except for being unprepared for the class which has week

correlation. Thus H5 can be accepted and can be said that new and inexperienced teacher's leads to more incivility in the classroom. But as it is a very weak or weak correlation the impact on incivility is less.

H6 is with respect to large lecture size leads to incivility by the students in the classroom. For the items talking during lectures, sleeping during the class, joking around in the class, reading non-course material in the class, operating cell-phones in the class, packing to leave before lecture, telling lies about the things not performed, attempting to critique the lecturer and being unprepared for the class r_s is 0.306, 0.263, 0.238, 0.181, 0.233, 0.223, 0.145, 0.148 and .344 respectively and is statistically significant with p value less than 0.05. Thus there is a weak or very weak correlation between large lecture size and various types of incivility by the students in the classroom. Thus H5 can be accepted and can be said that new and inexperienced teacher's leads to more incivility in the classroom. But as it is a very weak or weak correlation the impact on incivility is less.

Hypothesis of H7 is pertaining to the teacher's questionnaire. The teachers of management education take various steps to reduce the incivility within the class. To prove this hypothesis, the cooperation was identified between the activities carried by the teachers and the types of incivility by the students. The result of the spearman's correlation is as under

Table 5 – correlation between activities done by teacher and to reduce students' incivility

Sr. No	Activity by the Management Teacher	Types of Student's incivility	Spearman's correlation (r_s)	Type of correlation
1	Use respectful Communication	Sleeping during the class	0.402	Moderate
		Joking during class	0.524	Moderate
		Cutting lectures	0.605	Strong
		Packing to leave before the lecture	0.738	Strong
		Reluctant to answer direct question		
		Arguing with faculties for grades	0.456	Moderate
		Cheating	0.661	Strong
		Telling lies about work not performed	0.582	Moderate
		Attempting to critique lecture	0.539	Moderate
		Being unprepared for class		
			0.433	Moderate
			0.485	Moderate
2.	Always try to engage students	Talking during lectures	0.542	Moderate
		Coming late to class	0.403	Moderate
3	Act as a role model for professional behaviour	Cutting lectures	0.490	Moderate
		Packing to leave before lectures	0.474	Moderate
		Reluctant to answer directly	0.450	Moderate
		Telling lies about the work not performed	0.507	Moderate
		Attempting to critique lecturer		
		Being unprepared for the class	0.519	Moderate
			0.428	Moderate
4	Clarify the expectations in the	Joking during the class	0.410	Moderate

	course syllabus			
5	Encouraging the inputs from the students	Joking during the class	0.446	Moderate
6	Using humour when teaching	Coming late to the class	0.477	Moderate
		Reluctant to answer direct question	0.419	Moderate
7	Being transparent about teaching	Cutting lectures	0.539	Moderate
		Cheating	0.436	Moderate
8	Using midterm feedback to make required adjustments	Joking around during the class	0.447	Moderate
9	Easy accessibility of students in class	Joking around during the class	0.507	Moderate
		Arguing with the faculties	0.592	Moderate
		Attempting to critique the lecturer	0.482	Moderate

From the above table it can be said that there is a correlation between the activities carried out by the management teachers and the reduction in the incivility done by the students in the class. Thus the hypothesis can be accepted. The correlation in major activities is moderate, thus there is not a major impact on the activities done by the teachers and reduction in the incivility by the students.

VI.   DISCUSSION

The primary goal of this study was to see whether incivility persist in management education classroom. Thus the data was collected from both students and teachers of management education.

5.1 Discussion with respect to student's data

The findings based on the sample indicate that types of incivility i.e serious behaviour and less serious behaviour are there in management education. 9.28% as less serious behaviour and 6.42% as serious behaviour marked these activities in the classroom. Further it can be observed from the findings that serious behaviour is less in management class when compared to less serious behaviour. Student's data analysis tells that only five types of less serious behaviours are persistent and important which forms a model through structural equation modelling. Only two types of serious behaviour has been part of the model. Rest of the serious and less serious behaviour has not been the part of the model. Thus in management classes these seven activities(Talking during lectures, Coming late to the class, Cutting lectures, Reading non-course material in the class, Reluctance to answer direct question, Attempting to critique the lecturer, Being unprepared for the class) forms as incivilities. The literature review had come with nine less serious behaviour and five serious behaviour which was present in the classes. But the scenario of management education classroom incivility by the students is different.

The literature review came with five basic reasons which lead the students to perform this uncivil behaviour in the classrooms. The correlation between the types of behaviour and reasons had either weak or very weak correlations. Thus these reasons forms a very minor part which leads the management students to perform uncivil behaviours in the classroom

5.2 Discussion with respect to teacher's data

Teacher's of management education has a different observation with respect to student's incivility in the classroom. The serious behaviour percentage is 17.34 which is more than double as received from the students respondents.

The literature review came with ten various activities carried by the teachers to reduce the incivility of the students in the classroom. From the findings there has been a moderate correlation between the two i.e the activity performed to reduce the incivility and the types of student's behaviour. Only communication has a very strong correlation between 3 activities performed by the students (Cutting lectures, packing to leave before the lecture, arguing with faculties for grades)

Thus these activities by the teacher's of management education have a moderate impact on the incivility of the students in the classroom.

VII.   LIMITATIONS, IMPLICATIONS AND FUTURE DIRECTIONS

Limitations of the current research is that the data collected is majority (76%) is from Gujarat and only (24%) of data is from outside Gujarat. Thus this research is more focused on one state of the country. The findings and discussions may not be appropriate in other management schools of the country. The data collected from the students has been through self observation and self administered. Thus there may be chances of biases in the student's data.

The researcher being a management education teacher for more than a decade came across various types of incivility in the classroom. This research will be helpful to the teachers of management education in curbing incivility in the classroom. Especially for the new teacher this paper will act as guidance on various types of incivility in the classroom and the activities which can be performed by the teachers to reduce it.

The researcher can try to identify various other reasons which lead to incivility which prominently forms a part in student's activity in the classroom. As this researcher tries to see the factors from the literature review, further the researcher can observe and come with new uncivil behaviour and the reasons which lead to such behaviour.

VIII.   CONCLUSION

The problem of incivility is present in academia and can have a negative impact on the stakeholders. Literature review cam up will various classroom incivility and even with the reasons for the uncivil behaviour. The literature review further had a list of activities carried out by the teacher to reduce the classroom incivility. From the findings of the research paper there is a weak or moderate

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