Emotional Intelligence Skills of Academic Nursing Faculty Members and the Presence of Uncivil Workplace Behaviors

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Abstract
Background: Emotional intelligence and incivility have been a searing topic of research. Dynamic work activities are important and performances of incivility are leading to deductive work relationships, especially when trust disclosure between colleagues maintained.
Aim: The aim of this study was to assess the relationship between emotional intelligence skills of academic nursing faculty members and the presence of uncivil workplace behaviors at the Faculty of Nursing, Alexandria University.
 Research design: Descriptive correlational design.
Setting: This study was carried out at all academic departments at the faculty of Nursing, Alexandria University.
Subjects: They included 163 faculty members.
Tools: Included: Tool 1: Emotional Intelligence Questionnaire. Tool 2: Uncivil Workplace Behaviors Questionnaire.
Results: the highest mean percent score of the academic nursing faculty members' emotional intelligence skills was related to other emotions appraisal (OEA) followed by Self-emotions appraisal (SEA) while, the lowest mean percent score was related to Regulation of emotion (ROE) , the highest mean percent score of the academic nursing faculty members' uncivil workplace behaviors was related to Gossiping, while the lowest mean percent score was related to Privacy invasion
Conclusion: Results of the study showed that faculty members' emotional intelligence skills were significantly inversely correlated with the presence of uncivil workplace behaviors.
Recommendations: Emotional intelligence training programs are highly recommended to beutilizedas a proactive incivility strategy in the work climate, throughmaintaining a respect and civility culture among the academic staff members.
Key Words: Emotional Intelligence, Uncivil, Workplace behaviors.

I. Introduction

Improvingpersonnel' emotional intelligence skills is a method for increasing institutions sense of civility within the work environment and help individuals in effective coping with unfavorableconditions related to workplace incivility[1]. Incivility and relationship conflict in the workplace is expected, given the complex nature of social relations. Unvaried incivility behaviorshold up teamwork, lower the efficient work related outcomes and cost, and wear out the working relations' quality. Aspracticing incivility at the work environment is deleterious to personnel and institutions, the institutional leadersshouldhaveagreatperspicacity for what precisely workplace incivility is and how it appears within organizational behaviors. Also, how emotional intelligence skills correlate to the presence of uncivil workplace behavior[2-5].

Emotional intelligence (EI) composed of integratedsocio-emotional competencies that describe the way which personnel can express themselves, realize and communicatewith others to cope with daily work related stressors and requirements. Emotional intelligence skills include Self-emotions Appraisal (SEA), others-emotions Appraisal (OEA), regulation of Emotion (ROE) and Use of Emotion (UOE). SEA is the capacity to recognize and understand individualsfeelings and be oriented by the effectiveness of their actions, tempers, and feelings on others. Also, it is the capacity to determine the relationships between what they feel and how they act through their behaviors. The others-emotions appraisal is the capability of personnel to feel, organize, and respond to people's feelingswhenunderstanding social relations. ROE implies the personnel emotional efficiency to express individual'feelings by expressing emotions appropriately. UOE is having an affection to realize individuals' inner wants andobjectives. They are in need to what leads their internal reward beyond mere external rewards like fame, money, and recognition[6].

Results of priorstudies have relatedEI skills withfavorable personal and institutional outputs. For instance, effective stress and anxiety management, enhanced teamwork and productivity and paramount ability to communicate effectively with personnel are related to EI higher levels. On the other hand, emotional intelligence skills are negatively correlated with workplace deviance and uncivil work behaviors[7-14]. Work environment incivility is recognized as minimal-concentration oblique behavior with vague animus to hurt personnel, withthe invasion of the work-related norms of respect[15]. Incivility at work environment is raising in its diffusion and is linked to increased level of anxiety, depression , and work related stressors; as well it is related to reduced job satisfaction, institutional commitment, and productivity [4, 7, 16, 17].

Incivility participates in the antagonistic work environment and motivatesinstitutional leaders to focus on determining the predecessors, aspects, and effects of the uncivil act and improveskills of EIwithin the work environment[17-19].Work environment related uncivil behaviors and actions include **Invasion of Privacy**, **Hostility,Gossping ,and Exclusionary Behavior**. Privacy invasion is an ugly access to personnel' affairs with no permission or identification. Hostility is one kind of nonphysical incivility which require planting harm, anger , or hatred. Hostility can be in a form of discrimination, intimidation, and harassment. Gossiping is determined by talking about an individual private informationwithout his/her knowledgein a group or with individuals. Additionally, an exclusionary behavior is determined as behaviors that ignore others, as acting about the individual with their blocked information, and exclusion from meetings. [20].

The significance of the Problem:

Academic leaders have to provide academic staff and employees with trusted and safesystem for reporting incivility when it happens. When Academic leaders fail to determine and specify uncivil behavior, they face risk repeatedly and increaseliability to interpersonal mistreatment. Incivility faced by academic nursing faculty members negatively affects their competency to educate, also it affectthe students' process of learning. All acts of incivility must be addressed by enhancing emotional intelligence skills pre behaviors transformation into aggressive and endanger the positiveteaching work environment. Therefore, the current study is conducted to investigate the relationship between academic nursing faculty members' emotional intelligence skills and the presence of uncivil workplace behaviors.

The aim of the Study

The current study aims to investigate the relationship between academic nursing faculty members' emotional intelligence skills and the presence of uncivil workplace behaviors.

II. Materials And Method

With this in mind the following research question is postulated:

Is there a relationship between academic nursing faculty members' emotional intelligence skills and the presence of uncivil workplace behaviors?

2.1. Research design:

A correlational descriptive design was exercised. Correlation designs are utilized to investigatethe interdependent change that occure between the study variables. Correlation analyzes direction, degree, magnitude, and strength of the relationship. So, correlational research design is most appropriate for this study, because it allows two variables to show if they have a positive or negative relationship between academic nursing faculty members' emotional intelligence skills and the presence of uncivil workplace behaviors.

2.2. Setting:

The current study was excuted in the Faculty of Nursing, Alexandria University.

2.3. Sample:

A convenience sample of 163 faculty members and faculty assistants who are teaching the undergraduates and post-graduates nursing students were included in the present study. They are willing to participate in this study.

2.4. Data Collection Tools:

The researchers used two tools to gather data pertinent to fulfill the study aim as follows:

Tool I: Wong and Law Emotional Intelligence Scale (WLEIS)

It was developed by (Wong et al., 2004)[6] to measure emotional intelligence. The WLEIS consisted of 16 items, four items for each of the four dimensions of EI: Self-emotions Appraisal (SEA) (4 items), Others-

emotions Appraisal (OEA) (4 items), Regulation of Emotion (ROE) (4 items), and Use of Emotion (UOE) (4 items).

Tool II: Uncivil Work Place Behaviors Scale:
It was developed by (Martin, R. J., & Hine, D. W. 2005)[20] to measure how often the faculty member faces uncivil workplace behavior in the faculty. The WLEIS consisted of 17 items, and four dimensions as follow Hostility (4 items), Privacy Invasion (4 items), Exclusionary Behavior (5 items), and Gossiping (4 items).
In addition, the faculty administrators and faculty members' demographic data were included to elicit data about the studied subjects such as age, sex, academic position, academic department, number of years in the faculty…..etc.

Scoring System:
All items in tool one were rated on a Likert scale according to study subjects response for each item, from 1 to 5 as 1 = strongly disagree and 5 = strongly agree. All items of tool two were rated on a Likert scale according to study subjects response for each item, from 1 to 5 where 1 indicate never and 5 indicate very often.

2.5. Procedure for Data Collection:
Foremost, researchers obtained an official permission from the authoritative persons of the faculty of Nursing, Alexandria University to conduct the current study. The two tools were submitted to a panel of experts from the Faculty of Nursing, Alexandria University to review and test content validity, to give their suggestions and recommendations regarding the tools contents, the nature of questions, clarity of items and their comments are taken into consideration. Tools reliability was tested to measure the internal consistency of the items composing each of them employing Cronbach's alpha coefficient and it was 0.89. The pilot study was carried out on 10% of academic nursing faculty members in order to check and ensure clarity and feasibility of items, identify obstacles and problems that may be encountered during data collection and to test needed time for filling the tools. Some items required clarification from researchers with no modification needed. Participants who shared in the pilot study were not included in the study sample. The researchers arranged a time to meet academic nursing faculty members and give a full description of the aim of the study and written informed consents were collected from faculty members who agreed to participate in the study. Data collection spent time for three months starting from January 2017 to April 2017 using a self-administered questionnaire. Time needed for completing the questionnaire was 15-20 minutes. All questions were answered and explanations were given accordingly.

2.6. Statistical Analysis:
Data were entered and analyzed using statistical program SPSS version 20. Data related to descriptive statistics were summarized using mean as an average, standard deviation as a measure of dispersion of result around the mean. While for the inferential results, correlation test was used.

2.7. Ethical considerations:
The study protocol was approved by the authoritative staff of the faculty of nursing to conduct the current study. An Informed written consent was obtained from the study sample after explanation of the aim of the study. The confidentiality and anonymity were applied through assigning a code number for each faculty member instead of names to protect their privacy. The right to withdraw from the study were assured. The faculty members were assured that data are confidential and used only for research purposes.

III. Results

Results of the study are presented in two major parts; the first part is descriptive statistics that included the personal characteristics of the study sample. The second one is inferential statistics that presents the relationships between academic nursing faculty members' emotional intelligence skills and the presence of uncivil workplace behaviors. **Table 1** showed that nearly three-quarters of the academic nursing faculty members (74.8%) were in the age group ranging from 30-39 years old. The majority of them (98.2%) were female. This table also illustrated that the highest percentage of them (72.4%) were single. Slightly more than one-half of them (35.0%) were assistant lecturers. Regarding the years of experience in the current position, slightly less than one- half of them (42.9%) had years of experience ranging from 10 - <15 years old, while around one-third of them (30.7%) had more than 15 years of experience. In relation to their attendance of a course or training programs on emotional intelligence or incivility, all of them (100.0%) %) stated that they did not attend a course or training programs on emotional intelligence or incivility. the highest percentage of them (83.4%) mentioned that there was a need to attend a course or training programs on emotional intelligence and incivility.**Table 2**demonstrated that the highest mean percent score of the academic nursing facultymembers'

emotional intelligence skills was related to other emotions appraisal (OEA) followed by Self-emotions appraisal (SEA) (75.69 ± 16.18, 74.73 ± 9.09 respectively), while the lowest mean percent score was related to Regulation of emotion (ROE) (52.38 ± 23.87).**Table 3** illustrated that the highest mean percent score of the academic nursing facultymembers' uncivil workplace behaviors was related to Gossiping (50.19 ± 41.24), while the lowest mean percent score was related to Privacy invasion (15.03 ± 15.19). **Table 4** showed a **negative moderate significant** correlation between academic nursing faculty members' overall emotional intelligence skills and their overall uncivil workplace behaviors (r = - 0.606, p <0.001).

Table 1: Demographic characteristics of the academic nursing faculty members. (n = 163)

Demographic characteristics	No.	%
Age		
20 - 29	33	20.2
30 – 39	122	74.8
≤ 40	8	4.9
Sex		
Male	3	1.8
Female	160	98.2
Marital status		
Single	118	72.4
Married	45	27.6
Divorced	0	0.0
Widow	0	0.0
Current Academic Degree		
Demonstrator	33	20.2
Assistant Lecturer	57	35.0
Lecturer	42	25.8
Assistant Professor	31	19.0
Professor	0	0.0
Years of Experience		
<1	19	11.7
1 - <5	14	8.6
5 - <10	70	42.9
10 - <15	10	6.1
≤ 15	50	30.7
1. Previous attendance of a course or training program on emotional intelligence or incivility?		
No	163	100.0
Yes	0	0.0
2. Need to attend a course or training program on emotional intelligence and incivility?		
No	27	16.6
Yes	136	83.4

Table 2: Mean percent score of the academic nursing faculty members' emotional intelligence skills (n=163)

Emotional intelligence skill	Min. – Max.	Mean ± SD.
Self-emotions appraisal (SEA)	43.75 – 100.0	74.73 ± 9.09
Other emotions appraisal (OEA)	43.75 – 100.0	75.69 ± 16.18
Regulation of emotion (ROE)	25.0 – 93.75	52.38 ± 23.87
Use of emotion (UOE)	25.0 – 81.25	67.29 ± 14.79
Overall emotional intelligence	**35.94 – 89.06**	**67.52 ± 13.28**

Table 3: Mean percent score of the academic nursing faculty members' uncivil workplace behaviors (n=163)

Uncivil behavior	Min. – Max.	Mean ± SD.
Hostility	0.0 – 81.25	31.56 ± 20.20
Privacy invasion	0.0 – 50.0	15.03 ± 15.19
Exclusionary Behavior	0.0 – 60.0	22.30 ± 12.62
Gossiping	0.0 – 100.0	50.19 ± 41.24
Overall Uncivil behaviors	**7.35 – 60.29**	**29.33 ± 15.93**

Table 4: Pearson correlation matrix (r) between academic nursing faculty members' emotional intelligence and their uncivil workplace behaviors (n=163)

Item		Self-emotions appraisal	Other emotions appraisal	Regulation of emotions	Use of emotions	Overall emotional intelligence skills
Hostility	r	-0.044	-0.404*	-0.700*	-0.718*	-0.645*
	p	0.575	<0.001*	<0.001*	<0.001*	<0.001*
Privacy invasion	r	-0.257*	0.240*	-0.129	0.085	-0.005
	p	0.001*	0.002*	0.101	0.280	0.948
Exclusionary Behavior	r	-0.205*	-0.052	-0.022	-0.108	-0.021
	p	0.009*	0.508	0.779	0.170	0.793
Gossiping	r	0.129	-0.408	-0.782*	-0.775*	0.669*
	p	0.100	<0.001*	<0.001*	<0.001*	<0.001*
Overall Uncivil behaviors	r	0.056	-0.327*	-0.719*	-0.693*	-0.606*
	p	0.479	<0.001*	<0.001*	<0.001*	<0.001*

*: Statistically Significant value at the $p \leq 0.05$ level
**: Statistically Significant value at the $p \leq 0.01$ level
r: Pearson coefficient
Strong from   >0.75 to 1.00
Moderate from >0.25 to 0.75
Weak from   0.000 to 0.25

IV. Discussion

Academic nursing faculty members had a power of influence and they had role model professional behaviors' to nursing students, faculty staff members, administrators, , and the community. personnel behaviors are perceived, recognized, accepted, and then modeled[21]. This includes academic membersbehaviors by utilizing emotional intelligence skills and unprofessional behaviors as behaviors of uncivility. From an ethical and professional point of view, academic faculty members had the responsibility to create and keep a positive work environment and effective civil communication.[22].

The present study revealed that the highest mean percent score of the academic nursing facultymembers' emotional intelligence skills was related to other emotions appraisal followed by Self-emotions appraisal. This could be related to that they evaluated their emotions as having a value regarding a specific emotions, well comprehension of their feelings and happiness. Also, always they know their colleagues' emotions from their behaviors, good observer toemotions of the others, sensitive to emotions of others, and have a good understanding of the people' emotions around them.Whereasthe lowest mean score was related to ROE as they couldn't manage their moodand feelings and deal with difficult situationsreasonably. This result is agreed with Peter and Salovey[23]who found that when people use their emotional intelligence skills, they can recognize and solve their daily work related problems adequetly. As that kind of problems were framed based on the indviduals' emotional experience that were built based on communication and dealing with the others emotions' among the work climate. Using this emotional intelligence skills can help in the creative thinking approach of problem solving while determining the most effective and intergrated alternatives through the experience of dealing with others' emotions.[24].

Also, this study illustrated that the highest mean percent score of the academic nursing faculty members' uncivil workplace behaviors was related to Gossiping. They stated that their colleagues talking about them backward, talking about the individuals personal information in public, and make a sarcastic picture about each other making them dissatisfied in the work. This may be related to the absence of gossiping as a criterion in the performance appraisal checklist for faculty members. This result is in line with Kunkel and Davidson (2014)[25]who revealed that institutionsfocus on incivility behaviors as chatter about personnel performance evaluation. Remarkably, Kunkel and Davidson as well revealed that without setting measurable criteria to control the workplace uncivil acts by organizations, the chatter will continue. This result is consistent with(Chen, Kwan, Yan, & Zhou, 2013; Porath & Pearson, 2015; Sakurai & Jex, 2012) [17, 26, 27]who found that chatter makes employees unsatisfied, less committed to their work, less caring for the work quality, and fewer engaged in organizational citizenship acts. Also, (Ricciotti., 2016; Ng et al., 2014; Turnipseed & Vandewaa, 2012)[28-30]stated that gossiping decrease organizational civil behaviors and virtues.

Additionally, the lowest mean percent score of uncivil work behavior was related to invasion of privacy asthe academic nursing staff members affected by their colleagues behaviours such as talking copies of the desktop of their computers without their permission on the department that they are working together, taking any of their supplies in their absence of offices without excuses.Generally, academic nursing staff members perceived that their colleagues rarely apply behaviours of privacy invasion for them. This may be due to extensive monitoring that makes it possible for faculty members to monitor the activities of their colleagues continuously. This monitoring includes a wide range of practices such as computer-based monitoring by making secret passwords and hidden computer files, continuous observation through their nearby desks with locked desk drawers and camera monitoring throughout different areas in

the faculty. Also, the faculty members are mature enough to invade others' privacy, as the results of this study revealed that about three quarter of them were in the age group ranged from 30 to 39 years old.

Moreover, this study showed a **negative moderate significant** correlation between academic nursing faculty members' overall emotional intelligence skills and their overall uncivil workplace behaviors. This may be attributed to the assumption that emotional intelligence composed of integratedsocio-emotional competencies that spacify the way that individuals comprehend themselves and the others' emotions. This is consistent with (Golonka & Mojsa-Kaja, 2013; Pearson & Porath, 2005; Wu et al., 2014)[4, 31, 32]who revealed that uncivil behaviors among colleagues are having the opposite of the desired effect. to maintain effective working relations.Also, it is agreed withAmudhadevi, 2012; Chhabra & Chhabra, 2013; Gorgens-Ekermans & Brand, 2012; Hakkak et al., 2015; Khan, 2013; Moore & Mamiseishvili, 2012; Nel et al., 2013; Ng et al., 2014; Ruiz-Aranda et al., 2014[33-41]who have correlated EI with effective interpersonal relations and civil work environmentacts.

Furthermore, (Demsky et al., 2014; Ferguson, 2012; Nicholson & Griffin, 2015; Zhou et al., 2015)[42-45]have shown that workplace incivility negatively correlated with emotionally intelligent co-workers who can cope with work conflict. Gawali (2012)[46]showed that emotionally intelligent individuals chose productive ways to cope with stressful situations and uncivil workplace behaviors. Karim et al. (2015)[47]revealed that emotional intelligence cultivated the negative effect of incivility, turnover, and job satisfaction. Additionally, De Clercq et al., 2014; Greenidge & Coyne, 2014; Greenidge et al., 2014; Jung & Yoon 2012[48-51]founda positive relation between emotional intelligence and the ability to deal with negative uncivil work behaviors.

V. Conclusion

The current research aimed to investigate the relationship between academic nursing faculty members' emotional intelligence skills and the presence of uncivil workplace behaviors. Research results showed that Academic staff members' skills of emotional intelligence were negatively correlated significantly with the occurrence of uncivil workplace behaviors.

VI. Recommendation

The study recommended that:

1. Academic leaders have to set upthe required policies to determine the incivility and implant skills of emotional intelligence throughout the organization.
2. Conducting training programs to increase awareness regarding the prevention and management of incivility and increasing awareness of emotional intelligence skills among nursing faculty members.
3. Academic leaders have to set up a safe tracking system for reporting incivility.
4. Incivility acts should be added to the personnel performance evaluation and taken into accountsfor a promotion.
5. Academic staff must have responsibility for their behaviorsto be in a professional, civil, respectful, and emotionally intelligent way in the organizational work environment.

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