Factors Associated with Incivility Behavior Among Post Graduate Nursing Students

Nevine Hassan Abd El- Aal[(1)], *Abeer Abd El Fattah Abou Shosha[(2)]

[(1)]*Assistant Professor, Nursing Administration Department, Faculty of Nursing, Damanhour University, Egypt*
[(2)]*Assistant Professor, Nursing Education Department, Faculty of Nursing, Damanhour University, Egypt*
Corresponding author: Abeer Abd El Fattah Abou Shosha,
E-mail: abirshosha@yahoo.com

Abstract: *Faculty members play a vital role in awareness of the complexity of cultures that have adopted incivility into the work place and in maintaining a culture of civility. Incivility behaviors among student include: disrespect, disregard, harassing comments, and insolence for others. Consequently, they have a negative impact on teaching and learning acquisition competencies as well as for nursing profession.*
Aim: *The study aimed to determine which factors are associated with incivility behavior among post graduate nursing students at faculty of nursing –Damanhour University.*
Subjects: *108 post graduate nursing students were involved in this study. A descriptive correlational research design was utilized to carry out the study. The study was conducted at Faculty of Nursing - Damanhour University - Egypt.*
Tools: First tool *was " Incivility in Nursing Education Survey ", developed by Clark (2010). It consists of 52 items.*
Second tool *was " Civility Work Place Index ", developed by Clark (2013). It consists of 20 items.*
Results: *The total mean percent score of post graduate nursing students as regarding incivility behavior in an academic environment was high, moderate for faculty members and low in threatening-disruptive behaviors. Moreover, the total mean percent score of post graduate nursing students' civility behavior and their co-workers was moderate.*
Conclusion: *There are some factors associated with incivility behavior among post graduate nursing students. Namely, academic environment, faculty members and threatening/disruptive behavior.*
Recommendations: *in-service training program is better to be implement for newly post graduate nursing student as well as all other administrative employees.*
Key words: *Incivility, civility, threatening, disruptive, behavior.*

I. Introduction

In today's world, which has been characterized by complexity, instability, continuous change, life is stressful and demanding, consequently, the well- being of individuals is threatened. [1] Faculty members (academic professors) play a vital role in awareness of cultures' density that have adopted incivility into the work place and in maintaining a culture of civility. [2] This is usually achieved through increasing awareness in the different educational settings, assist graduate as well as post graduate nursing students to perceive the life- long benefits of civility can have on their future success, helping new nurses to the profession, and helping the academic and non- academic to better manage with incivility. [3,4] Moreover, they are inhibiting and addressing incivility behavior because these behaviors can negatively affect learning, performance and outcomes and harm faculty -student relationships, patient safety during clinical practice, competence acquisition, professional behavior as well as society as whole. [5,6]

Early detection and management of incivility behaviors in turn, leads to conserving and raising the quality of nursing education, efficiency - effective of teaching process, and excellence of physiological and psychological health of nursing faculty members and safety to society. [7] Incivility is defined as a social behavior, that lacks kindness attention or politeness on a scale ranging from rudeness or lack of respect for elders to vandalism and disturbance of the peace through public attentions and threatening behaviors. [8] Threatening/disruptive behaviors usually threaten physical, psychological wellbeing or safety of others. A person with such behavior persistently makes inordinate demands for time and attention from faculty members and staff. [9] This habitually interferes with learning /teaching environment, in class rooms or administrative duties of faculty members. Consequently, it undermines a culture of safety, and creates an environment of hostility. [10] It occurs in many forms including: behavioral, verbal or written actions that devastate individuals, abuses faculty members and may fully damages faculty property. [11]

According to Clark (2008 d & 2010) incivility behaviors of students include disrespect, disregard, harassing comments, insolence for others causing an atmosphere of vulgarity, inappropriate communications, conflict and stress. [12,13] These problems cause disruptions in learning process and have negative impact on performance of post graduate students. It also prevents faculty members from carrying out their professional responsibilities if unaddressed disruptive behavior typically continues to worse. [14] It may further lead to aggressive and hostile behaviors, which may form part of culture of the society overtime, as well as jeopardize the teaching and learning environment. [15]

On the other hand, civility behavior in an academic environment may be considered as treating others with dignity and behaving in ways that allow individuals to live and work together with mutual respect. [16] This, in turn, enhances productivity, collaborative quality improvement team, minimize absenteeism and low turn-over as well as foster organizational learning climate that encourage individuals to share knowledge and mutually assist one another 's professional and personal development for acquisition competence, also improvement for future practice and resolve many challenges in society. [17,18]

1.1 SIGNIFICANT OF THE STUDY

Nurses in both practice and academic arenas must be partners to understand the incivility behaviors topic. Nurses should also know how to deal with these issue appropriately and combat problems adequately. Through, observed violation of expected behaviors among post graduate nursing students' / faculty members generate intrapersonal and interpersonal conflicts, which may plant seeds of dissatisfaction with the nursing program, future relationships in the work place, and the profession. It noteworthy, up to the knowledge of the current researchers, no attempt was carried out to study the factors that are associated with incivility behaviors among post graduate nursing student in Egypt. Hence, the current study aims to determine which are factors associated with incivility behaviors among post graduate nursing students. It is anticipated that the findings of this study will help the faculty administration to guide the development of policies and guidelines that address incivility behaviors and implement practices to prevent its occurrence as well as the harm that they can cause which will in turn its implications on future of health care, an individual moral, motivation and job satisfaction. In this concern,

Borochowitz and Desivilliat (2016) [8] suggested to minimize incivility by an open dialogue between students ,faculty members and administration .That is to say, creating forums for mutual dialogues, allowing for different opinions and cultural diversity both in class interactions ,and curriculum. However, Sterner et al. (2015) [19] had asserted that implementing trainings to address classroom incivility as part of doctoral level curriculum provides faculty with skills approaches and techniques to minimize incivility behaviors.

II.   Materials and Method

2.1. Materials

2.1.1 Research design

A descriptive correctional   research design was used in this study.

2.1.2. Aim

To determine the factors associated with incivility behaviors among post graduate nursing students at faculty of Nursing -Damanhour University.

2.1.3. Research questions

1- What are the factors associated with incivility behavior among post graduate nursing students?
2- What are the most affecting factor regarding incivility behavior as perceived by post graduate nursing students?

2.1.4. setting

This study was conducted at Faculty of Nursing, Damanhour University Egypt. Specifically, in two departments (community health nursing and nursing administration) out of seven departments did not open for post graduate studies.

2.1.5. Subjects

All post graduates nursing students (N=108) who were actually enrolled in the program during the period of data collection and in the above mentioned departments. They were willing to participate in this study. In spring semester 2017, fall and spring semesters 2018. Each semester is consisting of 15 weeks. They were classified as follows: all graduate nursing students in diploma program (n=11) in the master program (n=87) and in the doctorate program (n=10).

2.1.6. Study Instruments

Two tools were used for data collection. Tool One: Incivility in Nursing Education Survey. It was developed by Clark (2010) [13]   modifications were done by the researchers to suit the Egyptian culture.

It consists of three **main parts**, with 52 items; **part one**; Incivility behavior in nursing academic environment sheet. It was used to measure post graduate nursing students' perception regarding incivility behavior that have been experienced/ seen by them in their academic environment. It includes 19 items and Responses were measured on 4 point Likert scale range from (4) always to (1) never, regardless frequency of Clark survey. The overall score level ranging from 19-76. as follow: very incivility (58-76), Moderately incivility (39-57) and Low incivility (19-38).

Part two; **faculty members (academic professor) Incivility Behavior sheet.** It was used to measure post graduate nursing students' perception towards faculty members (academic professor) incivility behaviors. It includes 20 items and Responses were measured on 4 point Likert scale range from (4) usual happen to (1) never happen, regardless frequency of Clark survey. The overall score level ranging from 20 – 80. as follow: Very incivility (61 – 80), Moderately incivility (41 – 60) and Low incivility (20 – 40).

Part three; Threatening /disruptive behavior sheet. It was used to measure post- graduate nursing students experienced or seen incivility behaviors in their program. It includes 13 items and responses were measured on (if occurred Yes =1 - if not occurred NO= zero) as follow: Very threatening (9-13), Moderate threatening (5-8) and low threatening (0-4).

Tool Two; Work Place Civility Index. It was developed by Clark (2013) [20] , used to measure civility behavior of post graduate nursing students and their co-workers . It consists of 20 items and Responses were measured on a 5 – point Likert scale ranged from (5) always to (1) never. The overall score level ranging from 20-100 as follow: very civil 90-100, Moderate civil 51-89 and uncivil less than 50.

In additions, socio- demographic data of post graduate nursing students it includes sex, age, residence**,** employment, study affiliated department, study semester, and their program.

2.2. Method
The study was performed according to the following steps:
2.2.1. Administrative process
An official permission was obtained from Dean of the Faculty of Nursing- Damanhour University for data collection.

2.2.2. Study tool
Validity: three bilingual academic professional revised the translated study tool. A back-translation was conducted by the researcher and revised by another bilingual translator to assure that the translated statements retained the same meanings. For establishing the content validity, the tools were submitted to a five expert jury in the field of nursing to prove the relevance of questionnaire statements to the study objectives (for appropriateness and ease of understanding). Based on their feedback, some modifications were carried out accordingly on the questionnaire to be more compatible with Egyptian culture.
Reliability: all parts of the tool were tested for internal reliability using Cronbach's alpha Coefficient test. The results proved the tool was reliable and their values were as follows: First tool with three parts; part I (0.847), part II (0.840), and part III (0.779). Second tool was proved to be reliable (0.825).

2.2.3. Pilot study
Before embarking on the field of the study a **pilot study** was carried on 11 (10%) post graduate nursing students from Alexandria University Faculty of Nursing who were selected randomly. To test the applicability and clarity of the questionnaires, identify obstacles and problems that may encountered during data collection as well as time needed to fill out the questionnaires.

2.2.4. Data was collected through self –administered questionnaires, that were distributed among post graduate nursing students' during their enrolled in educational program the period from spring 2017 to spring 2018. The questionnaires took approximately from 25 to 30 minutes.
2.2.5 Ethical Considerations; the purpose of the study was explained to each post graduate nursing student and the oral consent was obtained to participate in the study. Confidentiality and anonymity were ensured. Also, their right to withdraw from the study at any time.

2.2.6 Statistical analysis
Data were fed to the computer and analyzed using IBM SPSS software package version 20.0. (Armonk, NY: IBM Corp) Qualitative data were described using number and percent. Quantitative data were described using

range (minimum and maximum), mean and standard deviation. Significance of the obtained results was judged at the 5% level.

The used tests were:
1. Cronbach's Alpha: The Reliability of our modified questionnaire was assessed using Cronbach's Alpha test.
2. Pearson correlation was done to measures the apparent statistical relationship (association) between pairs of continuous variables.
3. A multiple linear regression was done using the 'Enter' method, to predict the civility behavior (as the dependent outcome) from independent predictors proved to be linearly correlated to the civility behavior by Pearson correlation. The standardized regression coefficient (beta) for each independent predictor was compared to beta of others to determine the strength of each as an independent predictor of the civility behavior even after adjusting for the effect of other predictors in the model. The F-test was performed to test the overall significance of the model.

III. Results

Table (1): Distribution of post-graduate nursing students according to their Socio-demographic data (n =108)

Items	No.	%
Study affiliated Department		
Community Health Nursing	36	33.3
Nursing Administration	72	66.7
Study Semester		
Spring 2017	89	82.4
Autumn 2018	15	13.9
Summer 2018	4	3.7
Program		
Diploma	11	10.2
Master	87	80.6
Ph.D.	10	9.3
Sex		
Male	4	3.7
Female	104	96.3
Age		
<30	48	44.4
30 <35	39	36.1
35 <45	19	17.6
45+	2	1.9
Min. – Max.	25.0 – 48.0	
Mean ± SD.	30.87 ± 4.78	
Residence		
El- Beheira:		
Rural	22	20.4
Urban	46	42.5
Alexandria:		
Rural	2	1.9
Urban	38	35.2
Employment		
Yes	63	58.3
No	45	41.7

Table **(1)** displays the socio-demographic characteristics of the study participants. Most of the participants were between 25.0 –35.0, with mean age of 30.87 ± 4.78 and almost all (96.3%) of them were female. Typically, participants were working (58.3%). More than three quarters (77.7%) of the participants from urban (Alexandria and El- Beheira) and 89.9% of them registered for master post-graduate program and doctoral degree.

Table (2): Incivility behavior as perceived by post-graduate nursing students in nursing academic environment (n =108)

Incivility behavior as perceived by post-graduate nursing students in nursing academic environment	Mean ± SD.
Acting bored or apathetic	3.03 ± 0.77
Making disapproving groans	2.9 ± 0.89
Making sarcastic remarks/gestures	3.08 ± 1.11
Sleeping in class	3.43 ± 1.05
Demanding grade changes	3.56 ± 1.02
Not paying attention in class	2.95 ± 1.01
Holding conversations that distract you/others	3.59 ± 0.99

Refusing to answer direct questions	3.24 ± 1.12
Using a computer unrelated to class	3.5 ± 1.05
Using cell phone during class	3.46 ± 0.88
Demanding class assignment extensions	3.17 ± 0.93
Texting during class	3.46 ± 1.05
Arriving late for class	3.27 ± 0.82
Leaving class early	3.45 ± 1.07
Disrupting class as rings of cellar phone	3.55 ± 0.84
Being unprepared for class	3.24 ± 1.07
Cheating on class exams	2.94 ± 0.76
Creating tension/dominating class discussion	3.45 ± 1.05
Demanding make-up exams	3.43 ± 0.69
Over all mean percent score	**Mean ± SD.**
	76.67 ± 23.04

SD: Standard Deviation

Table **(2)** exhibits the incivility behaviors perceived by post graduate nursing student to elicit these behaviors that they have experienced or seen in their academic environment. The overall mean score was high with mean of (76.67 ± 23.04). It was highest in" holding conversations that distract student's/ faculty members " followed by "demanding grade changes" and" disrupting class   such as rings of cellar phone" with mean of (3.59 ± 0.99, 3.56 ± 1.02 and 3.55 ± 0.84 respectively).

Table (3): incivility behavior of faculty members (academic professors) as perceived by   post-graduate nursing students (n =108)

Incivility behavior of faculty members (academic professors) as perceived by post graduate nursing students	Mean ± SD
Arriving late for scheduled activities	2.4 ± 1.22
Leaving scheduled activities early	2.12 ± 1.26
Being unprepared for scheduled activities	2.34 ± 1.35
Not allowing open discussion	2 ± 1.14
Refusing to allow make-up exams	2.63 ± 1.3
Deviating from course syllabus	2.31 ± 1.34
Being inflexible (rigid, authoritarian)	2.33 ± 1.34
Punishing entire class for one's behavior	2.21 ± 1.17
Refusing to allow class assignment extensions	2.18 ± 1.32
Expressing disinterest in subject matter	2.31 ± 1.44
Being distant toward others, unapproachable	2.94 ± 1.18
Refusing to answer questions	2.17 ± 1.36
Subjective evaluation of student performance	2.15 ± 1.13
Making condescending remarks (put downs)	2.26 ± 1.14
Acting arrogant	2.23 ± 1.42
Threatening students to fail	2.24 ± 1.44
Making rude gestures or behaviors	2.24 ± 1.44
Ignoring disruptive student behaviors	1.9 ± 0.98
Refusing to make grade changes	2.75 ± 1.35
Being unavailable (not returning calls, emails)	2.31 ± 1.42
Over all mean percent score	**Mean ± SD**
	43.35 ± 34.88

SD: Standard Deviation

As is prominent in table (3) the overall mean score regarding incivility behavior of faculty member (academic professor) as perceived by post graduate nursing students'   was moderate with mean of (43.35 ± 34.88).

The following were highest in: they usual" being distant toward others unapproachable", followed by," refusing to make grade changes "and" Refusing to allow make-up exams" with mean of (2.94 ± 1.18, 2.75 ± 1.35 & 2.63 ± 1.3,   respectively).

Table (4): Threatening – disruptive behavior has been experienced /seen by post graduate nursing student's   in their program (n =108)

Threatening- disruptive behaviors of post graduate nursing student's	Mean ± SD
Taunting faculty	0.17 ± 0.37
Making harassing comments directed at students	0.16 ± 0.37
Taunting students	0.03 ± 0.17
Making vulgar comments	0.0 ± 0.0
Challenging faculty knowledge or credibility	0.03 ± 0.17
Making vulgar comments (cursing) directed at students	0.0 ± 0.0
Making threats of physical harm against students	0.0 ± 0.0
Inappropriate communication via social media or email to faculty	0.0 ± 0.0

Making harassing comments directed at faculty	0.0 ± 0.0
Making threats of physical harm against faculty	0.0 ± 0.0
Making threatening statements that involve having access to weapons	0.01 ± 0.10
Inappropriate communication via social media or email to students	0.01 ± 0.10
Losing your own things	0.01 ± 0.10
Over all mean percent score	**Mean ± SD.**
	2.99 ± 6.21

SD: Standard Deviation

Table (4) shows that the overall mean score was low threatening/disruptive behavior with mean of 2.99 ± 6.21. For most threatening /disruptive behaviors of post-graduate nursing students experienced or seen these behaviors in their program. Were "Taunting faculty" and" making harassing comments directed at students "with mean of (0.17 ± 0.37, 0.16 ± 0.37 respectively).

Table (5): Civility behaviors as perceived by post-graduate nursing students and their co-worker (n =108)

civility behaviors as perceived by post –graduate nursing students and their co-worker	Mean ± SD.
Keep confidences and respect others' privacy	4.21 ± 0.82
Attend meetings, arrive on time, participate, volunteer and do my share	4.49 ± 0.62
Use respectful language	4.60 ± 0.74
Communicate respectively	4.29 ± 0.89
Avoid distracting others	4.76 ± 0.53
Encourage, support and mentor others	4.50 ± 0.76
Take personal responsibility and stand accountable for my actions	4.03 ± 1.15
Welcome new and current colleges	4.64 ± 0.69
Bring my values and ethics to my study place	4.72 ± 0.53
Acknowledge others and praise their work\contributions	4.61 ± 0.68
Avoid spreading rumors	2.56 ± 1.58
Demonstrate approachability, flexibility and openness to other points of view	4.44 ± 0.65
Uphold the vision, mission and values of my faculty	4.53 ± 0.59
Avoid abusing my position or authority	4.18 ± 0.83
Apologize and mean it when the situation call for it	4.33 ± 0.64
Share pertinent or important information with others	4.33 ± 0.70
Assume goodwill and think the best of others	4.26 ± 0.62
Speak directly to the person with whom I have an issue	4.35 ± 0.70
Seek and encourage constructive feedback from others	4.44 ± 0.67
Avoid taking credit for another individuals or team's contributions	4.33 ± 0.68
Over all mean percent score	**Mean ± SD.**
	83.26 ± 9.46

SD: Standard Deviation

As obvious in table (5) the overall mean score of civility behavior of post – graduate nursing students and their co-worker was moderate (83.26 ± 9.46). Avoid distracting others, Bring my values and ethics to my study place, and welcome new and current colleges were the highest civility behavior as perceived by them with mean of (4.76 ± 0.53, 4.72 ± 0.53 & 4.64 ± 0.69 respectively).

Table (6): Correlation between factors associated with incivility behavior among post graduate nursing students (n =108)

Factors		Incivility behavior in nursing academic environment	Incivility behavior by academic professors as perceived by post-graduate nursing students	Threatening/ disruptive behaviors in educational program	Civility behavior
Incivility behavior as perceived by post-graduate nursing students in nursing academic environment	**R**				
	P				
Incivility behavior by faculty members (academic professors) as perceived by post-graduate nursing students	**R**	0.627^*			
	P	$<0.001^{**}$			
Threatening /disruptive behaviors in educational program	**R**	0.570^*	0.387^*		
	P	$<0.001^{**}$	$<0.001^{**}$		
Civility behavior as perceived by post graduate nursing students	**R**	-0.769^*	-0.677^*	-0.488^*	
	p	$<0.001^{**}$	$<0.001^{**}$	$<0.001^{**}$	

r: Pearson coefficient

*: Statistically significant at $p \leq 0.05$, ($p < 0.001^{**}$) highly significant.

very civil 90-100   Moderate civil 51-89   uncivil less than 50.

Table (6) shows a correlation matrix showing an apparent highly significant negative correlation between the perception of civility behavior and each of (presented in descending order of the degree of correlation) the Incivility behavior as perceived by post-graduate nursing students in nursing academic environment r=0.769 p<0.001, the Incivility behavior by academic professors (faculty members) as perceived by post-graduate nursing students r=0.677 p<0.001 and finally Threatening/ disruptive behaviors r=–0.488 p<0.001). There was also a highly significant positive correlation between Incivility behavior as perceived by post-graduate nursing students in nursing academic environment and the Incivility behavior by academic professors (r=0.627&p=0.001). A positive highly significant moderate correlation was also found between Threatening / disruptive faculty behaviors and each of Incivility behavior as perceived by post-graduate nursing students in nursing academic environment (r=0.570 & p=0.001). and the Incivility behavior by academic professors (r=0.387& p=0.001).

Table (7): Multivariate analysis linear regression for factors associated with incivility behaviors among post graduate nursing students (n= 108)

Factors associated with incivility behaviors	B	Beta	T	P
Incivility behavior as perceived by post-graduate nursing students in nursing academic environment	-0.419	-0.536	6.474*	<0.001**
Incivility behavior by Faculty member (academic professors)as perceived by post-graduate nursing students	-0.229	-0.318	4.312*	<0.001**
Threatening/ disruptive behaviors as perceived by post-graduate nursing students	-0.040	-0.059	0.850	0.397

R^2 =0.66, F= 66.338 *, p<0.001**

Note: B: the coefficient estimate; t: test value; r: Pearson correlation coefficient; R^2: regression coefficient; F: f-test (ANOVA); ANOVA: analysis of variance. Statistically significant at P≤0.05.

Table (7): Shows the outcomes of a multiple linear regression analysis designed to predict the civility behavior (as the dependent outcome) from three independent predictors (1st predictor =Incivility behavior perceived by post-graduate nursing students in nursing academic environment; the 2nd predictor =Incivility behavior by faculty member (academic professors) as perceived by post-graduate nursing students and finally the 3rd predictor Threatening/ disruptive behaviors). The model shows the 1st predictor to be the strongest independent predictor of the civility behavior beta= -0.536, followed by the 2nd predictor beta= -0.318, while the 3rd predictor added no statistical significance to the prediction of the civility behavior, after adjusting for the effect of other predictors in the model. The overall significance of the model was high F= 66.338, p<0.001. The model had a Coefficient of Correlation R= 0.812 and a coefficient of determination R2 =0.66. i.e 66% of the variance of the civility behavior can be predicted by the independent predictors in this model.

IV. Discussion

Incivility behavior   violate   workplace expectations and well-being of all individuals in any educational Incivility behavior   violate   workplace expectations and well-being of all individuals in any educational faculty. The effect of incivility behavior   are injurious to community safety and impediment for educational process. [21] In this study the researchers are trying to determine which factor associated with incivility behavior among post graduate nursing students, outcome, and ways to prevention which could be affect the way nurses are challenged to prevent.   The current study finding constitutes the factors associated of incivility behaviors among post graduate nursing student faculty of Nursing- Damanhour University, as regards *academic environment*. The overall   mean percent score was high and the highest three incidence areas were focused on; "*holding conversations* that distract post graduate nursing students / faculty members "," *demanding grade changes* "and "*disrupting class* such as rings of cellar phone " .This results may be attributed to multiple factors affecting post graduate nursing students attention either side talks about the part they missed from lecture if they were late or when any an employee try to give heads up about an event or students affair issues   . This results are expected because more than half of students   leave their works and duties and come to gain more attention during class for passing this courses, based on this effort they need to grade change with great score.

This finding goes in line with Julie (2018) [22]   & vikous (2015) [23]   findings which showed the distraction and noise were the main experienced incivility behaviors in nursing academic environment. Moreover, Clark et al. (2015) [24]   confirmed that the majority of student reported incivility is considered a grade change. In this respect, vink & Adejumo (2015) [25]   who emphasized that student concerned a distracting behaviors which had impact on students who wishes to learn.   On the other hand, Natarajan et al. (2017) [26]   confirmed that incivility behavior is considered a moderate problem in academic environment.

Concerning the second factors associated of incivility behaviors was, prepared by **faculty members (academic professors)** as perceived by post graduate nursing. The overall mean percent score was moderate and the highest three incidence areas were focused on;" being distant toward others unapproachable", "refusing to make grade change " and " refusing to allow make –up exams". This Finding could be attributed to the fact that, the most of faculty members (academic professors) at the faculty of nursing- Damanhour University were from urban and the most students from rural with culture diversity exist between them. Besides workload burden which make difficulty to reach to them and there is no enough time for communications every time as they need beyond office hours and class to meet their expectations as well as faculty members (academic professors) never break the policy of the faculty by refusing to make grade change as well as refusing to allow make-up exams. These issues caused students to feel insecure about themselves and their abilities as well as they are newly established in the faculty, every new provoke worries from both students and faculty members /academic professors.

The finding is consistent with those of Burke et al. (2014) [27] found that an academic professor is experience with moderate level of incivility. Moreover, This result was supported by Knepp (2012) [28] & Clark et al. (2012) [29] they stated that, student reported about their academic professor as presenting lectures at a fast pace with no student involvement or interaction , poor communication ,generational &environmental factors between them are influencing this reciprocal interaction .Also when students suspect that professor does not care about them they are more likely to engage in incivility. [29] Furthermore, they confirmed that the student reported an academic professor have a bad attitude when the student questions them and this will very likely lead to impolite behaviors .In this respect, Burke, et al. (2014) [27] assumed that students are likely to be uncivil if their faculty members behavior conflicts with societal expectations. While, the current study finding is inconsistent with those of Muliira, et al. (2017) [10] who stated that low level of nursing faculty academic incivility could still affect the performance of some students.

Regarding the third factor was **threatening / disruptive behaviors** have been experienced or seen incivility behavior during their enrolled in educational program. The current study found that the overall total mean score was low threatening and the slightly highest two incidences were" taunting faculty", and" making harassing comments directed at students". This may be attributed to novelty of post graduate program in the faculty, anxiety for both postgraduate nursing students and faculty members and this point is considered as an area of improvement. Similarly, general taunts or disrespect to nursing students was mentioned by Muliira et al. (2017). [10] Also, they stated that, the limited nursing students experience of faculty behavior of general taunts or disrespect to other faculty may be because faculty to faculty uncivil incidences take place. This finding in line with Teaching and learning transformational center (2018) [30] findings which showed that disruptive behavior occurs seldom at the university. Moreover, the same was found by Behavior intervention team (2018) [31] who stated that Faculty prevent incivility behavior from occurring by creating positive environment. This was contradicted with the findings of American Psychological Association (2013) [32] which pointed out that eighty percent of teachers have been victims of threat or physical violence. Additionally, Hoffman (2013) [33] stated that consequences of incivility include potential disruption of the academic environment.
Moreover, the current study revealed that the overall mean score of civility behavior reported by post – graduate nursing students and their co-worker was moderate. Avoid distracting others, bring my values and ethics to my study place, and welcome new and current colleges were the highest civility behavior prepared by them respectively. This is expected finding as civility behavior is essential concept to the ethics of the profession. Similarly, Clark C (2019) [34] & Joan 2008 [35] stated that civility is an important concept and discussing its implications for nursing education and research. In this respect, Clark 2017 [36] recommended that a concept of civility should be integrated in to nursing curricula to prepare students to foster healthy work environments and ensure safe patient care. Conversely, nurses reported workplace civility low in Health insurance hospital and Assuit University hospitals. [37]

In the matter of, the correlation and regression weight between factors associated with incivility behavior among post graduate nursing student. The statistical result of standardized regression model revealed a positive association between incivility behaviors in general (dependent factors) and another three factors (independent factors) approximately 66%of explained variance. This valuation could be confirmed by the positive strong significant correlation was found between incivility behavior among post graduate nursing student and incivility behavior from an academic professor was reported by post graduate nursing student. These results evidence that if incivility behavior of post graduate nursing student are clearly increasing lead to nervous of an academic professor, and would appear as disinterest. These results go in the same line with Clark &Springer (2007) [38] they stated that faculty members complain about rise of uncivil behavior in their students, and students voice similar complains about faculty. Also, Natarajan et al (2017) [26] confirmed that Student reported experiencing faculty significantly more often than did faculty. Moreover, Sterner et al., (2015) [19] conducted a study that showed student incivility behaviors appear to align closely with the categories of disinterest and disrespect. In

this context lasiter et al. (2012) [14] emphasized on students stated faculty incivility made them loose respect for faculty member.

Moreover, the present study examined the correlation between incivility behavior in an academic environment with threatening behavior reported by post graduate nursing students. The findings demonstrated a moderate positive highly significant correlation between two factors. This may contribute to if the incivility behavior which issued by student cannot be stop and deal with it immediately lead to threatening and violent behavior. This was supported by Clark & Kenaley (2011) [39] who indicated that if incivility left unaddressed may progress in to threatening situation. Moreover, this goes in line with The American Association of occupational Health Nurses (2014) [40] described that early detection of workplace violence by identifying and eliminating incivility before it results in violent behavior. Correlation result also revealed a weak positive highly significant relationship between an academic professor incivility behavior as reported by post graduate student and threatening behavior reported by them in their academic program. This finding could be related to what has been highlighted in this study as the program implemented in the faculty are novelty for every member included from administrative members to student every decision is made upon reviewing the policy either from faculty or university (affairs of graduate studies and researches) which consumes more time that they add more pressure on an academic professor which will lead to the incidences of threatening behavior as taunting faculty and making harassing directed to student. This result is emphasized by Clark & springer (2007) [38] who stated that an academic professor loses their patience and talk out their personal stress on student. While Natarajan et al. (2017) [26] found that no significant difference between academic professor regarding threatening /disruptive behavior.

Strengths, limitations, and future studies

A final implication for practice involves each faculty member taking personal responsibility for actions that create a culture of civility. Willing of the faculty administration, faculty members & students to improve the condition.

Because the questionnaire was self-report items with voluntary participation, it carries the risk of common method biases. Students were embarrassed to answer honestly because the researches are responsible on teaching them on their course in spite of the researchers' reassuring them.

Additional studies are needed to examine concurrent and predictive validity to the tool.

V. Conclusion

There are some factors associated with incivility behavior among post graduate nursing students. Such as academic environment, (faculty members) academic professors and threatening /disruptive behavior. The results revealed that the overall mean percent score regarding academic environment was high, moderate in faculty members (academic professor) and low (unthreatening) in threatening disruptive behavior. There was a positive highly significant strong correlation between academic environment and incivility behavior from academic professors. As regards academic environment and threatening faculty behavior a positive highly significant moderate correlation was found. However, there was a positive highly significant weak correlation was observed between academic professors and threating faculty behavior.

VI. Recommendations

In light of the findings of the present study, it is recommended that;

1. Develop Training workshops to increase post graduate nursing students' awareness of incivility behavior and its potential consequences as well as faculty.
2. Obligate the innovative faculty members to attend training program, about civility behavior which lead to positive changes in attitudes and behaviors.
3. Updating policies and strategies that ensure continuous monitoring of potential source of incivility behavior in nursing faculty and the harm that they can cause.
4. Develop and implement comprehensive codes of conduct and effective strategies to prevent incivility.
5. Faculty and students with administrators must work together to develop and implement comprehensive codes of conduct and effective strategies to prevent incivility. Further, they must craft remedies for effective intervention when incivility occurs.
6. Counselor educators should be available in faculty office not only for a positive learning environment, but also fulfilling their responsibility as counseling field about incivility behaviors.

Acknowledgements

ORCID ID

https://orcid.org/0000-003-2740-4876 [1]

https://orcid.org/0000-0002-5651-0021[2]

References

[1]. Fabio A, Kenny M. Academic relational civility as key resources for sustaining well-being. sustainability 2018, 10,1014;doi: 10. 3390 /su 10061914.avaliable at www.mdi.com/journal/sustainability.

[2]. Frey b. Crowd control: promoting civility in the classroom. Literature review, handout, May;2018: available at; https//www.iup.edu/workarea/downloadAsset.ASPX? ID=36631.

[3]. Cindy K, Mann W, Hennery S, Astroth S. perceptions of new nurses concerning incivility in the work place .2015;available at http://world widescience .org/ topicpages/n/nursing+incivility + scale . Html

[4]. Cynthia D, Hayes S, Alice M . Incivility in the hospital environment .The Nurse Educator-staff nurse relationship 2014;at http://world widescience .org/ topicpages/n/nursing + incivility+ scale. Html

[5]. Ocon R. Integrating civility into the classroom; practicing and teaching civility to prepare students for career success.23rd annual. Conference & Exposition. New Orlean June 26-29; 2016.

[6]. Clark C. Academic Nurse Leader's Role in fostering a culture of incivility in Nursing education. Journal of nursing education .2010; 49 (6) 319- 325.

[7]. Clark C. Student voice on faculty incivility in nursing education: A conceptual model. Nursing Education perspectives, (2008c) 29 (5), 284- 289. Doi ;10.1016/ J outlook. 2007. 08 ,003.

[8]. Borochowitz D, Desivillia H. Incivility between students and faculty in an Israeli college: A description of the Phenomenon. International Journal of teaching and learning in higher education. 2016; 28(3) 417- 429 issN; 1812-9129. Available at ://www.isetl. org/ ijtlhe/.

[9]. Watkins W. Responding to Disruptive or threatening student behavior: A Guide for faculty .2012; California state university; Northridge ,1-15.

[10]. Muliira J, Natarajan J, Colff J. Nursing faculty academic incivility: perceptions of nursing students and faculty. B.M.C, Med Edu. 2017; 17 (12) 253-261.

[11]. Sills M, Faculty – to- Faculty incivility as perceived by nursing faculty. doctoral dissertation. University of southern Mississippi, 2016.

[12]. Clark C. The dance of incivility in nursing education as described by nursing faculty and students (2008d). Advanced nursing science ,31(4), E37-E54.doi;10 1097101.ANS.008034141996338.93.

[13]. Clark C. Student perspectives on faculty incivility in nursing education: an application of concepts of rankism. Nursing outlook .2010; 56, 4.

[14]. Lasiter S, Marchiondo L , Marchiondo K. Student narratives of faculty incivility . Nursing outlook. 2012:10; 1016 /. 6.001

[15]. Pamela S. Does faculty incivility nursing education affect emergency nursing practice .2010, Master Thesis southern Nazarene University.

[16]. Masoumpoor A, Borhani F, Abbaszadeh A ,Rossouli M. Nursing student's perceptions of teachers' uncivil behaviors ; a qualitative research ; J Med Ehics Hist of Med . 2017: 10 (5) 1-10.

[17]. Paskoff S. IS Your workplace as civil, inclusive and productive as possible. Eliinc .com.atlanta, 2009.

[18]. Wright M, Hill L. Academic incivility among health science faculty. Adult learning Journal, 2015; 26 (1) 12-20 available at http://www.research gate .net /…280217916.

[19]. Sterner w, Jackson-cherry L, Doll J. Faculty and student perceptions of incivility behaviors in the counselor education classroom. Journal of counselor practice.2015; 6 (2) 94-114.

[20]. Clark C. Creating and sustaining civility in nursing education. Indian polis, INi sigma Theta Tau international publishing honor society of Nursing 2013.

[21]. Clark C. Faculty and student assessment of and experience with incivility in nursing education. Journal of Nursing education,2008 a,147(10), 458-465.doi:10.39 28,01484834-20081001-03.

[22]. Julie C. Vuolo. Student nurses' experiences of incivility and the impact on learning and emotional wellbeing Journal of Nursing Education and Practice 2018, 8; 4,104-106.

[23]. Vickous K. Perceptions of Incivility in Nursing Education: A Survey of Associate and Baccalaureate Program Nursing Students" 2015. PhD thesis, Western Kentucky University.

[24]. Clark C , Gill L, Leiker C, Nguyen D.Revision and Psychometric Testing of the Incivility in Nursing Education (INE) Survey: Introducing the INE-R, 2015 avaliable at: https://www.researchgate.net/publication/278046160

[25]. Vink H, Adejumo O. Factors contributing to incivility amongst students at a south African Nursing School .2015; 38(1) 1464. doi; 10.4102/ curationis 38(1);1464.

[26]. Natarajan J, Muliira J, Cloff J. incidence and perception of nursing student academic incivility in Oman . BMC Nursing 2017; 16(19) 1-9.

[27]. Burke, karl K, Peluchette J, Evans w. student incivility: Adomaine review .Journal of management education.2014, 38(2)160-191.

[28]. knepp K. Understanding student and faculty incivility in higher education. Journal of effective teaching 2012, 12 (1) ;33-46.

[29]. Clark C , Juan C, Barbara W, et al .Faculty and student perceptions of academic incivility in the people's republic of CHINA; Journal of Cultural Diversity ,2012, 19(3) 85-95.

[30]. Teaching and learning transformational center. Disruptive, Demanding or Threatening student behavior. 2018; University of Mary land available at http://tltc .umd.edu/disruptive or-threatening – student-behavior.

[31]. Behavior intervention team at Chadron state college. Tips for faculty and staff in dealing with disruptive or threatening students. 2018; available at https ://www.csc.edu /bit /resources /dealing /index.csc.

[32]. American Psychological Association. Preventing violence against teacher. 2013;44(10);1-58. Available at http://www.apa. Org/ monitor/ 2013/11/ce-corner.

[33]. Hoffman R. Difference in student perceptions of Student and faculty incivility among nursing program types: An application of attribution theory .2013; published doctoral dissertation; Indiana University of Pennsylvania.

[34]. Clark C. Analysis of the Workplace Civility Index: A Reliable Tool for Measuring Civility in the Workplace, Sigma Global Nursing Excellence Washington DC USA 16-20 November 2019.

[35]. Clark C, Joan C. Civility: A concept analysis. Journal of Theory construction & testing, 2008, 12(1);11-15.

[36]. Clark C. An Evidence –Based Approach to Integrate Civility, Professionalism, and Ethical Practice into Nursing Curricula. Journal of Nurse Educator.2017,42(3);120-126.

[37]. Hossny E, Qayed M , Youssef H. Effect of Workplace Civility, Structural and Psychological Empowerment on Newly Graduated Nurses' Organizational Commitment at Hospitals in Assiut City. IOSR Journal of Nursing and Health Science (IOSR-JNHS) e-ISSN: 2320–1959.p- ISSN: 2320–1940, 2015; 4(6), 87-95.

[38]. Clark C, Springer P. Thoughts on incivility; student and faculty perceptions of uncivil behavior in nursing education. Nursing education perspectives. 2007; 28(2)92-97.

[39]. Clark C, Kenaley D. Faculty empowerment of students to foster civility in nursing education: A merging of two conceptual models: Nursing outlook ,2011, 59, 158-165. Doi: 101016/ j. outlook. 2011.12.005.

[40]. American Association of occupational Health Nurses. Position statement: preventing workplace violence: The occupational and environmental health nurses' role. 2014; workplace health &safety, 62,48-50.