Snarky comments and rude behavior: Development of a measure of student incivility in business schools and its impact on faculty

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Abstract

Student incivility encompasses behaviors that are disruptive to the instructor or students, deflate an instructor's motivation, or harm the learning environment. A framework and measure to detect the occurrence of student incivility in business schools are developed and validated. The Prevalence of Student Incivility Questionnaire (PSIQ) is used to test the effect of the occurrence of student incivility on faculty job satisfaction, burnout, and mental health. Analysis demonstrates these direct effects are mediated by faculty self-efficacy. Overall, results indicate that some types of uncivil student behaviors are more common than others and have varying emotional impacts on faculty.

Keywords: student incivility, faculty self-efficacy, faculty burnout, faculty mental health, Prevalence of Student Incivility Questionnaire

> *Your syllabus quiz was total bullshit. I noticed several mistakes on the documents provided to us. But perhaps your biggest mistake is treating me like a child. I like how the syllabus state [sic] we are all adults and will be treated as such... really? Really? I was there at your self-absorbed, circus hypocrisy of a first day of class. After sitting through that embarrassment, I again see another mistake in this course. Maybe I should tell you I am not some scared little 18 year old [sic] who will not speak his mind. The title "Doctor" doesn't scare me.*
>
> *Wildermuth & Davis (2012: 380)*

Colleges and universities differentiate themselves from competitors by advertising tailored educational experiences to prospective students (Chory & Offstein, 2017; Sabagh, Hall, & Saroyan, 2018; Yassour-Borochowitz & Desivillia, 2016). An American business school's website usually emphasizes small class sizes, a low faculty-to-student ratio, state-of-the-art technology, desirable internship opportunities, and close working relationships with faculty. To fulfill these promises, faculty responsibilities and workloads are consistently increasing compared to previous generations (Abro & Salam, 2014). Faculty wear many hats; they must continually innovate pedagogically, streamline curriculum for relevancy, and address a variety of student needs while simultaneously balancing teaching, research, and service.

As faculty responsibilities have evolved, so have the range of student behaviors tolerated by both faculty and administrators. The introductory quotation from Wildermuth & Davis (2012), an excerpt from a student's email to a faculty member, is an example of how today's higher education students openly demonstrate higher levels of incivility toward faculty. Student incivility is "contrary to the well-being of the classroom community, including behaviors that distract the instructor or other students, disrupt classroom learning, discourage the instructor from teaching, discourage other students from participating, [and] derail the instructor's goals for the period (Knepp, 2012: 34)." Examining characteristics of the current student body provide insight into the shift in behavioral norms.

Students arrive at business school with well-formed expectations of their educational experience (Johnson, Claus, Goldman, & Sollitto, 2017), including how much effort they will need to exert toward learning (Chowning & Campbell, 2009; Yassour-Borochowitz et al., 2016) and how student–faculty interactions and relationships will develop (Frisby, Goodboy, & Buckner, 2015). These expectations are influenced by an increasingly consumerist attitude towards higher education (e.g., Alberts, Hazen, & Theobald, 2010; Bantha, Sahni, & Yadav, 2020; Knepp, 2012; May & Tenzek, 2018; Rehling & Bjorklund, 2010), reflecting a shift from student-as-learner to student-as-consumer (Titus, 2008; Simpson & Siguaw, 2000). The belief that faculty "work for" students because the latter pay tuition and the somewhat oxymoronic expectation of "edutainment" (Billsberry, 2014) lead to student misperceptions of what to expect in the classroom. Instead of recognizing tuition payment as an "entry fee" for the opportunity to learn and earn a degree, the contradictory expectation is that paying tuition equates to automatic high course grades and/or degree attainment. The clash of such misunderstandings with lived reality interferes with students' personal growth and achievement of learning outcomes. When expectations are not met, students often vent their disappointment via uncivil behavior through displays of frustration, disrespect, or anger in the classroom setting or specifically directed at faculty. The

combination of unrealistic student expectations and consumerist attitudes creates the "perfect storm" for both negative interpersonal experiences and a toxic work environment (Bunch, 2020).

The harm of rising incivility on employees' emotions, self-efficacy, performance, and well-being is well documented in organizational literature. In some cases, experienced incivility crushes employee performance and ultimately bottom line of the entire organization (e.g., Ghosh, Jacobs, & Reio, 2011; Lim & Teo, 2009; Meier & Gross, 2015; Porath & Pearson, 2013; Reich & Hershcovis, 2015; Schilpzand, De Pater, & Erez, 2016; Torkelson, Holm, Bäckström, & Schad, 2016). While not often viewed as employees, faculty work for and produce a product for their university. Similarly, student incivility can erode faculty performance, satisfaction with career choice, and the work atmosphere in general (Caza & Cortina, 2007; Frisby et al., 2015). This paper focuses on the prevalence of student incivility as experienced by business faculty and how those occurrences impact job satisfaction, self-efficacy, burnout, and mental health. We believe insight into the current academic work environment can not only assist university administrators in improving business school culture but also give faculty a voice in creating solutions.

This article is structured as follows: first, we draw parallels between extant literature on workplace incivility in organizations with student incivility in higher education. Second, we investigate how faculty self-efficacy mediates the role that student incivility plays in faculty job burnout, job satisfaction, and mental health. Third, we develop a theoretical framework and validate a questionnaire that measures the prevalence of student incivility. Fourth, we use the questionnaire to empirically test seven hypotheses of the theoretical framework and report the results. The paper concludes with a discussion of practical implications, study limitations, and suggestions for future research.

Theoretical Background and Hypotheses Development

The Effect of Workplace Incivility on Organizations and Employees

Research on workplace incivility in organizations often uses Andersson & Pearson's (1999: 457) definition as "low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others". Behavioral norms provide individuals guidance regarding acceptable behaviors in the workplace (Andersson & Pearson, 1999). Although norms of workplace behavior differ between industries, organizations, contexts, cultures, and geographic locations (Pearson, Andersson, & Wegner, 2001), they are based on fundamental morality: one should treat others the way they want to be treated (Pearson, Andersson, & Porath, 2000). Therefore, identifying specific behaviors that are universally deemed inappropriate is tricky (Lim & Teo, 2009; Schilpzand et al., 2016; Wildermuth & Davis, 2012). Based on Andersson & Pearson's (1999) conceptualization, workplace incivility differs from more severe forms of deviant behavior due to the instigator's ambiguous intent to harm. Specifically, researchers (e.g., Blau & Andersson, 2005; Miner, Settles, Pratt-Hyatt, & Brady, 2012) have cataloged examples of uncivil workplace behaviors to include making rude comments, ignoring a colleague, yelling at someone, addressing someone unprofessionally, insulting someone, overriding decisions, making inappropriate jokes, or acting condescending to others.

Scholars agree, however, that real harm does result from uncivil encounters (Pearson et al., 2000), and the myriad emotional and cognitive consequences of these behaviors to employees are documented (Nicholson & Griffin, 2015; Schilpzand et al., 2016). For instance, employees frequently report emotional exhaustion and concomitant harm to their personal lives. Decreases in organizational commitment, motivation, and satisfaction with their job and colleagues, as well as lower productivity and withdrawal, are also common outcomes in an organization marked by high levels of incivility (Porath & Erez, 2009; Porath & Pearson, 2013). Harm at the individual level has negative managerial implications. Employees start to exert less effort on the job, waste time worrying about the uncivil encounter, purposely avoid the instigator, plot revenge, or are more likely to leave the organization (Estes & Wang, 2008; Ghosh et al., 2011; Lim & Teo, 2009; Pearson & Porath, 2005). Managers spend a large amount of time dealing with the repercussions of workplace incivility among personnel. Managers must mediate conflicts and document incidents — even though many instances of workplace incivility go unnoticed or unreported to managers (Pearson & Porath, 2005). Porath & Pearson (2013: 118) report that "managers and executives at Fortune 1,000 firms spend 13% percent of their work time —the equivalent of seven weeks a year — mending employee relationships and otherwise dealing with the aftermath of incivility." Generally speaking, that few laws govern rude behavior in the workplace further complicates the issue (Sidle, 2009). Ghosh, Jacobs & Reio (2011: 5) recognize incivility as a "gateway drug" to more severe behavior:

> Subtle forms of abusive behavior at work can encourage an uncivil work environment where no one is held accountable for their rude behaviors and employees can take advantage of this free reign by engaging in more hostile actions of workplace violence.

Uncivil Behavior in Higher Education

Faculty, as employees of colleges and universities, create value by teaching students, conducting research, and providing service to the academic community (Bozeman & Gaughan, 2011). While higher education is traditionally considered a space where differing viewpoints are safely exchanged, explored, and challenged, the environment creates a Petri dish where disagreements and frustration between (and among) students and faculty grow. Recognizing this major distinction between traditional organizations and higher education, Knepp's (2012:34) definition of student incivility as "contrary to the well-being of the classroom community, including behaviors that distract the instructor or other students, disrupt classroom learning, discourage the instructor from teaching, discourage other students from participating, [and] derail the instructor's goals for the period (Knepp, 2012: 34)," is used to drive our investigation rather than Andersson & Pearson's (1999) workplace incivility conceptualization. Examples of uncivil student behaviors that are lower intensity include students engaging in side conversations or unrelated activities during class, demonstrating disinterest in class discussions, sending text messages during class, hesitating to participate in experiential exercises, coming to class unprepared, asking for deadline extensions, arriving late/leaving early from class, reacting to instructors with disrespect (e.g., with rude comments, groans, or eye-rolling), and using email or other technology inappropriately. Behaviors that scholars recognize as more severe forms of student incivility include challenging the instructor's grasp of a topic, dominating a class discussion or teaching exercise, threatening to make unwarranted complaints to an instructor's superior, demanding special treatment,

or sabotaging course evaluations (Burke, Karl, Peluchette, & Evans, 2014; Baker, Comer, & Martinak, 2008; Johnson et al., 2017; McNaughton-Cassill, 2013; Rehling & Bjorklund, 2010; Yassour-Borochowitz et al., 2016).

Power Dynamics in the Student-Faculty Relationship

Organizational type is a contributing variable to workplace incivility. Estes & Wang (2008) suggest organizations embody certain structural characteristics that either foster uncivil behaviors or deter individuals from partaking in them. In particular, Estes and Wang (2008: 223) contend that "to understand how and why uncivil conduct occurs and continues to exist in the workplace, it is essential to examine what the organization values and promotes as acceptable behaviors and norms." As a workplace, colleges and universities have unique characteristics that promote tension between students and faculty at both macro (e.g. organizational) and micro (e.g. course) levels. At the organizational level, the potential competing goals between universities' missions and students' expectations create strife among students, faculty, and administrators. At the course level, faculty focus on leading students on a journey of guided discovery through the learning process. On the other hand, students may be more concerned with earning an exemplary course grade irrespective if any learning occurred. Competing goals and mismatched expectations create an environment ripe with student incivility. More specifically, faculty–student relationships do not easily fit into traditional organizational relationship roles because the relationship does not duplicate either the supervisor-employee or employee-customer relationship in its entirety. Rather, roles in the faculty–student relationship are blurry, begging the question of which party holds more power (Yassour-Borochowitz et al., 2016). To aid in understanding the dynamics of the faculty-student relationship, a look at course and faculty-specific characteristics provides insight.

Certain characteristics impact students' perceptions, expectations, and subsequent satisfaction with a course. Rogers, Morgan & Cort (2018) found that students are more critical of their course experience in online classes versus the same course taught in a face-to-face format. Others note that class size, perceived "toughness" of the course, or if the course is required or taken as an elective impact overall student satisfaction (Simpson & Siguaw, 2000).

Certain characteristics also impact students' perceptions, expectations, and subsequent satisfaction with a professor. Students use many personal characteristics and professional behaviors as a yardstick with which to critically evaluate faculty performance such as age, attractiveness, gender, disability, ethnicity, and sexual orientation. For example, female professors are evaluated more critically than their male counterparts (Arceo-Gomez & Campos-Vazquez, 2019; Balkin, Trevino, & Straub, 2022; Boring, 2017; Fisher, Stinson, & Kalajdzic, 2019; Kogan & Schoenfeld-Tacher, 2010). Fisher, Stinson, & Kalajdzic (2019) found the intensity of student bias widens when a female professor teaches in a high-status academic field (e.g. engineering or law), act contrary to societal gender norms (Balkin, Trevino, & Straub, 2022), and/or are discerning graders. Level of attractiveness was correlated with higher satisfaction perceptions on student evaluations. The more attractive the professor was perceived, the higher they were rated in subject expertise and subsequently received higher evaluations (Liu, Hu, & Furutan, 2013).

If a professor is deemed not physically attractive, the effect compounds with other stereotypes resulting in a harsher evaluation.

Evaluation of student work by faculty and subsequent evaluation of teaching effectiveness by students present complicated issues at both organizational and course levels. Faculty evaluate student work and assign corresponding grades, actions similar to the process through which a supervisor follows to evaluate the performance of an employee; however, students often try to influence faculty after receiving a subpar evaluation. Students frequently attempt to negotiate a higher grade, file a grade appeal, or complain to a department head or dean, and — playing perhaps the most powerful card they have in the modern university — can write a scathing course evaluation. Student evaluations of teaching (SET) at the end of a course are frequently used and are a highly weighted, mechanism for performance reviews of faculty determining faculty merit bonuses and promotion and tenure decisions. The threat of negative teaching and course evaluations continues with websites like RateMyProfessor.com.

RateMyProfessor is a website where students can anonymously evaluate professors on three main elements: helpfulness, clarity, and easiness of the course. Students are also able to rate the "hotness" of the professor and leave comments about their experience. While evaluations on public websites are not sanctioned by universities and major validity concerns about the data collected are noted (Boswell, 2016), the information is often used for assessing potential faculty job candidates and in promotion and retention evaluations (Fisher, Stinson, & Kalajdzic, 2019). In a time when full-time faculty positions are becoming scarce and a noticeable shift toward heavy reliance on adjunct instructors, faculty are hypersensitive to student evaluations. Further, faculty are powerless against being "roasted" on the internet where anyone can access the information.

The aforementioned student behaviors can damage faculty psychologically and, in the case of negative evaluations, can threaten future promotions and pay (Lilly, Wipawayangkool, & Pass, 2022). This murky power differential is not witnessed in a traditional workplace. Employees in traditional organizations rarely have the opportunity to evaluate a superior or file complaints without being held accountable for their actions or having to face due process. Ironically, in the case of student incivility, students, with purportedly less power, are the ones committing the misbehavior (Jiang, Tripp, & Hong, 2017) and then evaluate faculty performance.

In the employee–customer relationship, the employee is focused on customer service and making things right for the customer — often going to great lengths to achieve total customer satisfaction. Both the employee and the customer want the customer to be happy. A faculty member's job is to transfer knowledge and facilitate learning. Learning moments for students often come in the form of critical feedback on an assignment or being made aware of a mistake. Faculty are hard-pressed to fulfill this objective while strictly operating in an employee–customer relationship. Almost by definition (and thankfully), it is impossible to make the student happy all of the time. It is often less penalizing for faculty, in terms of time and effort, to simply give in to student demands or overlook deviant behavior rather than initiate the cumbersome procedures outlined in university disciplinary policies (Bantha et al., 2020). Faculty may have a moral obligation to help shape the future behavior of business school

graduates, but formal disciplinary procedures are long-winded and time consuming. Moreover, dealing with uncivil encounters takes time away from other important activities like conducting research and preparing for classes (Campbell, Tinstman Jones, & Lambie, 2020). Faculty may feel unsupported by the university administration or may be concerned that dealing with student incivility is a poor reflection of their pedagogical effectiveness (Alberts et al., 2010). To preserve its reputation, college or university administrators may choose to foster a culture that favors the accommodation of student demands over the support of faculty (Chory & Offstein, 2017). Furthermore, the weight given to student evaluations in faculty reappointment and promotion/tenure decisions explains the reluctance of faculty to address student incivility consistently (Alberts et al., 2010).

Another issue impacting power dynamics between students and faculty is the lack of training business professors receive on classroom management techniques and maintaining healthy student relationships. A business school instructor spends significant time with students, but training in business Ph.D. programs primarily concentrates on conducting discipline-related research (Barney, 2019). Unlike physicians or therapists, who receive specific training on interacting with patients during their education, little, *if any*, training on student interaction, classroom management, advising, or teaching is provided to soon-to-be faculty during many business Ph.D. programs (Chory & Offstein, 2017). Therefore, faculty often find themselves ill-prepared to handle the misbehavior of students (McNaughton-Cassill, 2013; Yassour-Borochowitz et al., 2016). Strikingly, May & Tenzek's (2018) investigation of student bullying of college instructors found that none of the faculty in the study sample received training on handling student misbehavior! Therefore, when student incivility does occur, faculty members are prone to believe that their failure to adequately respond reflects poorly on their teaching ability (Alberts et al., 2010; Boice, 1996).

Testing the Effect of Student Incivility on Faculty Self-Efficacy, Burnout, Job Satisfaction, and Mental Health

To investigate the effect of occurrences of student incivility on relevant outcome variables at both individual and organizational levels, we develop a psychological framework based on the notion that negative student encounters sap faculty members' sense of self-efficacy, ultimately resulting in higher levels of burnout, lowered job satisfaction, and decreased mental health. Investigating individual effects on faculty will help the business school community as a whole. As customer incivility research points out, after experiencing incivility, employees demonstrated lower customer service performance. The results of our investigation inform possible solutions for faculty to operate at their best and therefore provide greater educational experiences to students. Hypotheses 1–4 refer to the direct effect of student incivility on job-related outcome variables. Hypotheses 5–7 refer to the mediating role of faculty self-efficacy on these effects.

The concept of self-efficacy refers to an individual's self-evaluation of their ability to complete a specific task (Bandura, 1977). Job activities and performance expectations for faculty in higher education comprise three main activities: teaching, research, and service. Faculty balance these responsibilities (Bozeman & Gaughan, 2011) based on the university's mission and their type of appointment (e.g.,

tenure-track, teaching focus, etc.). Faculty members who report high levels of self-efficacy are more capable of handling work challenges and managing students, and they are more likely to implement innovative pedagogical approaches in the classroom (Haddad & Taleb, 2016). When faculty members experience student incivility, they may question their ability to teach and, more broadly, to be successful in academia (Frisby et al., 2015). Boice (1996: 481) notes that "new faculty tend to spend most of their time preparing for teaching (even in research universities), and when they fail at teaching, they lose the self-efficacy they need to meet challenges of research/scholarship and collegiality/professional networking." Therefore, we propose the following hypothesis:

> ***Hypothesis 1****: The prevalence of student incivility is negatively associated with faculty self-efficacy.*

Job burnout is defined as "a prolonged response to chronic emotional and interpersonal stressors on the job" (Maslach, Schaufeli, & Leiter, 2001: 397). It comprises three dimensions: exhaustion, depersonalization, and a sense of lack of accomplishment. Exhaustion, both physical and mental, occurs after prolonged periods of stress — especially when one is in a heightened state of fight-or-flight. Depersonalization is a coping mechanism by which individuals feel increasingly detached from their reality as if they were watching themselves in a movie; they feel like outside observers with little control over what happens in their lives. Finally, a sense of reduced personal accomplishment and self-doubt ultimately reduces the individual's ability to effectively complete essential job tasks.

Educators experience higher levels of job burnout compared to other professionals (Yu, Wang, Zhai, Dai, & Yang, 2015). The negative relationship between self-efficacy and job burnout in educators has been studied in various geographic locations, such as Iran (Barari & Barari, 2015), Norway (Skaalvik & Skaalvik, 2017), Germany and Syria (Schwarzer & Hallum, 2008), and the United States (Yu et al., 2015). Specifically, with regard to faculty self-efficacy and job burnout in higher education, Lackritz (2004) highlights how unchecked student interactions, high teaching loads, and large class sizes contribute to burnout. It is noteworthy that while higher teaching responsibilities do correlate with job burnout, research responsibilities do not (Lackritz, 2004). Faculty burnout has worsened in recent decades as they are asked to fulfill an increasing number of roles (e.g., (remedial) teacher, scholar, professional and available colleague, university representative, committee member, student advisor and confidant, public intellectual, etc.), while the resources made available to properly meet these demands are decreasing (Sabagh et al., 2018). The burden of faculty burnout worsened with the COVID-19 pandemic as the workload and time spent preparing for classes increased (Gonzalez, Ruiz, Otalvaro, Argel, & Urzola, 2021). Interestingly, instructors regardless of years of experience, course modality, or ethnicity (Pressley, 2021) still felt the effects of burnout. We contend that when faculty experience more student incivility, the toll of emotional exhaustion impacts their self-efficacy evaluation leading to higher levels of job burnout. We formally state the relationship between the occurrence of uncivil encounters with students on faculty self-efficacy and job burnout this way:

> ***Hypothesis 2****: The prevalence of student incivility is positively associated with faculty job*

burnout.

***Hypothesis 5**: The (positive) effect of the prevalence of student incivility on faculty job burnout is mediated by self-efficacy.*

Job satisfaction refers to an individual's overall attitude towards their work (Brayfield & Rothe, 1951). Research within organizations indicates a negative relationship between incivility in the workplace and job satisfaction (Lim, Cortina, & Magley, 2008; Lim & Teo, 2009; Miner et al., 2012). In the context of higher education, faculty members who spend the bulk of their time on teaching and related activities — and are thus more exposed to student incivility — demonstrate lower levels of job satisfaction and perceived organizational support compared to faculty members engaged primarily in research-related activities (Bozeman & Gaughan, 2011; Miner, Smittick, He, & Costa, 2019; Sabharwal & Corley, 2009). Through the lens of disempowerment theory (Weiss & Cropanzano, 1996), faculty members interpret student incivility as a personal attack on their skills, abilities, and pride, which in turn diminishes their intrinsic motivation and job satisfaction (Kane & Montgomery, 1998). We contend that when faculty experience more student incivility, their self-efficacy about their job performance is lower leading to lower job satisfaction. We propose the following hypotheses:

***Hypothesis 3**: The prevalence of student incivility is negatively associated with faculty job satisfaction.*

***Hypothesis 6**: The (positive) effect of the prevalence of student incivility on faculty job satisfaction is mediated by self-efficacy.*

Mental health is conceptualized as a state that "allows individuals to realize their abilities, cope with the normal stresses of life, work productively and fruitfully, and make a contribution to their community (Mental Health, n.d)." Experiencing workplace incivility has both physical and mental consequences on the individual (Miner, Smittick, He, & Costa, 2019), and a clear relationship exists between self-efficacy and mental health (Lim & Cortina, 2005; Lim et al., 2008; Miner et al., 2012; Nicholson & Griffin, 2015). Research suggests that as a result of experiencing workplace incivility, the targets may engage in withdrawal behavior, use cognitive energy worrying about the incident or plotting revenge, craft ways to purposely avoid the aggressor, and are less motivated toward their work (Porath & Erez, 2009); Porath & Pearson, 2013; Estes & Wang, 2008; Ghosh et al., 2011; Lim & Teo, 2009; Pearson & Porath, 2005). We believe that faculty experience the same negative consequences to their mental health when they experience student incivility. Because of the cognitive resources that are utilized to handle the effects of student incivility, we believe there is a direct connection to self-efficacy evaluation. In higher education, student bullying vitiates the targeted professor's psyche in the long run (May & Tenzek, 2018), leading to symptoms such as anxiety, stress, insomnia, depression, lower productivity, and avoidance behaviors (Lampman, Phelps, Bancroft, & Beneke, 2009). Formally stated:

Hypothesis 4*: The prevalence of student incivility is negatively associated with faculty mental health.*

Hypothesis 7*: The (positive) effect of the prevalence of student incivility on faculty mental health is mediated by self-efficacy.*

To test this framework, we first developed a questionnaire to measure the prevalence of what faculty deem uncivil encounters with students. We then tested its predictive validity on faculty self-efficacy, burnout, job satisfaction, and mental health.

Method

Study 1: Developing the Prevalence of Student Incivility Questionnaire (PSIQ)

Item generation

To develop a questionnaire that measures the prevalence of student incivility, we follow established scale development procedures (Churchill, 1979; Cronbach & Meehl, 1955; Reich et al., 2018). After reviewing the literature, we generated a pool of 50 survey questions that pertain to the concept of student incivility generated from a review of the literature (Baker et al., 2008; DeSouza, 2011; Knepp, 2012; Lampman et al., 2009). Questionnaire items were adapted to inquire about the frequency of uncivil behaviors. Next, institutional review board approval was obtained and granted permission to collect data using human participants. In the following two steps, we purify and validate the items by using principal component analysis (PCA). The initial number of items was reduced to 21 and subsequently administered to 153 participants, who were pre-screened as business school faculty, to confirm the factor structure using confirmatory factor analysis (CFA). The combined sample characteristics, the geographical distribution of participants, and correlation tables are provided in Appendices B-D.

Item consolidation

One hundred fifty-three faculty (89 female, 64 male, mean age category: 46-50 years, mean full-time faculty status: 11-15 years) were recruited by placing a call for participation on a popular online forum for business faculty. The call for participation was placed on three separate occasions a few weeks apart. Participants responded to all 50 questionnaire items using a 5-point scale (1 = Never, 5 = Always) and were instructed to recall situations that occurred during the last 2 years. The items were subjected to a PCA configured to use varimax rotation. We used commonly accepted criteria to retain factors, such as a minimum eigenvalue of one (Kaiser, 1960), that each factor contains at least three items (Tabachnick et al., 2007), has a factor loading of at least .60, and does not have a cross-loading value of more than .40 with any other factor (Reich et al., 2018).

After the initial PCA, four factors were retained, which account for 50.47% of the variance. Each factor has an eigenvalue greater than one. Table 1 shows the 21 retained items with descriptive statistics and factor loadings of the initial PCA. The first factor (4 items, Cronbach's Alpha = .84) pertains to *student entitlement* which includes complaining about grades, expecting special treatment, and sending rude and/or condescending emails. The second factor (6 items, Cronbach's Alpha = .87) includes items that indicate *passive disruption*, such as engaging in unrelated activities during class and acting bored or disinterested. texting, using electronics for something other than class, not paying attention, or coming to class unprepared. The items of the third factor (4 items, Cronbach's Alpha = .80) indicate *hostile intent* which is characterized by making threatening comments during class, intimidating or disrespecting the faculty member, and challenging the faculty member's competence and qualifications. The fourth factor (7 items, Cronbach's Alpha = .89) refers to gender and age stereotyping which includes making negative comments or treating someone differently based on someone's characteristics. The reliability of the entire 21-item questionnaire is very good (21 items, Cronbach's Alpha = .91). The questionnaire items for entitlement, passive disruption, hostile intent, and stereotyping are provided in Appendix A.

Table 1: Principal Components Analysis Results

M	(SD)	Item	Entitlement	Disruption	Hostility	Stereotyping
2.44	(.93)	How often has a student complained about grades repeatedly?	**.73**	.14	.25	.11
2.24	(.92)	How often has a student sent you emails using a rude and discourteous tone?	**.65**	.24	.25	.17
1.90	(.90)	How often has a student put you down or was condescending to you in some way through email?	**.64**	.12	.36	.24
2.41	(1.01)	How often has a student demanded special treatment even though it would violate your syllabus policies?	**.61**	.24	.28	.24
3.46	(.94)	How often has a student sent text messages during class?	-.01	**.83**	.14	.06
3.50	(.95)	How often has a student used electronic devices for something other than a class activity or taking notes?	.02	**.83**	.06	.17
3.10	(.76)	How often has a student acted bored or disinterested?	.31	**.77**	.02	.09
3.12	(.75)	How often has a student paid little attention to your lectures or showed little interest in your comments/answers?	.35	**.72**	.08	.12
3.63	(.67)	How often has a student come to class unprepared?	.30	**.66**	.18	.10
3.05	(1.02)	How often has a student engaged in a non-class activity (e.g., knitting or reading newspaper) during class?	.12	**.62**	.26	-.16
1.29	(.55)	How often has a student made hostile or threatening comments to you during class?	.21	.01	**.71**	.19
1.62	(.79)	How often has a student attempted to intimidate you?	.28	.11	**.69**	.24

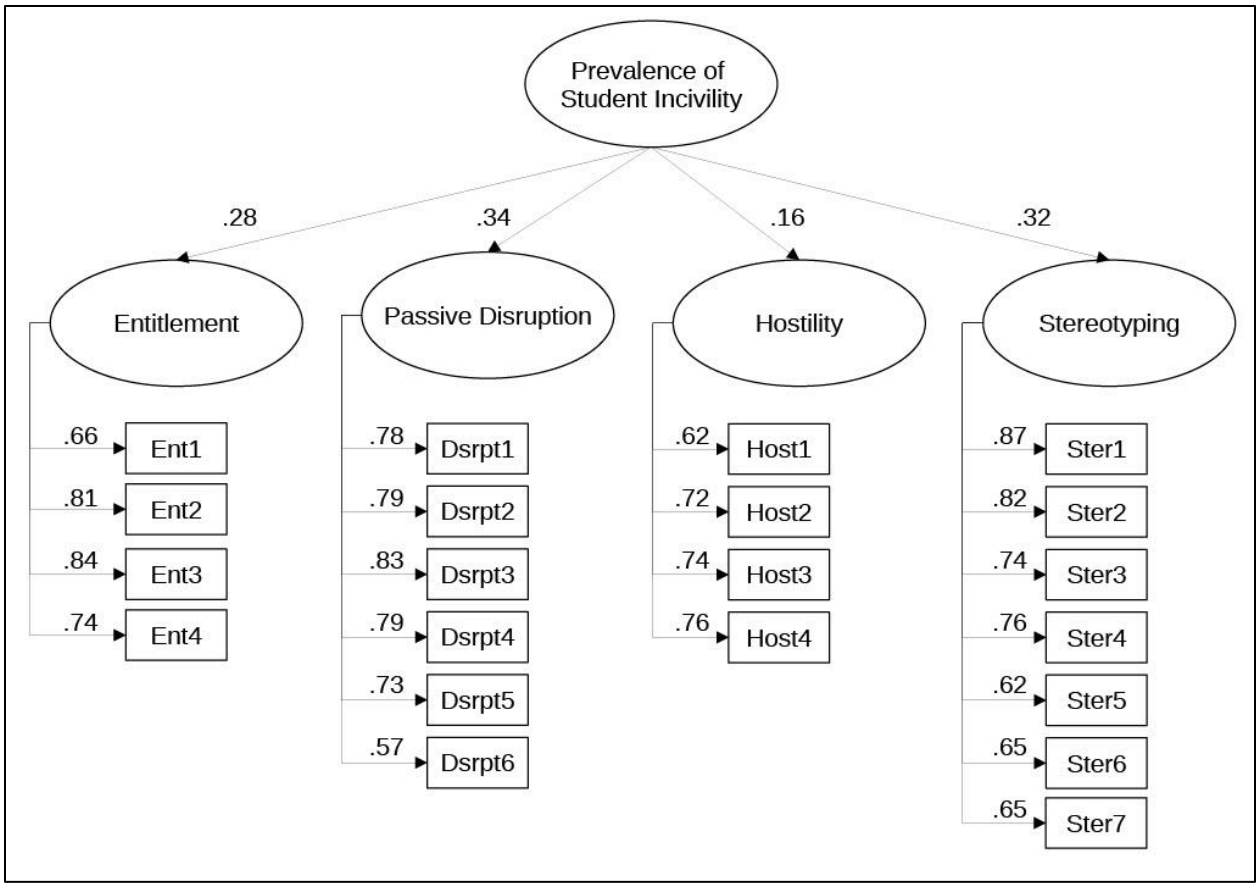
M	(SD)	Item	Entitlement	Disruption	Hostility	Stereotyping
2.22	(.77)	How often has a student verbally disrespected you or challenged your authority during class?	.08	.32	**.67**	.16
1.61	(.79)	How often has a student questioned your credentials or qualifications to teach a course?	.04	.30	**.60**	.27
1.49	(.74)	How often has a student made comments about your gender?	.24	.06	.20	**.81**
1.73	(.98)	How often has a student used gender stereotypes to describe you?	.15	.02	.32	**.76**
1.60	(.98)	How often has a student used age-related stereotypes to describe you?	.07	.23	.29	**.73**
1.84	(1.09)	How often has a student treated you differently because of your gender?	.27	.15	.13	**.70**
1.33	(.69)	How often has a student told stories or jokes about your gender?	.13	-.13	.12	**.68**
1.49	(.74)	How often has a student made comments about your age?	.24	.20	.12	**.66**
1.65	(.93)	How often has a student treated you differently because of your age?	.19	.30	.04	**.66**
		Cronbach's Alpha (factor)	*.84*	*.87*	*.80*	*.89*
		Cronbach's Alpha (total)	*.91*			

Confirmatory factor analysis and structural validity

The consolidated Prevalence of Student Incivility Questionnaire (PSIQ) was administered to 153 business school faculty (76 female, 73 male, 1 non-binary, 1 questioning or unsure, 2 prefer not to disclose, mean age: 37.80, SD = 10.56) who were recruited on Prolific Academic. Only the retained 21 items of the PSIQ were used in the survey. We conducted a CFA specifying the model as shown in Figure 1.

The four-factor structure of the PSIQ was confirmed. As can be seen in Figure 1, the four lower-order factors (entitlement: 4 items, Cronbach's Alpha = .77, passive disruption: 6 items, Cronbach's Alpha = .86, hostile intent: 4 items, Cronbach's Alpha = .87, and stereotyping: 7 items, Cronbach's Alpha = .87) predict the higher-order factor, the prevalence of student incivility. The hierarchical confirmatory factor analysis suggests an acceptable fit of the measurement model (Standardized Root Mean Square Residual = .07; see Iacobucci (2010) and Chen (2007). The individual regression coefficients, shown in Figure 1, indicate that the higher-order factors are well explained by the lower-order factors. Taken together, the results suggest that the PSIQ reliably measures the prevalence of student incivility and is structurally valid.

FIGURE 1: CONFIRMATORY FACTOR ANALYSIS RESULTS



Note: Standardized estimates of factor loadings. Measurement errors are not shown. All coefficients are statistically significant at the .01 level.

Study 2: Predictive and Nomological Validity of PSIQ on Faculty Self-Efficacy, Burnout, Job Satisfaction, and Mental Health

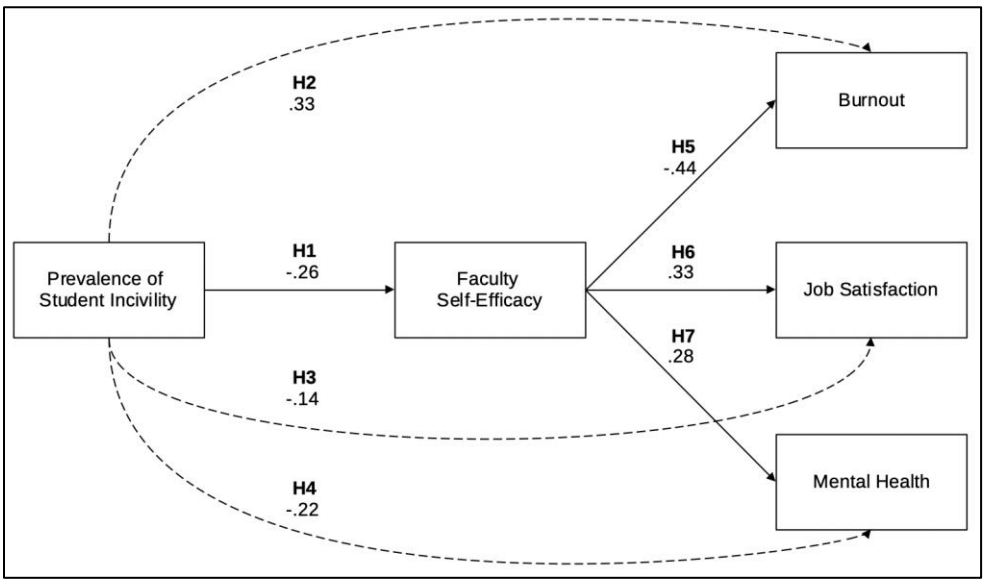
Two hundred and twenty faculty (123 female, 100 male, mean age category: 46-50 years, mean full-time faculty status: 11-15 years) were recruited by placing a call for participation on a popular online forum for business faculty. The call for participation was placed at three separate times, each a few weeks apart. Participants responded to the 21 items of the PSIQ (1 = Never, 5 = Always) and subsequently filled out an adapted version of the Teacher Self-Efficacy Scale (Schwarzer & Hallum, 2008). To measure the outcome variables, participants then completed modified versions of teacher burnout scales (Maslach et al., 1986; Pietarinen et al., 2013; Wrench et al., 2009), job satisfaction (Weiss et al., 1977) and mental health inventories (Veit & Ware, 1983). We entered the quantitative variables into a mediation model using SEM to assess the effect of the prevalence of student incivility on multiple outcome variables simultaneously (Gunzler et al., 2013).

The diagram in Figure 2 shows that the PSIQ score (21 items, Cronbach's Alpha = .83, M = 1.16, SD = .40) served as independent variable, faculty self-efficacy as mediator (5 items, Cronbach's Alpha = .89, M = 3.13, SD = .49) and burnout (20 items, Cronbach's Alpha = .93, M = 2.10, SD = .68), job satisfaction (20 items, Cronbach's Alpha = .91, M = 3.53, SD = .65), and mental health (5 items, Cronbach's Alpha = .85, M = 3.42, SD = .86) as outcome variables. Statistical inferences were derived from 10,000 bias-corrected, accelerated 95% confidence intervals (CI). Where the 95% CI does not straddle zero, the effect is significant at the .05 level.

All of the following model coefficients are reported as standardized values and are significant at the .05 level. Results indicate that the prevalence of student incivility has a direct negative effect on faculty self-efficacy (β= -.26, 95% CI from -.36 to -.16), job satisfaction (β= -.14, 95% CI from .24 to .03), mental health (β= -.22, 95% CI from -.32 to -.12), and increases burnout (β= .33, 95% CI from .24 to .41). These results confirm H1-H4. The indirect effect of the prevalence of student incivility on job satisfaction (β= -.09, 95% CI from -.14 to -.05), burnout (β= .12, 95% CI from .07 to .17), and mental health (β= -.07, 95% CI from -.12 to -.04) is significantly mediated by faculty self-efficacy; thus H5-H7 are supported as well. To gain a better understanding of which factors of the PSIQ sap faculty self-efficacy, we partialed out the subscale scores and regressed the faculty self-efficacy variable on each one. Results indicate that *hostile intent* (β= -.30, SE = .05, 95% CI -.28 to -.09, t = -3.95, p < .01) and *passive disruption* (β= -.29, SE = .06, 95% CI -.36 to -.12, t = 3.88, p < .01) have the largest negative impact on faculty self-efficacy, followed by *stereotyping* (β= -.24, SE = .05, 95% CI -.25 to -.05, t = -3.06, p < .01) and *entitlement* (β= -.17, SE = .06, 95% CI -.27 to -.01, t = -2.17, p < .05).

These findings provide support for the predictive and nomological validity of the PSIQ, Furthermore, they have practical implications regarding how to address the prevalence of specific types of student incivility and how to mitigate their negative impact in specific domains.

FIGURE 2: MEDIATION MODEL



Discussion, Practical Implications, and Limitations

Student incivility obviously originates from students, but the problem is much larger; it is a systemic issue stemming from the interaction of a complex set of factors with antecedents and consequences on various levels, all of which need to be fully understood to successfully mitigate the problem for the sake of administrators, educators, and students. As student incivility goes unchecked, the more pervasive it becomes (Segrist, Bartels, & Nordstrom, 2018). Unsurprisingly, when unduly demanding behavior is rewarded (e.g., with a higher grade, deadline extension, etc.) other students follow suit if there is little intervention at the institutional level (Miner et al., 2019). Compared to traditional workplaces, colleges and universities contain unique, context-specific barriers that impede the faculty's ability to address student incivility. Faculty members will undoubtedly continue to avoid risking their jobs just to correct student behavior (Billsberry, 2014). Faculty job satisfaction is important to university administrators for reasons beyond simple workplace decency; recruiting new faculty is costly and time-consuming (Daly & Dee, 2006). University administrators should be concerned by the insight these studies provide; many negative systemic and institutional outcomes appear to stem from failing to address student incivility in a timely fashion. Feeling unsupported, many faculty members may choose to take drastic action by censuring themselves or their identity to avoid conflict (Ozturk & Rumens, 2014). Such censorship results in a diminished learning environment for business students because dialogue and discussion of controversial topics are stifled — just at the moment when acquiring the skills to engage with controversial topics is more necessary than ever for success in the global workplace. The overall implications for faculty and business schools are even greater. This censorship implies that higher education is no longer a safe space to express yourself or your viewpoints which undermines the very fabric that comprises academia.

This study shows some uncivil student behaviors are more common than others and have varying emotional impacts on faculty. Our studies demonstrate that hostile intent is relatively infrequent, but it diminishes self-efficacy the most. Passive disruption constitutes the most commonly reported uncivil student behaviors and they also reduce self-efficacy to a high degree. While the interpretation of stereotyping behavior as student incivility was common, the quantitative analysis did not clearly reveal the basis for stereotyping (e.g., based on race, gender, age, etc.); however, stereotyping also influences self-efficacy to a high degree. Entitled behavior, while commonly reported, shapes faculty self-efficacy the least. In the context of higher education, the PSIQ is a valid instrument to investigate possible reasons for faculty's negative job-related psychological states and provides more explanatory power compared to instruments developed for non-academic work environments (e.g., Bennett & Robinson, 2000). We suggest administering the *stereotyping* portion of the PSIQ in questionnaires geared towards exploratory inquiries; to find out whether there may be problems associated with stereotyping at all, since age-specific and gender-specific sources of stereotyping emerged as the most prevalent forms in the context of student incivility. There is strong evidence that the e*ntitlement, passive disruption*, and *hostile intent* portions–combined in the PSIQ (Appendix A)–provide valid results to explore stereotyping-related incidences of student incivility for specific category memberships.

The data provide a window into a pervasive culture within business schools, which prioritize student satisfaction at the expense of achieving the academic mission to educate future global leaders. It appears that faculty who are on the receiving end of student incivility are often collateral damage. Nonetheless, faculty are the backbone of higher education; without their intellectual contributions in the classroom and through scholarship, colleges and universities would presumably cease to exist. Therefore, administrators should weigh the power dynamics in faculty–student relationships and take active steps to reduce the barriers that faculty members invariably encounter in combatting student incivility. Organizational support must be present for individual faculty to feel confident and comfortable enough to address uncivil behavior (Miner et al., 2012; Yassour-Borochowitz et al., 2016).

At the business school level, training for faculty on handling student incivility is imperative. As noted earlier, business Ph.D. programs provide little to no training on effective student relationships. Not only is remedial training suggested, but additional training on effectively addressing student incivility while simultaneously preserving cognitive resources so that overall teaching performance is not damaged is paramount. As indicated in our findings, certain faculty personal characteristics make individuals more susceptible than others to being a target of student incivility. Additional administrative support and training should be provided to vulnerable groups. In particular, developing clear processes of how top administrators would intervene in cases of student incivility would reassure faculty that a mechanism is in place to support them through the discipline process. Clear processes should also be developed for department administrators. Faculty should be provided an outlet to strengthen internal support networks with colleagues to fortify faculty morale. This outlet can be the formation of an informal support group, or a formal group created by administrators to connect junior faculty with senior faculty who are willing to provide mentoring support at an individual level.

Because behavioral norms often get handed down from the top of the organization (Miner et al., 2019), universities need to take unified stances against uncivil behavior and put adequate sanctions in place (Yassour-Borochowitz et al., 2016). Top-level administrators should model the type of behavior they expect from their graduates and provide support to faculty to do the same without fear of repercussions. Administrators and faculty should develop a streamlined process to address incivility quickly without additionally burdening faculty. As a first but not sufficient step, heads of departments can work with faculty to develop syllabus templates that promote a civil classroom environment. (Segrist et al., 2018). Yassour-Borochowitz et al. (2016) suggest going beyond prefabricated syllabus policies to collaborating with students on a code of conduct for classroom behavior and desirable interactions with the professor. Tellingly, such co-creative endeavors with students can be informed by research on customer participation in the business literature (Mustak, Jaakkola, Halinen, & Kaartemo, 2016). In a provocative suggestion to administrators, we draw on customer incivility literature regarding employee replenishment after experiencing incivility. When experiencing incivility, the target often reacts at the same level of incivility creating a vicious cycle (Van Jaarsveld, Walker, & Skarlicki, 2010). While faculty are provided breaks from teaching through summer and winter breaks, there is a lack of short-term replenishment opportunities for faculty. Providing faculty with the opportunity to take a mental health day at their discretion would go a long way in helping faculty perform at their best in the classroom.

Finally, university administrators should rethink the student feedback process and how (and if) students evaluate faculty performance. Using course evaluations as a measure of teaching effectiveness and performance creates an environment where faculty often choose to overlook student incivility rather than follow cumbersome, disciplinary university procedures. Faculty members fear consequences concerning contract renewal or tenure decisions and a general lack of support from administrators (Yassour-Borochowitz et al., 2016) so instead focus attention on activities that hold more weight with promotion and tenure committees' decision criteria. The most commonly used course evaluations are problematic in several ways: first, most items focus on student satisfaction rather than actual student performance and learning. Second, course evaluations offer perverse incentives, essentially acting as a deterrent to take a firm stance against unacceptable student behavior (Yassour-Borochowitz et al., 2016), hampering the implementation of pedagogical innovations, and encouraging curriculum censorship instead. Our research is a first step to better understanding the effects of student incivility and to provide a rational basis to extensively address them, however, more research is needed to investigate the causes and antecedents of student incivility (Johnson, Goldman, & Claus, 2019; Turnipseed & Landay, 2018).

Biases toward course and faculty characteristics rear their ugly head in student evaluations of teaching and the end-of-course evaluation process (Kreitzer & Sweet-Cushman, 2021). Student evaluations of teaching (SET) are ubiquitous in 21st-century academia, but what exactly do SETs provide? For university administrators, SETs are a method of receiving feedback on students' *opinions* of curriculum content, faculty performance, and overall satisfaction (Langbein, 2008). Teaching effectiveness and faculty performance are harder to evaluate than research productivity. To enact a more accurate measurement of faculty effectiveness in the classroom such as peer observation/review, or pre-testing student knowledge at the beginning of a course and post-testing at the end to assess student learning, SETs are a low-cost boilerplate solution to university administrators' issue of measuring faculty teaching performance.

Interestingly, Langbein (2008, p. 421) recognizes SETs as the "currency that binds students, faculty, and administration" together. University administrators rely on SETs as the benchmark for making promotion, contract renewal, tenure, and salary raise decisions. Faculty recognize the importance of high SETs for employment sustainability (Gaillard, Mitchell, & Kavota, 2006) and thus try to preserve the 'good graces' of their students' opinions on the course. Finally, students use SETs as a mechanism to present to university administrators their overall satisfaction, frustration, or complaints regarding the 'service' received for the tuition paid. As Titus (2008, p. 403) notes, "the problem with this well-intentioned practice is that these global measures invite-and then obscure-customer service perceptions instead of assessments of quality in teaching." Titus (2008) further recognizes that students evaluate faculty based on their perceptions of class experience (e.g. enjoyment and entertainment) and their perception of instructor qualities (e.g. likability of the instructor and caring nature), not actual learning.

In the employee-customer relationship, customers are considered organizational outsiders (Wilson & Holmvall, 2013). Are students considered organizational outsiders or organizational members? Course instructors likely spend more time with students than with other faculty or administrative colleagues.

Therefore, in instances where employees are the target of incivility, Walker, van Jaarsveld & Skarliki (2014) found that they were more likely to react with the same level of incivility toward the instigator. Other scholars found that after experiencing incivility from customers, employees demonstrated lower customer service performance and higher levels of emotional exhaustion (Sliter, Jex, Wolford, & McInnerney, 2010).

The quotation provided at the beginning of our manuscript demonstrates a stark example of student incivility and why it needs to be addressed for the well-being of business faculty. Occurrences of student incivility — most common in the form of entitled behavior, passive disruption, hostility, and stereotyping — disintegrate faculty members' sense of self, specifically their self-efficacy. Student incivility harms individual faculty members' physical and mental well-being via increased job burnout and lower job satisfaction, which, in turn, threatens the health of the entire institutional system. Therefore, universities, colleges, and academic departments should strive to proactively address student incivility before it becomes a liability in the form of increased operating costs, inefficiencies, lawsuits, turnover, and an overall diminished learning environment, which, ironically, affects students as well as faculty. The study samples consist of full-time faculty in business schools across the globe. Accordingly, one possible limitation of this research results from the use of convenience samples: conceivably, some participants were motivated to participate because they had disturbing encounters with students, which may skew the overall results.

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Appendix A: PSIQ

"During the PAST 2 YEARS, while employed as a full-time faculty, has any of your students engaged in the following behaviors?"

1 = never; 2 = almost never; 3 = occasionally; 4 = almost every time; 5 = always

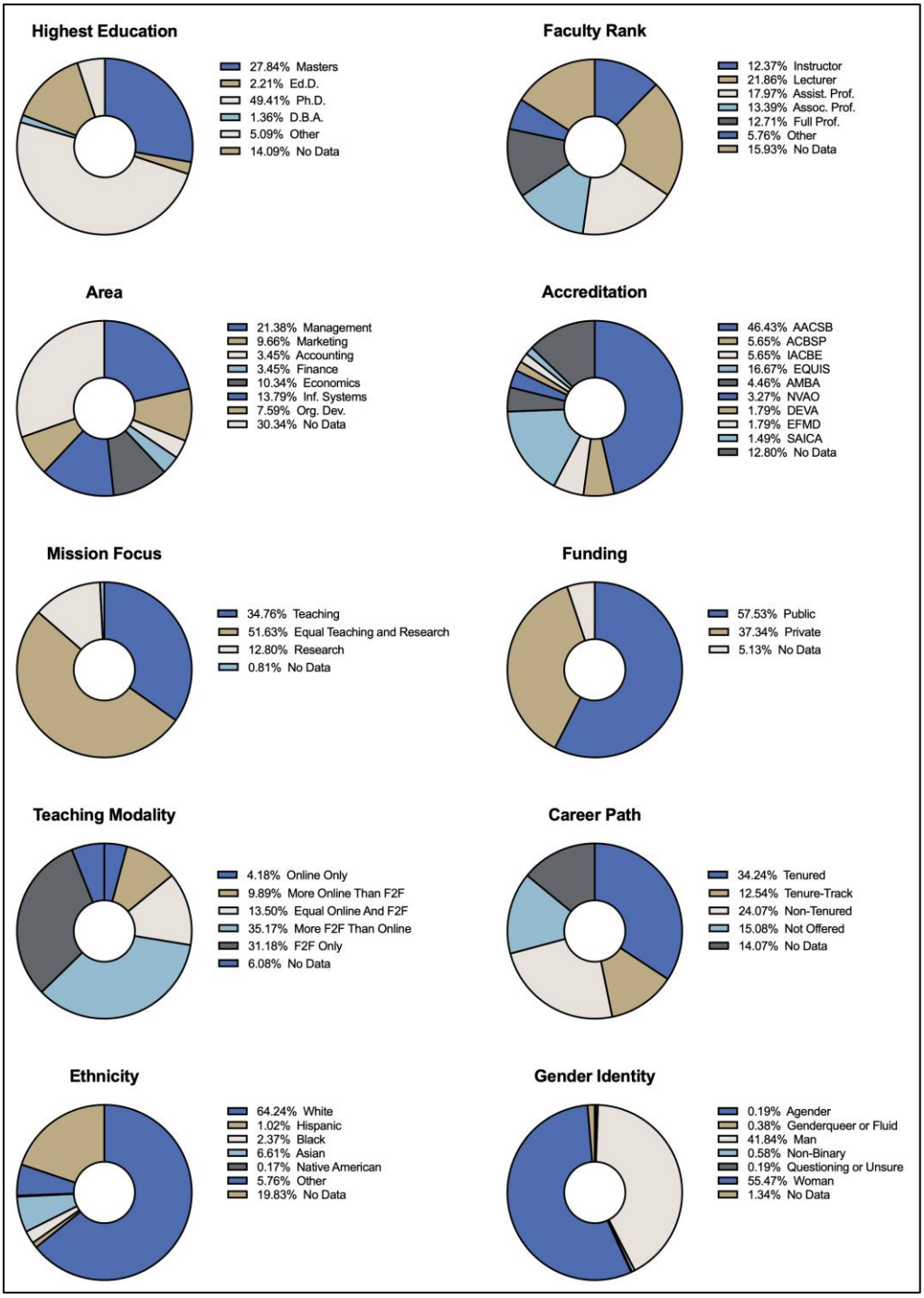
Entitlement (4 items)
How often has a student complained about grades repeatedly?
How often has a student sent you emails using a rude and discourteous tone?
How often has a student put you down or was condescending to you in some way through email?
How often has a student demanded special treatment even though it would violate your syllabus policies?

Passive Disruption (6 items)
How often has a student sent text messages during class?
How often has a student used electronic devices for something other than a class activity or taking notes?
How often has a student acted bored or disinterested?
How often has a student paid little attention to your lectures or showed little interest in your comments/answers?
How often has a student come to class unprepared?
How often has a student engaged in a non-class activity (e.g., knitting or reading newspaper) during class?

Hostile Intent (4 items)
How often has a student made hostile or threatening comments to you during class?
How often has a student attempted to intimidate you?
How often has a student verbally disrespected you or challenged your authority during class?
How often has a student questioned your credentials or qualifications to teach a course?

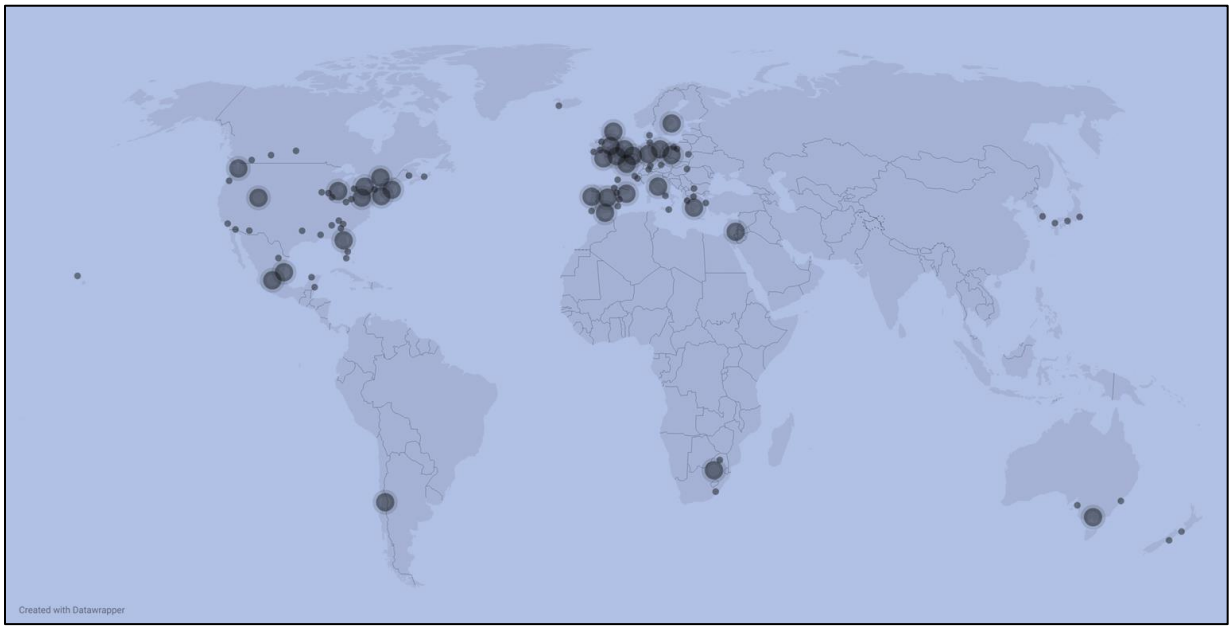
Stereotyping (7 items)
How often has a student made comments about your gender?
How often has a student used gender stereotypes to describe you?
How often has a student used age-related stereotypes to describe you?
How often has a student treated you differently because of your gender?
How often has a student told stories or jokes about your gender?
How often has a student made comments about your age?
How often has a student treated you differently because of your age?

Appendix B: Sample Characteristics



Note: Combined sample characteristics

Appendix C: Geographical distribution



Note: Combined sample characteristics

Appendix D: Correlation Tables

Study 1, N = 153

	ENT1	ENT2	ENT3	ENT4	DSRPT1	DSRPT2	DSRPT3	DSRPT4	DSRPT5	DSRPT6	HOST1	HOST2	HOST3	HOST4	STEREO1	STEREO2	STEREO3	STEREO4	STEREO5	STEREO6	STEREO7
ENT1	1.00																				
ENT2	.43	1.00																			
ENT3	.36	.71	1.00																		
ENT4	.44	.48	.39	1.00																	
DSRPT1	.41	.36	.22	.37	1.00																
DSRPT2	.32	.34	.15	.40	.75	1.00															
DSRPT3	.40	.33	.27	.51	.66	.66	1.00														
DSRPT4	.40	.34	.26	.46	.54	.54	.74	1.00													
DSRPT5	.40	.35	.30	.45	.49	.50	.61	.66	1.00												
DSRPT6	.34	.40	.38	.46	.27	.26	.30	.38	.39	1.00											
HOST1	.25	.45	.49	.32	.09	.07	.10	.11	.04	.35	1.00										
HOST2	.36	.44	.46	.43	.21	.13	.28	.29	.24	.46	.70	1.00									
HOST3	.31	.34	.37	.30	.19	.15	.21	.18	.05	.34	.59	.64	1.00								
HOST4	.28	.31	.39	.33	.17	.15	.30	.29	.23	.34	.52	.67	.63	1.00							
STEREO1	.20	.22	.26	.25	.05	-.04	.09	.07	.05	.30	.47	.56	.51	.56	1.00						
STEREO2	.21	.25	.30	.27	.11	.05	.14	.10	.06	.23	.48	.51	.50	.49	.83	1.00					
STEREO3	.35	.22	.26	.25	.21	.16	.31	.23	.22	.36	.38	.48	.52	.58	.58	.55	1.00				
STEREO4	.30	.32	.30	.38	.26	.22	.22	.23	.26	.18	.34	.44	.41	.37	.62	.60	.48	1.00			
STEREO5	.13	.32	.29	.21	-.03	-.04	.06	.01	-.02	.18	.52	.55	.52	.49	.73	.65	.58	.52	1.00		
STEREO6	.19	.12	.24	.23	.19	.09	.19	.13	.02	.29	.31	.40	.53	.50	.46	.43	.62	.31	.44	1.00	
STEREO7	.25	.21	.17	.28	.18	.17	.21	.20	.13	.26	.27	.31	.44	.42	.50	.47	.61	.42	.45	.72	1.00

Study 2, N = 220

	PSIQ	FSE	BURNOUT	JOBSAT	MHEALTH
PSIQ	1.00				
FSE	-.25	1.00			
BURNOUT	.43	-.53	1.00		
JOBSAT	-.21	.38	-.71	1.00	
MHEALTH	-.29	.34	-.65	.50	1.00