Students' perception of incivility behaviors and its frequency of occurrence inside school environment

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Abstract

Classroom incivility has emerged as an increasing problem nowadays. Incivility can be perpetrated by both students and teachers within the school environment. ***The aim of the study was to*** assess the students' perception of incivility behaviors and its occurrence inside school environment. **Study design:** A descriptive multistage study design. **Settings:** Six governmental preparatory, secondary and technical schools at Tanta City affiliated to Ministry of Education. **Subjects:** A random sample of 304 students at the previous mentioned settings. **Study tool:** A structured questionnaire schedule that consisted of following parts: Socio-demographic characteristics of the study subjects and students' perception of classroom incivility instrument. **Results:** about half of the studied students had low perception of total incivility behaviors among school students. However more than one third of them had high perception of teachers' incivility behaviors .While the highest percentage of them reported that the frequency of occurrence of these behaviors was low. Highly significant correlation was found between total levels of students perception to incivility behaviors and levels of its reported frequency. **Conclusion &recommendations:** As general, the highest percentage of the students had low level of perception of incivility behaviors inside school environment. So, educational program to provide meaningful information regarding the types of uncivil behaviors, contributing factors, the impact of uncivil behaviors, and the strategies used to prevent and/or manage incivility in school environment was recommended.

Key words: Incivility behavior, Adolescents and Classroom learning environment.

Introduction:

Incivility is a growing problem among elementary school, high school, and college students. It reflects the disruptive behaviors that may cause distress either physically or psychologically to the involved people. Classroom incivility defined as intentional behavior that disrupt and interfere with the process of teaching and learning. These disruptive behaviors if left unaddressed, it may progress into threatening situations that result in temporary or permanent injury. ***(Clark, C. M. (2013a) and Clark, C. M. (2013b).***

Disruptive behaviors when occurs in schools, it affects significantly the learning environment and contribute to teacher and student dissatisfaction and causing distress in the classroom (Nutt, 2013; Wade, 2014). Students and teachers can experience incivility as both perpetrators and victims. In school settings, incivility is equally associated with negative outcomes such as diminished class productivity, enjoyment, and participation. Also, incivility can hinder the achievement of educational goals. Moreover, it can negatively impact on students' knowledge and cognitive development ***(Ibrahim & Qalawa, 2016; Natarajan, 2017).***

All of the previous negative effect lead to trouble the classroom learning environment and reduced student retention rates. In addition to a negative effect on their learning process, self-confidence and emotional wellbeing are also affected ***(Nutt, 2013;Vuolo, 2017)***. Previous research has shown that incivility is also positively correlated with antisocial beliefs, friend's antisocial behaviors and beliefs, and with conduct problems ***(Farrell et al., 2015)***. Many reasons may explain students' acts of incivility such as having a problem for study preparedness, poor parenting, exposure to violence, socioeconomic status, psychiatric

problems, immaturity, gender issues and age diversity. These behaviors may be also due to inability of the students to concentrate, loss of interest, increase the absent or withdrawal rates, and low grade achievements *(Clark, K. R., 2017 &Penconek, 2019).*

Adolescents is a period when personality and neurological tendencies may predispose individuals towards engaging in behavior that lacks consideration for others *(Ashton & Lee, 2016 and Spadafora, Farrell, Provenzano, Marini, & Volk, 2016).* The rise of uncivil behaviors in educational settings may be a reflection of a much larger problem concerning the decline of courteous and polite behaviors and interactions between people in society *(Moore, 2012)*. Adolescents may be a crucial time to address incivility before behaviors become more serious. Thus, it is increasingly important to focus on classroom incivility as it may affect both academic and personal development. Educators may often ignore uncivil behaviors to have more instructional time and may believe these behaviors may disappear on their own *(Farrell et al., 2015).*

The community health nurse has a unique opportunity to facilitate maintenance or change in individuals' attitudes, values, beliefs and behaviors. She plays a vital role in awareness of the complexity of cultures that have adopted incivility into the school environment and in maintaining a culture of civility. (Abd El- Aal N H et.al 2019) **.** Community health nurse can offer specific suggestions to teachers, on how to cope with the incivility behaviors so that it doesn't cause a conflict between them and the students. Meanwhile, not addressing uncivil behaviors may signal to students that these behaviors are acceptable, which may encourage repetition. Illuminating the underpinnings of incivility will enable more effective interventions aimed at reducing further uncivil behavior within society. *(Abd El- Aal N H et. al, 2019 and Hassan A Kassem A H et. al, 2019)*

Significance of the Study

Classroom incivility is a very serious problem that rising within school environment in the current days. Generally, there is a lack of studies on classroom incivility inside school environment. So, the purpose of the present study is to assess the students' perception of incivility behaviors and the frequency of its occurrence inside school environment.

Aim of the Study

This study aimed to assess the students' perception of incivility behaviors and the frequency of its occurrence inside school environment.

Research Questions:

To what extent the students perceive the incivility behaviors and its frequency of occurrence inside school environment?

Subjects and method:

Study design

A descriptive multistage study design was utilized to conduct this study.

Settings:

This study was conducted at Six governmental preparatory, secondary and technical schools at Tanta City affiliated to Ministry of Education; two preparatory schools out of 24 schools, two secondary schools out of 15 schools and two technical schools out of eight schools were included in the study. These schools represents nearly about 10 % of all governmental preparatory, secondary and technical schools in both east and west educational zones in Tanta city. These schools were selected randomly using simple random sample technique.

Subjects:

The total number of the study sample was 304 students chosen randomly by proportion allocation technique. The sample size was calculated using Epi-Info software statistical package, created by World Health Organization and Center for Disease Control and Prevention, Atlanta, Georgia, USA version 2002. The sample size was found at N >304.

Tool of data collection

A structured questionnaire schedule that was developed by the researchers after reviewing the recent related literatures was used to collect the necessary data. It comprised of the following parts:

Part (1): Sociodemographic data of the studied students as: age, sex, type of school, students' grade and their parents' education and occupation.

Part (2): Students' perception of classroom incivility instrument**.** This instrument was adapted and modified to fit the need of ordinary school environment using Indiana University's (2000) Survey of Academic Incivility. It consisted of three parts regarding the subjects' perception of the incivility behaviors and its occurrence inside the school environment namely students' incivility behaviors in class rooms (14 items), threatened behavior within the school environment (13 items) and incivility behavior among school teachers (20 items).

Scoring system

A three point Likert scale, was used to categorize students' perceptions of classroom incivility {agree (3), uncertain (2) and disagree (1)}. Also, a three point Likert scale was used to indicate the frequency of specific acts of classroom incivility observed or experienced by participants [Never (1), sometimes (2) and often (3)]. The higher scores reflected a higher perception and higher frequency of incivility behavior.

The subjects' responses were summed up and converted into percentage then categorized as follows:

- Lower perception and frequency: < 60 % of total scores.
- Moderate perception and frequency: 60 % to 75 % of total score.
- Higher perception and frequency: > 75 % of total score

Method

1-Obtaining approvals

Official permission to conduct the study was obtained by the researchers from the Dean of faculty of nursing, Tanta University and subsequently official letters were directed to the Directorate of Education, Elgharbia Governorate then, to the educational zones in Tanta City and finally to the identified schools' directors to obtain their approval and to facilitate the researchers' work.

2-Ethical consideration

Informed consent was obtained from the ethical committee of faculty of nursing then; informed consent was obtained from the studied students to participate in the study after informing them about the purpose of the study, the confidentiality and privacy of any information given to the researchers. The nature of the study didn't cause harm or pain for the entire sample.

3. Developing the tools

The structured questionnaire schedule was developed by the researchers based on Indiana University's (2000) Survey of Academic Incivility. The developed tool was distributed to a jury of five academic professors in community health nursing to test its face and content validity. Accordingly corrections and modifications were done. A pilot study was carried out on 20 students to test the tool for relevance, clarity and reliability. Those subjects were excluded from the final sample. The reliability of the study tool was tested using Cronbach's Alpha. It was found to be 0.897 which indicated a high reliability of the study tool.

4- The actual study

- The collection of the data continued during a period of three months starting from beginning of October 2019 to the end of December 2019.
- Informed consent was obtained from the study subjects to participate in the study after informing them about the purpose of the study and ensuring their privacy and confidentiality of any information given to the researchers.
- The structured questionnaire was filled individually at class rooms of the selected schools according to the convenient time for both the researchers and the study subjects.
- Data was collected by administering the questionnaire schedule to each subject

individually to complete it by his / herself with the attendance of the researchers to offer guidance and clarification when needed.

☐ The average time spent for collecting data from each person was approximately 20-30 minutes to complete the questionnaire.

☐ The subjects' sheets were checked by the researchers to be certain that they were filled correctly and completely.

5- Statistical analysis

The collected data were organized, tabulated and statistically analyzed using Statistical Package of Social Studies (SPSS) version 20. For numerical data, the range, mean and standard deviation were calculated. The association between two variables was calculated by Pearson's correlation coefficient (r). For categorical variables, the number and percentage were calculated. Differences between categories of each variable were statistically analyzed using chi square test (X^2). The level of significance was adopted at $p < 0.05$.

Results

Table (1): Distribution of the studied students according to their sociodemographic characteristics

Socio-demographic data	No	%
Age:		
≤ 15 years	163	53.6
> 15 years	141	46.4
Mean ± SD	15.1 ± 1.62	
Range	13-18	
Sex:		
Boys	147	48.4
Girls	157	51.6
Type of school:		
Preparatory school	123	40.5
Secondary school	92	30.3
Technical school	89	29.2
Grade		
1st Grade	106	34.9
2nd Grade	133	43.8
3rd Grade	65	21.4
Father. Education		
Illiterate	23	7.5
Basic education	77	25.3
Secondary education	92	30.3
University education	112	36.8
Mother. Education		
Illiterate	27	8.9
Basic education	91	29.9
Secondary education	71	23.4
University education	115	37.8
Family income:		
Sufficient	139	45.7
Sufficient and save	95	31.3
Insufficient	70	23

Table (1): Illustrates that less than half (46.4%, 48.4%, 43.8% and 40.5%) of the studied students their ages were > 15 years old, boys, at the 2nd grade of preparatory school respectively. As for parents' education, more than one quarter (25.3% and 29.9 %) of them their fathers and mothers had basic education respectively. More than one third (36.8 % and 37.8 %)

of them their fathers and mothers had graduated from university respectively. Less than one half (45.7%) of them had sufficient family income.

Table (2): Mean and standard deviation of the studied students' perception of incivility behaviors among students and its frequency of occurrence in the school environment

Students' incivility behaviors in school environment	Students' perception of incivility ehaviors	Reported frequency of occurrence
	Mean ± SD	**Mean ± SD**
Acting board or apathetic	1.00 ±0.99	1.25± 0.78
Making disruptive groans as Making sarcastic remarks or gesture	1.08± 1.28	1.12± 0.75
Sleeping in class	1.05 ± 0.94	1.20± 0.81
Not paying attention in class	1.00 ±0.94	1.19±0.74
Holding conversations that distract you or other students	0.99 ± 0.95	1.30±0.77
Refusing to answer direct questions	1.15 ± 1.43	1.00±0.84
Using a computer or mobile phones during class for purposes not related to class.	1.09 ± 0.96	1.06±0.79
Arriving late for class	1.17 ±0.94	1.14±0.75
Leaving class early	1.20 ± 0.94	1.07± 0.84
Cutting class	1.12 ± 0.93	1.36 ±1.09
Being unprepared for class	1.09 ± 0.95	1.09± 0.81
Creating tension by dominating class discussions	1.19 ±0.92	1.08 ±0.81
Cheating on exams or quizzes	1.11 ± 0,95	1.28 ±0.78
Demanding make-up exams, extensions, grade changes, or other special favors	1.11 ± 0.95	0.97± 0.83

Table (2): Shows that the most perceived students' incivility behaviors by studied students were leaving class early, creating tension by dominating class discussions, arriving late for class and refusing to answer direct questions (1.20 ± 0.94, 1.19 ± 0.92, 1.17 ± 0.94, and 1.15 ± 1.43) respectively. Meanwhile, the most frequent behaviors were acting board or apathetic, sleeping in class, holding conversations that distract you or other students, cutting class and cheating on exams or quizzes as indicated by their mean scores (1.25± 0.78, 1.20± 0.81, 1.30±0.77, 1.36 ±1.09 and 1.28 ±0.78) respectively.

Table (3): Mean and standard deviation of the studied students' perception of threatened behaviors and its frequency of occurrence in the school environment

Threatened behaviors in school environment	Students' perception of threatened behavior	Reported frequency of occurrence
	Mean ± SD	Mean ± SD
General taunts or disrespect to other students	1.43 ± 0.83	1.24 ±2.34
General taunts or disrespects teachers	1.41 ± 0.84	0.90 ±1.07
Challenges to teachers' knowledge or credibility.	1.20 ±0.94	0.74 ±0.76
Harassing comments directed at students	1.45± 1.46	0.85 ± 0.73
Harassing comments directed at teachers	1.38 ± 1.76	0.78 ± 0.71
Vulgarity directed at other students	1.36± 0.85	0.80 ±0.74
Vulgarity directed at school teachers.	1.48 ± 1.89	0.67 ±0.71
Inappropriate email to other students.	1.50 ±1.18	0.85 ± 0.73
Inappropriate emails to school teachers.	1.32 ±0.90	0.62 ±0.74
Threats of physical harm against other students	1.37± 0.88	0.87 ± 0.90
Threats of physical harm against school teachers	1.06± 0.82	0.70 ± 0.75
Property damage.	1.46± 0.84	0.87 ± 0.75
Statements about having access to weapons	1.56± 0.77	0.62 ± 0.78

Table (3) illustrates that the most perceived threatening behaviors by studied students were statements about having access to weapons**,** inappropriate email to other students and vulgarity directed at school teachers (**1.56± 0.77,** 1.50 ±1.18 and 1.48 ± 1.89 respectively). While, the most frequent threatening behaviors were: general taunts or disrespect to other students and general taunts or disrespect teachers (1.24 ± 2.34 and 0.90 ± 1.07) respectively.

Table (4): Means and standard deviations of the studied students' perception of teachers' uncivil behaviors and its frequency of occurrence

Teachers' incivility behaviors	Students' perception	Students' reported frequency
	Mean ± SD	Mean ± SD
Arriving late for scheduled activities	1.49 ± 1.37	1.16 ±0.79
Leaving scheduled activities early	1.43± 0.82	1.05 ±0.73
Canceling scheduled activities without warning	1.35 ±1.90	0.88 ± 0.84
Being unprepared for scheduled activities	1.33 ±0.89	1.14 ±2.16
Not allowing open discussion	1.29 ±0.89	1.14 ±0.99
Refusing to allow make-up exams, extensions, or grade changes	1.15 ± 1.90	1.26 ±1.32
Ineffective teaching style/methods	1.26 ± 0.92	1.25 ±0.78
Deviating from the course syllabus, changing assignments or test dates	1.44 ±1.80	1.27± 2.66
Being inflexible, rigid, and authoritarian	1.37 ±1.39	0.39 ±1.02
Punishing the entire class for one student's misbehavior	1.15 ± 1.54	1.21±1.84
Making statements about being disinterested in the subject matter	1.34± 0.89	0.98 ± 0.79
Being distant and cold towards others	1.37 ±0.87	0.97 ± 0.80
Refusing or reluctant to answer questions	1.59 ± 1.61	1.01 ± 0.83
Subjective grading	1.35 ± 0.88	1.06 ±0.80
Making condescending remarks or put downs	1.40 ±0.87	0.99 ± 0.85
Exerting superiority or rank over others	1.34 ± 0.89	0.95 ± 0.88
Threatening to fail students for not complying with his demands	1.51 ± 2.44	0.95 ±0 84
Making rude gestures or behaviors towards others	1.56 ± 1.44	0.91 ± 0.82
Ignoring disruptive student behaviors	1.24 ±0.92	1.00 ± 0,86
Being unavailable outside of class	1.30± 1.40	0.83 ± 0.79

Table (4) shows that, the most perceived teachers' incivility behaviors by studied students were refusing or reluctant to answer questions, making rude gestures or behaviors towards others, threatening to fail students for not complying with his demands, arriving late for scheduled activities and deviating from the course syllabus, changing assignments or test dates (1.59 ± 1.61, 1.56 ±1.44, 1.51 ± 2.44, 1.49 ± 1.37 and1.44 ±1.80 respectively).

On the other hand, the most frequent uncivil behaviors among teachers as reported by the studied students were deviating from the course syllabus, changing assignments or test dates, refusing to allow make-up exams, extensions, or grade changes, ineffective teaching style/methods, punishing the entire class for one student's misbehavior (1.27± 2.66,1.26 ±1.32, 1.25 ±0.78 and 1.21±1.84 respectively).

Table (5): Distribution of the studied students according to their total level of perception regarding students' incivility, threatening behaviors and teachers' incivility behaviors in school environment

Students perception & reported frequency of incivility behaviors in school environment	Low		Moderate		High		X^2	P
	No	%	No	%	No	%		
Perception of students incivility behaviors	150	49.3	76	25	78	25.7	37.36	< 0.001**
Reported frequency of its occurrence	156	51.3	116	38.2	32	10.5		
Perception of threatened behaviors	106	34.9	71	23.4	127	41.8	**13.73**	.008*
Reported frequency of its occurrence	270	88.8	26	8.6	8	2.6		
Perception of teachers' incivility behaviors	86	28.3	106	34.9	112	36.8	37.36	< 0.001**
reported of frequency of its occurrence	195	64.1	91	29.9	18	5.9		

*Significant at 5% level   **highly Significant (p< 0.001).

   Table (5) shows that slightly less than half of the studied students (49.3 %) had lower perception of the incivility behaviors among students and more than half of them (51.3 %) reported lower frequencies of occurrence. More than one quarter of them (25.7 %) and only 10.5 % of the studied students had high perception of students' incivility behaviors and its frequency of occurrence respectively. Highly significant relation was observed between students' perception of incivility behaviors and their reported frequency of its occurrence (p= < 0.001).

   As for the students' perception of threatened behaviors inside the school environment, the table shows also that significant relation was found between (p= .008). As regard to the students' perception of the incivility behaviors among school teachers, the table revealed that more than one third of them (36.8 %) had high perception of these behaviors among teachers while only 5.9 % reported these behaviors more frequently. Highly significant relation was observed between students' perception of teachers' incivility behaviors and its frequency of occurrence (p= < 0.001).

Table (6): Correlation between sociodemographic characteristics of the studied students and their perception level of incivility and threatened behavior in school environment

Students' socio-demographic characteristics	Incivility behaviors among students		Threatened behaviors inside school environment		Incivility behaviors among teachers	
	r	P	r	P	r	P
Age	0.037	0.241	0.031	0.587	- .084	0.146
Sex	0.204	< 0.001**	0.018	0.750	0.164	0.004*
School	0.049	0.397	- 0.003	0.957	- .057	0.326
Grade	0.058	0.312	0.169	0.003**	0.058	0.310
Family income	0.042	0.466	- 0.047	0.411	0.114	0.047*
F. education	0.036	0.532	0.125	0.029*	0.31	0.591
M. education	- 0.043	0.459	0.185	0.001**	0.046	0.423

Table (6) illustrates that there were significant positive correlations between the students' sex and their perception of incivility behavior among them (p= < 0.001) and their perception of incivility behaviors among school teachers (p= 0.004). Also, positive significant correlation was found between students' family income and perception of teachers' incivility behavior in the class room (p = 0.047).

Furthermore, There were significant positive correlations between the students' perception of the threatened behavior inside school environment and their grade, fathers' and mothers' educational level (p= 0.003, 0.029 and 0.001) respectively. However, there were non-significant negative correlations between the type of school, Family income and their perception of threatened behavior inside the school environment (p= 0.957 and 0.411) respectively. Additionally, non significant negative correlations were found between mothers' education and their perception of incivility behavior among them and between type of school and the perception of incivility behaviors among school teachers (P = 0.459 and 0.326) respectively.

Discussion:

Misbehavior, disruptive behavior, rudeness and impoliteness, all are few words used to describe uncivil behaviors in the class room. Today classroom incivility is a major concern in different levels of education. This behavior can affect the students, teachers and / or school community as a whole. Teachers and students can experience it as victims or perpetrators. As a result, a serious consequences either physical, emotional or conflict may occur and becomes more challenging to be managed.

However, review of related literature indicated that over the past decade, much has been written about the decline of civility in all societies among students and teachers in collages and faculties rather than early stages as preparatory and secondary schools. Yet, little studies have been done on the perception of student regarding uncivil classroom behavior inside schools environment. Therefore, the aim of this study was to assess the students' perception of

incivility behaviors and the frequency of its occurrence inside school environment.

Regarding the school students' perception of students' incivility within school environment, the current study clearly indicates that about half of the studied students had low perception of total incivility behaviors among school students while the highest percentage of them reported that the frequency of occurrence of these behaviors was low (table 5). This may be attributed to the fact that these behaviors become socially accepted among the youth and their families in the current days which magnify the devastating effects of these uncivil behaviors on the individual, family and community. This result in the same line of the result of Eka et al 2016 who reported that more respondents perceive uncivil behavior as a mild problem at the private faculty of nursing whilst respondents from the public faculty of nursing do not see it has a problem.

This result disagree with the results of Bjorklund and Rehling 2010 who found that students recognize and perceive that they experience incivility in the classroom even if the acts they perceive as most egregious are relatively rare. Also, Mohammed et al (2017) and Abd Elkader et al (2012), reported that the highest percentage of their studied nursing students had high level of perception toward students' incivility behavior. In the same line, Ziefl 2018, found that both students and faculty members had high perception level of uncivil behaviors in academic setting. This difference may be attributed to the difference of subjects and their culture.

The current study revealed that, the most common uncivil behaviors appeared in the top half of both incivility perception and frequency mean scores among studied school students (all have a mean score of 1.1 or higher on a 3-point likert scale) were: arriving late for class, leaving class early and cheating on exams or quizzes (table 2). This might be attributed to their unawareness of the existence of ground rules and policy in the classroom. This result is in agreement with the results of Bjorklund and Rehling

2010 who reported that, arriving late or leaving early; packing up books before class is over are among the top behaviors students in their study indicate that it is uncivil and occur with more than mid-level frequency. In the same line, our result is agree with Akbari and Hajizadeh, 2018 and Jere, 2015 who found that, the first uncivil non-spoken behavior was found to be lack of attention to teacher, lesson, class, and assignment; lack of punctuality in coming to class late or after the teacher, loud conversations during class, and early departure from the class without teachers' permission.

Although some research has been done on the students' uncivil behavior, only a very limited number of studies have been conducted regarding this construct among the school teachers. The present study showed that, similar to students' incivility, teachers' improper/uncivil behavior has been moderately perceived by more than one third of the studied subjects. While nearly about two thirds of the studied students reported lower frequencies of teachers' incivility (table 5).

The most common uncivil behavior perpetrated by the school teachers from the perspective of the studied students which appeared in the top half of incivility mean scores (all have a mean score of 1.4 or higher on a 3-point likert scale) were: arriving late for scheduled activities, leaving scheduled activities early, deviating from the course syllabus, changing assignments or test dates, refusing or reluctant to answer questions, making condescending remarks or put downs, threatening to fail students for not complying with his demands and making rude gestures or behaviors towards others (table 4).

The experience of higher levels of teachers' incivility reported by school students may be attributed to a greater intolerance for these behaviors by studied students. This result agree with Akbari and Hajizadeh, 2018, who declared that Iranian university students believed that arriving late to class, too many absences, leaving the classroom early, inattention to students' activities in classroom, and lack of recording

student class attendance are among teachers' behavioral academic impolitenesses. In a Chinese study, likewise, "being unprepared for class or other scheduled activities" was perceived as the most prevalent uncivil behavior (De Gagne et.al 2016) .

As for the frequency of uncivil behavior among school teachers, The most frequent uncivil behavior perpetrated by the school teachers as reported by the studied students which appeared in the top half of incivility mean scores (all have a mean score of 1.2 or higher on a 3-point likert scale) were: Refusing or reluctant to answer questions, Ineffective teaching style/methods, Deviating from the course syllabus, changing assignments or test dates, Being inflexible, rigid, and authoritarian and Punishing the entire class for one student's misbehavior (table 4). This can be explained as incivility is a learned behavior that left unchecked and unaccountable so that, it becomes the framework for one's professional life. So, this higher levels of incivility in the classroom may be driven by the higher level of incivility found in society.

This result are contradict with the results of Akbari and Hajizadeh, 2018 who declared that, the first category of behavioral incivility among teachers includes ignoring students' opinions, being absent without prior notice, mismatching between teaching and testing, and arriving late to class. However, regarding teachers' incivility, also they declared that the university students believed that rejecting criticism, too many absences, leaving the classroom early, inattention to students' activities in classroom, and lack of recording student class attendance are among teachers' incivility.

Meanwhile, Maryam M P. et al (2018), reported that the most perceived teachers' incivility behaviors were Inefficient or ineffective teaching methods, Cancelling the class or other planned activities without prior announcement, Not being prepared for the class or other planned activities, and Unfair grading**.**

The most common threatening behaviors from perspective of the studied students which received higher mean scores were: general taunts or disrespect to other students, general taunts or disrespect teachers, harassing comments directed at students, vulgarity directed at school teachers, inappropriate email to other students, property damage and statements about having access to weapons. While, the most frequent behavior was a general taunt or disrespect to other students (table 3). In the line with these findings, the study of Akbari and Hajizadeh, 2018, De Gagne 2016 and Zhu et al 2017 who indicated that disrespecting , scorning or swearing others), threatening others physically implied or real, property damage and making threatening statements about weapons had the highest means. This is suggestive of the importance of these behaviors from the students' perspective.

Conclusion

The study concluded that about half of the studied students had low perception of total incivility behaviors among school students. However more than one third of them had high perception of teachers' incivility behaviors .While the highest percentage of them reported that the frequency of occurrence of these behaviors was low. Highly significant correlation was found between total levels of students perception to incivility behaviors and levels of its reported frequency. Significant positive correlations were observed between their sex and perception of students and teachers' incivility behaviors and between their family income and teachers incivility behaviors inside class room.

Recommendations:

1. Programs and interventions targeting particular social skills or behaviors must be available and have been effective in increasing civility behaviors of students inside school environment.
2. Emphasizing the role modeling among students within school environment through defining, rewarding, and modeling civility behaviors.

3. Activate the implementation of school policies regarding uncivil behaviors' punishment and reinforcement of civil behaviors.

4. Encourage students to take responsibility for their own learning to be more focused on their schoolwork, which could reduce their inclination to engage in uncivil behaviors.

5. Future studies using observational methods to provide meaningful information regarding the types of uncivil behaviors, the frequency of occurring, factors contributing to behaviors, the impact of uncivil behaviors, and the strategies used to prevent and/or manage incivility in school environment.

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