

## Relationship between Nursing students' Incivility and Engagement in Faculty of Nursing at El-Fayoum University

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### Abstract

**Background:** Student incivility is a very serious problem in higher education and major challenges facing educators. It has impact on the teaching and learning process. **Aim:** This study aimed to assess the relationship between nursing students' incivility and engagement in faculty of nursing. **Subject and Methods:** **Research design:** A descriptive, correlational design was used. **Setting:** The study was conducted at Faculty of Nursing, El-Fayoum University. **Subjects:** 400 nurse students were included in the study. **Tools of data collection:** Data were collected by using two Tools: incivility in nursing education questionnaire and Classroom survey of student engagement questionnaire. **Results:** More than three quarters of studied nurse students had a high perception level regarding total incivility behavior, also more than half of nurse students had an average level of classroom engagement dimensions. **Conclusion:** There was a highly statistically significant positive correlation between incivility behaviors and classroom engagement dimensions among nurse students. **Recommendations:** The faculty has to develop and implement comprehensive codes of conduct, effective strategies to handle with students' incivility behaviors.

**Keywords:** Students' Incivility, Nurse Students, Engagement.

### Introduction:

Students' incivility in the academic setting is a serious problem and nursing educators are experiencing this in the nursing educational environment which it is a problem affecting faculty, students and the nursing profession (Ziefle, 2018). Also, Incivility in nursing education is correlated with a negative learning environment that contributing to faculty and students' attrition and can be transferred to the clinical setting and interfering with safe clinical practice (Elhachi, 2020).

Incivility in the academic setting can be defined as any action that impedes the development of a harmonious and cooperative learning atmosphere and can be initiated by either the nursing students or faculty staff. Also, incivility in nursing education has been defined as rude or disruptive behaviors which often result into physiological or psychological distress for the people involved, and if left unchecked, may result into threatening situations (Muliira et al., 2017).

Incivility divided into disruptive and threatening behavior, disruptive behavior is a repeated continuous and multiple student behaviors that interfere the ability of instructors to teach and

students to learn. Although, Student disruptive behaviors include avoidance, disregards of other behaviors, and integrity compromised. Avoidance is limiting engagement with course content, materials and activities. Disregard of other behaviors are behaviors that disrespect other students and faculty staff. While, threatening behaviors includes aggressive behaviors and uncongenial actions, For instance aggressive behaviors are dominating others in a hostile fashion. Uncongenial actions are disagreeable behaviors that challenging faculty's knowledge or credibility and showing disrespect to faculty and other students (Mohamed et al., 2017).

Incivility in classroom settings can result in reduced students engagement with, or total disengagement from the learning process. Exposure to incivility has also negative impact on students' perceptions of their academic and intellectual development and students who frequently observe classroom incivilities are thought to spend less energy thinking critically during the class (Vuolo, 2018).

Students' engagement in academic learning activities is one of the important determinants of students' success. Identifying the best teaching strategies to sustain and promote nursing students' engagement in

academic environment and clinical settings has always been a challenge for nurse educators. Therefore, Student engagement can be defined as the time and effort students devote to activities that are finally linked to desired outcomes of college and what faculties do to encourage students to participate in these activities (*Ghasemi et al, 2020*).

Student engagement has several definitions it can be defined as time, effort, resources, activities, participation, feelings, and emotions within the context surrounding student learning. Student engagement is a measure for ongoing assessment of the quality of the nursing program and the success of graduation students. Also, engagement defined as active learning which is very interactive, problem-based in orientation, encourages participation and contribution from everyone involved (*Hudson & Carrasco, 2017*).

Cognitive, affective and behavioral engagements are the three widely accepted dimensions of student engagement. Cognitive engagement relates to deep learning strategies, self-regulation and understanding. Affective engagement relates to positive reactions to the learning environment, peers and instructors, as well as their sense of belonging and interest, and behavioral engagement relates to participation, persistence and positive conduct (*Bond & Bedenlier, 2019*).

### **Significance of the study:**

Incivility in nursing education is not a new phenomenon, but the frequency with which it occurs is on the rise. Also, incivility is one of the major challenges facing nursing education and learning processes in the classroom, clinical, and online for distance education programs (*Sprunk, Lasala & Wilson, 2014*).

Disruptive and uncivil behavior of students in higher education increased especially after Egyptian revolution 2011, the researcher as a demonstrator observed Some nursing students do some of those uncivil behaviors as arriving class late, sleeping, using cell phone during the lecture, eating and drinking in class, and leaving class early which not accepted at academic environment because it interfere with learning process, students engagement and have impact on participation of students in class activities. So that, uncivil behaviors should be addressed, monitored and

controlled continuously to improve effectiveness of learning process.

### **Aim of the Study:**

This study aims to assess relationship between nursing students' incivility and engagement in Faculty of Nursing at El- Fayoum University through:

1- Assessing nursing students' incivility in Faculty of Nursing.

2- Assessing nursing students' engagement in Faculty of Nursing.

3- Finding out the relationship between nursing students' incivility and engagement.

**Research Question:** Is there a relationship between nursing students' incivility and engagement in faculty of nursing?

### **Subjects and Methods:**

#### **I. Technical Design:**

The technical design includes the research design, study setting, subjects and data collection tools.

#### **Research design:**

A descriptive correlational design was used in this study.

#### **Setting:**

This study was conducted at the Faculty of Nursing, El- Fayoum University.

The faculty of nursing El-Fayoum University was established based on Presidential Decree for the year 2009, where the study began in the academic year 2009/2010. Numbers of faculty staff members are 38 and numbers of assistants staff are 92 members.

It included six scientific departments namely, nursing administration, psychiatric and mental health nursing, medical-surgical nursing, maternal and newborn health nursing, pediatric nursing, and community health nursing. The faculty consisted of three floors.

#### **Subjects:**

In the academic year 2018/2019, the faculty included 1158 students in four academic years: 249 students in the first academic year, 271 students in the second academic year, 367 students in the third academic year, and 271 students in the fourth academic year.

#### **Sample size:**

The sample size was estimated at confidence interval 95%, margin of errors 5.0%, a total number of students included in the study were

400 out of 1158 nurse students. The sample size was calculated according to the following equation: (Yamane, 1979)

$$n = \frac{N}{1 + N(e)^2}$$

**Where:**

n = sample size.

N = number of population.

E = coefficient factor = 0.05.

**Table (1):** Description of the studied subjects:

Grade	Total nurse students	Sample
The 1 <sup>st</sup> year	249	86
The 2 <sup>nd</sup> year	271	94
The 3 <sup>rd</sup> year	367	126
The 4 <sup>th</sup> year	271	94
<b>Total</b>	<b>1158</b>	<b>400</b>

#### **Sampling technique:**

A stratified random sample technique was used, for selecting subjects from the first to the fourth academic year.

#### **Data collection Tools:**

Data for this study were collected by using two tools namely; incivility in nursing education questionnaire and classroom survey of student engagement questionnaire.

#### **□ First tool: Incivility in nursing education questionnaire:**

This tool aimed to assess nurse students' perception of uncivil behavior in classroom. This tool was developed by Clark (2009) and modified by the researcher. This tool consisted of two parts:

##### **The first part:**

This part focuses on collecting data pertaining to demographic characteristics of nurse students as age, gender, academic year, place of residence, rank between the brothers, students join the faculty by choice, hobbies, and the number of transportation access to reach faculty.

##### **The second part:**

This part was consisted of 40 statements grouped under two sections: disruptive behaviors include (24 items). While, threatening behaviors include (16 items)

##### **Scoring system:**

Responses of participants have measured on 5 points Likert scale ranged from extremely uncivil was scored as "5", uncivil, uncertain, civil,

while extremely civil was scored as "1". All items are summed up and a mean score is calculated, and then their perception level classified into three categories following:

- Low < 50 %
- Moderate 50 – < 75 %
- High ≥ 75 %

#### **□ Second tool: Classroom survey of student engagement questionnaire:**

This tool aimed to assess nursing students' engagement as perceived by them. This tool was developed by Ouimet & Smallwood (2005) and modified by the researcher It was consists of (38) items divided into four dimensions.

##### **Scoring system:**

Nursing students' responses were measured on a 4 points Likert scale resulting in ordinal data. The scores of items were summed up and the total divided by the number of items. These scores were converted into percent score, and the total divided by the number of the items giving a mean score for each component and then their engagement classified into three categories following:

- Weak < 50%.
- Average 50 < 75 %.
- Good ≥ 75 %.

#### **II. Operational Design:**

The operational design for this study included three phases namely: preparatory phase, pilot study and field work.

##### **Preparatory phase:**

This phase was concerned with the preparation of the study tools based on reviewing current and past local and international literature. This review conducted using available textbooks, articles, periodicals, journals, and internet searches to be acquainted with the most recent and valid tools relevant to the study subject.

##### **Validity:**

The questionnaire translated into Arabic, and then content and face validity was established by a jury of "five" experts specialized in nursing administration; they were three assistant professors from faculty of nursing, Ain-Shams University, one professor and one assistant professor from Zagazig University. The content and face validity sheet involved two parts: the first part included the

opinions of the experts for each item that were recording on a two-point scale: relevant and not relevant, and the second part covered general or overall opinions about the form which express their comments on the tools for clarity, applicability, comprehensiveness, understanding, any suggestions for any additional or omissions of items and ease for implementation. According to their opinions, all recommended modifications are performing by the researcher.

#### **Reliability:**

Internal consistency reliability was using Cronbach's alpha to assess the consistency of results across items within a test. In internal consistency reliability estimation; a single measurement instrument (tool) administered to a group of students on one occasion was used to estimate reliability. Cronbach's alpha coefficients were 0.745 for incivility in nursing education and 0.812 for classroom survey of student engagement.

#### **Pilot study:**

A pilot study was performed on 40 nursing students (10% of the sample) to check the clarity and applicability of this study tool and to estimate the time required to complete the questionnaire sheets for each participant. The time for filling the questionnaire took about 30-45 minutes. A pilot study was conducted in March 2019. Data obtained from the pilot study was analyzed and no modifications were done, so pilot study sample was included to the main study sample.

#### **Field work:**

After securing all official permissions, the researcher started the actual field work. The data were collected from all four academic years. The field work of the study was executed in 2 months from the beginning of April 2019 and completed at the end of May 2019. The researcher divided each grade of the nurse students into groups to collect tool in their classrooms before and after lectures three days/week. The time consumed to answer the questionnaire sheet ranged from 30 - 45 minutes. The researcher introduced herself to nurse students in the classroom then explained the aim, components of the questionnaire sheet and invited them to participate. Those who gave their verbal consent to participate were handed the tool form. The researcher was present during the data collection period to explain how to filling the questionnaires, clarify any ambiguity and answer

any questions then the researcher checked each filled questionnaire sheet to ensure its completion.

#### **III. Administrative Design:**

An official permission was obtained from the Dean of Faculty of Nursing El - Fayoum University to the head of each scientific department. This letter included the aim of the study and photocopy from data collection tools in order to get the permission and help for collection of data. An oral consent was obtained from each participant.

#### **Ethical considerations:**

Prior to the actual work of research study, ethical approval was obtained from the scientific research ethical committee of the Faculty of Nursing at Ain Shams University. In addition, informal agreement was obtained from each participant in the study. The aim and purpose of the study were explained to nurse students who were included in the study. Also, it assured maintaining anonymity and confidentiality of the subject data. The subjects were informed that they were allowed to choose to participate or not in the study and that they had the right to withdraw from the study at any time without giving any reason and the collected data kept confidential and used for research only.

#### **Statistical Design:**

Data entry and statistical analysis were using the Statistical Package for Social Science (SPSS), version 20.0. Data were presented using descriptive statistics in the form of frequencies and percentages for categorical variables, and means and standard deviations for continuous variables. Cronbach Alpha coefficient was calculated to assess the reliability of the tools through their internal consistency. Qualitative variables were compared using chi-square test. Independent t-test and ANOVA were used to detect the relation between the variables. Pearson correlation analysis was used for assessment of the interrelationships between total scale scores. Multiple linear inner regression analysis was used to assess the effect of the predictors.

#### **Results:**

**Table (2):** Shows that 53.5% of nursing students ranged from 18 to 23years, with a mean age of  $20.62 \pm 1.24$ . As well, the highest percentages of nursing students were female, unmarried, third of them were in the third year

(70%, 91% & 31.5%, respectively). Besides, 47.5% of the nursing students were the middle among their brothers. Regarding residence, 69.75% of them were from rural area. As well, 64% of the study subjects join the college according to their wishes. The majority 87.75% of them didn't live in the University City. Finally, more than two-thirds 67.25% of them need less than three transportation methods to reach the college, and 57.25% of them had hobbies.

**Figure (1):** shows that more than three quarters of nursing students had a high perception level toward threatening and disruptive behaviors dimension (82.8% & 75%, respectively).

**Figure (2):** reveals that more than three quarters (78.0%) of studied nursing students had a high perception level regarding total incivility behavior.

**Figure (3):** indicates that less than two third of nursing students 61.3% had average level in other educational practices, while third of nursing students 30% had good level in engagement activities, and 13.5% had weak level in engagement activities.

**Figure (4):** shows that more than half 58% of nurse students had an average level of classroom engagement dimensions.

**Table (3):** shows that there was a highly statistically positive significant Correlation

**Table (2):** Socio-demographic characteristics of nurse students (n=400).

	N	%
<b>Age</b>		
<20	186	46.5
>20	214	53.5
<b>Range</b>		18-23
<b>Mean±SD</b>		20.62±1.24
<b>Gender</b>		
Male	120	30
Female	280	70
<b>Marital status</b>		
Married	36	9
Unmarried	364	91
<b>Academic year</b>		
First	86	21.5
Second	94	23.5
Third	126	31.5
Fourth	94	23.5
<b>Your rank between brothers</b>		
The oldest	144	36
The Middle	190	47.5
The youngest	66	16.5
<b>Place of residence</b>		
Rural	279	69.75
Urban	121	30.25
<b>Did you join the college according to your wishes</b>		
Yes	256	64
No	144	36
<b>Do you live in the University City</b>		
Yes	49	12.25
No	351	87.75
<b>Number of transportation methods used by the student to reach the college</b>		
Less than 3	269	67.25
3 or more	131	32.75
<b>Do you have hobbies?</b>		
Yes	229	57.25
No	171	42.75

between incivility behaviors and classroom engagement dimensions among nurse students where  $p = \text{value} < 0.001$ .

**Table (4):** Best fitting multiple linear regression model for the score of classroom engagement reveals that the violation of ethical behaviors was a positive predictors of nurse students' classroom engagement where  $p\text{-value} < 0.001$ .

**Table (5):** shows that there was a highly statistically significant relation between total incivility behaviors with marital status ( $p < 0.001$ ), and there were a statistically significant relation between total incivility behaviors regarding age ( $p = 0.048$ ), academic year ( $p = 0.014$ ), join the college according to their wishes ( $p = 0.011$ ), live in the University City ( $p = 0.019$ ) and number of transportation methods used by them to reach the college ( $p = 0.047$ ).

**Table (6):** shows that there was a highly statistically significant relation between total classroom engagement with age ( $p < 0.001$ ), and there were a statistically significant relation between total classroom engagement regarding academic year ( $p = 0.006$ ), Place of residence ( $p = 0.034$ ), join the college according to their wishes ( $p = 0.002$ ), number of transportation methods used by them to reach the college ( $p = 0.012$ ), and have hobbies ( $p = 0.007$ ).

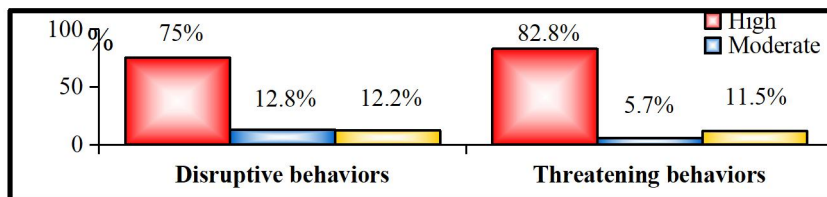


Figure (1): Levels of disruptive and threatening behaviors among nurse students (n=400).

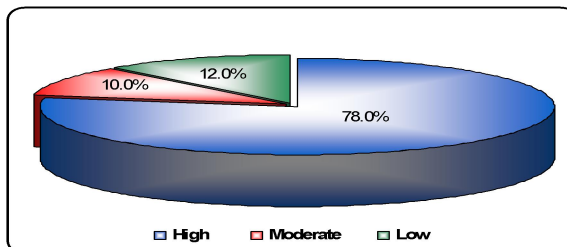


Figure (2): Levels of total incivility behaviors dimensions among nurse students (n=400).

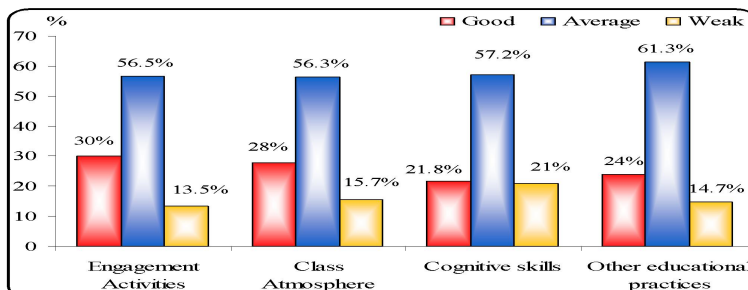


Figure (3): Distribution of classroom engagement dimensions among nurse students (n=400).

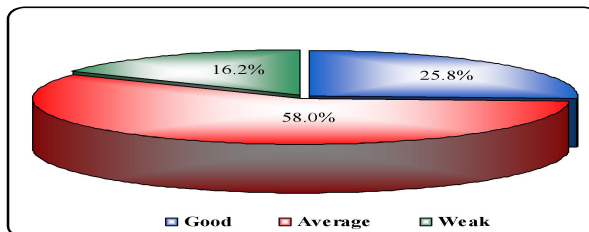


Figure (4): Distribution of total classroom engagement dimensions among nurse students (n=400).

Table (3): Correlation between incivility behavior and classroom engagement dimensions among nurse students (n=400).

	Classroom Engagement Activities		Class Atmosphere		Cognitive skills		Other educational practices	
	r	P-value	r	P-value	r	P-value	r	P-value
Avoidance behaviors	0.740	<0.001**	0.762	<0.001**	0.750	<0.001**	0.745	<0.001**
Disregard of other behaviors	0.668	<0.001**	0.712	<0.001**	0.742	<0.001**	0.696	<0.001**
Violation of ethic behaviors	0.676	<0.001**	0.717	<0.001**	0.744	<0.001**	0.702	<0.001**
Aggressive behaviors	0.422	<0.001**	0.498	<0.001**	0.445	<0.001**	0.494	<0.001**
Disagreeable behaviors	0.668	<0.001**	0.696	<0.001**	0.768	<0.001**	0.665	<0.001**

(\*\*)Highly statistically significant at P<0.001

**Table (4):** Best fitting multiple linear regression model for the score of classroom engagement among nurse students (n=400).

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
Avoidance behaviors	0.232	0.074	0.078	3.133	0.002	0.086	0.378
Disregard of other behaviors	0.057	0.116	0.054	0.493	0.622	0.171	0.285
Violation of ethical behaviors	0.554	0.082	0.531	6.731	<0.001*	0.392	0.716
Aggressive behaviors	0.103	0.124	0.093	0.831	0.407	0.141	0.347
Disagreeable behaviors	0.410	0.137	0.391	2.992	0.003	0.141	0.680

**Dependent Variable: Classroom Engagement**

R-Square = 0.351 Model ANOVA: f =15.209 P <0.001\*

**Table (5):** Relationship between socio- demographic characteristics of nurse students and incivility behaviors (n=400).

	No.	Total behavior		incivility		Tests	
		Mean	± SD	t or f	P-value		
Age	≤20	186	152.20 ± 25.38	T= 1.965	0.048*		
	>20	214	156.90 ± 22.46				
Gender	Male	120	155.54 ± 25.77	T=1.077	0.282		
	Female	280	158.34 ± 22.96				
Marital status	Married	36	162.50 ± 19.17	T=10.576	<0.001**		
	Unmarried	364	46.75 ± 6.65				
Academic year	First	86	151.44 ± 18.06	F=3.637	0.014*		
	Second	94	154.28 ± 24.36				
	Third	126	159.17 ± 24.42				
	Fourth	94	161.93 ± 27.18				
Your rank between brothers	The oldest	144	157.03 ± 23.87	F=0.235	0.791		
	The Middle	190	157.23 ± 22.88				
	The youngest	66	159.33 ± 26.63				
Place of residence	Rural	279	157.97 ± 22.46	T=0.597	0.551		
	Urban	121	156.42 ± 26.83				
Did you join the college according to your wishes	Yes	256	158.89 ± 22.40	T=2.560	0.011*		
	No	144	153.04 ± 21.10				
Do you live in the University City	Yes	49	150.02 ± 28.70	T=2.359	0.019*		
	No	351	158.55 ± 22.94				
Number of transportation methods used by the student to reach the college	Less than 3	269	155.15 ± 24.20	T=1.994	0.047*		
	3 or more	131	158.22 ± 23.17				
	Yes	229	156.51 ± 25.26				
Do you have hobbies	Yes	229	156.51 ± 25.26	T=0.967	0.334		
	No	171	158.84 ± 21.80				

(\*) statistically significant at P<0.05 (\*\*) highly statistically significant at P<0.001

**Table (6):** Relationship between socio- demographic characteristics of nurse students and classroom engagement (n=400).

	No.	Total classroom engagement			Tests	
		Mean	± SD	t or f	P-value	
Age	≤20	186	99.10 ± 14.59	T=3.586	<0.001**	
	>20	214	104.36 ± 14.67			
Gender	Male	120	99.39 ± 14.83	T=0.820	0.413	
	Female	280	100.70 ± 14.59			
Marital status	Married	36	104.72 ± 14.37	T=0.483	0.629	
	Unmarried	364	103.00 ± 20.87			
Academic year	First	86	95.49 ± 15.39	F=4.242	0.006*	
	Second	94	100.70 ± 14.55			
	Third	126	101.88 ± 13.13			
	Fourth	94	102.22 ± 15.26			
Your rank between brothers	The oldest	144	100.34 ± 15.84	F=0.081	0.922	
	The Middle	190	100.51 ± 13.82			
	The youngest	66	99.67 ± 14.54			
Place of residence	Rural	279	100.01 ± 14.92	T=2.124	0.034*	
	Urban	121	103.40 ± 14.06			
Did you join the college according to your wishes	Yes	256	101.99 ± 13.77	T=3.086	0.002*	
	No	144	97.33 ± 15.73			
Do you live in the University City	Yes	49	97.53 ± 17.64	T=1.419	0.157	
	No	351	100.70 ± 14.18			
Number of transportation methods used by the student to reach the college	Less than 3	269	104.96 ± 14.22	T=2.521	0.012*	
	3 or more	131	101.02 ± 15.55			
Do you have hobbies	Yes	229	102.57 ± 15.01	T=2.682	0.007*	
	No	171	98.36 ± 14.15			

(\*\*):Highly statistically significant at P<0.001 (\*) statistically significant at P<0.05

## Discussion

Regarding levels of total incivility behaviors among nurse students, the result of this study demonstrated that more than three-quarters of studied nursing students had a high perception level regarding overall incivility behavior. These findings could be due to the nurse students consider acts that interfere with their learning, distract their attention, and disengage them from the lecture as the act of incivility. In the same way, in a study carried out by **Ali et al. (2019)** in Egypt, where they assessed the faculty staff and nurse students' perception regarding uncivil behavior in the classroom and they found that the majority of nursing students had a high perception level toward total incivility behavior.

Conversely, the previous findings were in disagreement with those of a study conducted, in Canada, by **Sweetnam (2014)** to explore the perceptions and lived experiences of full time and part time nursing faculty members teaching in university undergraduate nursing program and found that nurse educators reported that students may be unaware of incivility behaviors

Concerning the total mean scores of classroom engagement among nurse students, the results of this study revealed that more than half of nurse students had an average level of classroom engagement dimensions. Possible clarification of these outcomes may be due to there are large numbers of nurse students attend lectures and engage in learning activities. This result is consistent with **Lee (2014)**, who carried out a study in the United States to assess the relationship between student engagement and academic performance, and stated that less than two-thirds of studied students had an average level of classroom engagement.

On the contrary, these results in disagreement with **Teoh et al. (2013)**, who conducted a study in Malaysia to investigate students' engagement and found that most of the students had the highest score in students' engagement. Likewise, these findings are consistent **Dogan (2015)** carried out a study in Turkey to explore Student engagement, academic self-efficacy, and academic motivation as predictors of academic performance and found that half of the students had a high degree of classroom engagement.

Related to the correlation between incivility behavior and classroom engagement dimensions among nurse students, the current study presented that there was a highly statistically positive significant correlation between perception of incivility behaviors and classroom engagement dimensions among nurse students. As well, the perception level of the incivility behavior increases lead to increase the classroom engagement. The previous findings go in the same line with a study conducted by **Lee (2014)**, who carried out a study in Australia to assess the relationship between student engagement and academic performance and found that there was a highly statistically significant positive correlation between incivility behavior of studied students and their classroom engagement.

Meanwhile, the current study presented that the violation of ethical behaviors was a positive predictor of classroom engagement. These results agree with the results of the study performed by **Riley (2016)**, who mentioned that incivility behaviors of studied students had a positive predictor of classroom engagement.

Regarding the relationship between socio-demographic characteristics of nurse students and incivility behaviors, the current study presented that there was a highly statistically significant relation between total incivility behaviors with marital status. This result may be due to married students became more responsible people, more committed, and more aware of unacceptable behaviors. Also, there was a statistically significant relationship between total incivility behaviors with age, academic year, join the college according to their wishes, live in the University City, and the number of transportation methods used to reach the college. These results could be due to the perception level of incivility behavior were higher among students with more age and the fourth academic year because they were familiar with the policies, rules, and had more experiences of students' incivility behaviors and become more respectful for their faculty staff and other students compared with that first academic year. Also, the perception level of incivility behavior was higher among students joining the college according to their wishes this may be due to nurses' students who chose the faculty on personal desire became more



committed and more accepted to rules and policies.

These results agree with the study achieved by *Eka et al. (2016)*, who carried out a study in Indonesia about perceived uncivil behavior in Indonesian nursing education and found that age, marital status, and academic year had a significant effect on nursing students' incivility behaviors. Likewise, *Ziefle (2018)* revealed that there was a statistically significant relationship between total incivility behaviors with age and living conditions.

Conversely, the previous findings were in disagreement with those of a study conducted with *Ali et al. (2019)*, who found that there were no statistically significant differences between nurse students' characteristics and their perception regarding uncivil behavior in the classroom. Also, *Mohamed et al. (2017)* found that there were no statistically significant differences between nurse students' perception of students' incivility behaviors and their characteristics.

In relations between socio-demographic characteristics of nurse students and classroom engagement, the present study demonstrates that there was a highly statistically significant relation between total classroom engagement with age, academic year, place of residence, join the college according to their wishes, number of transportation methods used by them to reach the college, and have hobbies. It clarifies that level of classroom engagement was higher among more age students, fourth academic year and residing in urban areas because they have more experiences with the variety of college activities, more knowledgeable about the rules and regulations of lectures, and studied more courses that involved more clinical skills.

Also, classroom engagement was higher among students joining the college according to their wishes, this may be attributed to nursing students who choose the faculty on personal desire may have more interest to study the courses offered throughout the years of study and had more engagement in the academic environment, number of transportation methods used by them to reach the college and have hobbies also had a significant effect on classroom engagement.

These results agree with the study achieved by *Zepke (2014)*, who found that there was a highly statistically significant relation between total classroom engagement of the studied students and their age and academic year. Likewise, *Tight (2020)*, in their study about student retention and engagement in higher education, and found that there was a highly statistically significant relation between total classroom engagement of the studied sample and their place of residence and have hobbies.

### **Conclusion:**

In the light of the present study finding, it can be concluded that the nurse students had high perception level regarding incivility behaviors in the classroom and average level of engagement. In addition, there was a highly statistically significant positive correlation between incivility behaviors and classroom engagement among nurse students. This finding answer the research question which stated that "Is there a relationship between nursing students' incivility and engagement in faculty of nursing?"

### **Recommendations:**

**In the light of study finding, it is recommended that:**

- Develop and implement comprehensive codes of conduct and effective strategies to handle with students' incivility behavior.
- Establish discipline systems which direct any unaccepted behaviors.
- Provide orientation for newly students about rules, regulations of acceptable behaviors in the academic environment.
- Faculty Provide a positive and supportive learning environment that enhances students' engagement.

### **References**

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