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Nursing Students and Faculty Perceptions of Incivility in an Urban Jamaican University

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Purpose: To describe the perception of incivility by nursing educators and 2nd- 4th year nursing students in the Jamaican nursing education environment

Methods:

Using a quantitative descriptive comparative study design, the Incivility in Nursing Education-Revised (INE-R) survey was completed by 126 2nd-4th year systematically sampled nursing students, and 20 nursing educators at the UWI School of Nursing Mona in June-July 2017. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) program version 20. Descriptive statistics in the form of frequencies were obtained for demographic data and the four single non-scale items. Analysis of variance (ANOVA) was used to determine if perception of incivility scores differed significantly among faculty age group, student year group, faculty years of experience and faculty education level. T-test was used to likewise determine difference between faculty and students, and between two student age groups, and Chi-square were used to determine if perception of incivility perpetrators and the level of incivility were of significantly different proportions among faculty and students, and among scale behavioral items. Top five rankings of most uncivil behaviors and most frequently occurring behaviors for both student and faculty were determined by summing percentages and ranking. Ethical approval was obtained from the UWI (FMS) Ethics Committee, and participants gave informed consent.

Results:

There was a statistically significant difference in perception of the level of incivility with most students (68.3%) indicating a moderate to serious problem, compared to just 20% of faculty agreeing. A significantly larger proportion of faculty (75%) than students (31.7%) also perceived students to be the more likely perpetrators of incivility. The most uncivil student behaviors, common to both faculty and student perceptions and ranked within the top 5 included: making condescending rude remarks, and sending inappropriate or rude emails. The most uncivil faculty behaviors common to students and faculty and ranked within the top 5 were unfair grading and exerting superiority. Furthermore, both students and faculty ranked using a computer, phone or other media device, sleeping or not paying attention in class, arriving late for class/other activities, and holding side conversations that distract you and others within the top five most frequently occurring student behaviors. In comparing faculty and students, only two behaviors ranked in the top five were shared as most frequently occurring faculty behaviors. They include arriving late for class or other scheduled activities, and being unavailable outside of class. There were no statistically significant differences in perceptions between students and faculty, age groups, faculty years of experience, and student year groups. However there were statistically significant differences between student and faculty perceptions of the level and frequency of incivility regarding unfair grading, use of computer and devices in class, and efficacy of teaching methods.

Conclusion:

The perceptions of a moderate to serious level of incivility among respondents are indicative of a serious issue that is not only present in the Jamaican nursing workforce as research suggests, but possibly transferred there from academia. Continued occurrence of uncivil behaviors is fruitful ground for the attrition of both nursing students and faculty in a time where there is already a greater demand for more nursing graduates to offset nursing shortage, and more nurse educators to meet the demand. Other adverse effects include a diminished learning environment, impaired nurse student relationship and student's learning, as well as matriculation of uncivil behaviors into the workplace, negatively affecting

patient care and professional image. The findings of perceptions that significantly differ among students and faculty may provide an impetus for policy and strategy changes to better combat the cycle of incivility addressing not only student but faculty perpetrator. Open forums with key focus on addressing incivility, perceptual differences and therapeutic communication techniques are suggested along with the development of diverse committees inclusive of students to provide objective opportunity for the airing of grievances.

Title:

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Keywords:

incivility, nursing faculty and nursing students

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Abstract Summary:

Participants can expect to explore the riveting concept of incivility in the Jamaican nursing education setting. This work will provide an insightful peek into the perspective of a sample of students and faculty on this Caribbean island and comparisons to the international community will be conferred.

Content Outline:Introduction

Incivility in nursing education has been defined as “rude or disruptive behaviors that may result in psychological or physiological distress for those involved and progresses into threatening situations if left unaddressed”(Clark, Farnsworth & Landrum, 2009). Studies are indicating that many practice nurses and student nurses are modeling ‘uncivil’ behaviors in the class room and in the workplace. Research in Jamaica indicates there is evidence of incivility in the workplace, but no studies have explored its presence in academia.

Incivility must be described and attended to in order to ensure:

- development of professional proficient future nurses
- an efficient productive academic environment
- preservation of positive public perception of the profession
- potentially curb the propensity to display incivility in the workplace.

The purpose of this study is to describe the perception of incivility by nursing faculty and 2nd -4th year nursing students in the Jamaican nursing education environment.

Body

Literature Review:

- Incivility is perceived as at least a moderate problem in nursing education.

Influencing Factors

- Reciprocity
- Culture
- Ineffective teaching methods
- Student characteristics
- Peer pressure
- Sense of entitlement
- Changes in societal norms
- Lack of professionalism
- Stress

-Faculty perceived incivility to be a mild problem compared to students.

-There is less prevalence of more serious or aggressive uncivil behaviors noted in the literature

-Common Faculty and Student Uncivil Behaviors in Literature

-Theoretical Framework: Conceptual Model for Fostering Civility in Nursing Education

Research Questions:

- What are the nursing faculty and nursing student's perceptions of the level of incivility within the study institution?
- What are the most uncivil student and faculty behaviors according to students within the study institution?
- What are the most uncivil student and faculty behaviors according to faculty within the study institution?
- What are the most frequently committed student and faculty behaviors according to students?
- What are the most frequently committed student and faculty behaviors according to faculty?
- Does perception of incivility and uncivil behaviors differ between nurse educators and nursing students, among age groups, among student year groups and years of experience?

Methods

Study Design

Population & Setting

Inclusion & Exclusion criteria

Sampling

Instruments –INE-R

Reliability & Validity

Data Collection

Data Analysis

-SPSS version 20

-Descriptives

-ANOVA

-T-test

-Chi-square

Ethical Consideration

-Ethical approval

-Instrument Permission

-Institutional Permission

-Consent, Anonymity, Confidentiality, Incentive

Findings

1. Demographics

Nursing Faculty: 20 /26 (76.9% response rate),

Nursing Students: 132/183 desired systematic sample (72.1% response rate). 6 Discarded

Majority female, less than 23 years old, Afro-Caribbean, Jamaican, and full time students and faculty. Most students second year, most faculty with masters of nursing, working as assistant lecturers, with less than 6 years experience.

2. Significant differences between student and faculty perceptions of level of incivility and likely perpetrator of incivility.

Level of incivility:

Students- Moderate (44.7%), Serious (23.6%)

Faculty- Mild (75%)

Statistically significant difference- $p < 0.01$

Most Likely Perpetrator

Most faculty (75%) indicated that students were more likely perpetrators. No faculty felt their peers were more likely to be uncivil.

Statistically significant $= p < 0.01$

3. 3. Students and Faculty had two behaviors in common in the top 5 ranking of most uncivil student behaviors but otherwise different in types of behaviors considered most uncivil.

-Table Ranking

-Compare

In comparing faculty and student perceptions of most uncivil student behaviors, rankings of both groups placed making condescending and rude remarks, and sending inappropriate or rude emails to others, in competition for the 5th rank. However, behaviors such as using profanity, threats of physical harm, and making threatening statements about weapons were in the students' top five ranking but only in faculty top ten ranking for most uncivil

4. Students and faculty had two behaviors in common in the top 5 ranking most uncivil faculty behaviors, but interpreted technology use differently.

-Table Ranking

-Compare

In comparing faculty and student perceptions of the most uncivil faculty behaviors, unfair grading, and exerting superiority etc. were common to both top five rankings. On the other hand, making condescending or rude remarks, and sending inappropriate or rule emails perceived by students as top 5, but fell within the top ten range according to faculty perception. Of note, using a computer, phone or other media device in in faculty meetings, committee meetings, other work activities for unrelated purposes was the top most uncivil faculty behavior according to faculty, but was absent from the student's perception rank altogether.

5. Students and faculty shared four out of 5 top five rankings for most frequently occurring student behaviors, also agreeing on the number one most frequently occurring.

-Table Ranking

-Comparison

In comparing perceptions of the most frequently occurring uncivil student behaviors, at least four of the top five behaviors were common among faculty and student ranks. They included using a computer, phone or other media device, sleeping or not paying attention in class, arriving late for class/other activities, and holding side conversations that distract you and others. Of note the top ranked behavior agreed upon according to faculty and student perceptions was using the computer, phone or other media devices.

6. Students and Faculty shared two of the top 5 rankings for most frequently occurring faculty behaviors

-Ranking

-Comparison

In comparing the perceptions, only two behaviors ranked in the top five as most frequently occurring faculty behaviors are shared by students and nursing faculty. They include arriving late for class or other scheduled activities, and being unavailable outside of class. Of note, using computers, phones or other media devices, expressing disinterest, boredom or apathy about a course, and leaving class or other scheduled activities early perceived as most frequently occurring by faculty, were not present at all within the top ten behaviors perceived by students.

7. There were no statistically significant differences in perceptions between students and faculty, age groups, faculty years of experience, and student year groups. However there were statistically significant differences between student and faculty perceptions of the level and frequency of incivility regarding unfair grading, use of computer and devices in class, and efficacy of teaching methods.

-Between Student & Faculty Incivility Scores = ($p = 0.637$, $t = 0.473$)

-Between Student Age Groups = ($t = 0.846$, $p = 0.399$)

-Between Faculty Age Groups = ($f = 1.244$, $p = 0.319$)

-Between student year groups = ($f = 1.685$, $p = 0.190$)

-Between faculty years of experience ($f = .384$, $p = 0.766$)

-Statistically Significant difference in proportion of students (69.8%) and faculty (95%) perceiving **use of computers and devices in class** as highly uncivil: $p=0.018$

- Statistically significant difference in perception of the frequency of faculty **using a computer, phone or media device** in meetings or work activities for unrelated purposes, with more than half of faculty (55%) rating it as often, and just a quarter of students (25.4%) agreeing ($p<0.01$).

- Statistically significant larger proportion of students (60.3%) perceived the frequency of faculty **ineffective or inefficient teaching methods** as occurring often compared to less than a quarter of faculty (20%) ($p<0.01$)

- Statistically significant larger proportion of students (49%) perceived the frequency of faculty **unfair grading** as occurring often compared to less than a quarter of faculty (20%) ($p=0.015$).

8. Discussion

9. Faculty may be unaware of uncivil behaviors, committing these acts intentionally and unintentionally, which may account for higher levels of perceptions seen in students.

-Evidenced by statistically significant differences in perceived level of incivility in this research and literature.

1. Faculty may possibly be biased, having difficulty viewing other faculty as likely perpetrators, while students tend to acknowledge the presence of uncivil behaviors among their peers.

-Evidenced by statistically significant differences in perceptions of who are the likely perpetrators of incivility. No faculty indicated faculty were a little or a lot more likely.

1. c. Possible Reasons for disparity in perceptions between faculty and students

-Generational differences (majority of students <23 years), power relationship between nurse educator and student, student consumerism mentality (paying customer), changes in societal norms with greater acceptance of unruly behaviors, faculty may be conditioned and trained to expect some level of immaturity among students and therefore be more tolerant, whereas students are conditioned to model professionalism and are therefore less tolerant of it in their lecturers. For example on the last point, despite the faculty perception of a 'mild' incivility problem, three of their perceived top five 'most uncivil' student behaviors, were also among their top five 'most frequently' occurring student behaviors. Despite having the behaviors faculty perceived as most rude and disrespectful occurring frequently, the majority still considered the problem 'mild'.

1. **Students concentrated on more overtly uncivil behaviors while faculty were more concerned with minute details and annoyances as most uncivil. However congruent with literature on absence of aggressive and threatening behaviors not occurring frequently.**
2. **Faculty must place more emphasis on the use of effective actively engaging teaching methods.**

-Ineffective or inefficient teaching method was not only among the students top 10 perceived faculty most uncivil behaviors, it was also among the top 2 most frequently occurring. Chi square further determined a larger statistically significant proportion of students rated ineffective teaching as occurring 'often' compared to faculty as previously mentioned.

- Students may find it easier to be distracted, and perceive time wasted in attending class, when faculty fail to engage and involve them in teaching sessions. On the other hand, due to overwhelming class sizes and congested curriculums, faculty may perceive completion of course content to be the priority goal.

1. **f. There are possibly differences in the perceived essentialness of technology between faculty and students.**

-Evidenced by previously mentioned different perspectives on use of computers and devices.

-Suggested to reflect preference and comfort with technology use in classroom

1. **Students may not understand grading regulations, or that there are some inconsistencies in grading practices by faculty**

- Evidenced by student respondents rank of unfair grading in the top five of most frequently occurring faculty behaviors, as well as a statistically significant larger proportion of students indicating this behavior as occurring often compared to faculty

Application to Theory

-the study institution is left of the high stress intersect, and midway on a path to a culture of incivility

- given the moderate to serious level of incivility perceived, yet absence of seriously aggressive and violent behaviors

Further Studies

- A qualitative research design
- Longitudinal Study
- Larger sample size
- Post-graduate students
- Across a greater amount of educational institutions
- Explore intervention efficacy

Limitations

Implications

Conclusion

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