Nursing Students & Faculty Perceptions of Incivility in An Urban Jamaican University

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Ferneka Deleveaux
MScN (Ed.) RN

- **Author: Deleveaux, F.** MScN (Ed.) RN

Public Hospitals Authority/Sandilands Rehabilitation Centre

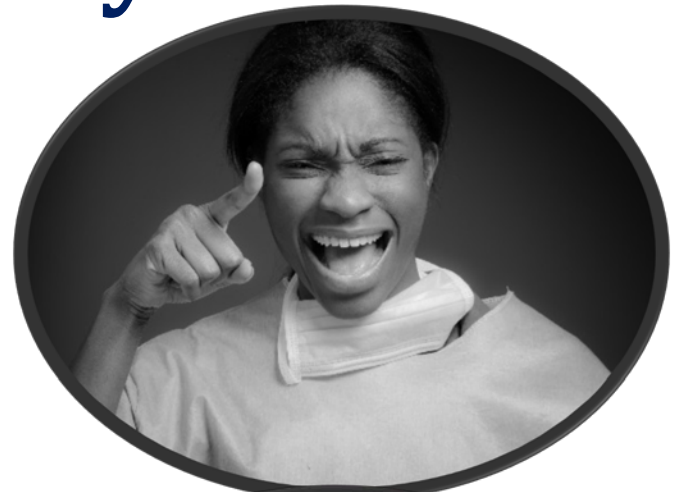- **Author: Aiken, J**. MScN (Ed.) RM RN

UWI, School of Nursing Mona

Nursing Vs. Incivility

VS

In Jamaica

- Nurses experience and witness lateral violence, and perceive it as normal.

- Uncivil behavior perfected in the academic environment may be transferred into the workplace environment

(Aiken et al., 2012)

What is at Stake?

- The development of future professional proficient nurses

- An efficient productive academic environment

- Preservation of positive public perception of the profession

- The opportunity to address incivility before it matriculates into the workplace.

(Luparell, 2004; Clark & Springer, 2007; Clark, 2008b, Del Prato, 2013)

Study Purpose

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

- This information may inform decisions, policies, and measures to promote a culture of civility

Literature Review

○ Research suggests incivility is perceived as at least a moderate problem in nursing education

○ Faculty tend to perceive incivility as less of a problem than students

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

(Clark & Springer, 2007; Clark, 2008; Clark et al, 2010; Theodore, 2015)

Literature Review

Factors Influencing Incivility

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

(Clark & Springer, 2007; Clark & Springer, 2007b; Clark et al., 2012; Altmiller, 2012; Rad et al., 2016)
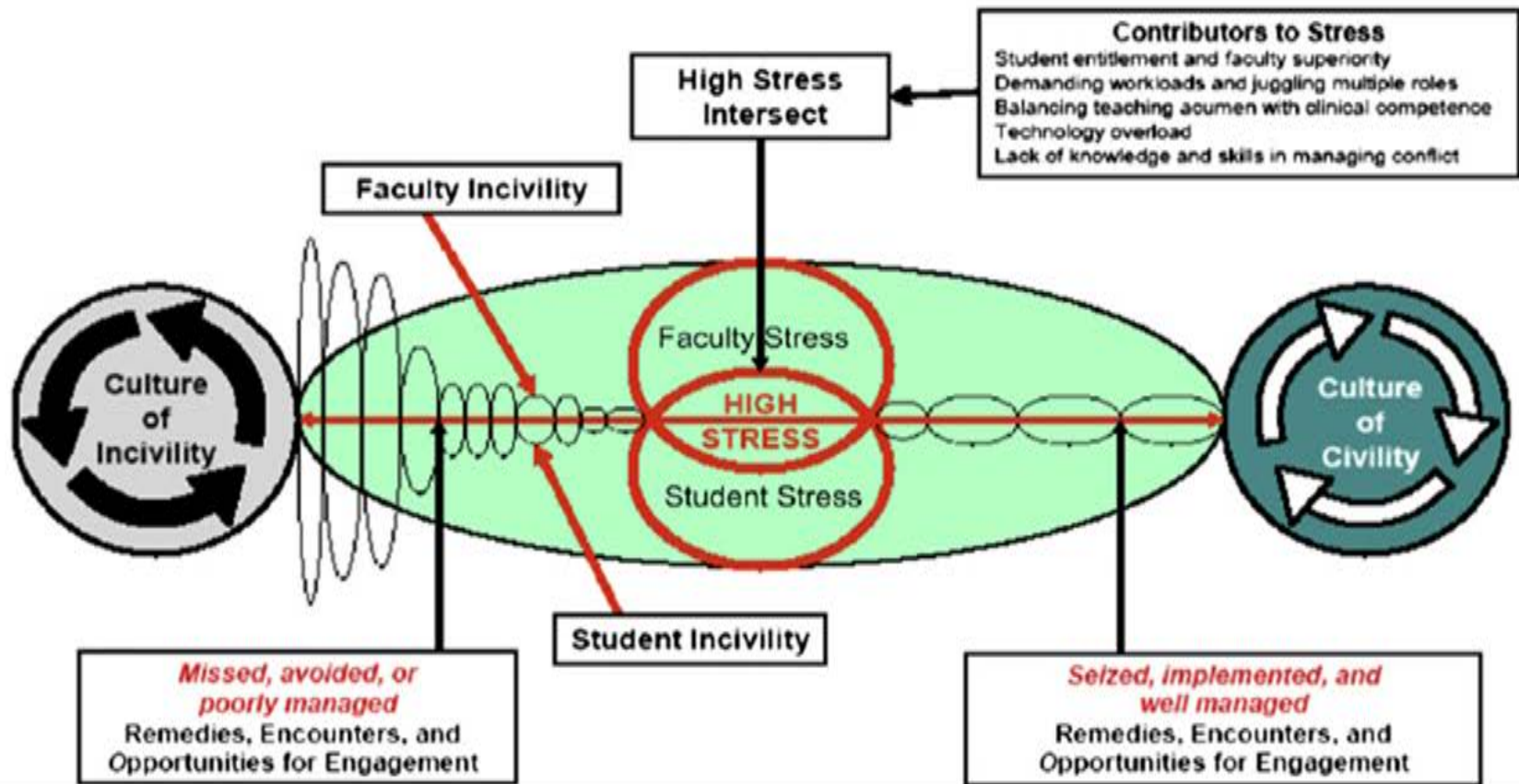
Literature Review

Effects of Incivility

- **Students & Faculty**: helplessness, powerlessness, anger, depression, anxiety, attrition, physical symptoms, impaired learning environment , lack of self confidence etc.

- **Students**: depleted self efficacy, breakdown in mentorship role of educators

- **Faculty:** reliving event, self doubt

(Luparell, 2004; Clark, 2008b; Marchiondo et al., 2010; Del Prato, 2013)

CONCEPTUAL MODEL FOR FOSTERING CIVILITY IN NURSING EDUCATION

Contributors to Stress
Student entitlement and faculty superiority
Demanding workloads and juggling multiple roles
Balancing teaching acumen with clinical competence
Technology overload
Lack of knowledge and skills in managing conflict

High Stress Intersect

Faculty Incivility

Faculty Stress

HIGH STRESS

Student Stress

Culture of Incivility

Culture of Civility

Student Incivility

Missed, avoided, or poorly managed
Remedies, Encounters, and Opportunities for Engagement

Seized, implemented, and well managed
Remedies, Encounters, and Opportunities for Engagement

Clark Revised 2010 ©

Research Questions

- What are Nursing faculty and student's perceptions of the **Level of incivility**

- What Nursing faculty/student behaviors are perceived as **Most uncivil**

Research Questions

- What are the **Most frequently** occurring nursing student/faculty uncivil behaviors

- Does perception of incivility differ between nursing faculty/ students, age groups, student year groups, faculty years of experience?

Methods

- Quantitative descriptive comparative design

- **Population**

  Nursing <u>educator</u> faculty: 26
  Undergraduate Nursing students: 367 students
  (2nd-156, 3rd-118, 4th-93)

- **Setting**

  The nursing school of an urban Jamaican university

Methods

- **Sampling**

  Systematic and Convenience Sampling for students and faculty respectively

  Desired Sample size: 183 students; 26 faculty

- Data collected between June 9th- July 7th 2017

- **Tool**

  Self administered INE-R; pretested(Chronbach alpha: 0.926- students; 0.952-faculty)

- Ethical Approval: UWI (FMS) Ethics Committee

Findings

Response Rate

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

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

Respondent Description

- Females: 97.3%

- Jamaican: 97.3%

- Full time: 97.9%

- Students Age: 99.2% less than 33yrs (19-52)

- Student year group: 2nd year (46%)
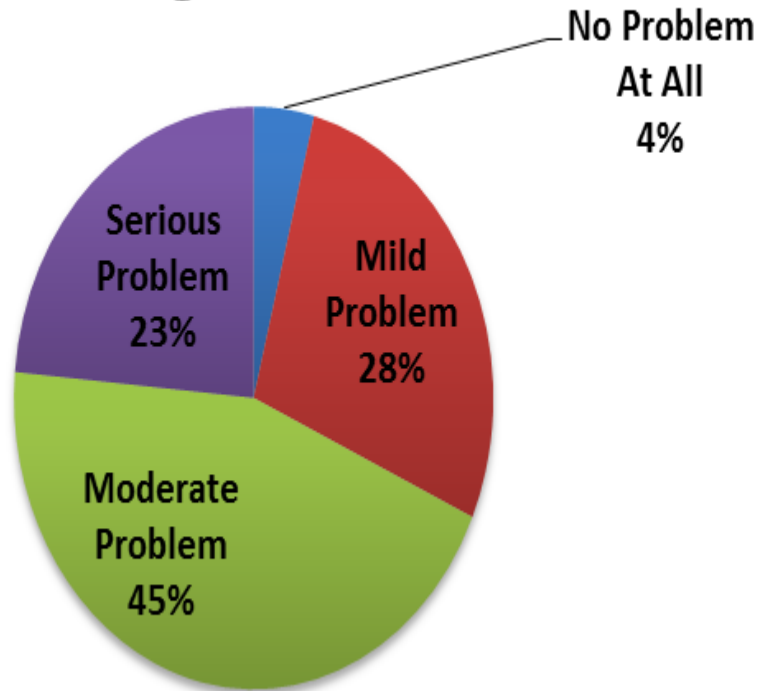
Respondent Description

- Faculty age: **50%** 34-43yrs

- Masters of Science in Nursing: **75%**
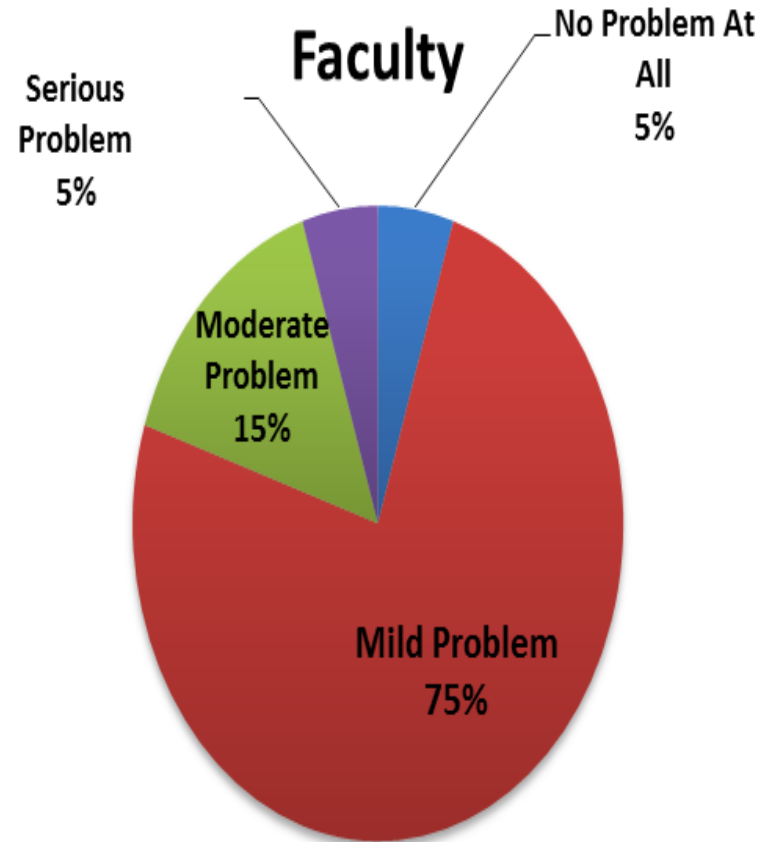
- Nursing Education Experience: **65% <11yrs:**

Perceived Level of Incivility

Nursing Students
- No Problem At All 4%
- Mild Problem 28%
- Moderate Problem 45%
- Serious Problem 23%

Faculty
- No Problem At All 5%
- Serious Problem 5%
- Moderate Problem 15%
- Mild Problem 75%

- Statistically significant differences in perception of incivility level: $p < 0.01$

Most Uncivil Student Behaviors

Common Perceptions Between Faculty/Student

- Making condescending and rude remarks
- Sending inappropriate or rude emails to others

Differences

- Profanity, threats of physical harm, threatening statements about weapons in students top 5, but not faculty

Most Uncivil Faculty Behaviors

Common Perceptions Between Faculty/Student

- Unfair Grading
- Exerting superiority

Differences

- Faculty #1Perception: Using computer, phone or device
- This behavior was NOT mentioned by students

Most Frequently Occurring : Student Incivility

Common Perceptions between Faculty/Student

- Using a computer, phone or other media device (No.1 by both)
- Sleeping or not paying attention in class
- Arriving late for class/other activities
- Holding side conversations that distract you and others.

Most Frequently Occurring : Faculty Incivility

Common Perceptions by Faculty/Students
- Arriving late for class or other scheduled activities
- Being unavailable outside of class

Differences
- Students included: ineffective teaching strategies and unfair grading, faculty did not

Significant differences

There were **no statistically significant differences** found between the mean incivility scores of the

- Student age groups

- Faculty age groups

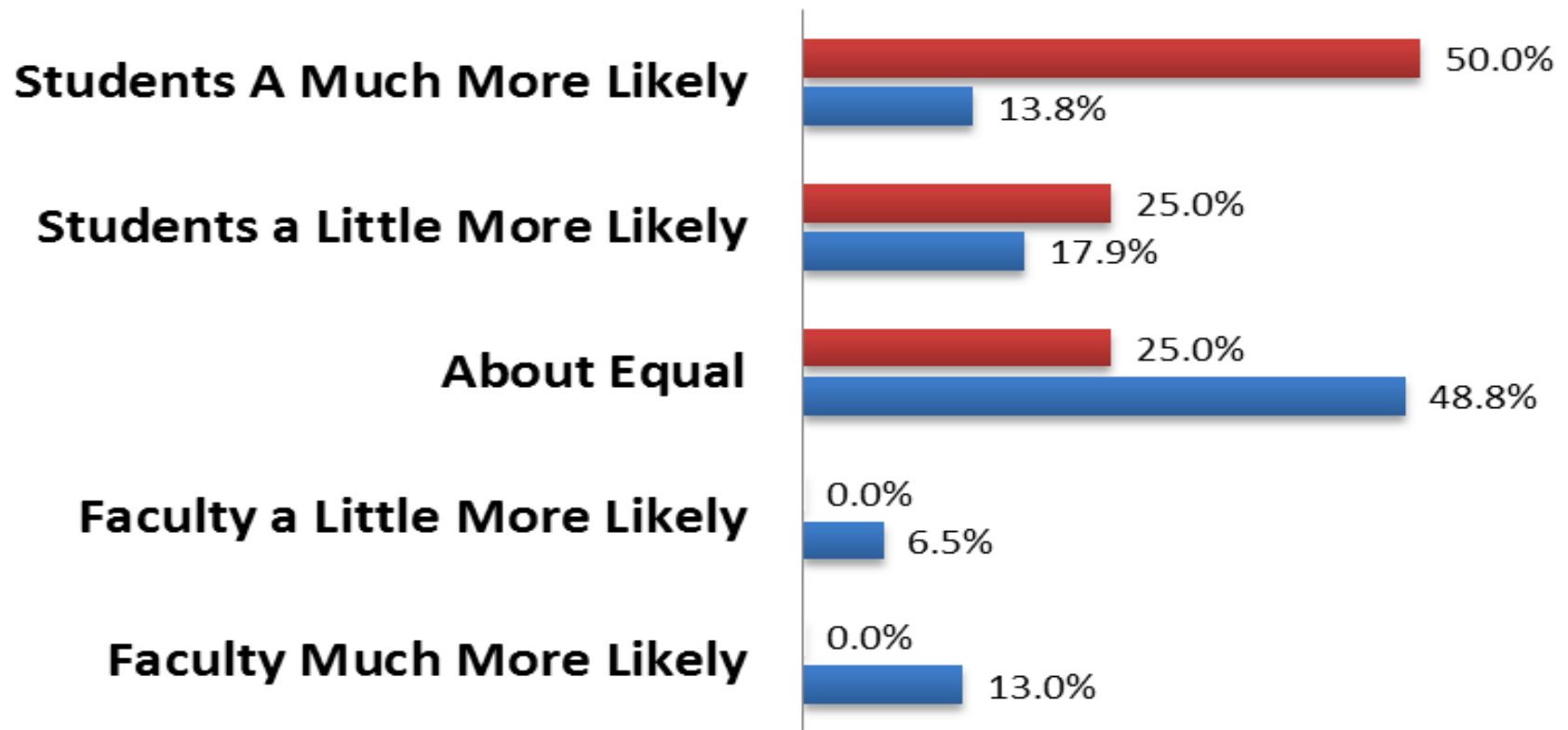- Years of experience,

- Student year groups.

Significant Differences

- Students (60.3%) perceived **Ineffective teaching methods** occurred 'often' (p=0.001)

- Students (49.2%) perceived **Unfair grading** occurred 'often', (p=0.015)

- Faculty (55%) perceived inappropriate **use of technology occurred 'often'**; 95% perceived it 'high level incivility': (p=0.007; p= 0.018)

Most likely Perpetrator

■ Faculty ■ Students

Students A Much More Likely
- 50.0%
- 13.8%

Students a Little More Likely
- 25.0%
- 17.9%

About Equal
- 25.0%
- 48.8%

Faculty a Little More Likely
- 0.0%
- 6.5%

Faculty Much More Likely
- 0.0%
- 13.0%

○ Statistically significant difference between student and faculty perceptions (p<0.01)

Discussion

- Perceptions of a moderate - serious level of incivility along with differences between student/faculty perceptions supports findings in the literature.

(Clark & Springer, 2007; Clark et al., 2010; Theodore, 2015; Natarajan et al. 2017)

Discussion

Disparity in student/ faculty perception may suggest:

- Faculty are unaware when they commit offenses

- Faculty may have difficulty viewing peers as perpetrators compared to students

OR

- Faculty are more tolerant of behaviors and expect immature behavior in students

(Clark & Springer, 2007; Sills, 2016)

Discussion

Difference in perception may be due to:

- Generational divide (students <23 yrs-54.8%)

- Rankism

- Consumer mentality

- Greater societal acceptance of unruly behavior

(Clark 2008c; Theodore, 2015; Rad et al., 2015; Graham et al, 2016)

Discussion

- Behaviors perceived as most uncivil were similar to findings in the literature

- Students concentrated on more overt behaviors and faculty focused on insults to courtesy /professionalism

- As in the literature, no overtly aggressive or violent behaviors were perceived to be frequently occurring

(Clark & Springer, 2007;Clark et al., 2010; Vickous, 2015; Ibrahim & Qalawa, 2016)

Discussion

- Faculty must place more emphasis on the use of teaching methods that actively engage students

- Congruent with literature reporting that a failure to engage students is a cause of incivility

(Harrison, 2007; Clark, 2008; Clark, 2012; Hoffman, 2012; Theodore, 2015; Rad et al., 2016)

IMPLICATIONS

- Uncivil behaviors may affect educational outcomes, attrition, program satisfaction, institution fiscal outlook/reputation etc.

Suggestions

- Open seminar discussing the research findings and the issue

- An inclusive tribunal or committee

- Incivility training and integration into the curriculum

Limitations

- Self-report bias

- Results are subject to skewness

- Only undergraduate students at one university were utilized

- Small sample size

Conclusion

- Study describes perceptions of student/faculty incivility in a Caribbean setting not found in publications.

- Findings mirror many perceptions common across cultures (U.S., China, Jamaica etc.)

- Study suggests incivility is a significant issue among nursing students even prior to matriculation into the workforce

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