



Research Article

PERCEPTION OF NURSE EDUCATORS ON UNCIVIL BEHAVIOR OF NURSING STUDENTS

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ABSTRACT

Teacher student relations have to be very optimistic and mannerly but now day's students become uncivilized with teachers during classes. This study aimed to assess the perceptions of nurse educator on uncivil behavior of nursing students in nursing education programme. Researcher adopted mixed method research approach with embedded design. 55 nurse educators recruited as sample by non-probability sampling technique and then quantitative and qualitative data are collected through a self-administered questionnaire and analyzed concurrently. The findings revealed that 90.9% of nurse educators experienced frequent yawning by the students in the class and 80% of them experienced students talking to other students at inappropriate times or during session and nurse educators felt very disturbed and sad with this uncivilized behavior of students. Researcher concluded that the role of teacher plays very important in reducing the uncivil behavior and such incident should be reported early and necessary action should be taken.

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INTRODUCTION

Academic incivility is defined as rude, discourteous speech or behavior that disrupts the teaching-learning environment and may range from misuse of cell phones, rude and sarcastic comments to threats or actual acts of physical harm. In present scenario the student culture on college campuses is viewed as the "culture of entitlement." The student feels overwhelmed with all the demands in addition to the program demand which cannot change.

In nursing education, students are beginning to identify uncivil faculty behaviors, suggesting that, at times, faculty have contributed to dehumanizing conditions that negatively affect students. Indeed, Baldwin believes that a universal goal of higher education is to promote civility and respect, and argues that the role of higher education is to create scholars, working professionals, and good citizens.

Instances of incivility directed toward faculty can be frightening, discouraging, and lead to fearfulness related to job security or physical harm and other negative consequences. These instances have the potential to cause a decrease in job satisfaction among nursing faculty leading to an exodus from the field at a time when there is a tremendous shortage of faculty and measures are needed to recruit and retain more nursing faculty. Student incivility can also negatively influence the teaching and learning environment in the classroom by impeding the learning of others through distraction and disruption of the instruction, and negatively affecting the classroom dynamic.

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Such experiences of incivility potentially disrupt nursing education. Clark (2008d) suggested that a student who engages in uncivil behaviors while in nursing school can bring those same behaviors to the work environment. Acts of incivility can negatively impact the health care environment and negatively influence patient outcomes. Incivility exhibited by student nurses is especially troubling because upon graduation these same students will be providing patient care.

Why Researcher promoted to take this study

An unethical or uncivilized behavior in nursing education is an emergent problem that seriously disrupts the teaching-learning environment and often results stressful student and teacher relationships. Nursing educators complain about the rise of unethical behavior in their students and students voice similar complaints about faculty.

Both nursing faculty and students have reported that incivility is a moderate problem in nursing education (Clark & Springer, 2007). Luckily, most faculties will tell you that they experience incivility by only the rare student. Yet, dealing with these rare problem students takes a disproportionate amount of their time and effort, and usually ends up depriving hard working students of good educational experiences.

Researchers have reported uncivil nursing student's behavior for several years and over the period of time, the level of incivility increasing. It is important to understand areas of concern that may initiate uncivil behaviors of students and faculty. It is interesting to note that the behaviors can be minimized if awareness is maximized. In addition the need to reduce the bullying or inappropriate uncivil will require action on behalf of the faculty member.

Objectives

- To assess the perceptions of nurse educator on uncivil behavior of nursing students in nursing education programme.
- To find out the association between perceptions of nurse educator on uncivil behavior of nursing students with selected demographic variables.

Research Methodology: Researcher adopted mixedmethod research approach with embedded research design. 55 nursing educators recruited based on inclusion criteria. Researcher used purposive sampling.

Inclusion Criteria: Nurse Educators must be:

- Permanent faculty of nursing institute.
- Willing to participate and signing consent
- Working in approved institutes

Researcher developed a structured questionnaire to collect quantitative data and a semi-structured questionnaire to collect qualitative data along with a comprised demographic data of nurse educators. Researcher prepares these tools after extensively review of literature and in depth discussion with 20 senior nurse teachers. After validation, these tools administered to samples to gather information in form of data. The data was collected after getting permission from the concerned authority. Self-introduction about the researcher and the details of the research study was explained to the participants. The participants were assured that the data and findings will be kept confidential.

Ethical principles

The permission was granted from the concerned authority. Informed consent was obtained from each sample and assured of confidentiality on the information they provided.

RESULTS

Result presented in form of tables and diagrams under following sections.

Section I: Demographic variables of Nurse Educators.

Section II: Experiences of Nurse Educators about uncivil behavior of students while conducting classes at classroom or clinical settings in previous year

Section III: Frequency of uncivil behavior of students while conducting classes at classroom or clinical settings experienced by Nurse Educators in previous year.

Table 1 Demographic variables of Nurse Educators.

N=55			
Sl. No	Characteristics	Frequency	Percentage (%)
1.	Age		
	1. < 25 years	20	36.4
	2. 26 - 30 years	21	38.2
	3. 31 - 35 years	11	20
	4. 36 - 40 years	-	-
	5. > 41 years	3	5.4
2.	Gender		
	1. Male	11	20
	2. Female	44	80
3.	Professional qualification		
	1. B. Sc. Nursing	19	34.6
	2. Post Basic B. Sc. Nursing	12	21.8
	3. M. Sc. Nursing	24	43.6
	4. M. Phil / Ph. D Nursing	-	-
4.	Professional experience		

	1. 1 - < 3 years	33	60
	2. 3 - < 5 years	6	10.9
	3. 5 - < 7 years	7	12.7
	4. > 7 years	9	16.4
5.	Faculty Designation		
	1. Tutor / Clinical Instructor	41	74.5
	2. Assistant professor	12	21.8
	3. Associate professor	-	-
	4. Professor	2	3.7
6.	No. of institutions previously worked		
	1. 1-2	47	85.5
	2. 3-4	7	12.7
	3. > 5	1	1.8
7.	No. of hours of classes per week		
	1. < 5 hours	9	16.4
	2. 5 - 10 hours	27	49.1
	3. 11 - 15 hours	17	30.9
	4. > 16 hours	2	3.6

In table-1 Demographic variable represents that majority (38.2 %) of the sample belongs to the age group of 26-30 years. Regarding their professional qualification 43.6% of the samples were M. Sc. Nursing qualified. 74.5% of the sample was designated as tutor. Regarding the number of institutions previously worked, majority 85.5% of the samples worked in 1-2 institutions. About 49.1% of the samples engaged 5-10 hours of classes per week.

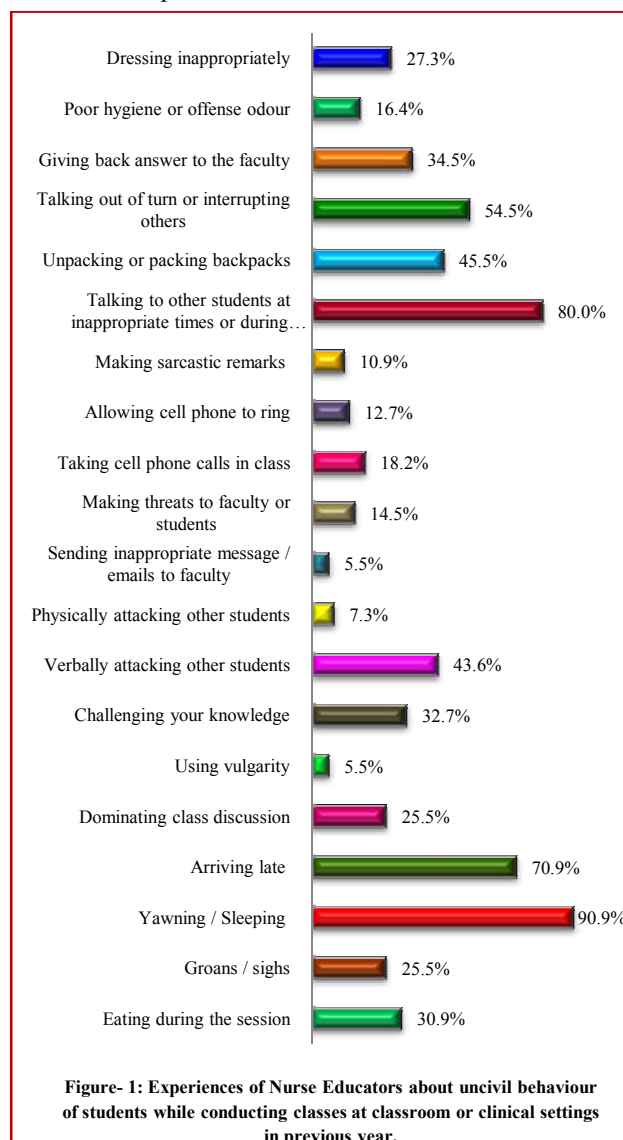
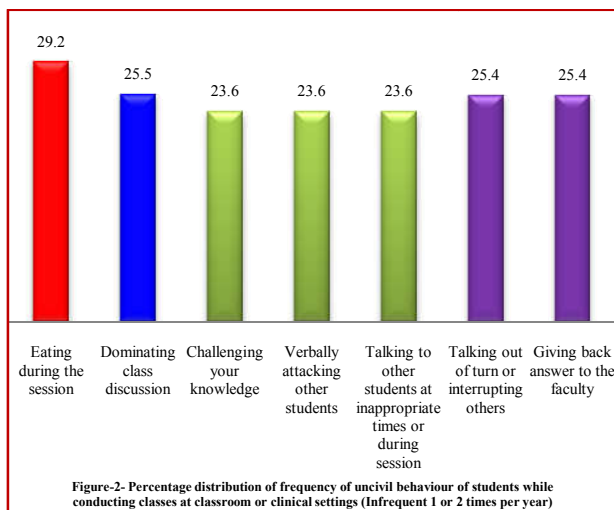


Figure- 1: Experiences of Nurse Educators about uncivil behaviour of students while conducting classes at classroom or clinical settings in previous year.

As reflected in figure-1 some of salient statistic is that majority 90.9% of nurse educator reflected that students either yawning

or sleeping during the classroom or in clinical settings. 43.6% educators reported that students engaged with verbally attacking other students, 80% said that they come across with a situation when students talking to other students at inappropriate times or during sessions, 54.5% said that students talking out of turn or interrupting others and 70.9% said that students arrived late. 5.5% educator even accepted that students send them inappropriate emails of messages whereas 5% are reported that students using vulgarity.



In figure-2 nurse educators reflected that eating during the session (29.2%), dominating class discussion (25.2%), challenging educators knowledge (23.6%), verbally attacking other students (23.6%), talking to other students at inappropriate times or during sessions (23.6%), talking out of turn or interrupting others (25.4%) and give back answer to faculty (25.4%) are very infrequent and happens 1 or 2 times in a year.

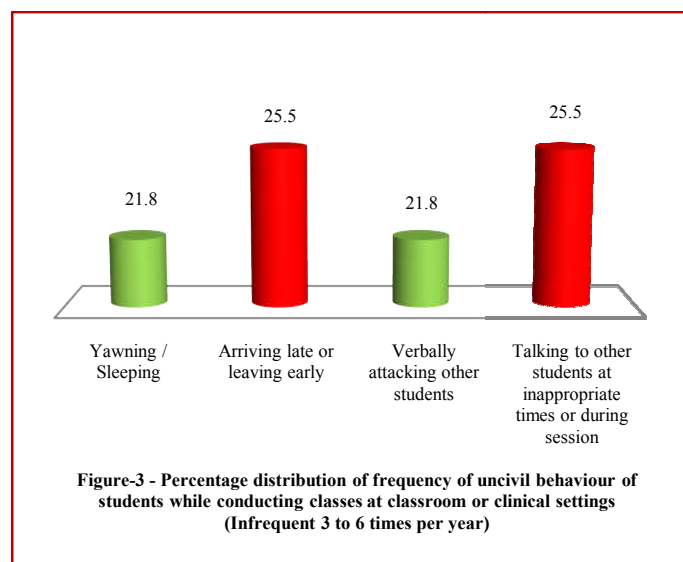


Figure-3 reflects the uncivilized behavior of students happens infrequently about 3 to 6 times per year, here 21.8% of nurse educator reported yawning or sleeping, 25.5% said students arriving late in class, 21.8% reported students verbally attacking other students and 25.5% said that students talking to other students at inappropriate times or during sessions.

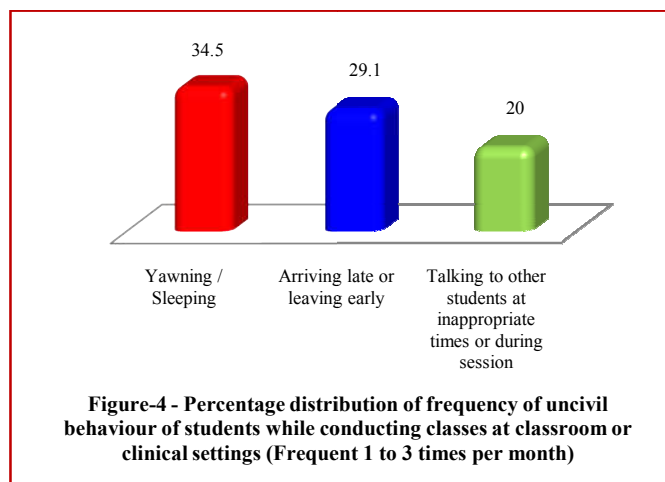


Figure-4 reveals some of uncivilized behavior of students happens frequently 1 to 3 times per month, here 34.5 % nurse educators consider yawing or sleeping during class, 29.1% said students arriving late in class or clinical and 20% reported that students talking to other students at inappropriate times or during sessions.

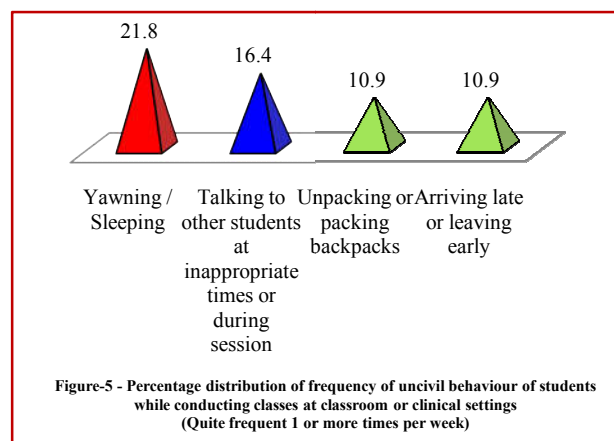


Figure-5 reveals those uncivilized behavior of students which are quite frequent happens 1 or more times per week, here 21.8% educators consider yawning or sleeping, 16.4% said students talking to other students at inappropriate times or during sessions, 10.9% asked for unpacking or packing backpacks and 10.9% considered students arriving late or leaving early clinical quite frequent.

Qualitative part of the data was analyzed by coding and indexing the data. Most of the nurse educators felt very disturbed and sad whenever they came across uncivil behavior of students during class session. The nurse educators expressed that the students should be punished or given proper guidance and counseling to reduce the uncivil behavior of the students. And about the relation between faculty and students uncivil behavior, the majority of the nurse educators expressed their view that faculty uncivil behavior is leading cause for student's uncivil behavior.

DISCUSSION

The findings revealed that most of the faculty experienced common uncivil behavior of students. Majority (90.9%) of nurse educators experienced frequent yawning by the students in the class and 80% of them experienced students talking to other students at inappropriate times or during session.

About the frequency of uncivil behavior of the student's majority (34.5%) of the nurse educators experienced yawning / sleeping during class sessions frequently i.e. 1 to 3 times per month and 21.8% of the nurse educators experienced quite frequent i.e. 1 or more times per week. 29.1 % of them experienced students arriving late or leaving early frequently i.e. 1 to 3 times per month and 25.5% of them experienced infrequent i.e. 3 to 6 times per year. 25.5 % of them experienced students dominating the class discussion infrequent i.e. 1 or 2 times per year. 25.4 % of the educators experienced infrequently students talking out of turn or interrupting others and giving back answer to the faculty. Most of the nurse educators (25.5%) experienced students talking to other students at inappropriate times or during session infrequently.

Qualitative analysis of data

Qualitative part of the data was analyzed by coding and indexing the data. In qualitative part the nurse educators asked about open ended questions like how do you feel, whenever you come across uncivil behavior of students during class session. What are the measures you would like to consider to reduce the uncivil behavior of students during class session? Does faculty uncivil behavior leads to students' uncivil behavior? (Yes / No) If yes, please elaborate common uncivil behaviors of faculties with example.

Most of the nurse educators had different experience whenever they come across uncivil behavior. Majority of the samples felt very disturbed, anxious, irritated and sad whenever they came across uncivil behavior of students during class session. And their teaching process was distracted for the same. Regarding the measures to consider reducing the uncivil behavior of students during class session, the nurse educators expressed that the students should be punished or given proper guidance and counseling to reduce the uncivil behavior of the students. And about the relation between faculty and students uncivil behavior, the majority of the nurse educators expressed their view that faculty uncivil behavior is leading cause for student's uncivil behavior. When teachers are not strict in the classroom or clinical setting and teachers are not questioning about any mistakes the student uncivil behavior is increased.

CONCLUSION

With the findings researcher concluded that uncivil behaviors are very common among the students. Role of teacher also very important in reducing the uncivil behavior. Whenever uncivil behavior is exhibited by the students it should be reported early and necessary action should be taken in order to reduce the number of uncivil behavior.

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