

Identifying Factors and Perceptions of Academic Incivility Among Nursing Students: A Case Study from Jabalpur, Madhya Pradesh

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ABSTRACT

The purpose of this descriptive cross-sectional survey research was to investigate, from the perspective of nursing students in Jabalpur, Madhya Pradesh, what variables and attitudes contribute to academic incivility. Disruptive and disrespectful classroom conduct, known as academic incivility, is a major problem for both the learning environment and the relationships between teachers and students. In all, 152 undergraduate nursing students from a variety of participating institutions were chosen for the research using a convenience sample method. During data collection, we looked for patterns of disruptive behaviour in the classroom, as well as the reasons behind it, the ways teachers dealt with it, and the effect it had on the students. The research only collected data at one moment in time using structured questionnaires; therefore it only gives us a picture of the current state of rudeness. We used statistical tools to analyse the data. We used descriptive statistics to summarise the distributions of important variables' frequencies and percentages. According to the results, there was a high prevalence of disruptive behaviours in the classroom, including chatting on mobile phones, being late, and expressing disrespect to teachers. Overcrowding in the classroom and professors' lack of accessibility are two examples of the interpersonal and environmental variables identified by the research as having an impact on these behaviours. Implications for policy and practice to promote a more courteous and supportive learning environment are offered by this study, which provides important insights into academic incivility in nursing education.

Keywords: Student Behavior, Nursing Education, Classroom Environment, Disruptive Conduct, Higher Education.

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I.INTRODUCITON

Academic advising has changed the face of higher education by becoming an essential tool for helping students stay in school, move up the academic ladder, and succeed academically. More and more, universities are realizing that good academic advising is essential for helping students make the most of their college experience while also advancing their intellectual, career, and personal objectives. Academic advising is an important yet undeveloped and inconsistently executed practice in many schools, despite this. Because of this, there has to be a plan in place to standardize academic advising procedures so that they are purposeful, accessible, and focused on results. Academic expectations, personal difficulties, and job uncertainty are just a few of the many obstacles that students confront as they go on to college. Academic advising serves as a support structure that encourages students to make well-informed decisions, boosts their academic motivation, and cultivates a feeling of belonging in this setting. The complicated demands of today's varied student populations are beyond the capabilities of traditional advising models, which are often schedule-centric and focused on transactions. Alternatively, methods of developmental and integrative advising that place an emphasis on student empowerment, mentoring, and cooperation are becoming more popular. If strategic academic advising is to become an integral part of the culture of an institution, it must evolve into something more than just helping students register for classes.

The four pillars of an effective academic advising strategy are a student-centered mindset, well-defined objectives, buy-in from upper management, and quantifiable results. The creation and training of advisors, the incorporation of technology, inclusion, policy alignment, and the ongoing evaluation of the efficacy of advice are all aspects that must be addressed by such a framework. It is equally crucial to acknowledge that academic advising is a collective duty that includes students, professional staff, administrators, and faculty advisers. The

disconnect between advising theory and institutional practice may be closed by establishing accountability mechanisms and cohesive frameworks. To be responsive to the ever-changing educational landscape, the strategic framework should be adaptable and grounded on facts. For instance, advising services may be made more efficient and personalised by integrating digital advising platforms, predictive analytics, and learning management systems. Additionally, all students, particularly those from marginalised and underrepresented groups, should have equal access to advising, and this should be a priority for institutional rules. To achieve this goal, advising must be integrated into institutional strategies for planning, allocating resources, and ensuring student success. A strategic advising framework also has to be in sync with the institution's overarching goals, both academic and otherwise. Along with academic success, it should encourage development as an individual, preparedness for the workforce, and further education throughout one's life.

As a result of the alignment, advising will no longer be seen as an extra service but as a fundamental component of student learning. Academic advisors and other campus resources, such as career services, counseling centres, and faculty mentoring programmes, may work together to provide students with a comprehensive and student-centered support system. Effective advising methods must be institutionalised with the full support of leadership. It is the responsibility of administrators to lead the charge for advisor recognition, training, and infrastructure improvements. Opportunities for professional development and rewards for outstanding advising should also be in place to promote faculty engagement. Meanwhile, in order to foster an inclusive and adaptable advising culture, it is important to take student input and involvement into account while formulating advising regulations. Academic advising strategy creation is an ambitious, long-term endeavour that requires foresight, collaboration, and perseverance; it is not a routine administrative duty. Higher education institutions may improve student engagement, persistence, and success by rethinking academic advising as a strategic role integrated into the institutional ecosystem. A successful academic advising framework is examined in this study with the goal of offering educational leaders, legislators, and practitioners practical insights into its components, principles, and methods of application. The ultimate goal is to improve student results.

II. REVIEW OF LITERATURE

Wali, Bibi Hajira et al., (2022) many schools, particularly nursing institutes, have a problem with rude students. It disrupts classroom discipline and the learning environment, which impacts both students and staff members. In order to find solutions, it is necessary to identify the causes of incivility in nursing college. The purpose of this study is to investigate how nursing staff and students see rudeness as a component of nursing education. Subjects were selected using a purposive sampling technique from a private nursing college in Islamabad, Pakistan, and the research was conducted using a qualitative descriptive methodology. Using an open-ended interview guide, five faculty members and twelve students were interviewed individually for in-depth evaluations. Thematic development began with the identification of codes via content analysis, which led to the formation of categories based on shared codes. A definition of rudeness, rude behaviours, causes contributing to rudeness, and methods for overcoming rudeness were all derived from the data analysis. Students' sociocultural and familial backgrounds, as well as a lack of teaching-learning methodologies, were the primary causes of incivility. Developing rules to decrease incivility in the institution, holding professional development activities, and orientation sessions were some of the tactics proposed for overcoming incivility. In order to make nursing school a more civil environment, we need better data on student and staff rudeness and more rules to deal with inappropriate conduct when it happens.

Buhrow, Shawn & Yehle, Ramona. (2022). The importance of keeping one's dignity in the face of the ever-shifting cultural dynamics of our global community cannot be overstated. The field of nursing is being undermined by the disturbing rise of academic incivility in today's universities. The goal of this study was to determine whether or not an educational session on rudeness had any effect on nursing students' perceptions of their own level of awareness of rude behaviour. Students in their third semester of an Associate Degree Nursing programme participated in a quantitative, quasi-experimental, pre-post research. Despite the lack of statistical significance shown by the paired t-test, the problem's existence became apparent. The study's participants were nineteen nursing students from a medium-sized Midwest community college. For the sake of our nursing profession's future, further study is needed to determine how to raise people's consciousness of rudeness and how to reduce its prevalence.

Natarajan, Jansirani et al., (2017) at most countries, rudeness and sexism at nursing schools are on the rise, which is having an impact on safety culture and the way students learn. Little is known regarding academic incivility among Middle Eastern nursing students, despite claims of rising tendencies. In a university-based undergraduate nursing programme in Oman, this research sought to investigate how nursing faculty members (NF) and nursing students (NS) perceive and deal with academic incivility. At a public university in Oman, researchers used a quantitative cross-sectional survey to look at NS academic incivility from both the NS and NF points of view. There were 155 nursing students and 40 nursing faculty members that participated in the Incivility in Nursing Education Survey. On most behaviours that were deemed disruptive, NS and NF were in agreement.

Moderate levels of academic incivility were observed in NS. The most prevalent disruptive behaviours in the classroom were seeming uninterested or bored, talking too much, using cellphones too much, being late to class, and not being ready for class.

Lamplsey, Tammy et al., (2016) this research aims to synthesise existing information about the experiences and views of nursing faculty and nursing students regarding incivility in online nursing education. The ultimate goal is to define incivility in this context. This study aims to answer the following particular questions: How has rudeness or disrespect been handled by nursing faculty in online nursing programmes? In your opinion, how common is rudeness among online nursing students?

Luparell, Susan. (2011). the complicated issues of bullying and incivility among nurses have received a lot of attention recently. The effects of workplace rudeness on nurses, patients, and healthcare organisations are becoming more apparent, according to new research. Topics pertaining to nursing education and the training of future nurses should be included in discussions on how to combat rudeness and bullying as today's students will be tomorrow's employees.

Clark, Cynthia & Springer, Pamela. (2007). Members of the faculty have voiced concerns about the increase in disruptive student behaviour, and students have done the same. This study used an interpretative qualitative research approach to look at how professors and students see rudeness in nursing school, what causes it, and how to fix it. The following categories emerged from the narrative analysis: student disruptions in class, student disruptions outside of class, rude faculty, and potential reasons for rudeness in nursing schools. The authors state that more studies are necessary to raise knowledge and comprehension of academic rudeness, its effects, and the social and psychological repercussions it causes.

III.RESEARCH METHODOLOGY

Research Design

Nursing students in Jabalpur, Madhya Pradesh, had their perspectives on academic incivility studied using a descriptive cross-sectional survey approach. By using a cross-sectional design, we were able to collect data at a single instant in time, giving us a picture of the state of civility in the world and the factors that people believe contribute to or detract from it.

Study Population and Sample

Students at the chosen universities who were pursuing undergraduate degrees in nursing were the intended participants. A convenience sample of 152 nursing students was used to choose those who were both available and willing to take part in the research.

Inclusion and Exclusion Criteria

- **Inclusion:** All nursing students currently attending classes during the study period and willing to provide informed consent.
- **Exclusion:** Students absent during data collection and those unwilling to participate.

Data Analysis

We used statistical tools to analyse the coded data that we collected. The many forms of incivility, the reasons why they were perceived, the reactions of faculty members, and the effects on the environment were all summarised using descriptive statistics, such as percentages and frequencies. Important variable frequency distributions were shown in tables.

IV.DATA ANALYSIS AND INTERPRETATION

Table 1: Frequency of Observed Academic Incivility Behaviors

Type of Behavior	Frequency	Percentage (%)
Using mobile phones during class	38	25.0%
Talking while the teacher is explaining	33	21.7%
Arriving late to class	30	19.7%
Showing disrespect to faculty	27	17.8%
Not participating in group tasks	24	15.8%
Total	152	100%

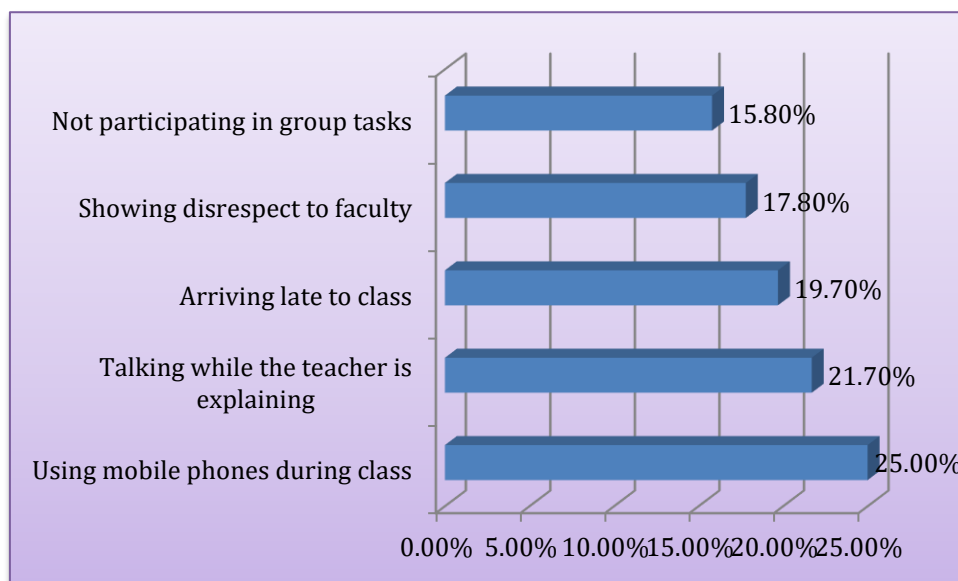


Figure 1: Frequency of Observed Academic Incivility Behaviors

Using mobile phones in class was the most common academic incivility (25.0%), followed by chatting during the teacher's explanation (21.7%) and being late to class (19.7%). A lack of focus and discipline in the classroom is evident in these actions. Notably, difficulties in sustaining professional and collaborative learning settings are also indicated by students' disdain towards instructors (17.8%) and their lack of participation in group assignments (15.8%). As this trend continues, it becomes clear that active disruption and passive disengagement are major issues in nursing education.

Table 2: Perceived Causes of Academic Incivility

Causes Identified	Frequency	Percentage (%)
Lack of interest in subject	33	21.7%
Poor classroom management	29	19.1%
Faculty's ineffective communication	30	19.7%
Peer influence	31	20.4%
Personal stress or mental health issues	29	19.1%
Total	152	100%

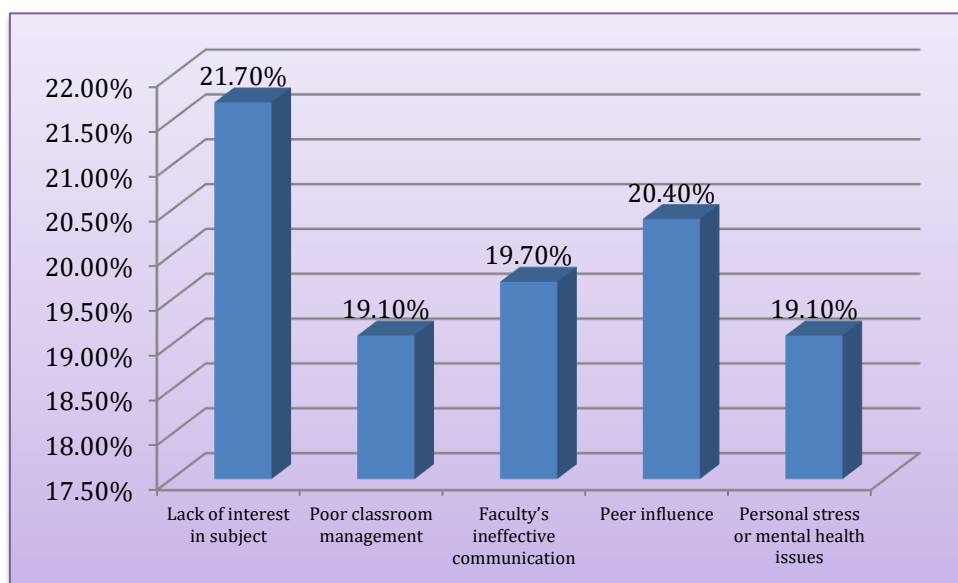


Figure 2: Perceived Causes of Academic Incivility

Among the many motivational and social variables at play, students cite a lack of interest in the subject matter (21.7%) and the influence of their peers (20.4%) as the main reasons for incivility. The significance of faculty behaviour in determining classroom dynamics is further supported by the fact that 19.7% of faculty members report inefficient communication and 19.1% report bad classroom management. There should be institutional support structures in place to address student well-being, since personal stress or mental health difficulties also play a big role (19.1%). The reasons are complex and multi-faceted, including individual, societal, and pedagogical factors.

Table 3: Student Perception of Faculty Responses to Incivility

Faculty Response	Frequency	Percentage (%)
Immediate verbal warning	41	27.0%
Ignoring the behavior	34	22.4%
Reporting to academic authorities	28	18.4%
Counseling the student	25	16.4%
Whole-class reminders on conduct	24	15.8%
Total	152	100%

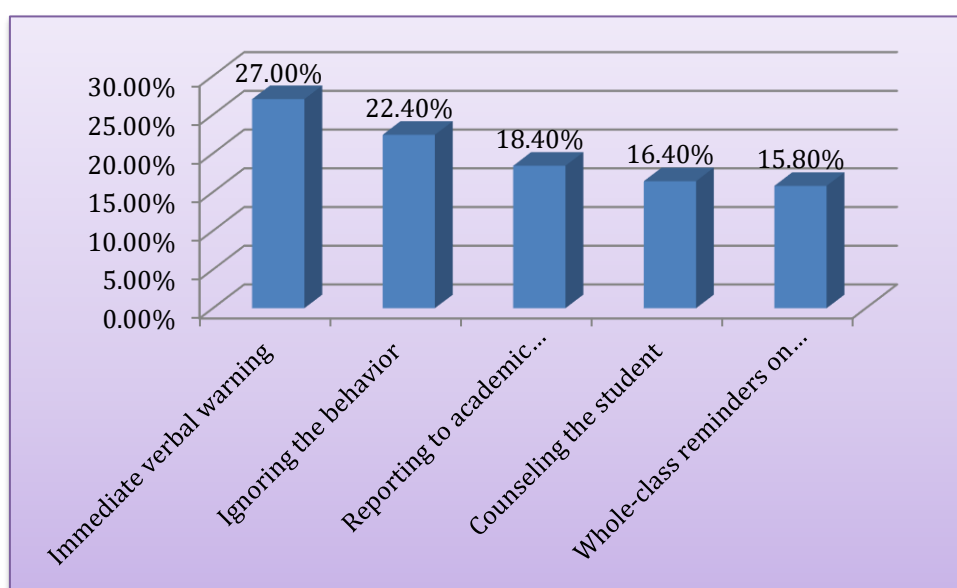


Figure 3: Student Perception of Faculty Responses to Incivility

Giving an instant verbal warning was the most generally perceived reaction by faculty (27.0%), suggesting that direct confrontation is the most apparent option. But there was also a rather high rate of disregarding the conduct (22.4%), which may indicate that teachers occasionally choose to ignore rude students in order to avoid a confrontation. Among the formal measures, 18.4% include reporting to academic authorities, while 16.4% involve counseling the student. A preventive tactic is shown by whole-class reminders (15.8%). There is potential for more consistent and helpful methods, since these views show that instructors utilize a combination of proactive and reactive techniques.

Table 4: Impact of Classroom Environment on Student Behavior

Environmental Factor	Frequency (Agree)	Percentage (%)
Overcrowded classrooms lead to distraction	36	23.7%
Noise and interruptions affect learning	32	21.1%
Faculty's approachability reduces incivility	29	19.1%
Comfortable seating encourages attention	28	18.4%
Peer support helps in behavior regulation	27	17.8%
Total	152	100%

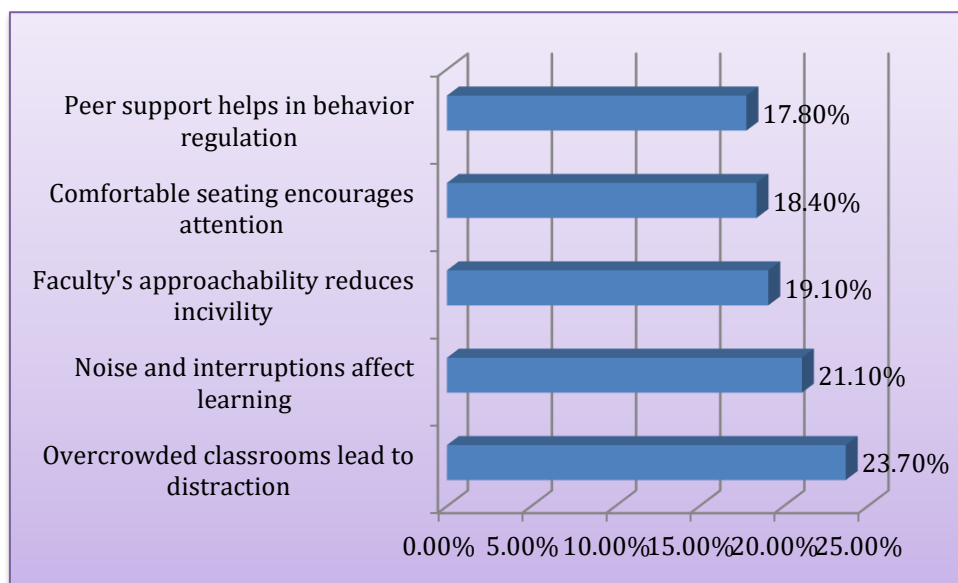


Figure 4: Impact of Classroom Environment on Student Behavior

The way students act is greatly affected by their surroundings. It is crucial to have a physical and auditory learning environment that is favourable to learning, since most people feel that noisy or overcrowded classrooms (21.1%) and large numbers of students sitting in one area hinder learning. Faculty approachability (19.1%) and comfortable sitting (18.4%) are positive qualities that contribute to a decrease in incivility and an increase in attentiveness. Another factor that influences behaviour is the support of one's peers (17.8%), which emphasises the importance of social cohesiveness. According to these results, classroom behaviour and engagement are affected by the physical arrangement of the room as well as the interpersonal environment of the students.

V.CONCLUSION

A crucial step towards developing coherent, inclusive, and effective student support systems is the creation of a strategic framework for academic advising at higher education institutions. The need for deliberate and organized advising is growing in importance as the complexity of academic contexts and the diversity of student populations continue to rise. To transform advising from ad hoc, reactive methods into an integrated, proactive, student-centered process, a systematic strategy is necessary. This structure is in line with the institution's larger educational objectives, gives advisers more influence, and gets students involved. In addition, a strong advising approach should use technology, support equality, foster cooperation across departments, and be assessed regularly to determine its efficacy. The continuation of this vision depends on the backing of leadership, the consistency of policies, and the involvement of stakeholders. Strategically planned academic advice may be a potent driver of student growth, perseverance, and overall success. In order to achieve their academic mandate in relevant and quantifiable ways and to satisfy the increasing requirements of their students, higher education institutions should invest in strategic advising frameworks.

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