

	10 Strategic Points	Comments or Feedback
Broad Topic Area	Student and faculty perceptions of the influences on uncivil behaviour in psychology undergraduate education programs	
Lit Review	<p>Incivility refers to verbal or physical actions that can be construed as disrespectful and rude. It indicates a disregard for others, resulting in an atmosphere of disrespect, stress, and conflict. In higher education, incivility may be practiced by either the students or the faculty which results in a breach of an environment of mutual respect in the education centre (Muliira et al., 2017). Although the literature on incivility in psychology education programs is limited, there are a few studies that throw light on the possible causes for disrespectful behaviour. A review by Knepp (2012) proposed several theories such as consumerism and modern technology that can explain the rise of incivility in psychology education programs. Another study by Evans (2018) raised concerns about the education and preparation of graduates for workplace requirements in a growing culture of incivility in education. A lot more research is required in the field of incivility in psychology undergraduate education programs, the perceptions of students and faculty in these programs, and the impact of incivility in the future professional lives of students.</p>	
Problem Statement	The recent rise in incivility by both students and faculty in educational programs is a growing concern, as it has the potential to impact students' education and create problems in their professional lives. It is not known what influences incivility between students and faculty in psychology undergraduate education programs.	
Research Questions	<p>The following are the research questions:</p> <ol style="list-style-type: none"> 1) How do students and faculty contribute to incivility in psychology undergraduate education programs? 2) What are the causes of incivility in psychology 	

	<p>undergraduate education programs?</p> <p>3) What interventions may be useful in preventing or reducing incivility in psychology undergraduate education programs?</p>	
Sample	<p>Students and faculty will be recruited from the psychology undergraduate education programs of a metropolitan public university. Students and faculty from all years will be recruited and students will need to be full-time students (Allari et al., 2016). The sample size for the study will be obtained using the G Power computer program that was developed by Erdfelder et al. (1996). According to this program, in order to achieve a medium effect size of 0.15, a power analysis of 8, and the risk for Type 1 errors of 0.05, a total of 180 participants will need to be included in the study.</p>	
Describe the Phenomenon	<p>This study will revolve around the phenomenon of academic incivility and its growing incidence in psychology undergraduate education programs. Incivility and rudeness may be exhibited by both students and faculty. It is detrimental to the quality of education imparted to students who will be future mental healthcare professionals (Yassour-Borochowitz & Desivillia, 2016).</p>	
Methodology and Design	<p>This study will use both a qualitative and quantitative methodology. Emphasis, however, will be on qualitative methodology with an interpretive study design (Allari et al., 2016).</p>	
Purpose Statement	<p>Given the rising incidence of academic incivility in psychology education, the purpose of the study was to identify possible causes of incivility in a public university and to suggest potential remedies for the same.</p>	
Data Collection Instruments and Approach	<p>Students and faculty will be recruited from a metropolitan public university from the psychology undergraduate program. Participation will be voluntary and informed consent will be sought from participants for the study. Anonymity will be ensured by proper data storage and coding the questionnaires with numbers so that only the researcher has access to the identity of the participants. Participants will be allowed to withdraw from the study at any time. The data collection instrument will be the Incivility in Higher</p>	

	Education (IHE-R) survey. This survey comprises of demographic questions, two qualitative items, and one quantitative item. This survey will be distributed to participants electronically and they will be asked to submit their responses within one week of confirming receipt of the survey (Allari et al., 2016).	
Data Analysis Approach	Bogdan and Biklin's qualitative data analysis approach will be utilized in this study where the study is not limited by existing theories and a system is sought based on the objects of the study. Here, the researcher does not approach the data with specific questions or hypotheses; rather, s/he tries to understand the answers of the participants from the participants' frame of reference (Bogdan & Biklen, 2007).	

References

- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education an introduction to theory and methods* (5th ed.). Boston, Massachusetts: Allyn & Bacon.
- Erdfelder, E., Faul, F., & Buchner, A. (1996). GPOWER: A general power analysis program. *Behavior Research Methods, Instruments, & Computers*, 28(1), 1-11.
doi:10.3758/bf03203630
- Evans, S. (2018). Leadership in Higher Education in a Culture of Declining Relevance and Incivility. *International Journal of Leadership and Change*, 6(1).
<https://digitalcommons.wku.edu/ijlc/vol6/iss1/2>
- Knepp, K. A. (2012). Understanding Student and Faculty Incivility in Higher Education. *The Journal of Effective Teaching*, 12(1), 33-46. <https://files.eric.ed.gov/fulltext/EJ1092106.pdf>
- Muliira, J. K., Natarajan, J., & Van der Colff, J. (2017). Nursing faculty academic incivility: Perceptions of nursing students and faculty. *BMC Medical Education*, 17(1).
doi:10.1186/s12909-017-1096-8
- Yassour-Borochowitz, D., & Desivillia, H. (2016). Incivility Between Students and Faculty in an Israeli College: A Description of the Phenomenon. *International Journal of Teaching and Learning in Higher Education*, 28(3), 417-429.
<https://www.isetl.org/ijtlhe/pdf/IJTLHE2322.pdf>