



Bibliometric Analysis of Global Research on Classroom Incivility

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ABSTRACT

Purpose- The purpose of this study is bibliometric analysis of classroom incivility articles published in the journals indexed in Scopus database between 1996 to 25th May, 2023.

Design/Methodology/Approach- In bibliometric analysis, a systematic review of classroom incivility using Scopus database has been done.

Findings- The publishing trend indicated that the analysis in the field of classroom incivility is in nascent stage. Regarding journals, citation impact, co-authorship, institutions, and authors in this research topic, the United States placed first. Classroom incivility has mainly been associated with nursing field. The most influential journals are Journal of Nursing Education followed by Nurse Educator, Nurse Education Today, and Nursing Education Perspectives. And the most popular keywords are student incivility, social behaviour, incivility and classroom incivility on the basis of their occurrence.

Introduction

Education has always been the most essential component of any civilization. It has evolved over time to meet the changing demands of the period, to keep up with evolutionary changes, and to go in the direction of meaning-making and lifelong learning. The concept of civility is not a formal etiquette guideline but rather a general concern with how one should treat

others. Higher education institutions are important in influencing social behavior of students and instilling in them the morality and manners necessary to coexist peacefully in society. The educational sector has given uncivil behavior a lot more attention as a result of the interactions between teachers and students from different social origins, races, castes, and cultures. The Latin term “civitas,” which means communal and societal concern, is the source of the English word

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“civility,” which refers to the practice of treating people with decency and respect. No matter what culture a person comes from, they should always act with decency and respect when interacting with others. Since the dawn of civilization, civility has been used as a symbol of respect for fellow citizens. It is morally correct to treat fellow citizens with respect, and it is immoral not to. Civility is the result of countless sacrifices made in order to live together. Incivility antithesis of civility and a relatively strange addition to the category of unfavorable workplace conduct, started to be a problem in the workplace in the late 1990s. Classroom Incivility is a growing issue relating to academic well-being of a student. Incivility is a phenomenon that exists in every field. We occasionally encounter uncivil behavior, whether from superiors, juniors, or our peer group. Workplace incivility and classroom incivility both result in low productivity and low learning engagement.

The uncivil behaviour in classroom setting results in emotional and physical distress, which in turn lowers the motivation of students to learn. Students or instructors may experience sentiments of dread, fury, hatred, and resentment when they fail to comprehend and uphold these standards of respect for one another (Clark, 2008). Impolite behaviour ranges from somewhat annoying and bothersome to very angry, threatening, and sometimes violent (Clark et al., 2009).

Caza & Cortina (2007) in their paper titled “From insult to injury: explaining the impact of incivility” defined two dimensions of classroom incivility namely: top-down incivility and lateral incivility.

Top-Down Incivility: It refers to incivility instigated from higher ranking individuals. The same actions as those found in lateral and horizontal incivility are referred to as vertical incivility since they are directed from the top (Faculty) to the bottom. Top-down incivility in the classroom is the behavior that is impolite to students from faculty, staff, or administration. The learning engagement of the pupils would suffer if it is discovered that they are being mistreated and behaving badly. Faculty claim that students should take their knowledge and experience at face value. As a result, when these irrational expectations are not met, faculty members could act uncivilly towards the students. Incivility among students is only fueled by

the faculty’s propensity for bad behavior. According to (Berger, 2000), classroom civility can be achieved by teachers bending forward to answer questions from students and practicing prosocial behaviors such as asking, “Do you understand?” and maintaining eye contact. Incivility in the classroom will result from a lack of prosocial behavior on the part of instructors and staff. Faculty who exhibits the following behaviors is considered top-down incivility:

- Fast-paced lectures with little to no involvement or interaction from the students;
- Delivering lectures quickly with little to no student participation or contact;
- Acting distantly or aloofly towards students;
- Surprise class with unexpected test problems;
- Showing up late for class or calling off the lesson without warning allowing pupils to make fun of or criticize their classmates.

Lateral Incivility: Incivility that is initiated by peers or others of a similar status is referred to as lateral incivility. It will be considered lateral incivility if one student starts the conflict.

The following student-related factors could cause classroom incivility (Kuhlenschmidt & Layne, 1999):

- Diseases or possible prescription medication use by children (both physical and mental)
- Tiredness
- Emotional challenges (such losing a loved one or ending a relationship);
- Emotional immaturity;
- Poor problem-solving skills.
- Problems with your hearing, vision, or other senses

The learning process may also be influenced by classmates. Peers are referred to as a class trait who divided them into two categories: first, interaction norms (peer pressure to avoid speaking, peer pressure to keep comments brief, peer pressure to discourage the expression of controversial opinions, peer attention, and peer disrespect), and second, emotional wellbeing such as friendships, peer support, and cooperative behavior among pupils (Fassinger, 1995). Typically, passive students will ask active students to speak for them when they ask questions. In order to be equally active in class, active students wanted to sit with their peers.

Reviewing literature on classroom incivility reveals that, until the middle of the 1990s, conduct of

students was not taken into consideration. However, due to lack of understanding or ignorance, this issue continues to be mostly overlooked and unnoticed.

The study in the field of classroom incivility is conducted by (Boice, 1996) for the first time at the State University of New York at Stony Brook. The goal of the research was to investigate little-known literature on classroom disruption in higher education by undertaking a five-year longitudinal study of college students. Low student participation was a result of the high level of class disrespect. High classroom incivility was associated with hurried lectures, confused or irritated students, and negative impressions of students of the competence and concern of the lecturers. Prosocial and proactive attitude of teachers was determined to be the main cause of classroom disrespect.

Student rule breaking, implied rule violations, and inappropriate classroom behaviour are all student problem behaviours from the perspective of the teacher, and in this situation, teacher intervention is necessary (Sun & Shek, 2012). This phenomenon thus stems from a comprehensive understanding of the university student experience.

Classroom incivility has been investigated in many educational institutions. Most of the studies are done in Nursing Institutes. Incivility in nursing education is mostly caused by stress, attitude, poor communication, and disengagement (Clark, 2008). Any words or deeds that disturb the balance of the teaching-learning environment are considered to be acts of classroom incivility. Additionally, there is a claim that unruly behaviour can be so upsetting and drastically disturb the learning environment that it can really put an end to learning (Feldmann, 2001). Classroom incivility can cause students to become less engaged in their studies or to completely give up on them (Vuolo, 2018). Males and females may have different thresholds for recognizing a breach of their standards of respect (Cortina et al., 2002; Montgomery et al., 2004). According to Arbuckle & Little (2004) males exhibited more aggression than females in both basic and secondary education. Women experienced more incivility than men (Settles & O'Connor, 2014). Undergraduate students lacked more civility (Black et al., 2011) but conflict levels were connected to the manner of instructions of professors,

attitude, and response to difficult circumstances rather than their demographic characteristics or the features of their courses (Meyers et al., 2006). Students perceive uncivil behaviour moderately on regular basis in their classes (Bjorklund & Rehling, 2009).

The classroom incivility has been studied in several countries like United States followed by Australia, Germany, Canada, Norway, Belgium, and Indonesia. It is quite distinct from other types of deviant behaviours like aggression and bullying, which are done with the aim of hurting the other person. Incivility is not intended and occasionally goes unnoticed by the victims (Ferris et al., 2017).

This paper seeks to give an overview of the literature on classroom incivility, including the distribution of articles by years, the authors, organizations, and countries that have contributed the most, as well as the most frequently used keywords in articles about classroom incivility and to analyze that literature using bibliometric methods. This could lead to the identification of gaps, which would open the door to more research in this field.

Research Objectives

The following research questions are the focus of this bibliometric analysis, which examined articles from 1996 to 25th May, 2023 that address classroom incivility.

1. To find out the distribution of articles related to classroom incivility by years.
2. To find out the most cited (citation and co-citation) authors in articles related to classroom incivility.
3. To find out which journals, organizations and countries are contributing the most in research on classroom incivility.
4. To find out the most used keywords in articles related to classroom incivility.

Research Methodology

For the current study, bibliometric analysis is more suited because it facilitates the identification of prominent authors, works, journals, institutions, and geographic locations associated with a particular field

of study, as well as the evaluation of the relationships among them (Donthu et al., 2021b).

Figure 1 depicts the four processes involved in performing a bibliometric analysis. Establishing the goal and parameters of the research is the first step. This is followed by choosing an analytic method, gathering data, conducting the analysis, and reporting the findings. The main objective of the study is to provide bibliometric data on classroom incivility published in journals that were listed in the Scopus database between 1996 and 25th May, 2023.

Bibliometric analysis is a technique for analyzing the literature that evaluates the significance and influence of a specific field of study using quantitative data such as number of publications, citations, and authors (Bornmann & Mutz, 2015).

Step-I: Define aim and scope of the study

An enormous and disorganised body of literature on classroom incivility is the focus of this study in order to provide structure and clarity. In this study, data from Scopus journals has been used. The Scopus database, which is larger than the Web of Science (WoS) database in total abstract and indexing coverage for social sciences (Singh et al., 2021). The Scopus search was restricted to studies that were published between 1996 to 25th May, 2023. The Scopus database was searched using the appropriate keywords in relation to the topic

“Classroom Incivility”. The following keywords were included in the search terms: “classroom incivility”, “uncivil behaviour”, “uncivil behavior”, “student incivility”, “deviant behaviour” and “deviant behavior”.

The aim of the research was to identify trends in classroom incivility studies published in journals with access to the Scopus database by determining the annual counts, frequently used keywords, most referenced authors, countries, organisations and top journals. The benefit of this analysis is getting a broad perspective of a particular subject of research (Bjork et al., 2014).

Step-II: Selection of techniques for bibliometric analysis

PRISMA provided the instructions required to record the identification of the documents in this study’s systematic review (Moher et al., 2009).

Scopus database was used for the search, and the following search criteria were used:

- Inclusion: Dates: 1996 to 25th May, 2023
- Inclusion: Searching key words: (“classroom incivility” OR “student incivility” OR “uncivil behaviour” OR “uncivil behavior” OR “deviant behaviour” OR “deviant behavior” AND “university” OR “college” OR “higher education”
- Inclusion: Document Type: articles
- Inclusion: Source type: Journal
- Inclusion: language: English

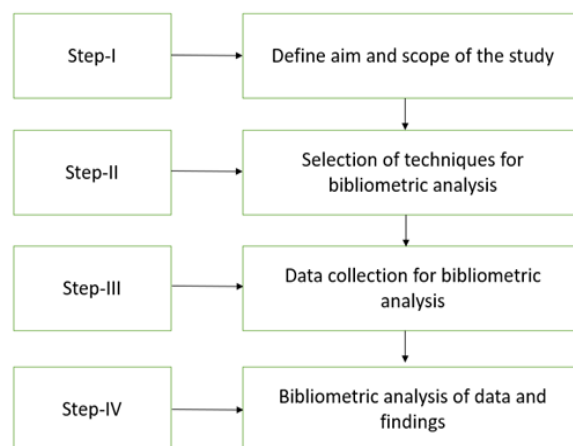


Fig. 1. The procedure for Bibliometric Analysis

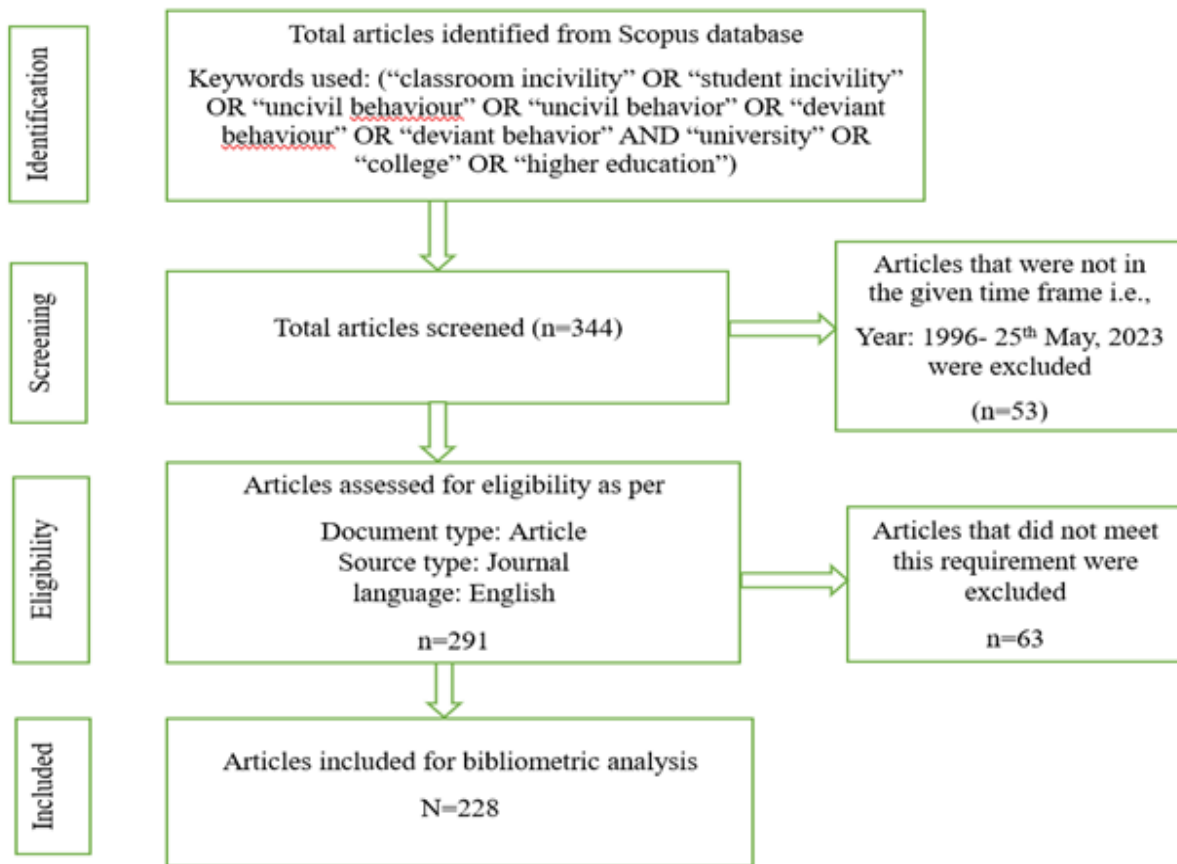


Fig. 2. PRISMA flow diagram for bibliometric analysis detailing steps in the identification and screening of publications on Classroom Incivility 1996- 25th May, 2023

Step-III: Data collection for bibliometric analysis

Table 1: Search and filtering Criteria

Search Criteria	Total Result	
TITLE-ABS-KEY (“ classroom incivility” OR “student incivility” Or “uncivil behaviour” Or “uncivil behavior” OR “deviant behaviour” OR “deviant behavior” AND “university” OR “college” OR “higher eduction”)	344	
Filtering Criteria	Reject	Accept
Year: 1996-25 th May, 2023	53	291
Document type: Article Source type: Journal Language: English	63	228

Source: Author

Step-IV: Bibliometric analysis of data and findings

In the fourth step bibliometric analysis will be performed and reporting of findings will be done. The Scopus database

In the fourth step bibliometric analysis will be performed and reporting of findings will be done. The Scopus database was used to conduct this bibliometric analysis both quantitatively and subjectively as mentioned earlier. The Publish or Perish software by Harzing is utilized for the analysis of academic citations, including citation metrics, paper count, overall citations, and h-index (Harzing, 2007). Additionally, bibliometric networks such journals, authors or individual publications, citations, bibliographic coupling, co-citation or co-authorship relationships, nations, and keywords are shown using the VOSviewer software. VOSviewer is regarded as the best tool for visualising bibliometric data (Van Eck & Waltman, 2009).

Data Analysis and Findings

Objective-1: To find out the distribution of articles related to classroom incivility by years.

In Figure 3, the number of articles published on the subject of classroom incivility in higher education

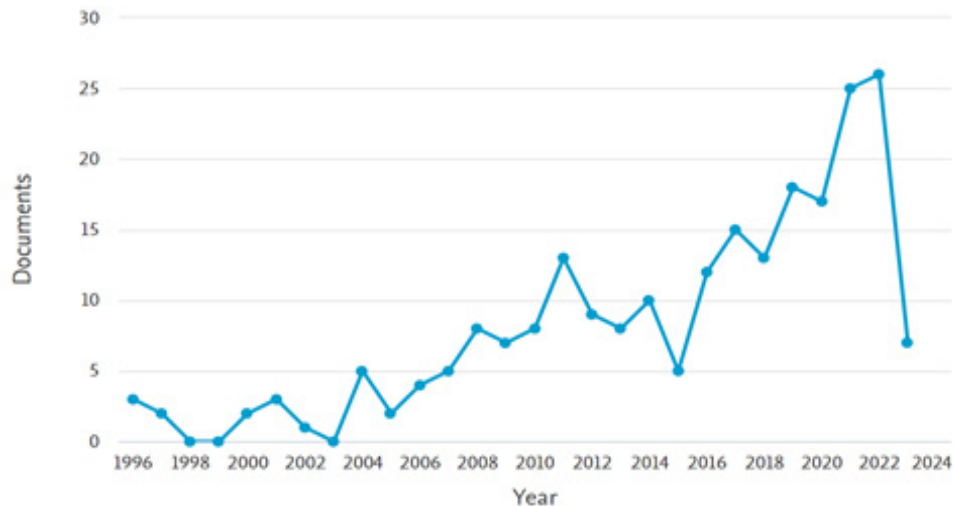


Fig. 3: Publications on Classroom Incivility from 1996 to 2023

Source: Scopus Database

is plotted against the corresponding year of publication to illustrate the trends in this volume. As seen in Figure 3, the State University of New York at Stony Brook was the site of the first classroom incivility research (Boice, 1996). His paper has the maximum citations till date that is 228. The graph shows that the number of articles published in 2020 has been trending upward. Around 25 articles published in the year 2021, 26 articles have already been published in the year 2022 and 7 articles have been published till 25th May, 2023.

Objective-2: To find out the most cited (citation and co-citation) authors in articles related to classroom incivility.

Table 2 depicts top 10 most prolific authors in classroom incivility research. The number of citations for an author indicates how well-known their research is in a given area of study. Based on citations count in total, B. Boice is the most prominent and well regarded writer, having 228 total citations, followed by P.R. Vowell, J. Chen with 215 citations, B.B. Caza and L.M. Cortina with 206 citations, C.M. Clark with 194 citations, C. Lampman, A. Phelps, S. Bancroft, M. Beneke with 191 citations, W.L. Bjorklund, D.L. Rehling with 187 citations, C.M. Clark, P.J. Springer with 181 citations, H.C. Alberts, H.D. Hazen, R.B. Theobald with 180 citations, G. Altmiller with 165 citations and J.P. Kopp, S.J. Finney with 153 citations.

Objective-3: To find out which journals, organizations and countries are contributing the most in research on classroom incivility.

Table 3 gives statistics about the periodicals that have contributed to the study of classroom

incivility. With 266 citations, the Journal of Nursing Education leads the field. It is followed by the Journal of Information Technology and Politics with 160 citations, Nurse Educator with 150 citations, and Nurse Education Today with 128 citations.

Table 2: Top 10 Most Prolific Authors in Classroom Incivility Research

S. No.	Title	Authors	Journal	Year	Total Citations
1.	Classroom incivilities	B. Boice	Research in Higher Education	1996	228
2.	Predicting academic misconduct: A comparative test of four sociological explanations	P.R. Vowell, J. Chen	Sociological Inquiry	2004	215
3.	From insult to injury: Explaining the impact of incivility	B.B. Caza, L.M. Cortina	Basic and Applied Social Psychology	2007	206
4.	Faculty and student assessment of and experience with incivility in nursing education	C.M. Clark	Journal of Nursing Education	2008	194
5.	Contrapower harassment in academia: A survey of faculty experience with student incivility, bullying, and sexual attention	C. Lampman, A. Phelps, S. Bancroft, M. Beneke	Sex Roles	2009	191
6.	Student Perceptions of Classroom Incivility	W.L. Bjorklund, D.L. Rehling	College Teaching	2009	187
7.	Academic nurse leaders' role in fostering a culture of civility in nursing education	C.M. Clark, P.J. Springer	Journal of Nursing Education	2010	181
8.	Classroom incivilities: The challenge of interactions between college students and instructors in the US	H.C. Alberts, H.D. Hazen, R.B. Theobald	Journal of Geography in Higher Education	2010	180
9.	Student perceptions of incivility in nursing education: Implications for educators	G. Altmiller	Nursing Education Perspectives	2012	165
10.	Linking academic entitlement and student incivility using latent means modeling	J.P. Kopp, S.J. Finney	Journal of Experimental Education	2013	153

Source: Publish or Perish (PoP)

Table 3: Top 10 Most Productive Journals on Classroom Incivility

S. No.	Source	Documents	Citations
1.	Journal of Nursing Education	6	266
2.	Journal of Information Technology and Politics	1	160
3.	Nurse Educator	7	150
4.	Nurse Education Today	7	128
5.	Nursing Education Perspectives	4	116
6.	Journal of Educational Psychology	1	109
7.	Sex Roles	3	109
8.	Journal of Communication	1	98
9.	Advances in Developing Human Resources	2	86
10.	Journal of Leadership and Organizational Studies	1	84

Source: Publish or Perish (PoP)

Table 4 provides a thorough summary of the organizations that have contributed to the amount of knowledge already available on classroom incivility. The most influential organization, with 160 citations, is the Department of Political Science and Geography at the University of Texas in San Antonio in the United States. It is followed by Center for Independent and Distance Learning, University of Oklahoma, United States, Department of Psychology, University of Oklahoma, United States with 109 citations respectively.

Table 5 depicts country wise citation analysis that appear to have a wide range of distributions. The number of citations for papers by country as a unit of analysis reflects the level of interest in a particular area of study. With 1695 citations and 76 publications, the United States topped the list, making it the most significant country in terms of its contributions to the corpus of existing knowledge in pertinent fields. Australia and Germany were next with 165 and 144 citations, respectively.

Table 4: Top 10 most productive organizations in Classroom Incivility research

S. No.	Organizations	Documents	Citations
1.	Department of Political Science and Geography, University of Texas at San Antonio, United States	1	160
2.	Center for Independent and Distance Learning, University of Oklahoma, United States	1	109
3.	Department of Psychology, University of Oklahoma, United States	1	109
4.	School of International Relations, University of California, Los Angeles, United States	1	98
5.	Department of Political Science, University of Oslo, Norway	1	98
6.	Kantar Public, Brussels, Belgium	1	98
7.	Mannheim Centre for European Social Research, University of Mannheim, Germany	1	98
8.	University of Nebraska at Omaha, United states	1	84
9.	Miami University, United States	1	73
10.	Department of Nursing, Boise State University, United States	1	72

Source: Publish or Perish (PoP)

Table 5: Most Influential Countries/Territories contributing to the existing body of knowledge in the field Classroom Incivility

S.No.	Country	Documents	Citations
1.	United States	76	1695
2.	Australia	11	165
3.	Germany	3	144
4.	Canada	9	131
5.	Norway	2	120
6.	Belgium	1	98
7.	Indonesia	6	50
8.	Malaysia	2	43
9.	Austria	3	44
10.	Netherlands	2	46

Source: Publish or Perish (PoP)

Conclusion and Limitations

The investigations and advancements in the area of disrespect in the classroom have been summarized in this paper. On the basis of the major contributions (authors, publications, journals, and themes), it sought to identify several historical and current situations pertaining to this research field. The rise of classroom incivility studies began in the US followed by Australia, Germany, Canada, Norway, Belgium, and Indonesia. In higher education, study of classroom incivility continues to be of significant interest, as seen by the rise in the number of publications since 2021 attempting to define the concept and comprehend its various dimensions.

The major publications in this field as well as the journals that have largely influenced their readership were identified in this investigation. Additionally, analysis identified areas and organizations that have produced the most significant research streams, as well as the authors that have had the greatest impact on the subject. University-affiliated authors from the United States have significantly influenced how classroom incivility is conceptualized from a broader perspective. Organizing and systematizing the significant and growing body of publications has been made possible through bibliometric review.

It is necessary to address some limitations as well. The first limitation of this study is that only the Scopus database in the investigation has been used. Other sources of data (such WoS and Google Scholar) were excluded. The second limitation is number of articles. Although this idea has been examined since 1996, there have been less publications after then. The publications have grown since 2020. 7 articles have been published as of 25th May, 2023, and more are anticipated to be added before the year ends. It is clear from this that interest in this field has been steadily increasing in recent years.

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