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THE RELATIONSHIP OF ORGANIZATIONAL INCIVILITY AND STUDENTS PERFORMANCE AT HIGHER LEVEL

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KEYWORDS	ABSTRACT
Incivility, Students, Performance, Disruptive Behavior, Higher Education, Multan	The aim of this study is to examine the relationship between organizational incivility and student performance at higher education levels, focusing on three universities in Multan. The aim is to understand the extent to which organizational incivility influences the students' academic outcomes. In this regard, a quantitative approach was employed, by utilizing a structured questionnaire administered to 250 students across the selected universities. The statistical analyses, including the chi-square test, mean, and standard deviation, that were used to examine the data, providing insights into the association between organizational incivility & student performance. The study addresses the gap in literature by exploring the macro-level impact of organizational rudeness within broader societal dynamics. The results of this study are expected to provide useful insights for both academic and practical applications. Thus, the survey reveals pervasive lack of civility in classrooms, underscoring the importance of effective communication and regulation. Hence, this highlights the influence of individual and parental elements upon the student conduct, providing valuable insights into how the organizational rudeness affects the academic success of students at the higher level.
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INTRODUCTION

Organizational rudeness has been noted as a serious problem in the workplace and in educational settings, with possible severe repercussions for both the pupils and teachers. While earlier studies examined the effects of organizational rudeness on student outcomes including study satisfaction, intention to leave their study, and performance, little research has been done on its effects on the student performance in higher education (Hudgins, Diana, Kusch & Karen, 2023). The objective of this study is to examine relationship between organizational incivility and academic performance

in higher education institutions located in Multan, Pakistan. Incivility involves discourteous or rude act or mistreatment with others. In a community, it is typically assumed that people will treat each other with politeness, decency, and respect (Wagner, Holland, Mainous, Matchum, Luiken, 2019). The occurrence of offensive and discourteous conduct can have detrimental effects on the moral, physical, and mental well-being of individuals who are targeted (Akhter, Asghar, & Shah, 2020). All organizations are now concerned with issue of organizational incivility, which encompasses all sorts of unpleasant and commonplace slights, condescending behavior, and everyday indignities management of it. Or, incivility refers to obnoxious and bothersome Behaviors' such as disregarding individual, ceasing from sharing information, displaying sarcastic gestures, disseminating rumors, neglecting to greet subordinates, imitating others, belittling fellow students, transmitting offensive messages, signals, and damaging student's reputation as identified in the literature (Martin & Hine, Vasconcelos, 2020).

In the case of faculty members of color and ethnic origin, for instance, historical perceptions at the society level may have impact on students' mental models and schema, leading to harassment and unequal treatment at work (Akella, 2020). However, there is currently a lack of macro-level study on the workplace incivility, which would allow evaluation of workplace incivility within the larger outlines of the political and economic institutions of society at large (Wagner, Holland, Mainous, Matchum, Luiken, 2019). The organizational incivility literature is lacking empirical research that link students' impolite behavior to macro-level ideology and ongoing changes within the external environment have been discussed by Vasconcelos (2020). This study addresses existing research gap by conducting an empirical examination of organizational rudeness within the framework of broader organizational dynamics and interactions with society. An elevated level of incivility has the potential to generate and escalate unpleasant feelings among those affected, and can serve as a catalyst for workplace aggressiveness (Kausar, Ahmad, Zhu, & Shahzad, 2023), it was shown that a significant proportion, specifically 75%, of engineering students in Norway reported instances of generalized, nonspecific harassment during six-month timeframe. Conflicting responsibilities and duties that individuals are likely to fulfill within their home, workplace can significantly impact their contentment, performance, and outcomes in their studies (Sulong, Ibrahim, Nazilah, Dagang, & Saputra, 2023).

Research Objectives

1. To investigate the prevalence and manifestations of organizational incivility in the higher education settings.
2. To examine the impact of organizational incivility on student academic performance and overall wellbeing.
3. To explore factors contributing to the occurrence of incivility such as ineffective conflict resolution strategies.

LITERATURE REVIEW

The concept of aggression may be characterized as behavior that deviates from societal norms and is driven by intention to cause harm. The researchers proposed implementing strategies to address incivility in workplace and mitigate the negative effects of external factors, with goal of improving

both individual and organizational productivity Naeem et al. (2020) observed the adverse effects of familial incivility in workplace. A proposal was made to organize stress and self-management workshops for students in order to mitigate adverse effects of workplace incivility Akhter, Asghar, and Shah (2020a) Additionally a study discovered a beneficial impact of disrespectful behavior of students and supervisors on the emotional fatigue experienced by teaching personnel employed in public sector universities. AJ&K. T. Civility can be defined as the collective culmination of several sacrifices that individuals are compelled to undertake so as to foster harmonious coexistence within a society. In response to the impolite behaviors, university faculty members frequently engage in production deviation behavior (delaying doing their work) and retreat. Emotional intelligence and disrespectful workplace behaviors are moderately correlated. Emotional IQ is negatively linked with rudeness & inefficient workplace behavior (Travers, 2022). Organizations need to start paying attention to organizational incivility, that is currently seen as global phenomenon and increasing source of worry.

Organizational incivility or conduct those breaches organizational rules is hazard to organization's and its students' welfare. An antisocial behavior that has recently been observed in the number of professions, including the management of education, is called organizational incivility. Dettmers (2017) we conducted an online survey of employees from various firms at different time intervals to empirically study this phenomenon. Observed conduct is in contravention of established standards within the organization pertaining to principle of mutual respect (Akhter, Asghar, & Shah, 2020). Behavior in question is commonly identified as displaying contempt, negligence, and impoliteness. In contrast to other forms of divergent behaviors, such as organizational aggressiveness and violence Instances of similar occurrences have been observed in numerous organizations and extensively examined in the current body of knowledge. Henning et al. (2017) conducted a thorough literature study on higher education sector. It was similarly defined as being of low intensity. Incivility can manifest itself in nonverbal behaviors and verbal abuse. Even if being unpleasant is a low-intensity behavior, it shouldn't be discounted as unimportant or unharmful. The organization's incivility will continue to grow into more pervasive organizational violence because of its low intensity, making it difficult to spot and easily disregarded (Akella, 2020). When a student feels at ease working for the company, the institute is pleased. As a result, a student's skills and knowledge can aid in their professional development.

According to a comprehensive examination of research and study design, it has been determined that the recruiting process, training, and development have a crucial role in enhancing the student performance and study satisfaction. These aspects have received significant attention due to their importance in academic settings. Herzberg's theory, also known as Two-Factor Theory, is a widely two-factor approach emphasizes motivator-hygiene components as key elements in understanding study satisfaction and motivation inside the workplace. According to hypothesis, certain elements of the study happiness are known to enhance motivation, whilst other facets of study pleasure are associated with feelings of study discontent. Herzberg contends that a number of factors determine whether the study is satisfied or dissatisfied. This theory also highlights a number of sanitary and motivational factors that have an impact on the study results both favorably and unfavorably. The conflict has had an adverse impact on the social, emotional, and academic growth of students. Thus,

according to (Awan et al., 2020), the leadership component of the total quality management is a critical success factor that encompasses the top managements understanding and dedication to the TQM system additionally, it involves the allocation of the sufficient resources for the education and training of both academic and administrative university staff, as well as a focus on enhancing the student performance.

It was shown that the ability to regulate emotions and the perception of support from organization significantly reduced harmful consequences of incivility. Zia, Arif and Shabbir (2017) did a study in health sector of Pakistan to delve deeper into the problems of incivility. Students that actively engage in their studies consistently see their academics as vital to their personal interests and way of life. The term "I live, eat, and breathe my study" is commonly used to describe someone with a very high level of the study participation. The contrast between organizational commitment and study satisfaction as well as study involvement, he continued, may be seen. Study participation assesses how applicable a student's studies are to their daily lives, whereas study satisfaction measures the level of fulfillment a student obtains from their work. The researchers also noted the influence of political skills in each stated connection and impact. In a similar vein, Chen and Wang (2019) found that workplace incivility had harmful impact on students' study satisfaction, while simultaneously having the beneficial influence on their plans to leave the organizations. Wang and Chen (2020) noticed a detrimental impact of workplace incivility on the students' level of work engagement. Moreover, it was discovered that academic achievement of the students was adversely impacted by the lack of civility among students, whereas their level of work engagement had the favorable influence. Thus, the emotional intelligence and disrespectful workplace behaviors are moderately correlated. Likewise, emotional IQ is negatively connected with rudeness & inefficient workplace behavior (Travers, 2022).

RESEARCH METHODOLOGY

The study addressed problem of organizational incivility in higher education environments more specifically it aimed to design initiative that increase civility & decrease incivility as experienced by administrative staff in higher education institutions. This section presents the design of research study. It describes the stakeholders who participated in the study and the sampling approach used to engage them. The target population for this study was all students of social science departments from universities of Multan district. The sample of population for this research includes students of public universities in Multan. Universities were Bahauddin Zakaria University Multan, Emerson University Multan and Women University Multan. A stratified random sampling technique was used for this research. Aside from descriptive statistics, inferential statistics played a crucial role in analysis. Chi-square tests were used to determine correlations and dependencies amid variables. The chi-square tests provide a statistical framework for evaluating the importance of correlations within the category data, revealing insights into potential influence of organizational incivility on students' performance.

Data Collection

The cross-sectional research design was used for this study. A self-administered questionnaire was used to collect data from the participants. The questionnaire consisted of three parts: Demographic

information of participants, organizational incivility scale, adapted from workplace incivility scale (Cortina et al., 2001), and student performance scale, adapted from the student performance scale (Kaur & Kaur, 2016).

Table 1 Likert Scale

Scoring of Data	SA	A	UD	DA	SDA
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Data Analysis

Rationale of the research was to find out the relationship between organizational incivility and students' performance at higher level for this purpose the questionnaire prepared and organized by the researcher having 29 response items based on five-point Likert scale was circulated among the university students. Thus, Chi square and cross tab was used to analyze the collected data from the respondents.
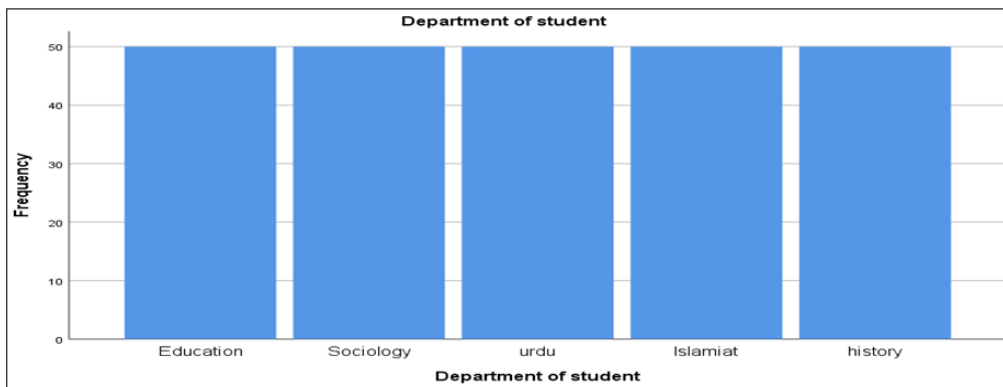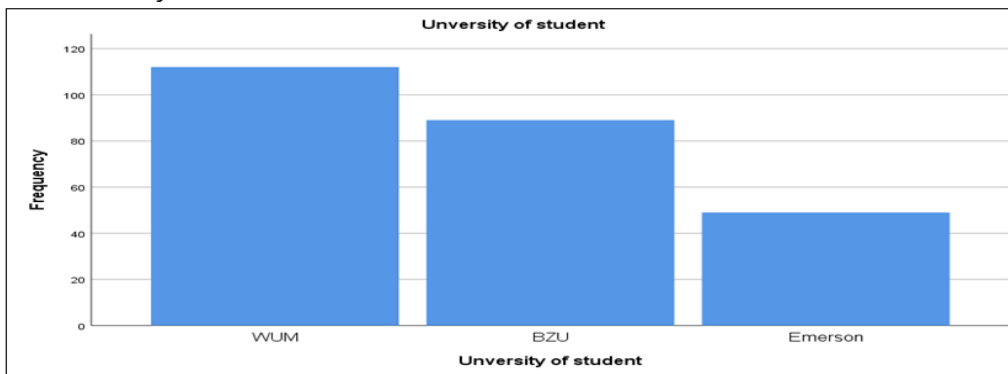
Figure 1 Department of Students

Figure 2 University of Students

These percentages seem to indicate proportion of each department's student population compared to the total number of students. The majority, constituting 89.2%, fall between the ages of 21-24, suggesting the significant concentration of younger students. The age group of 25-29 represents a

smaller portion, accounting for 10.8%. Interestingly, there seem to be no students in the 30-34 and above 40 age categories. This indicates a relatively youthful student population, with a notable concentration in the early twenties. The distribution of students based on their academic levels. The majority, constituting 78.4%, are pursuing a Bachelor's degree (BS). Meanwhile, 21.6% of students are enrolled in M Phil programs, reflecting a smaller yet significant proportion of the student body. Notably there are currently no students pursuing Ph.D. degree as per data. This breakdown suggests a predominant focus on undergraduate education, with a notable presence of students engaged in M Phil studies.

Table 2 Common to Talk Loudly or Intervene During a Lecture in Class with Student.

Description	Frequency	Percentage
Strongly Agreed	112	44.8%
Agreed	74	29.6%
Undecided	12	4.8%
Disagreed	30	12.0%
Strongly Disagreed	22	8.8%

The findings reflect attitudes of students regarding behavior during lectures. A significant portion, 44.8%, strongly agrees that it's common to talk loudly or intervene during a class, indicating a substantial consensus on this issue. Also, 29.6% agree, further highlighting a prevailing sentiment. However, there are varying opinions, with 12.0% in disagreement and 8.8% strongly disagreeing. A small percentage, 4.8%, remains undecided. The data suggests a diversity of perspectives on the acceptability of talking loudly, interrupting during lectures with notable portion acknowledging its common occurrence.

Table 3 Most of Time I Seek Support from C&F to Cope with Disruptive Behavior

Description	Frequency	Percentage
Strongly Agreed	22	8.8%
Agreed	83	33.2%
Undecided	112	44.8%
Disagreed	27	10.8%
Strongly Disagreed	6	2.4%

This table sheds light on the students' tendencies to seek support from classmates or friends when dealing with disruptive behavior. Data indicates a diverse range of responses, with 42.0% (8.8% strongly agreed & 33.2% agreed) expressing preference for seeking support. On other hand, 13.2% (10.8% disagreed & 2.4% SA) indicate reluctance to seek such assistance. Interestingly, substantial 44.8% remain undecided; suggesting a significant portion of students may not have a clear stance on seeking support for disruptive behavior. The findings underscore the varied approaches students take in coping with disruptions, with notable portion still expecting their preferred support system. The Chi-square is a valuable analysis tool that reveals much about the nature of research data. It is vital statistic that allows researchers to test hypotheses about nominally measured variables. As with all inferential statistics, results are most trustworthy when obtained from randomly selected

people when sample sizes are high enough to achieve enough statistical power (ELsayed, 2022). Formula for Chi-Square is:

$$x_c^2 = \frac{\Sigma (O_i - E_i)^2}{E_i}$$ Where: Ei: Expected value, $x2$: The cell Chi-square value

Chi-Square Test has some limitation for the application to find Correlation between two variables or two factors. This test is only suitable for up to two variables. The Chi-Square test revolves about null hypotheses. Null hypothesis defined as "There is no Significant Association between Variable and Factors. Statistical tests have been important tool for interpreting results of research correctly (Person, 2020).

Table 4 Pearson Correlation

Statements	Significance
The teachers show favoritism in class and favorites students get more marks in test by teacher.	.000
When conflicts are not resolved effectively it contribute towards a bad climate of the university.	.000
In can incivility happen when students don't communicate well and don't know how to resolve conflicts	.000
Engaging student in academic activities can decrease incivility toward teacher and student.	.000
The students frequently gossip or spread the rumors about their peers/friend in the university.	.000
The Interaction between teachers and students make a good effect on learning in the university.	.000
The overall classroom atmosphere is characterized by tension and hostility for some students.	.000

Chi Square Test

The chi-square tests conducted on the data regarding students' perceptions of favoritism in grading reveal statistically significant results. The Pearson Chi-Square value of 61.628 with 16 degrees of freedom and a p-value of .000 indicate a strong association between students' perceptions and the departments they belong to. Likelihood Ratio, another chi-square statistic, supports significance of this association with a value of 70.168 and a p-value of .000. The chi-square tests conducted on the data regarding perception of teachers showing favoritism, students talking loudly or intervening during a lecture reveal statistically significant results. The Pearson Chi-Square value of 136.086 with 16 degrees of freedom and a p-value of .000 indicate a strong association between students' perceptions of favoritism and their views on commonality of students talking loudly or intervening during a lecture.

The Chi-Square tests conducted on data reveal significant associations. The Pearson Chi-Square and Likelihood Ratio tests yielded values of 58.796 and 55.550, respectively, both with 16 degrees of freedom and a p-value of .000, indicating a strong relationship amid teachers showing favoritism and students' test scores, as well as the impact of cell phone use in classroom. The Linear-by-Linear Association test, however, showed a value of 1.942 with 1 degree of freedom and a p-value of .163,

suggesting a weak linear association between variables. The Chi-Square tests conducted on data reveal significant associations between the variables. Both the Pearson Chi-Square and Likelihood Ratio tests yielded values of 60.708 and 63.646, respectively, with 16 degrees of freedom and a p-value of .000, indicating a strong relationship between perception that teachers show favoritism in class & belief that challenging family situations or lack of parental involvement influence student behavior during class.

RESULT OF STUDY

Findings reveal that appears to detail the age distribution of students, highlighting the percentage of students within specific age ranges. The majority, constituting 89.2%, fall between the ages of 21-24, suggesting a significant concentration of younger students. Age group of 25-29 represents smaller portion, accounting for 10.8%. Interestingly, there seem to be no students in the 30-34 and above 40 age categories. This indicates a relatively youthful student population, with a notable concentration in the early twenties. Findings reveal that outlines the distribution of students based on their academic levels. The majority, constituting 78.4%, are pursuing a Bachelor's degree (BS). 21.6% of students are enrolled in M Phil programs, reflecting a smaller yet significant proportion of the student body. There are currently no students pursuing Ph.D. degree according to data. This breakdown suggests a predominant focus on undergraduate education, with a notable presence of students engaged in M.Phil. studies. Finding reveal that reflects attitudes of students about behavior during lectures.

The significant portions, 44.8%, strongly agree that it's common to talk loudly or intervene during a class, indicating substantial consensus on this issue. Moreover, 29.6% agree, further highlighting a prevailing sentiment. Still, there are varying opinions, with 12.0% in disagreement and 8.8% strongly disagreeing. A small percentage, 4.8%, remains undecided. Overall, the data suggests a diversity of perspectives on the acceptability of talking loudly or interrupting during lectures, with a notable portion acknowledging its common occurrence. Findings reveal that provides insights into students' views on impact of mobile phones in classroom. A considerable majority, comprising 77.2% (18.0% strongly agreed and 59.2% agreed), acknowledges that the use of cell phones can be distracting during class. On the other hand, there is a small percentage, 7.2%, who disagree, and 9.2% strongly disagree, suggesting a dissenting perspective on notion that phones are distracting. A minor 6.4% remains undecided on this matter. Consequently, the data highlights the prevalent concern among the concerned students about the potential distraction caused by the use of mobile phones in classroom.

DISCUSSION

The data reveals a range of the viewpoints regarding the appropriateness of speaking loudly or interrupting during lectures. A significant proportion of respondents admits its frequent incidence. The many perspectives emphasize the intricacy of classroom interactions and emphasize necessity of explicit communication and standards on appropriate conduct. Gaining comprehension and actively resolving these contrasting viewpoints can enhance the overall atmosphere of cooperation and unity within educational setting. This study targeted one component of supervisors' incivility

and observed its severe negative effect on performance and organizational citizenship behavior of respondents. Earlier, Jawahar and Schreurs (2018), Shin and Hur (2020) reported similar negative effect of supervisors' incivility. Past studies regarding supervisors' incivility also indicated that rude and offensive behavior of supervisors produce emotional exhaustion, reduce motivation, negatively affect study performance of subordinates and enhance feedback avoidance (Han, Kim & Hur, 2019; Shin & Hur, 2020).

The usage of mobile phones in the classroom is a significant worry for the majority of pupils due to the potential for distraction. This issue underscores the necessity of implementing efficient ways to regulate the use of mobile phones in the educational settings. Enforcing the explicit guidelines and cultivating an atmosphere of the mutual regard for each other educational journey can reduce the disruptions. In this linking, vast majority of kids recognize the influence of household circumstances and parental engagement on their behavior in the classroom. By acknowledging these impacts, we may understand how students' personal life and academic experiences are interrelated. It implies the need of offering support systems and comprehending the specific difficulties that pupils may encounter. Therefore, research reveals a wide variety of answers when it comes to seeking assistance for the disruptive behavior, with a significant number of individuals still considering their chosen support system.

CONCLUSION

Mostly from the respondents remained agree about the statements that Overall, the data suggests a diversity of perspectives on acceptability of talking loudly or interrupting during lectures, with a notable portion acknowledging its common occurrence. Considerable majority, comprising strongly agreed overall, data highlights a prevalent concern among students about the potential distraction caused by the use of mobile phones in classroom. A significant majority, comprising strongly agreed the data suggests prevailing acknowledgment among students that family situations and parental involvement significantly influence the classroom behavior. Mostly from the respondents remained indicates a diverse range of the responses, strongly agreed and suggesting a significant portion of students may not have a clear stance on seeking the support for disruptive behavior. The findings underscore the varied approaches students take in coping with disruptions, with a notable portion still contemplating their preferred support system. Significant majority, comprising strongly agreed the data suggests a strong inclination among the students to contribute positively to the classroom environment, emphasizing the collective effort towards maintaining the respectful and conducive learning space.

Further Research

1. Formulate and convey explicit norms pertaining to acceptable conduct within the classroom. Thoroughly delineate repercussions of rudeness, making sure that kids are fully cognizant of the standards and requirements.
2. The study only used quantitative data to examine hypothesized effects. Future studies may adopt the qualitative data collection approach for detailed responses, broader inquiries and understanding subject matter comprehensively.

3. Provide workshops or training sessions focused on enhancing the conflict resolution skills for both students & faculty. Provide them with proficient communication systems to effectively address problems in a productive manner.
4. Strive to actively cultivate a healthy and inclusive classroom culture. Promote appreciation of different backgrounds, foster teamwork, and underscore the significance of treating one another with regard among pupils.

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