

## INCIVILITY AMONG UNIVERSITY STUDENTS ON CAMPUS: CAUSES AND IMPACT

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### ABSTRACT

*This study aimed to study the manifestation of incivility among students of University of Azad Jammu & Kashmir and further analyze the causes and impact of students' incivility at campus as it provides a detailed picture of the types and classification of interpersonal conflict situations that arise among students. The study was conducted in one of the oldest and largest university of Azad Jammu & Kashmir. 55 student respondents were selected using purposive sampling technique. Phenomenology as a research method was adopted and data was collected using unstructured and conversational interviews which was later analyzed by making themes. The results obtained from the study have indicated that students differentiate among various uncivil behaviors, from a regular bullying to abusing, to major hand fights. The reasons behind the uncivil behaviors as analyzed by the collected interviews are personal differences, management ignorance and sometimes a latent hate. In addition to this, students who have experienced frequent uncivil behavior at campus has an impact on their academic learning as well as psychological health. The study concludes that majority students who have been part of any kind of incivility at campus are the fresh comers and are enrolled in BS programs. Hence recommends to introduce faculty-led orientation sessions and to increase the faculty civility as teachers can play eminent role in shaping students' civil behavior.*

**Keywords:** uncivil behaviour, incivility, conflict at campus, hate speech

### INTRODUCTION

In today's modern world, civil behavior and interaction among the citizens has become customary expectation of any society. Among those good manners and courtesy are considered as characteristics of civil behavior. (Forni, 2002). On the other hand, higher education institutions being one of the places where interpersonal relations are observed and students and faculty from different social backgrounds, ethnicity, caste and culture interact with each other plays an important role in shaping students' social behavior and latently teach the moral and civil conduct to live with harmony in the society. Hence higher education institutions around the world have its focus on addressing the campus environment and associated issues. Authors often assert the study of educational goals in contrast with the social goals when it comes to investigate the relation between academic and social variables. For example, according to Wentzel (1998) different social goals from wishing to be accepted by peer group members in a social environment, to forming good relationships and to responsible behavior, all of this is parallel to educational goals. It has been studied that social competence plays an important role in student's peer acceptance and their popularity, as well as students' emotional well-being. It is also seen as one of the protective factors in

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student's self-development (Merrell & Gimpel, 1998). However, in Pakistan, where education institutions are thriving to produce quality education, they are equally lacking in addressing the distressed social environment of campus and students related issues such as conflict, violence, bullying based on hate. Uncivility among the students is one of the rising issues in higher educational institutes across the globe mainly because students who are advancing to university from high school and colleges sometimes have false expectations and notion about the environment and nature of studying at a university campus (Alberts & Theobald, 2010). Various studies indicate that students when come in to any sort of tension or conflict expresses derogatory remarks and utter words that fall in to the definition of hate speech that forms a ground for any sort of extreme fight as according to Coser, (1967) hatred is one of the kind that is itself a carrier of germs called conflict, as love, requires an object.

### **Aggression led uncivil behavior**

Aggression on the other hand is one of the most burning problems in the field of human behavior at home, society, educational institution and also at work place (Maccoby, 1980) that also leads to conflict. Aggression is defined as some behaviors that are violent in nature and when such behavior interacts with other socio-environmental situation it triggers other conflicts that leads to the occurrence of extreme incidents. Anderson, 1997 pointed that the importance of beliefs, socialization, personal values, and the perception and behavioral pattern of an individual plays an important role in the origination of aggressive behavior. Sometimes people use aggressive behavior to solve some conflicting issues (Yoacooob, 2010). However, Savarimuthu and Chamundeswari (2019) concluded in their study on "Aggressive behavior of high school student" that irrespective of gender, family type and locality students use aggressive behaviors in education institutes that leads to many socially unaccepted and uncivil behavior in the society. They also suggested that possible counselling and guidance can help students control their aggression in order to get a peaceful environment. On other hand Justin and Mehta (2011) deduced that it is peer group influence that cause aggressive behavior among emerging adults.

### **Concept of Incivility**

Incivility is defined as a deliberate impoliteness toward another person that wounds one's self-esteem and create doubt about his/her abilities (Peters, 2014). Incivility in higher education has been demonstrated as rude, inappropriate speech or act that harms learning environment (Connelly, 2009; Feldmann, 2001). Students and faculty may each be affected by uncivil actions. Feldman suggested that incivility is rooted in as many as three psychological factors: "a need to express power over another, a need for verbal release due to frustration over an apparently unsolvable situation, or a need to obtain something of value".

Similar to the repetitive aggressive and abusive behavior that constitutes many other inappropriate acts like bullying, incivility is also a socially negative behavior (Smith & Coe, 2018)). However, incivility is defined as the pinnacle of all kinds of negative behavior that includes, getting rude, humiliation of human beings, making uttering demeaning comments or any act that is done or words that are uttered to belittle someone, spreading gossips that hurt someone's self-esteem and deliberately misinterpreting something to harm other person. (Pearson & Andersson, 1999). It is pertinent to consider why incivility is occurring with higher rate and that too in educational institutes among students. The data generated that underpins this paper examines what kind of behavior according to students is uncivil and why these hostile behaviors are increasing in campus settings, but these are the personal experiences of students' respondents that reflect individual situations. Similar studies have been conducted by researcher and most of them have studied the trends in hostile behaviors in university workplaces, whereas some have studied the incivility among students and teachers and from students to teachers.

These researches have pointed towards the clear disengagement of universities as an educational institution, to universities as a corporate workplace (Evans, Leadership in higher education in a culture of declining relevance and incivility, 2018). Some researchers like (Ballard, et al., 2018) pointed students behavior as talking during lecture, using the cell phones and not paying attention to teacher, coming late in the class or not attending while being present at campus and making sarcastic comments on lecturer, as the uncivil behavior found that talking to others during the class, using cell phones during the lecture, being late to class or leaving early, sleeping, and making sarcastic comments are the uncivil behavior of the students whereas for others, chaotic behavior in class for instance, being threatening or ignoring the class instructions and having abusive behaviors to others that is inciting and cause violence is not the most civil

behaviors (Burke, Karl, Peluchette, & Evans, 2014) . However, this is observed from the past literature that these forms occur less than the regular uncivil behaviors. When it comes to the recommendation for coping with such behaviors, researchers have not suggested any single remedy for resolving the issue but have delineated that since there are different types of uncivil behaviors that varies with the level of education hence their remedies should be suggested considering the causes too (Ada & Baysal, 2018).

As this has been discussed that the emergence of preventing incivility has been the center of attention by researchers, Hodgins and McNamara (2017) found that people who are victims of bullying and incivility especially in campus don't seek organizational assistance or take the matter to the higher authority, as the victims believe that their issues will not be addressed in a proper way and they would not get justice. Similarly, Keashly and Neuman's (2012) studied and analyzed that most victims are more likely to seek family support as they feel that authorities will support the preparator due to any reasons. These findings also supported by Harrington, Warren, and Rayner (2015), he argued that in some organizations, the human resource department and their code of conduct is not prepared to combat the irregular and uncivil behaviors of employee leaving the victim unaddressed and unsatisfactory.

The aim of this study is to delve into the existing dynamics of uncivil acts among students in the institutional context of the university and its impact. Thus, this study has found a gap that issues like bullying, conflict, incivility and hate are some emerging issues among youth that has not been paid attention by the researchers nor by the education policy makers in Pakistan and specifically in Azad Kashmir that is a part of larger conflict between India and Pakistan since 1947.

## **MATERIAL AND METHODS**

The study was conducted in the University of Azad Jammu & Kashmir, which is situated in the heart of the capital Muzaffarabad, where large ratio of youth from different districts of Azad Kashmir gets enrolled every year for graduate and post graduate education. Researchers adopted the phenomenology in order to dig out the complex and interrelated aspects of human life and to get the true essence of the meanings of the experiences of the students' respondents that is not possible in quantitative method. As Husserl (1998) explained that phenomenology is a criterion that helps the researcher to illustrate the precision of the phenomena. As our aim is to understand the experiences of the students in campus and their interpretation and meaning surrounding different kind of uncivil behavior, phenomenology will help to carry out an exhaustive investigation and reach the root (Heidegger, 2006).

**Table No. 1 Demographic information of students' respondents**

Variable	n
Gender	Male
	30
Gender	Female
	25
Level of Education	BS
	28
Level of Education	MSC
	15
Level of Education	MPhil
	12
Age	18-20
	15
Age	20-22
	13
Age	22-24
	12
Age	24-26
	10
Age	26-28
	5
Years of affiliation with institute	0-1
	20
Years of affiliation with institute	1-2
	15
Years of affiliation with institute	3-4
	12
Years of affiliation with institute	5-6
	8
Registered Faculty	Faculty of Arts & Social Sciences
	25
Registered Faculty	Faculty of Sciences
	20
Registered Faculty	Faculty of Health Sciences
	10

Source: (Field Work)

### **Demographic Characteristics of Respondents**

Using purposive sampling, 55 students were selected as an informant of the study. The research setting was University of Azad Jammu & Kashmir, that offers both graduate and postgraduate education to thousands of students every year. This particular campus was selected because of the large number of students that get enrolled from not only across Azad Kashmir but also from whole country and has become a hub of youth with multi-cultural identities and has become a representative of various ethnicities. In addition, the campus is also known for acts of violence and various other forms of incivility amongst the students and remains highlighted in news. Hence, the population of this study is consisted of the enrolled students at the time of the data collection, as Table No. 1 shows 55 students were purposely selected to be included in the study. Amongst 55 students 8 students completed their Bs and immediately got enrolled in the M.Phil. program completing 4 to 5 years at the campus. 12 students were in the last year of their Bs degree program, 15 students were in the middle of their Bs and MPhil programs. However, among 20 students were those who were in their first year. The purpose of selecting students having spent minimum and the maximum time at the campus was to analyze the frequency of uncivil actions and behaviors by students at campus.

### **Data collection and analysis**

Face-to-face and conversational interviews were audio-recorded and were conducted individually with each participant according to the given time and place by the students' respondents. An unstructured interview guide, with one main question for each participant that what is considered as uncivil and civil behavior according to them. It was a pertinent to know students' view about the uncivil behavior in order to further investigate the causes and impact of that behaviors. All the interviews were conducted over a period of three weeks; each researcher divided the respondents among them, and each interview lasted between 30 mins to 90 minutes and was then transcribed word for word. The collected data was then verified from different sources in the campus and for this purpose personal observation of researchers was also recorded. In order to get the best results out of the raw data collected, researchers kept the natural settings in which the phenomenon occurred. (Streubert & Carpenter 2007:28). The recordings and transcripts were then verified by the researchers to ensure the accuracy by using Braun and Clarke (2017) methods of thematic analysis. In order to understand the nuances in the empirical findings, thematic analysis is used as a method as it allows grouping and categorization of data where needed (Clarke & Braun, 2017). The data transcribed was then re-read by the researchers until the variety of student respondents views and experiences of incivility had been distinctly determined and categorized. The discussion in the Conclusion section is based on the themes and patterns that emerged after the data has been refined. Researchers started the data analysis when reached the saturation level. The repetitive readings and carefully listening to audio recordings has been done by the researchers to get familiarization with the data (Streubert & Carpenter , 2007).

### **Ethical Consideration**

The researchers took permission from the Director Students Affair (DSA) prior to the conduction of study in campus. The participants were informed about the purpose of the study and were taken into confidence for keeping their identity hidden for this specific study. Before each interview the informed consent for the audio recoded conversation between the researcher and the respondent was obtained from the respondent. Respondents were also explained about the hand written notes during the conversational interviews. In order to ensure the anonymity of each respondent, a specific code was assigned to each respondent's interview.

### **Type of incivility among students**

To explore the type of incivility among students, the foremost thing was to find out which of the behavior's students consider uncivil in campus. Students were asked to share their views about the matter. Out of 55 students, 5 students expressed that not attending the class while being in the university is an uncivil behavior, 7 students said smoking in the campus is an uncivil behavior. 8 students were of the view that any behavior that disrespects and harms the campus environment is uncivil. 10 students expressed that using abusive language for teachers as well as other students or other group is incivility. 9 students said fighting in a campus with students as well as with teachers and creating tension among administration, faculty and other students is not appropriate and should be considered as uncivil behavior. 9 students said that making fun of other students and teachers or belittling them is uncivil and hurting behavior.

*“Students become violent and they fight when come into confrontation either with other students or faculty, which is not appropriate and is condemnable”.*

One of them expressed:

*“Some of our fellows, while they come to university for getting education. They spend their time in extra activities, like smoking, fighting, bullying the teachers and fellow and inciting hate among other students.*

*This all behavior is inappropriate and uncivil according to me”.*

Researchers also recorded some of the experiences of the students’ informants that reveals the intensity of the issue among the students.

## FINDINGS AND DISCUSSION

### Manifestation of uncivil behavior among students

From the data collected it is analyzed that the manifestation of uncivil behavior amongst students goes from miner jokes to the use of abusive language that sometimes leads to the hand fights and violent conflicts. Students conflict also included slapping, beating and in extreme cases use of weapon, that mainly occurs among the male students, bullying that happens among the female students. While some amount of violence is attributed to the normal levels of aggression that manifest the typical of human nature, student violence like shooting or any other act of aggression that hurts another individual and faculty at campus gravely is a major campus safety concern with all campus authority and the society. As shown in Table No. 2 Manifestation of students’ **uncivil behavior**, 15% students reported that students’ uncivil behavior explicit in fighting with other students. 10% students said that use of abusive language against faculty is also seen in the campus with an exceptional case where a student along with some outsiders beaten the teacher that is considered as the most inappropriate and the extremely violent act by students. 27% told that bullying and making fun of teachers as well as students’ is manifested as incivility. The most occurring uncivil act is use of abusive language against students at campus that is 33%. Researchers observed that students often use the extreme violence when try to resolve the issue. The most highlighted phenomena by the researchers who investigated the aggression in youth is that the individual’s perception, his or her personal values and the socialization are some of the important aspects that originate the aggression (Yoacoob, 2010). In contrary to this, some researchers concluded that irrespective of the social background, beliefs and values young individuals are prone to use aggressive behavior that make them do unethical and immoral acts (Savarimuthu & Chamundeswari, 2019). On other hand Justin and Mehta (2011) deduced that it is peer group that actually influence and cause aggressive behavior among emerging adults hence students at campus seems to behave uncivil because of the impact of secondary socialization. In some cases, it is also reported as well as observed that students in order to practice power at campus become prone to act uncivil.

**Table No. 2 Manifestation of students’ uncivil behavior**

Sr. No	Manifestation of uncivil behavior	%
1	fighting among the students	15%
2	use of abusive language against students.	33%
3	use of abusive language against faculty.	10%
4	bullying and making fun of teachers and students	27%
5	Harassing students	15

Source: Field work

### Causes of uncivil behavior

Different organizations have different policies and they act differently towards students’ behavior. Some organizations are strict in implementation of rules and regulations whereas some are seen students-centered, which allow students behave freely under no rules (Rad, Ildarabadi, Moharrerri, & Moonaghi, 2016). In case of this campus, University of Azad Jammu & Kashmir, as shown in Table No. 3 Causes of **uncivil behavior**, it has been observed as well as recorded from the students interviews that administration become helpless in the cases that are politically backed. 23.4% students expressed that they registered their complaints to administration but the involved students were politically strong so the administration couldn’t hold any inquiry against them. According to them this is one of the strongest reasons that perpetuate such uncivil behaviors among students. Lack of respect and absence of morality is also the reason pointed out by female

students. However, 30.3% students said that previous conflicts among students causes uncivil behavior. The reasons of the conflicts can be further categorized as expressed by students 1) difference of opinion, 2) actions that are considered detrimental to another student. 3) political and religious differences. However, 7.5% students' respondents both male and female said that jealousy was the reason of belittling, and demeaning us.

As narrated by student:

*"They use slang words when they can't compete us. It's very evident. I can see through their eyes, that they are jealous".*

**Table No. 3 Causes of uncivil behavior**

Sr. No	Causes of uncivil behavior of students	%
1	Conflicts/rivalries among the students	30.3%
2	Lack of respect	22.5%
3	Weak management	23.4%
4	Political differences	16.3%
5	Jealousy	7.5%

Source: Field work

### **Uncivil behavior or Latent Hate**

Fortunately, hate incidents occur with relatively less frequency in most of the campuses. However, bias incidents such as act of prejudice that is sometimes accompanied by violence or other illegal conduct is far more common. Based on discussions and informal conversations with student respondents from different faculties, it is consistently reported by the students that there is a widespread use of degrading language and demeaning comments to damage the reputation of the students. It is often directed toward people of different cultural background, different regions and specifically from different sects of religion which is considered as hate speech. Hate speech is taken for this study is as defined by ElSherief, et al. (2018), it is a "deliberate and serious attack on any specific category of people based on their racial, ethnic, national, religious, sexual, as well as their gender identity."

As narrated by some students:

*"It was year 2018, when everyone was gathered in an auditorium to perform a religious event.*

*Some students from a specific sects wrote some inappropriate words against the event for which all the followers were gathered. It hurt the sentiments of the people present in the auditorium."*

Students reported hearing degrading language about women on a daily basis. Majority female students expressed this behavior hateful act. Hate is an intricate phenomenon that is often related to incivility, bullying, radicalization, abusing, profanity and extremism (Agarwal & Sureka, 2015). Owing to the complexity and overlapping of the meanings it sometimes become difficult to differentiate between these terms. In this study the researchers by taking in to account the respondent's perception and the impact tried to detect the hate speech in uncivil actions. According to students' respondents the use of hateful words creates an atmosphere that permits conduct to escalate from mere words to stronger words to threats and, ultimately, to violence. In a significant portion of campus hate crime cases, the uncivil conduct appears to have escalated from lower level of conflicts, beginning with degrading language to shooting at campus. From the data collected and transcribed it is recorded that some of the male students also used graffiti notes to express their deep hate towards other religious sect.

An incident of shooting was something constantly narrated by few students, who witnessed it and have been part of that group as well.

The conversation between researcher as student respondent went as:

Student respondent:

*"It was like a regular fight between two departments, a male student from 'X' department was harassing a female student of our department, who was a cousin of our friend. We kept warning him but it didn't stop."*

Researcher: *some students from outside were also involved, who were they?*

Student respondent:

*"we called them as help."*

Researcher:

*“you were more and the student who was accused of harassing was alone, then why you needed to call more from outside.”*

Student respondent:

*“to assert pressure on other students and on campus administration.”*

From the above conversation this has been analyzed that students sometimes act not according to rules and laws and use outside influence to exercise their power to threaten the other students and the campus authorities.

### **Incivility towards “female”**

The portion of the study also focused on the females’ experiences of incivility at campus. Interestingly few male students also mentioned that women when doing inappropriate things, that is not socially or culturally accepted is also one of the types of incivility. Upon asking it was further elaborate that:

Student respondent:

*“Some women behave like men”.*

Researcher:

*“like?”*

Student respondent:

*“Like, they are too bold and noisy. Some of them even dress up that is not appropriate”*

The gender differences from above conversation about civil and uncivil behaviors shows some worrisome consequences of the socialization process, both primary and secondary. Norms, that are considered as a primary source of behaving morally in the society and are learned generally through primary socialization process helps individual to interact correctly with other members of their community but unfortunately in the case of campus environment it is seen that these norms are neither perceived nor applied by students equally to other men and women. As analyzed through data collected and have been observed by the researchers, women are expected to follow the feminine stereotypical behavior that is more focused and not stepping out gender line. And the women who are not conforming to the stereotypical expectations of the society or the considered appropriate behaviors are pointed out as carrying deviant behaviors, which although a minor, but can lead to strict penalties like exclusion and defamation (Carlen, 1998) or in case of this study becomes recipient of hate. It is alarming as this difference is not only present in negative behaviors but is also seen when a woman shows conformist behavior which in case of this campus study is “polite behavior”, she is still be subjected to criticism, whereas in the case of men, the consequences are not the same (Sung, 2012).

As expressed by a student respondent:

*“When some of male students don’t see us covering our heads, they write unethical things for us in our washrooms. They show hate for us. They want to regulate us when our families don’t have issue with our dressings. By doing they practice patriarchy”.*

Another female student expressed:

*“They make fun of our attire; they ridicule us which is very hurtful”.*

### **Impact of incivility**

Very little research has been done on studying the impact of incivility on students’ academic performance, mental state as well as on the overall campus environment. Past studies across the world shows that incidences that occur out of aggression and conflict causes deterioration in academic process and effects campus environment. This study concerned the impact of uncivil act, as defined by students, from bullying, to a joke, to an abusive word, and to a shooting incident as it doesn’t even harm the students who are directly involved in it but also effects other students psychologically. As in the case of University of Azad Jammu & Kashmir, students were asked to point out how the incivility and the conflicts that are led by uncivil behaviors affects them. Table No. 4 **Impact of Incivility**, shows the responses of the students. 40% students expressed that mostly uncivil behavior causes closure of the campuses, and sometimes small incidents of bullying leads to the major conflict in which outer groups get involve and that damages not only the academic process but also effect the overall reputation of the University.

As expressed by student:

*“This is the only state university in the capital and is one of the largest and famous universities of Azad Jammu & Kashmir. Sometimes a minor incident turned out a massive conflict in which people from*

*outside of university get involved and things get out of control of administration as well. Parents get worried for their daughter when such incidents keep happening. Such incidents harm not only the university reputation, but also the reputation of the country and the state”*,

**Table No. 4 Impact of Incivility**

Sr. No	Impact of incivility on students	%
1	Damages self esteem	18%
2	Mental health	12%
3	Physical injury	10%
4	Social exclusion	20%
5	Closure of the campus Leads to hinderance of education process	40%

Source: Field Work)

There is no doubt that university violence has become a very critical issue for administration as well as faculty but most of the time it is the other students who get affected by the violent and uncontrollable situation at the campus. As narrated by the student respondents usually a small incident leads to the major fights, and is often reaches to a point where students use dangerous weapons like knife and gun that not only physically harms the students who are involved in the fight but also put other students and faculty lives at risk. In these scenarios it has been observed that situation get out of the hands of the management that results in the closure of the campus due to the protest recorded by the victim group. The situation impacts the reputation of the students as well as hinders the smooth and harmonious environment of the campus. Such incidents and behaviors create fear among other students and often their parents avoid sending them to the campus especially in case of female students.

## CONCLUSION

This study explored the students' uncivil behavior, its types, reasons and the impact which is mostly ignored in the literature. The study supports the notion that there are different forms of negative behaviors practiced by students at campus and that there are various factors that causes such behaviors. The students both male and female, participated in this study opened up about their experiences of negative behavior, from bullying, making fun, belittling to abusing and fighting in some serious case that was result of conflicts. Some students also reported their negative experience with faculty where faculty used uncivil and abusive language and contrast to this, some events were also recorded where students became violent towards the faculty members. Most of the incivility encountered was the result of the prejudice against the groups that are formed on the basis of particular caste, sect and locality. Study indicate that large portion of female students also face harassment and bullying from same and opposite gender. Bullying is mainly done among the female students and is the result of personal jealousy, however some female students' respondents expressed the repressive behaviors of male fellows over their choice of dressing. Some female students also reported the harassment from their male fellows.

Apart of these findings, researchers also found that 60% students from the faculty of Humanities and social sciences are more involved in the conflict and practices uncivil behavior where as 30% are reported from the faculty of natural sciences and only 10% students' incivility is recorded against which the serious action by university administration has also been taken. As the research done by Clark and Springer (2007, Erdem and Kocyigit (2019), and Kaya, Sungurtekin and Deniz (2017), found that students who are less engaged in educational activities and get more leisure time are often involved in inappropriate activities at campus. Moreover, it is also observed that majority students who have been part of any kind of incivility at campus are the fresh comers and are from their first and second year. This further educe the notion that students who join campus right after finishing their college are less mature with no knowledge about the nature of studying at university campus (Alberts & Theobald, 2010) and needs orientation sessions through teachers and administrative led programs in order to learn the civil and appropriate behaviors to contribute in the positive and productive environment of the campus.

Higher education goals should encompass conducting the training programs that foster the civil behavior among students according to the social and cultural demands of the campus aiming to improve the campus environment. From the study it is evident that incivilities have impacted negatively the academe and overshadow the learning process. Hence, it is pertinent and also the need of the time that the policy



makers of higher education institutions should be aware of the uncivil behaviors of the students towards other students as well as the faculty. They should strictly point out those behaviors that promotes extremism and can bring catastrophic consequences for the overall society and the state itself. Moreover, they can also increase faculty civility as teachers can play an eminent role in inculcating civil behavior in students.

### **Limitations of the study**

One of the limitations of this research is that the study group is composed of students, whereas conducting studies with a higher number of students as well as academics will contribute to the solution of uncivil behaviors of students at campus. The opinions taken by both faculty and students regarding uncivil behaviors will foster prevention and intervention policies for the harmonious and peaceful environment of the campus.

### **Conflicts of Interest**

There is no conflict of interest declared by researchers of this study.

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