



A STUDENT'S ALLEGORY.

Psychiatric

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ABSTRACT

The purpose of the case study was to identify factors that are related to academic incivility among nursing faculty in a nursing student. A phenomenological approach was used. A semi-structured face-to-face interview was done and qualitative thematic analysis was used with Colaizzi's interpretation of data. This approach helped to illuminate and appreciate the lived experience described by a nursing student who participated in the study, eventually aiding in answering the research question. A nursing student who underwent an incivil act in the academic environment was selected on voluntary basis. The purpose of the study was explained to the nursing student. A semi-structured questionnaire was used. The nursing student was interviewed and data was audio taped and transcribed. There were four themes identified from the transcription which were academic responsibilities, emotional factors, faculty's attitude and behavior and communication issues.

KEYWORDS

academic incivility, nursing student, perception, nursing faculty.

INTRODUCTION

The educational environment in an institution expects a civil behavior. When the expected civil behavior is not seen, the educational objectives are not met. In Nursing, civility is expected both by the student and the faculty, as they deal directly with patients. The quality of the relationship between a student and the teacher will result in a greater degree of learning in the classroom according to Downey (2008).

Faculty being incivil to the students has increased in the media. Alan & San (2009) examined the relationship between teacher misbehaviors and student communication behavior among 343 students. Results revealed that teacher misbehaviors were related to teacher and student owned resistance strategies, communication satisfaction in students, cognitive learning and affective learning. Clark (2008c) stated that nursing students who have experienced uncivil behaviors from faculty are more likely to view this behavior as the norm and as a result present those behaviors toward others. Further, it is also stated that faculty incivility has become a disturbing hindrance to student learning in higher education (Alt & Itzkovich, 2015; Wagner, 2014). Research indicates that uncivil faculty behaviors occur as frequently in nursing as in other academic disciplines (Wagner, 2014). On the other hand, the absence of research on faculty incivility in higher education leaves researchers having difficulty to understand students' perceptions and students' experiences in relation to faculty incivility. (Knepp, 2012). Kearney and Plax (1992) emphasized those faculty members who demonstrated positive, prosocial behaviors in the classroom and showed interest in their students' encouraged similar behaviors from their students. On the contrary, faculty who illustrated aloofness, disinterest in their students, and debased them, often invoked hostile student reactions.

A phenomenological approach on a nursing student perception of incivility among nursing faculty in nursing education at a selected nursing college at Kanchipuram, Tamilnadu was done. The objective of the study was to explore the perception of incivility among nursing faculty, and extrapolate the various aspects of incivility among nursing faculty. The research question which was, what nursing faculty behaviors do nursing students perceive to be uncivil? The assumption was that every nursing student's experience of uncivil behaviors is unique. The second one being that sharing of lived-in experiences regarding incivility can decrease the gap between the student and faculty and promote a sense of understanding which will eventually result in civil behavior in a student and faculty. Further, Lemos (2007) puts forward that faculty members who are not demonstrating the desired civil behaviors, are creating an uncivil society which may

affect the future nursing practice. Thus, nursing research is needed to investigate the effect of faculty incivility in nursing education.

METHODOLOGY

Qualitative research approach and phenomenological design was adopted for this study to accomplish the objectives. The primary methodology for this study was phenomenological method which used Colaizzi's (1978) method of descriptive phenomenology.

The study was conducted at a selected Nursing college in Enathur, Kanchipuram. The college has a baccalaureate program with 4 levels of students. The primary criteria for determining the appropriateness of participant inclusion in this study will be whether or not the nursing student (participant) had insider knowledge and experience regarding an uncivil act with a nursing faculty member and whether or not the student was able to provide rich, thick descriptions about the encounter. Purposive sampling technique was used. The participant was called by issuing a notice to voluntarily participate in the study.

The student is a 21 years female from B.Sc. (N) IV year. She had encountered with incivility for nearly 7 to 8 times during the duration of the course. A semi structured interview guide was used to interview the participant. The interview guide was constructed by the researcher using the relevant literature.

Questions focused on the student's perceptions about the uncivil encounter with faculty, the impact on the student, and how the student responded to the encounter. The questions were sequentially asked, nevertheless it was not completely semi structured as there were cueing of questions which occurred wherever possible. The researcher did not deviate from the objective of the study. The study was conducted with all precautions to maintain confidentiality and anonymity of the participants. Interviews were recorded and transcribed.

RESULTS

The students experience was categorized under 4 main themes. The identified themes were academic responsibilities, emotional factors, faculty's attitude and behavior and communication issues.

Academic responsibilities

Faculties have certain responsibilities which are done carelessly. They were canceling classes without prior information or warning, being unprepared for class, not allowing open discussion, delivering fast-paced lectures, and not being available outside of class.

"Madam did not inform us that she is not going to take class today".

"During her lecture, she just beats around the bush sometimes, and after the hour is over she leaves the classroom".

"She reads from the text book continuously instead of taking the class".
 "She comes to the class and completes her lecture quickly within 15 minutes and leaves the class as if she is in a hurry and she does give us time to ask doubts or takes notes and have any open discussion with her".

"Most of us would like to talk to her personally, related to academic and personal issues, but she is not there or is always busy and sends us away".

"Come and see me later, don't come now and disturb me, I have work".

Emotional factors

A faculty should be emotionally stable at all times while dealing with the students. But faculty show rudeness, sarcasm, says threatening remarks to the students. Faculty showing facial grimaces.

"When I went into the faculty office to submit my assignment and justify my reason, she was rude and did not want to listen to my explanation".

"This is always expected from this batch of students, they are always like this and they will never change".

"You will have to come to me next year and I will be in charge of you, I know what I should do then".

"Remember that, I am in charge of you and I have to give your internal assessment marks".

Faculty's attitude and behavior

Faculties have to understand and be courteous to the students so that it enhances the trust relationship between the teacher and the student eventually enhancing the teaching learning process. Faculty showing lack of warmth and approachability, demeaning and belittling remarks to the students and faculty treating students unfairly or subjectively.

"Looking at your face, my blood pressure is increasing".

"Every time you come, I have to keep on answering you is it?"

"Nobody will pass the exams this time, take my word, I am the one to give your internal assessment marks".

"You are fit for nothing, why did you join nursing and irritating me".

Communication issues.

Communication is one of the most important components of the teaching and learning process. When there is a gap in communication, the interpersonal relationship starts to shatter and eventually learning blocks. Faculty seem to use the native language to communicate with the students which makes it more sensitive and the severity of the words also seem to exaggerate. The student expressed that there is a vast difference and intensity when a teacher is expressing a word in English than in the native language. It is more hurting and is very sensitive to us when the same word is translated to our native language. For example, "please keep quiet in the class", "go mind your business" and others. The student also mentioned about the non verbal cues which was distressing.

DISCUSSION

Incivility within nursing education poses a major problem. Incivility disturbs the teacher-student relationships thus influencing future student behavior, decreasing motivation, and negatively affecting the learning process (Clark, 2008). The students experience was categorized were academic responsibilities, emotional factors, faculty's attitude and behavior and communication issues. The participant also expressed that she observed more incivil interactions in the recent years than when she joined the course three years ago. These acts of incivility seem to be in total disagreement with nursing as a profession or teaching. However, every nursing student's experience of uncivil behaviors is unique which is true in this case study. Sharing of lived-in experiences regarding incivility can help the student to decrease the gap between the student and faculty. Kearney and Plax

(1992) has rightly stated that faculty demonstrating positive behaviors in the classroom and showed interest in students' encouraging similar behaviors from their students. On the contrary, often, academic workload can be overwhelming for the faculty in an educational environment, combating between work and time may be overwhelming. Communication plays a vital role for the faculty which may leave the student in distress and a helpless state.

Implications

- Instituting academic advising policy in the Nursing College.
- Workshops/staff development programs for the faculty.

CONCLUSION

A student allegory focuses on the incivil behavior faced by a nursing student in a nursing college which is a unique lived in experience of the nursing student. Nursing faculty have shown incivil acts which have been discussed in details. This is only the one side of the coin. Nevertheless, as the quote denotes, "A tiny drop of water can make the mighty ocean", similarly, a small act of civility by the nursing faculty can change the whole educational system.

Recommendations

A case study can be done on incivility among nursing students as perceived by a faculty of nursing.

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