

Relationship between Incivility and Self-Efficacy among University Nursing Students

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Abstract

Background: Incivility behaviors in faculty students especially nursing students are impolite and disturbing behavior in education and if ignored could lead to behavioral complexities and eventual violence and aggression, Incivility is not only disruptive to students and faculty in learning programs, but may also, ultimately, impact patient safety by diminishing collaborative care, and rising medical errors, Self-efficacy is the belief we have in our abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully. **The aim of the study:** To assess the relationship between incivility and self-efficacy among university nursing students. **Research design:** A Descriptive Correlation research design was utilized in this study. **Setting:** The study was conducted at Faculty of Nursing –Ain Shams University. **Subjects:** Subjects of this study included (164) the nursing students in the first semester of fourth grade from the academic year 2020/2021. **Tools: First tool:** Socio-demographic Questionnaire, **second tool:** Incivility behaviors in Nursing Education Questionnaire, **third tool:** Perceived Self-Efficacy Scale. **Result:** Regarding student threatening behaviors the finding of the present study indicates that, more than one third of aggressive behaviors, As regards total level of perceived self –efficacy among university nursing students the finding of the present study indicates that, more than half a moderate level **Conclusion:** There was a highly positive correlation between level of incivility behavior and level of perceived self –efficacy among university nursing students. **Recommendations:** The study recommends holding conferences and training programs to increase the awareness for nursing students towards civilized behavior in nursing education to find a solution or prevent incivility behaviors from occurring and improve self-efficacy.

Keywords: incivility behavior, self-efficacy, university nursing students, civility behavior.

Introduction

Incivility could be a low-intensity, rude behavior expecting to disturb or harm others. Student-to-student incivility can weaken the instructive environment. Incivility behavior of a student is a serious problem in higher education. The negative impacts associated with incivility behaviors have been found to contribute to the disruption of the learning process and the learning environment and the deterioration of the

faculty-student relationship (Rose & Jarvill, 2020).

Medical sciences students should not only be expert in sciences and skills, but also acquire high standards of morality and humanity. Unprofessional behaviors have occurred students and studied in nursing, dentistry and pharmacology; as recognizing the causes of incivility is necessary to prevent and treat the students' incivility, Lack of rules

and regulations for managing the students' behaviors makes them think they are not responsible as to incivility. So must be focused on documenting rules and regulations for incivilities and necessity of familiarization of teachers with them. If managers and teachers recognize the cause of incivility, they can provide a sounder atmosphere for improving communication between students **(Kim & Lee, 2017)**.

Incivility is not only disruptive to students and faculty in learning programs, but may also, ultimately, impact patient safety by diminishing collaborative care, and rising medical errors **(Andersen, & Churchouse, 2019)**.

In 1977, Albert Bandura initiated the conception of perceived self-efficacy which influences and modifies human behavior. Self-efficacy refers to the personal beliefs or to an individual's confidence in his own ability to perform effectively specified tasks **(Lake & Boyd, 2018)**.

Moreover, the self-efficacy is affected by four factors: experience in success, diverse life experience, verbal persuasion, and physiological and emotional states. Of these four factors, experience in success by performance situations, task difficulty, and efforts is the most a critical factor in forming self-efficacy. In order to maximize self-efficacy, it is vital to minimize outside help and increase individual efforts for success within positive support and environment **(Khedhaouria & Torrès, 2015)**.

Self-efficacy is vital for nursing students and increased self-efficacy may enhance independence and confidence as educating future generations of nurses requires courage, commitment, professionalism and high ethics

depending on the student's self-efficacy **(Law & Chan 2015)**.

Incivility can be reducing the self-efficacy of the student as it leads to the student's lack of confidence in his abilities, competence, affects the academic level, success of the student, his excellence, and professionalism in his field and take any action on his life **(Maloy, 2015)**.

The role of psychiatric mental health nurse is important to decrease incivility behavior and enhancing self-efficacy between nursing students through improves self-esteem, self-confidence, academic performance, and communicating effectively between students nursing, college and teachers in a respectful and responsible manner **(Trace & Regan, 2018)**.

Significance of the study

Incivilities within the educational environment of universities have become one of the most prevalent problems within modern society as an impact on the student's self-efficacy. Incivility behavior of nursing students interferes with academic achievement and leads to a decline curve of ethics for nurse students **.(Del Prato 2013)**

Moreover the researcher observed that incivility behavior in some nursing students had making sarcastic remarks or gestures during lecture, making threats of physical harm against other students, arrived class late, leaving class early without excuse, making harassing comments directed to other students, eating and drinking in class, sleeping in class, cheating on exams or quizzes and using cell phone during the lecture at classroom and This affects self-efficacy, autonomy, self-confidence, competence and the student become social withdrawal,

not sharing in any activities and feeling shaming. So, the aim of this study is to assess the relationship between incivility and self-efficacy among nursing student.

This study aims to assess the relationship between incivility and self-efficacy among university nursing students.

Research Questions:

1. What is the prevalence of incivility among university nursing students?
2. What is the level of self-efficacy among university nursing students?
3. What is relationship between incivility and self-efficacy among university nursing students?

Subjects and Methods

Subjects and methods of this study were portrayed under four main topics as follows:

- I. Technical design
- II. Operational design
- III. Administrative design
- IV. Statistical design

I. Technical Design

The technical design for this study include research design, setting, subjects and tools of data collection.

1) Research Design:

A Descriptive correlation research design was utilized in this study.

2) Research Setting:

This study was conducted in the Faculty of Nursing / Ain Shams University.

3) Subjects of the study:

Subjects of this study included (164) out of (256) total number of nursing students in the first semester of fourth grade from the academic year 2020/2021.

Sample type:

Convenient sample.

Sample Size:

Was estimated using appropriate statistical equation after reviewing the total number of students (256) in the previously-mentioned setting.

Tools of data collection:

Data of this study were collected through the following tools:

I- Socio-demographic questionnaire:

An Arabic questionnaire was developed by the researcher to elicit data about demographic characteristics of students included age, sex, academic year, socioeconomic statuses, etc.

Incivility behaviors in Nursing Education Questionnaire:It aimed at assessing nurse students' perception regarding Incivility behavior. This tool was developed by Clark, (2009) and adopted from Abdel _el kader 2012 & Mahmoud, (2015). This part consists of 40 statements grouped under two sections. Disruptive behaviors included 24 items. while, threatening behaviors included 16 items.

❖ Scoring system: -

Responses of participants were measured on 5-points Likert scale ranging from extremely civil, civil, uncertain, uncivil, and extremely uncivil. Extremely civil was scored as “5”, while extremely uncivil was scored as “1”. All items are summed up and a mean score was calculated. **3-Perceived Self-Efficacy Scale:** it aimed to assess nursing student's self-efficacy. The tool originally developed by **Alwan, (2013)** and the researcher adopt it from **Abd Elmonem, (2017)**. It consists of 39 items under the following this dimensions

- A. Emotional 8 dimensions.
- B. Social 8 dimensions.
- C. Insistence and persistence 8 dimensions.
- D. Cognitive 8 dimensions.
- E. Academic 7 dimensions.

❖ Scoring system:

Responses were measured on a 5 point likert scale ranging from Never (1) to Always (5) negative statements had reversed. The scores of items were summed-up and total score was divided by the number of the items, giving a mean score of the part .the scores were converted into a percent score. The self-efficacy level was considered (**high**) if the total score was **more than 75%**, it was considered (**moderate**) if the score was **ranged between 60%-75%** and become (**low**) level if the subjects had total score **less than 60%**.

II. Operational design:

The operational design for this study contained three phases namely: the preparatory phase, Validity and reliability, pilot study, and fieldwork.

1-The Preparatory phase:

This phase started from October 2020 till November 2020, the researcher reviewed using articles, the internet, scientific journals, the material in textbooks, the national and international related literature were used in the study to be acquainted with study subjects.

2-Pilot study:

A pilot study was performed after the researcher was granted official permission from the Dean of Faculty of Nursing, Ain Shams University

The pilot study was done representing 10% of the total of the study subjects nurse students sometime recently data collection. A pilot study was conducted in December 2020

3-Field work:

The actual fieldwork for the process of the data collection has consumed three months; it started on beginning of November 2020 and was completed by the end of January 2021, through the following steps:

First step:

Before starting the data collection, the researcher met with the Vice Dean for Postgraduate Studies after introducing herself, she explained the nature and purpose of the study to gain their oral consent and cooperation. Data were collected by the online sheet for 45 minutes..

Second step

The researcher arranged with academic staff course coordinators of the administration department for determining the suitable time to collect the data online, explains the aim and

components of the questionnaire sheet. Confidentiality of any obtained information was assured, and the subjects were informed about their right to participate or not in the study. The participants were also assured about anonymity, and that data will only be used for the purpose of the study.

Third step

The data were collected by online sheet; the researcher checked her email to ensure filled questionnaire sheet online its completion of the process of data collection.

4-Limitations of the Study

The emergence of the COVID-19 virus caused the complete closure of universities for few months and after those dealings through electronic communication, which led to delaying the academic semester and starting the next semester to start data collection online.

5-Ethical considerations:

An ethical approval was obtained from the the Scientific Research and the council members of psychiatric / mental health nursing department, ethical committee, and the dean of the Faculty of the Nursing at Ain Shams University. and verbal consent was obtained from the nurses' student before distributing the questionnaires and after explanation of the purpose of the study; anonymity was assured and maintained; no burden or risk was imposed on students; no coercion or pressure was applied.

Prior to the actual work of research study, ethical approval was obtained from the Scientific Research Ethical Committee of the Faculty of Nursing at Ain Shams University. The subjects were informed about their right to withdraw at any time without giving any reason and the collected data kept confidential and used for scientific work only.

Informal consent was obtained from each participant in the study.

III. Administrative design

An official letter requesting permeation to conduct the study will be submitted from the Dean of the Faculty of Nursing / Ain Shams University. This Letter will included the aim of the study and a photo copy from data collection tools in order to get the permeation and help for collection of data.

IV. Statistical design:

The statistical analysis of data was done by using the Computer Software PC. Data entry and statistical analysis were fulfilled using the statistical package for social sciences (SPSS) version 23.0. Data were presented using descriptive statistics in the form of frequencies and percentage for categorical data and the arithmetic mean (\bar{X}) and standard deviation (SD) for quantitative data. Qualitative variables were compared using Chi square test (χ^2) and P-value to test association between two variables. The validity and reliability test were confirmed by using the Cronbach Alpha Coefficient test. Degrees of significance of results were considered as follows:

- p-value > 0.05 Not significant (NS)
- p-value \leq 0.05 Significant (S)
- p-value \leq 0.000 Highly Significant (HS).

Results

Table (1): shows that, the majority 82.9 % of university nursing students were in age from 20 to < 23y with a mean age was 21.9 ± 1.3 . 70.7% were females, and 62.2% urban residence, in addition to 84.1% of them doesn't live in University City and 35.4% of the first order of birth, 62.8% their number of transportation to faculty was less than 3. As regards 88.4% join the faculty based on your desire.

Finally, 86% of them have hobbies from one to three hobbies.

Table (2): shows that, the highest mean (41.4 ± 3.7) of university nursing students perception regarding student disruptive behaviors subscale of incivility behavior were found in violation of ethic behaviors. Meanwhile, the highest mean of the subscale student threatening behaviors are found in aggressive behavior which constitute (44.5 ± 4.4).

Figure (1): illustrates that, 61.6% of university nursing students were have a high level of incivility behavior followed by 28.7% were at mild level of incivility behavior, while were 9.8% in moderate level.

Table (3): explained that, the highest mean (25.8 ± 3.4) was found in insistence and persistence of university nursing students regarding their subscale of perceived self-efficacy scale. Mean (23.2 ± 3.4) while the lowest mean was in

their academic subscale of perceived self-efficacy.

Figure (2): illustrates that, level of perceived self –efficacy among university nursing students were found in 73.2% have a moderate level, 24.3% were have low level. Meanwhile, the minority 2.4% were have a high level of perceived self – efficacy.

Table (4): clarifies that, there was a highly positive correlation between level of incivility behavior and level of perceived self –efficacy among university nursing students.

Table (5): emphasizes that, there was no statistical significance relation between all studied socio-demographic characteristics and incivility behavior among university nursing students.

Table (6): enumerates that, there was no statistical significance relation between all studied socio-demographic characteristics and perceived self – efficacy among university nursing students

Table (1): Number and Percentage of demographic characteristics of university nursing students. (N=164).

N	Items	No. (164)	%
1	Age		
▪	▪ 20-> 23y	136	82.9
▪	▪ 23-> 26	22	13.4
▪	▪ 26-28y	6	3.7
	Mean ± S D 21.9 ± 1.3		
2	Sex		
▪	▪ Male	48	29.3
▪	▪ Female	116	70.7
3	Residence		
▪	▪ Rural	102	62.2
▪	▪ Urban	62	37.8
4	Residence in university city		
▪	▪ No	138	84.1
▪	▪ Yes	26	15.9
5	Order of birth		
▪	▪ First	58	35.4
▪	▪ Middle	64	39
▪	▪ Last	42	25.6
6	Number of transports to the faculty		
▪	▪ Less than 3	103	62.8
▪	▪ More than 3	61	37.2
7	Did you join the college based on your desire?		
▪	▪ Yes	145	88.4
▪	▪ No	19	11.6
8	Presence of hobbies		
▪	▪ 1- >3	141	86.0
▪	▪ 3 and more	23	14.0

Table (2): Total mean and stander deviation of university nursing students' perception regarding subscale of Incivility behavior. (N=164).

Items	Total Incivility Behavior. Mean ± S D
• Student disruptive behaviors :-	
- Avoidance behaviors	27.2 ± 3.6
- Disregard of other behaviors	28.7 ± 3.3
- Violation of ethic behaviors	41.4 ± 3.7
• Student threatening behaviors	
1. Aggressive behaviors	44.5 ± 4.4
2. Disagreeable behaviors	23.6 ± 2.3

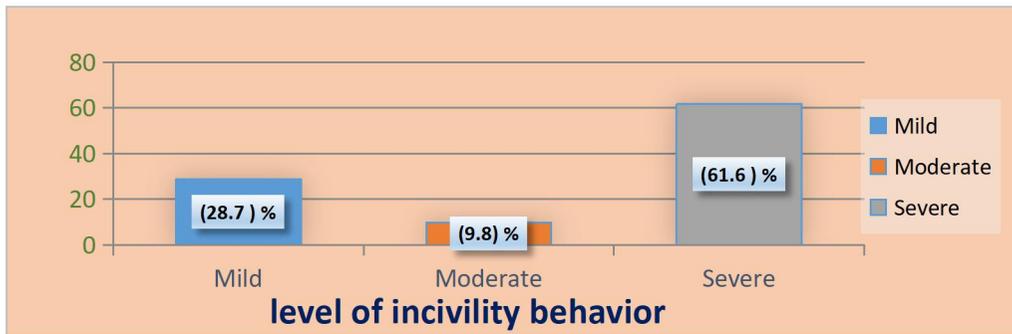


Figure (1): Total level of incivility behavior among university nursing students. (N=164).

Table (3): Total mean and stander deviation of university nursing students regarding subscale of perceived self-efficacy scale (N=164).

Items	Perceived Self-Efficacy Mean ± S D
Perceived Self-Efficacy subscale:	
1. Emotional dimension	23.3 ± 3.7
2. Social dimension	25.1 ± 4.1
	25.8 ± 3.4
3. Insistence and persistence dimension	25.5 ± 3.4
4. Cognitive dimension	23.2 ± 3.4
5. Academic dimension	

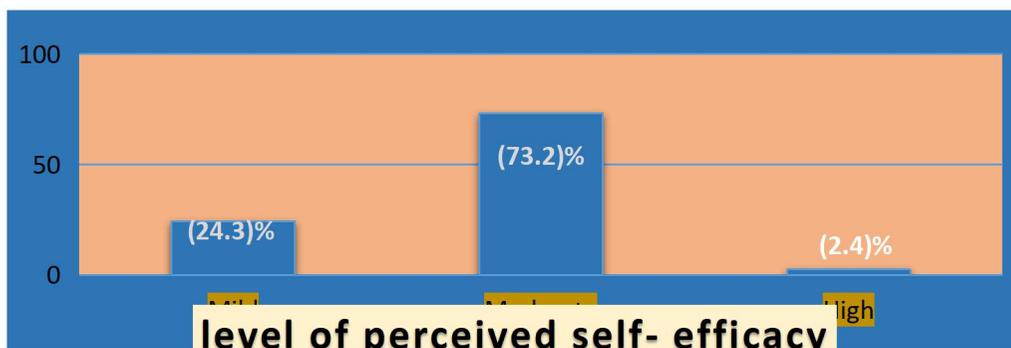


Figure (2): Level of perceived self –efficacy among university nursing students ' (N=164).

Part IV: Correlation between level of incivility behavior and level of perceived self –efficacy among university nursing students.

Table (4): Correlation between level of incivility behavior and level of perceived self –efficacy among university nursing students. (N=164)

Items	R	P- Value
<ul style="list-style-type: none"> level of incivility behavior level of perceived self –efficacy 	0.693	.000

HS= Statistically highly significant at $p \leq 0.001$ S= Statistically significant at $p \leq 0.05$
 NS= Statistically not significant at $p > 0.05$

Table (5):Relationship between total level of incivility behavior and socio demographic among university nursing students. (N=164).

N	Socio demographic characteristics	Level of incivility behavior						Chi-square	P-value	
		Mild		Moderate		Severe				
		No.	%	No.	%	No.	%			
1.	Age	20-> 23y	42	25.6	14	8.5	80	48.8	4.232	>0.05
		23-> 26y	5	3.04	1	0.6	16	9.8		
		26- 28y	0	0	1	0.6	5	3.04		
2.	Sex	Male	12	7.3	6	3.7	30	18.3	0.850	>0.05
		Female	35	21.3	10	6.1	71	43.3		
3.	Residence	Urban	42	25.6	13	7.9	83	50.6	1.352	>0.05
		Rural	5	3.04	3	1.8	18	10.9		
4.	Residence in university city	No	42	25.6	13	7.9	83	50.6	1.352	>0.05
		Yes	5	3.04	3	1.8	18	10.9		
5.	Order of birth	First	16	9.7	7	4.3	35	21.3	0.899	>0.05
		Middle	20	12.2	5	3.04	39	23.8		
		Last	11	6.7	4	2.4	27	16.5		
6.	Number of transports to the faculty	Less than 3	18	10.9	5	3.04	38	23.2	0.274	>0.05
		3 and More	29	47.6	11	6.7	63	38.4		
7.	Did you join the college based on your desire?	Yes	41	25	13	7.9	91	55.5	1.146	>0.05
		No	6	3.7	3	1.8	10	6.1		
8.	Presence of hobbies	No	39	23.8	15	9.1	87	53	0.274	>0.05
		Yes	8	4.9	1	0.6	14	8.5		

HS= Statistically highly significant at $p \leq 0.001$ S= Statistically significant at $p \leq 0.05$
 NS= Statistically not significant at $p > 0.05$

Table (6): Relationship between total level of perceived self –efficacy and socio demographic among university nursing students. (N=164).

N	Socio demographic characteristics	Level of perceived self –efficacy						Chi-square	P-value	
		Mild		Moderate		Severe				
		No.	%	No.	%	No.	%			
1.	Age	▪ 20-> 23y	32	19.5	100	61	4	2.4	4.487	>0.05
		▪ 23-> 26y	8	4.9	14	8.5	0	0		
		▪ 26- 28y	0	0	6	3.7	0	0		
2.	Sex	▪ Male	11	6.7	37	22.6	0	0	1.858	>0.05
		▪ Female	29	17.7	83	20.1	4	2.4		
3.	Residence	▪ Urban	33	20.1	103	62.8	2	1.2	3.833	>0.05
		▪ Rural	7	4.3	17	10.4	2	1.2		
4.	Residence in university city	▪ No	33	20.1	103	62.8	2	1.2	3.833	>0.05
		▪ Yes	7	4.3	17	10.4	2	1.2		
5.	Order of birth	▪ First	15	9.1	41	25	2	1.2	1.833	>0.05
		▪ Middle	16	9.8	46	28.04	2	1.2		
		▪ Last	9	5.5	33	20.1	0	0		
6.	Number of transports to the faculty	▪ Less than 3	9	5.5	51	31.09	1	0.6	5.03	>0.05
		▪ 3 and More	31	18.9	69	42.07	3	1.8		
7.	Did you join the college based on your desire?	▪ Yes	39	23.8	102	62.2	4	2.4	5.113	>0.05
		▪ No	1	0.6	18	11	0	0		
8.	Presence of hobbies	▪ No	5	3.04	18	11	0	0	0.824	>0.05
		▪ Yes	35	21.3	102	62.2	4	2.4		

HS= Statistically highly significant at $p \leq 0.001$
NS= Statistically not significant at $p > 0.05$

S= Statistically significant at $p \leq 0.05$

Discussion

Concerning the socio-demographic characteristics of university nursing students findings show that more than half of nursing students were in the age group 20 to < 23y with a mean age of (21.9 ± 1.3) and slightly more than two-thirds were female.

This result is similar to that of **Mohamed & metwally (2017)**, who carried out a study on the student incivility behavior among nursing students and reported that, the highest percentage students age was for the age group (<20-22), more than half of them were female.

As regards the finding of the present study their residence, the majority of them are in urban areas. This result disagreed with **Owens & Petros (2021)**, who mentioned that, more than half of nursing students are living in a rural area when the assessment of uncivil Behavior for nursing students and its effect on their critical thinking.

The finding of the present study indicates that the majority of nursing students' not living in University City these results was similar to those of **Mohammadipour & Pournia (2018)**, who mentioned that, the majority of nursing students' not living in University City.

The finding of the present study indicates that less than two fifth of university nursing students of the first order of birth. This study result is in agreement with **Ali & Mohamed (2018)**, who mentioned that, slightly less than three-fifth of them were the oldest among their brother.

The finding of the present study indicates that heights percentage of their number of transportation to faculty less than 3 to arrive the faculty and more than three quarter join the college based on their desire.

This study result is in agreement with **Ali & Mohamed (2018)**, who mentioned that, heights percentage of their number of transportation to faculty less than 3 to arrive the faculty and more than half join the college based on their desire.

The finding of the present study indicates that, more than half of university nursing students have hobbies from one to three hobbies. This result was similar to those of **Essa & Khaton (2019)**, who carried out a study on the assessment the incivility among students who reported that, more than half of students have hobbies.

Regarding avoidance behaviors the finding of the present study shows that, more than half of university nursing students had uncivil in items " ignoring the value of an assignment or activity, arriving class late and packing up books before lecture is over". This result may be due to that the university nursing students were unaware of policies and rules of classroom management and had a lack of interest and loss of concentration during lectures.

This result similar to **Mohammadipour & Pournia (2018)**, who conducted a study assessment the level and frequency of faculty incivility as perceived by nursing students of lorestan university of medical sciences who mentioned that, there are highly

student disruptive behaviors (Avoidance behaviors) shows that, more than half of university nursing students had uncivil in items " ignoring the value of an assignment or activity, arriving class late, packing up books before lecture is over".

Regarding aggressive behaviors, the present study results indicates that more than half of university nursing students were shown a civil behavior in item "avoiding the electronic harassment as e-mail, facebook" constituting of them were extremely civil in form of keeping the property of the faculty. Also, regarding extremely uncivil behavior it was found those in items "making threats of physical harm against faculty staff and other students".

This result may be due to that difficulty getting to know the society and they have a lack of social communication and interaction with others and the students' unable management or control anger so, students become have antisocial behavior and aggression.

This result is congruent with those of **Walker (2014)**, who reported that, aggressive behaviors were occur frequently with high level As regard frequency of threatening behaviors, more than half of nursing students.

Regarding student threatening behaviors the finding of the present study indicates that, more than one-third of them had aggressive behaviors. This result may be due to that the university nursing students were a lack of interest and Lack of clear penalties.

This result is agreed with previous finding carried out in the Oman by **Natarajan & Colff (2017)**, to determine Incidence and perception of nursing students' academic incivility and who founded that, more than half of nursing students had aggressive behaviors.

Regarding of total incivility behavior the finding of the present study indicates that, more than two third of

university nursing students were have a high level of incivility behavior. This result may be due to that the university nursing students were unaware of policies and had a lack of interest.

This result is similar to **Wagner & Luiken (2019)**, who reported that, the highest level of incivility in higher education to assessment of differences in perceptions of incivility among disciplines in higher education.

As regards total level of perceived self –efficacy among university nursing students the finding of the present study indicates that, more than half have a moderate level. This result may be due to that lack of interest, self-confidence and self-esteem.

This explanation is supported by **Kassem (2015)**, who reported that, more than half of total nursing students had moderate level of self-efficacy.

The finding of the present study indicates that, there are highly significant positive correlation between level of incivility behavior and level of perceived self –efficacy among university nursing students. This result may be due to the students unable to understand the concept of assertive behavior, differentiate it from aggressive and passive behavior, lack of communication with others, low self-concept or self-expression, self-esteem and increase anxiety, neuroticism and impulsivity.

This result is supported by **Hong & Kim (2019)**, who explained that, highly significant positive correlation between level of incivility behavior and level of perceived self –efficacy among university nursing students.

Conclusion:

In the light of the present study findings, it can be concluded that:

More than two third of university nursing students have high level of incivility behavior and more than two

third of university nursing students have a moderate self-efficacy. There was a highly positive correlation between level of incivility behavior and level of perceived self-efficacy among university nursing students.

Recommendations

The research findings of the current study showed that, assessment the relationship between incivility and self-efficacy among university nursing students, the following are the main recommendations deduced by this research:

Education:

- The study recommends holding conferences and training programs to increase the awareness for nursing students towards civilized behavior in nursing education to find a solution or prevent incivility behaviors from occurring and improve self-efficacy.
- Orientation for newly enrolled students should including information about expected professional conduct in nursing education including appearance and behaviors and should be reinforced each year.
- Instructions in the classroom about civilized and uncivilized behaviors.
- Awareness of the students to sign on a written form to follow all policies to provide validation for the faculty and if a student fails to adhere to these policies and punitive action needs to be taken.

In services:

- Continuous training programs include students' parents, students of school period, and teachers in schools to spread the importance of dealing with and maintaining civilized behavior in university and society in general.

Research:

- Assessing the effect of incivility behaviors on the psychological states of students.
- Further research is needed to investigate the socio-cultural circumstances that may hinder or enhance an individual be self-efficacy and civility behavior.

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