

**ACADEMIC INCIVILITY AND ITS SOCIAL AND CULTURAL CONTEXTS:
STUDENTS' AND LECTURERS' PERSPECTIVES IN COLLEGES OF
EDUCATION IN NIGERIA**

by

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A Thesis submitted to
The Hong Kong Institute of Education
in Partial Fulfillment of the Requirement for
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ABSTRACT

Academic Incivility and its Social and Cultural Context: Students' and Lecturers' Perspectives in Colleges of Education in Nigeria

by

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for the degree of Doctor of Education

The Hong Kong Institute of Education

Incivility in Nigeria, as in many parts of the world, is a topical issue. In Nigeria there is an outcry against the rise in incivility especially in educational institutions. Generally educational institutions are looked up to for maintaining and transmitting civility. As teachers are seen as pivotal in maintaining and transmitting civility in the educational institutions, this study explored civility, or its lack, in Colleges of Education in Nigeria. It investigated the influences on pre-service teachers' attitudes to civility and practices that promoted civility in the Colleges.

This study was based on the Theory of Planned Behaviour (TPB) that seeks to explain the relationship between intention, subjective norm, self-efficacy and attitudes. Seven measures, six of which were adapted from Indiana University Survey on Academic Incivility (2000) and one from Schwarzer and Jerusalem (1995) and Schwarzer and Renner (2000) were used to collect data for this study. These measures were administered to student-teachers in selected Colleges of Education sampled for this study.



Data was also collected through classroom observation and focus group interviews. This was through two days of class observation in each of the four Colleges which was followed by focus groups interviews of three lecturers and five students per College. SPSS and AMOS were used to analyze the survey data while the data from classroom observation and focus group interviews were analyzed by sorting, interpreting and categorizing into themes.

The significance of this study was its use of the TPB with the issue of incivility in a distinctive cultural and social context and the integration of qualitative data to supplement the results of the survey. The findings were: incivility was an issue in all the Colleges, subjective norm was the most dominant predictor of behavioural intention and the level of self-efficacy of the students was not high. The finding that subjective norm was the most significant predictor of behavioural intention has important implications for policy and practice. At the same time, the not so high levels of self- efficacy among the sampled students suggested an important area for student development. Direct observations of incivility in college classrooms reinforced the survey results as did interviews with students and teaching staff. This study contributes to a growing international literature at the same time it will create awareness of civility, or its lack, in the Colleges of Education in Nigeria.



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“To God be the glory, great things He has done...Great things He has taught us...And great is our (my) rejoicing through Jesus the son...Praise the Lord! Praise the Lord!! ...Let the people rejoice...” This great thing which the Lord has done for me and my family will be permanent INJ (Amen).

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DEDICATION

To my late wife, Hannah of blessed memory, who died shortly before I commenced this programme. Her desire and dream was to see me acquire a doctorate degree but as God designed it, she never lived to see the commencement of this dream, let alone its realization.

To Ndane, Nyizoma, Namaba and Nyimaba, all children of destiny and promise, who were forced to forgo some of the comfort their contemporaries enjoy because of my pursuit of this degree.

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LIST OF ABBREVIATIONS

AMOS	Analysis of Moment Structures
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
COE	College of Education
EFA	Exploratory Factor Analysis
FCE	Federal College of Education
FRN	Federal Republic of Nigeria
MANOVA	Multiple Analysis of Variance
NCCE	National Commission for Colleges of Education
NPE	National Policy on Education
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Modeling
SPSS	Statistical Package for Social Sciences
TLI	Tucker Lewis Index
TPB	Theory of Planned Behaviour
TRA	Theory of Reasoned Action
TRCN	Teachers Registration Council of Nigeria



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CHAPTER ONE

INTRODUCTION

1.0. General introduction

This chapter will discuss the following issues:

- 1.1. Background of the study
- 1.2. Statement of the problem
- 1.3. Aims and objectives of the study
- 1.4. Research questions
- 1.5. Significance of the study
- 1.6. Theoretical basis of the study
- 1.7. Definition of terms
- 1.8. Delimitation of the study
- 1.9. Organisation of the thesis

1.1. Background of the Study

Most international reports about Nigeria are largely about crime, corruption and insecurity (Ahmed-Yusuf, 2013; Federal Republic of Nigeria (FRN), 1987). Within the country, people complain and there are also reports about erosion of values and or decline in civil behaviour among the populace (Abati, 2008; Abayomi, Orkpo & Arenyeka, 2012; Adamu, 2012; Awowole-Browne, 2011; Ibrahim, 2013; Iyamu & Obiunu, 2005; Omeonu, 2005). Most of these reports hardly have any empirical basis or concrete statistics to buttress some of the claims. However, these reports and complaints suggest that all is not well with



the country. If there is a problem with the country, it then follows that educational institutions generally and higher education particularly, which Connelly (2009) described as a microcosm of the society, are probably not performing well. As education in Nigeria is viewed as an instrument of change “par excellence” (Federal Republic of Nigeria (FRN), 2004), this study investigated incivility among student-teachers in colleges of education through a mixed methods design.

Globally, people tend to place considerable premium on civil behaviour. Students, and indeed the general public, are expected to display high levels of civility in all circumstances (Irwin, Anamuah-Mensah, Aboagye & Addison, 2005). Civility is both a cultural, cross-cultural and timeless concept. As a cultural concept, it embraces concepts like manners, etiquette or politeness and as a cross-cultural concept it encompasses issues of kindness, empathy or mutuality (Buonfino & Mulgan, 2009). This most likely explains why civility is a global concept with a global application as it was and still is in the Graeco-Roman West, Europe, United States of America (Davetian, 2009), Asia (Klekar, 2010) and Africa (Elechi, Sherill & Schauer, 2010; Nigerianewdawn, 2013). In the Graeco-Roman West, civility and politeness were used interchangeably while in Britain civility began as gentility in dressing, posture, speech, taste and attitude among others. As time passed by, modesty, deference and submission to authority, self – restraint and courteousness became part of civility (Sayen, 1999). In the United States of America, civility has undergone transformation over the years, from mere gentility (Sayen, 1999) to a wide range of issues (Goode, 1997). According to Morris (1996), Goode (1997) and Hill (2002) civility in the United States of America is frequently associated with the following: respect, tolerance, understanding self and others, not speaking loudly or speaking in low tones, deference to age and constituted authority, asking for permission before visiting, greetings, well being of the community and a concern for the health of the planet.



Klekar (2010) described the Chinese as naturally civil. He also associated them with the following attributes of civility: orderliness, respect and honour for each other, restraint of the passions, selflessness and suppression of violent tempers among others. In Africa, Nigeria in particular, the following are mostly allied with civility: modesty in speech, dressing, eating, worship and salutation, mutual respect, respect for elders, ancestors, constituted authority , deference for age and orderliness among others (Lugira,1999).

In spite of the fact that civility is probably found in various societies of the world and epoch, in the past decade studies and research have shown that lack of civility in educational institutions has taken an epidemic proportion (Baker, 2010; Stiles & Tyson, 2008). In educational institutions, civility is often perceived in terms of punctuality to classes and all school activities, regular class attendance, respect for teachers and fellow students, decent dressing, submitting assignments on schedule, avoiding cheating, plagiarism, bullying, name calling among others (Alberts, Hazen & Theobald,2010; Harris & Ackah,2010, Pomerantz,2007; Stiles & Tyson,2008). Conversely, classroom incivility is any action which disturbs the harmonious and cooperative learning environment (Feldman, 2001).

In the United States of America parents, educators and students were reported to have complained that students lacked civility and did not respect their teachers and class mates (Alberts, Hazen & Theobald, 2010; Clark & Springer, 2007; Leslie & Jenkins, 2013; Scales, 2010). As educational contexts are microcosms of the larger society, if educational institutions and students are uncivil then the larger society cannot be expected to be different (Martin, 2011; Vincent, Wangaard & Weimer, 2009).

In the pre-colonial Nigeria, character training was the corner stone of traditional education, as couples were said to prefer to remain childless than have a child who lacked civility (Fafunwa, 1980). Fafunwa (1980) added that civility in this context was typically



associated with uprightness, honesty, kindness and assisting others, humility, respect for elders and those in authority (Fafunwa, 1980). However, in modern English parlance in Nigeria, the word indiscipline is used more often to denote acts of incivility such as lateness to occasions, disorderliness in public places, impoliteness, noisiness, disrespect for elders and colleagues, lack of consideration for fellow citizens among others (Achebe, 1985; Adamu, 2012; FRN, 1987; Nwankwo, 1979; Nwokora, 1990).

Although there is no known study that has focused on civility in the educational sector in Nigeria but there has been outcry and reports about behaviours which fall within the purvey of what Guliz (2007) classified as crime-related incivility in the educational sector. For instance, Onyechere (1998) stated that between 1992 and 1996, the West African Examinations Council (the body which conducts the secondary school leaving certificate examinations) reported 8,228 impersonations and 10,372 cases of candidates who assaulted supervisors physically (cited by Omeonu, 2005). In the Unified Tertiary Matriculation Examinations, 2012, the results of 27,266 candidates in 52 of the 3,001 centres used for the examinations were withheld due to examination malpractices (Editorial, This Day, 2012).

With specific reference to tertiary institutions, there have been reports of steady increase in admission rackets, examination malpractices, cultism, drug addition, sexual harassment and hooliganism among others (Ekundayo & Ajayi, 2009; Moja, 2000; Nwagwu, 2010, Odia & Omofonmwan, 2007; Olujuwon, 2002). Okpilike (2010) also reported immodest dressing as one of the vices confronting the Nigeria educational system, as a result of which many tertiary institutions have introduced dress codes for their students. Additionally, the various Colleges of Education have a “Students’ Handbook” which itemizes certain incivil behaviours and consequences for indulging in such behaviours. Examples of these behaviours are: smoking, drunkenness, possession of weapons, unruly behaviours, forgery, impersonation, advanced fee fraud, cultism and immodest dressing (FCE Pankshin, 2009).



As it has been argued that if individuals are not civil, it is because they have not been taught (Wilkins, Caldarella, Crook-Lyon & Young, 2010; Barrett, Rubaii-Barret & Pelowski, 2010), civility can therefore be developed in Nigeria if it is taught in homes and in educational institutions. This is because traditionally educational institutions are seen as places for increasing civility in the society. More so, teaching civility helps to produce future citizens who will be civil (Wilkins, Caldarella, Crook-Lyon & Young, 2010). This is the key for this research as it has been asserted in Nigeria that education “is an instrument par excellence for effecting national development... education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be proceeded by an educational revolution” (FRN,2004,pp.4&8).

If the argument about the place of the educational institutions as stated above is correct, then it seems important to focus attention on teachers and their preparation. This is consistent with Nigeria’s national education policy that asserts “...no education system may rise above the quality of its teachers...” (FRN, 2004, p.39). The centrality of teachers and their attributes is also accepted as part of the international discourse on change and reform in education (McKinsey and Company, 2007).

This study, therefore, examined the issue of incivility amongst students in Nigeria’s Colleges of Education. It also focused on the attitudes of student- teachers to incivility, their own behaviour and whether it can be regarded as civil or not and the factors that influence student-teachers’ behaviour intention to act with civility within the classroom context.

The Colleges of Education in Nigeria which were the settings for this study were established by law to teach, instruct and train prospective teachers at sub-degree level in the arts and social sciences, languages, sciences, vocational and technical education (Federal Colleges of Education Act, 1986). Teachers produced at this level are prepared for teaching



in the primary and junior secondary schools. In terms of proprietorship, the colleges of education can be grouped into 3 (Federal, State and Private). As at date, the Federal Government Colleges of Education are 21, State Governments Colleges 46 and privately owned are 36, which brings the total to 103 (Myschoogist, 2013). All the Colleges of Education in Nigeria operate the same curriculum that is developed and supervised by the National Commission for Colleges of Education (NCCE).

In pursuing this topic, it needs to be noted that there is no agreement on either the problematic nature of civility or the extent to which it should be encouraged. This debate goes on even in educational institutions. For instance, even Forni, the founder of the 15 year old Hopkins Civility Project at the Johns Hopkins University in the United States of America was quoted as saying “civility should be promoted, not believed in,... it is not something to be enforced”(Zagier,2012,p.1). There is also the contention in some universities in United States of America that enforcing civility infringes on the academic freedom of students (Flaherty,2012). As a result of this thinking, while some teachers address issues that are anti-civility in their classrooms, some others gloss over it (Alkandari, 2011). This study, therefore, addressed the issue of student teachers’ attitudes to incivility as a social construct and a social practice.

1.2. Statement of the problem

There have been series of cries, lamentations and reports about the decline in civility in Nigeria because its perceived gradual decline is assumed to be partly responsible for the seeming stagnating level of development (Abati, 2008; Achebe, 1985; Adamu, 2012; FRN, 1987; Ibrahim, 2013). Most of these, if not all, are either based on assumptions, hear says or anecdotal evidence. As the colleges and indeed all educational institutions are a reflection of



the larger society and also tools for the transformation of the society (FRN,2004), this study attempted to find out the level of incivility of pre-service teachers and factors that affected their intention to civility.

1.3. Aims and Objectives of the study

This study:

1. Explored student teachers' attitudes to incivility
2. Investigated the influences on student teachers' attitudes to incivility.
3. Identified whether civility, or lack of it, was a problem in Nigerian Colleges of Education.
4. Identified practices for promoting civility in Nigeria's Colleges of Education.

1.4. Research Questions

This research addressed the following questions:

1. How is civility, or lack of it, experienced in Nigeria's Colleges of Education?
2. What are the primary factors that influence students' intentions to engage in civil behaviours?
3. Are there good practices for promoting civility in the classrooms in Nigeria's colleges of education?

1.5. Significance of the study

This study is significant in the following ways:

1. Civility is a central cultural construct in Nigerian society and the reports of its decline are seen to represent a serious threat to social stability and cohesion (Abati, 2008; Achebe, 1985; Taiwo, 2013). Unlike many of the current debates about civility in Nigeria, this study focused on empirical evidence for civility, or lack of it, in Nigerian teacher education.



2. Identified the factors that influenced civility, or lack of it, made an important contribution to current debates about civility in Nigerian society. Factors like class size, gender and lecturers' teaching experience which affected classroom civility were identified. It was also illustrated that civility is an issue in the colleges of education which are important segment of the Nigerian society.
3. The focus in this study on teacher education highlighted the issue of civility, or lack of it, as an important area of Nigeria's social development.

While this study was designed to address a specific issue of relevance to Nigeria, the issue of civility is one of concern internationally as shown in the literature reviewed earlier. This study will therefore have potential application in other cultural contexts both in terms of its methodology as well as its results.

1.6. Theoretical basis of the study

Since civility is the core concept in this research, some further explorations of its meaning is warranted. Civility according to Forni (2007) as cited by Goode (2007) is "a big container that holds so much". Civility like most concepts is perceived and defined in diverse ways by different authors. Weimer (2009) amplified the definitions of civility using the definitions of the American Heritage Dictionary of the English Language as follows: "courteous behaviour, politeness, a courteous act or utterance, having a highly developed society and culture", exhibition of signs of "moral and intellectual advancement, humane, ethical and reasonable"; distinguished by "refinement in taste and manners, cultured and polished,"civilised" (associated with "organized society") among others (pp.1&2). Similarly, Boyd (2006) contends that civility connotes two things. First as manners, politeness, courtesies or other formalities in face-to –face interaction. Second, it refers to ones belongingness to a political community as well as the rights and responsibilities that



accompany it. The RBC letter (1995) as cited in Connelly (2009) sees civility as not having “a single personal quality like politeness but more of an amalgam of several such qualities...less a code of conduct than a spirit... that encompasses consideration, tact, good humour, and respect for others’ feelings and rights.” From this and what is available in literature civility can be seen as reciprocity in behaviour and actions towards one another for the purpose of achieving the common good of any organisation or institution.

Incivility is the antithesis of civility. It has been defined as any speech or action that is perceived to be disrespectful or rude (Clark, 2007). It has also been seen as any discourteous, rude or impolite speech or action which compromises standards of mutual respect (Feldman, 2001).

The challenge for this study is to identify how the concept of incivility can be operationalised in such a way that it can be investigated and analyzed amongst students in Nigeria’s Colleges of Education. The Theory of Planned Behaviour (TPB) (Ajzen 1991) is used to illustrate this. TPB is an extension of the Theory of Reasoned Action (TRA) (Ajzen and Fishbein, 1980). TRA postulates that in general intentions are the best predictors and immediate antecedent of behaviour. Behavioural intention on the other hand, is a function of attitudes and subjective norms. According to Ajzen and Fishbein (1980) while attitudes are affected by behavioural beliefs, subjective norms are affected by normative beliefs. Behavioural beliefs are individual beliefs that every behaviour has a consequence and one’s evaluation of this consequence. Normative beliefs are a person thinking about the significant other(s) approval or disapproval of a given behaviour. Sequentially, they contended that actions are taken based on behavioural intentions and intentions are based on attitude towards a person or an object and attitudes emerge largely from beliefs about a person or an object.

Ajzen and Fishbein (1980) added that intentions are determined by two main things, which are personal and social influence. The personal is attitude which is associated with the positive or negative assessment of the outcome of a given behaviour. The social influence is the subjective norm which is one's perception of the social pressures from the important others to carry out or not to carry out a given behaviour and the motivation to abide. Persons ("important others" or subjective norms) who may exert social influence generally are friends, family members, community leaders, co-workers, celebrities, health professionals, teachers and law enforcement agents (Park, 2000). Logically, the important others who may influence an individual to carry out a given behaviour may differ based on context and probably age. In the context of this study which is situated more in the classroom, the teacher was targeted as the primary subjective norm. This is because of the probable important role of the teacher generally in the classroom (Darling-Hammond, 2000; Rice, 2008) and her relevance to civility which is the concept of interest in this study.

Later on, Ajzen (1987, 1991, 2005) expanded the theory of reasoned action by introducing the concept "perceived behavioural control" and named the new theory the theory of planned behaviour (TPB). This new addition was to cater for behaviours which are not under the complete volition of the individuals and also account for behaviours that are socially important (Ajzen, 1991, 2012). Perceived behavioural control (PBC) like attitudes and subjective norms is posited to predict intentions independently or in conjunction with attitudes and subjective norms. PBC is similar to Bandura's (1977, 1985, 1997) perceived self-efficacy and it refers to an individual's belief in her ability to carry out a given behaviour in the face of foreseen obstacles when determined to do so (Ajzen, 2012). A number of issues affect perceived behavioural control and such issues may be "cultural, personal, situational, physical and social environment (Ajzen & Fishbein, 2005). Similarly, perceived self-efficacy according to Bandura (1982, 1991) is associated with the self - assessment of a person's



capability to cope with a future situation (cited in Ajzen, 2012). Self- efficacy is related to the control of both the behaviour and environment of an individual (Schwarzer & Luszczynska, 2008). In this study, self- efficacy was used instead of perceived behavioural control because it is more relevant to social behaviour, the competence of individuals and behaviour of the future (Schwarzer & Luszczynska, 2008). This is in line with this study that is interested in investigating the current incivility (a social behaviour) of student-teachers, their willingness to be civil as well as their preparedness to promote civility when they become teachers (behaviour of the future).

From this theory, four main concepts emerge: attitude, behavioural intention, subjective norm and behavioural control (self- efficacy). To Ajzen and Fishbein (1980), attitude is ones positive or negative disposition towards carrying out a given behaviour and behavioural intention is one's cognitive preparedness to carry out a given behaviour and subjective norm refers to the perception of the position of significant others on the behaviour to be carried out.

When the above is applied to this study, Intention to be civil may be influenced by self- efficacy, attitude towards incivility could determine the intention of student teachers to be civil, the display of civil behaviour and even their disposition towards promoting civility when they become teachers. The intention of students to be civil may be seen in their current civil or uncivil behaviour. In addition, the intention to be civil may be influenced by lecturers' gender and experience (subjective norm) as well as self- efficacy. Also student- teachers' attitude may be influenced by class size and gender.

1.7. Definition of terms

A number of terms used in this thesis have imprecise meanings, so the following terms have been operationally defined as follows:

Attitudes: A student's positive or negative evaluation about carrying out an action or behaviour (Ajzen, 2001).

Behavioural intention: The likelihood of carrying out a given action or behaviour (Park, 2000).

Civility: Any action/inaction and or behaviour that create an atmosphere that is conducive for teaching and learning to take place in the classroom.

College of Education: A tertiary institution for the training of pre-service teachers.

Pre-service teachers: students who are receiving training in Colleges of Education to become teachers.

Incivility: Any action or behaviour that impedes teaching and learning in the classroom (Feldman, 2001).

Self-efficacy: A student's determination to be civil in the face of oppositions and or unfavourable conditions.

Students: Pre-service teachers who are undergoing training in the Colleges of Education.

Subjective Norm: A students' perception of the disposition (positive or negative) of lecturers or even their fellow students about an action or behaviour they are about to engage in (this determines whether they believe they should carry out a given behaviour or not).

1.8. Delimitation of the study

This study was limited to 4 Colleges of Education which were purposely selected from 2 out of the 6 geopolitical zones in Nigeria. The 4 colleges selected represented the kinds of Colleges of Education in Nigeria in terms of proprietorship (Federal Government, State Government and privately owned). This study investigated the effects of variables like gender (lecturer and student), lecturers' teaching experience and class size on classroom incivility. It also tried to explain the relationship between the variables in the theory of planned behaviour and incivility.



1.9. Organisation of this thesis

This thesis has six chapters:

Chapter 1 provides a general overview of the study. Issues like the background, significance, research questions, definition of terms, theoretical framework and the broad outline of the entire thesis were discussed.

Chapter 2 focuses on reviewing relevant literature, pointed out existing gaps in literature which this study attempted to fill and stated research questions which guided the collection of data for this thesis.

Chapter 3 discusses the research design and methods. It also described the samples and measures used in collecting data. The methods used for analyzing data and limitations of the study were also stated.

Chapter 4 presents the results of the study based on data analysis using descriptive statistics and discussion.

Chapter 5 discusses the results of the study and links it with the existing literature.

Chapter 6 is the conclusion to the study. It summarises the study, pointed out the contribution of this study to the field, indicates the limitations of the study and highlights possible areas for future research.

1.10. Summary

This chapter provided a background to this thesis discussing the research questions, theoretical framework, significance of the study and the organization of the whole thesis. The next chapter will deal with literature related to the study; point out existing gaps in literature and state the place of this study in the overall literature in the field.



CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

The previous chapter was concerned with providing the background, the purpose, significance and scope of this study. The purpose of the present chapter is to review literature related to this study. The chapter will review issues relating to:

2.1. The concept civility

2.2. Socio-cultural contexts of civility

2.2.1. Historical

2.2. 2. Meaning

2.2.3. Cultural context

2. 3. Educational context

2.3.1. The relationship between educational institutions and civility

2.3.2. The relationship between colleges and civility

2.3.3. Size of educational institutions and civility

2.3.4. Lecturers' gender and civility

2.3.5. Lecturers' experience and civility

2.3.6. Students' gender and civility

2.4. Environmental conditions

2.4.1. Attitudes and civility

2.4.2. Subjective norms and civility

2.4.3. Self-efficacy and civility

2.5. The place of current research



2.1. The concept of civility

The concept of civility is diverse, complex and polymorphous in meaning (Baker, 2010; Clark, 2012; Salvatore, 2011). It may also differ based on context (Davetian, 2009). Consequently, civility is discussed below from the socio-cultural, educational and environmental conditions' perspectives in order to bring out a fairly clear picture of what it is all about.

2.2. Socio-cultural contexts of civility

2.2.1. Historical

It is useful to explore the origin of civility before looking at its meaning. Based on the interaction between child and parent “(caregiver and infant)” which begins at birth, it has been postulated that parents through examples and actions exhibit civility (such as taking turns and reciprocity in behaviour) which they expect the infant to imbibe and display later on in life (Barret, 1991). It has also been argued that families induct their offspring to the expectations of the society, so children perceive themselves through the lens of their parents' eyes, and lack of civility has been traced to the home (Buonfino & Mulgan, 2009). This suggests that civility begins at birth and therefore may be as old as the human race. However, it is almost obvious that this may differ across cultures; therefore an exploration of the cultural foundation of civility is appropriate.

In the Graeco-Roman west, “civility” and “politeness” were used interchangeably (Davetian, 2009). While civility came from the Latin word “*civis*” meaning the city and “politeness” from the Greek word “*polis*”, also meaning city, implying that the two words meant more than courteous living but also embraced how to live in the city (Davetian, 2009).

Baker (2010) traced the word “civility” to the Latin words “*civilis*” and “*civilitas*” (civil),



meaning the qualities and attributes of the citizen (*civis*) in the city (*civitas*). This aligns with historical fact, for as far back as the fifth century BC, Athens which was a model of the *polis*, the autonomous city- state, made the display of civility (speaking fluently and persuasively) a condition for males to enjoy the dividends of democracy (Barret, 1991).

To Lutz (1997) “civility” could be traced to Socrates’ “civic virtue” in *Plato’s Republic*, although, Socrates used the word “civic courage” instead (cited by Baker, 2010). Lutz (1997) further stated that Socrates perceived civic virtue as a “passionate love of the fatherland” as well as maintaining high moral and righteous behaviour in the society (cited by Baker, 2010). Barret (1991) also reported that in the days of the *polis*, civility and citizenship were inseparable, as one was expected to exhibit civility in order to be considered a citizen. That was a reflection of the thinking by Aristotle that “good people made good citizens” (Hemingway, 1988). In fact civility is said to be an ancient Greek ideal which was rooted in four basic virtues of “courage, temperance, justice and wisdom” (Barret, 1991; Hemingway, 1988).

With reference to Europe, the emergence of civility has been traced to the Middle Ages, when; “outright disrespect, hatred and exclusion of the ‘other’ ” was regarded as proper and essential for survival (Davetian, 2009). In England, it was from the eighteenth century that discussion of social and cultural life began to be dominated by politeness (Klein, 1989 & Russell, 2002). Before then, however, the word polite had existed as far back as the fifteenth century but it was between the late seventeenth and eighteenth centuries that the word polite became more popular and acquired a wide range of meanings such as “ refinement, manners, character, breeding, civility, free, easy, natural and graceful” among others (Klein, 1989, p583). Initially, in England, courteous and refined behaviour was limited to only the English court and later extended to the English gentleman but with the spread of Christianity and later



democracy; the tenets of civility became an expectation for everyone not just the upper class (Klein, 1989; Davetian, 2009).

In a slight contrast to the above, Elias (1978) contended that the long existing word *civilitas* (the Italian word for civility) acquired a social meaning and was popularized based on the treatise by Erasmus of Rotterdam, titled *On civility in children* published in 1530. Consequent upon Erasmus' treatise, according to Elias (1978), synonyms for the word *civilitas* were developed thus: *civilite* (for French), *civility* (for English) and *Zivilitat* (for German) and given meanings within their various contexts.

In the United States, the word, civility, is enshrined in the Bill of Rights which followed the Declaration of Independence (Davetian, 2009). Specifically, Davetian (2009) made reference to the Ninth Amendment which made America an open country. It reads "The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people" (p.212). This was subsequently followed by "110 Rules of Civility and Decent Behaviour in Company and Conservation (C.1640)" written by George Washington (Davetian, 2009; Baker, 2010). Thereafter, civility has been modified over the years through the influence of political philosophy, system of government, religion, intellectual history, geography, economy, norms and the manner of expressing or suppressing emotions (Davetian, 2009). The United States of America example discussed here like the earlier city- state or "*polis*" example suggests a relationship between civility and citizenship.

With reference to Asia, specifically China, civility in pre- modern China is traced to the teaching of Confucius (551 – 479 BC) (Ozmon & Craver, 2003). This was further popularized by the Confucian Classics of the eighteenth century which contained rules about how individuals should behave to each other (Schak, 2009). Schak (2009) contended that

these were “rules” (guiju) and not manners and that they were only for the literate elites. The emphasis on “private virtue” in this era was for the benefit of the individual and his close associates, he added. As a result, moral instruction for the élites and common people was highly structured by the seventeenth and eighteen centuries (Klekar, 2010). Navaniet, an European explorer in China reported that a Mandarin in Xtan Tung Province held that civility and benevolence were natural and necessary elements of interaction in Chinese society (Klekar, 2010). Louis- Daniel Le Comte (1655- 1728), one of the five French Jesuits who visited China and spent three and half years, wrote in his *Memoirs and Observations* that in terms of civility, the Chinese were not only worthy of emulation but that their benevolence came from natural inclination towards order, respect and honour. He concluded that the daily actions of the Chinese were a mixture of “sweetness and courtesies” (cited in Klekar, 2010).

As regards Africa, generally civility cannot be divorced from the culture of the people and of course their daily ways of living. The history of civility therefore is the same as the history of the people. For instance, the African word *ubuntu* “is a command to care for each other and to embrace the principle of reciprocity and mutual support” (Elechi, Sherill, & Schauer 2010, p.75). The existence of corresponding words to civility in various Nigerian languages appears to support this assertion. Examples are *Tumamazucinje* (Bassa), *Kawaici* (Hausa), *Omoluabi* (Yoruba) and *Nsopuru* (Igbo) just to mention a few.

A high premium was placed on civility in the pre-colonial Nigerian society to the extent that the Almighty God and other lesser gods were associated with the responsibility of enforcing civility and checking crime in the society (Abwa, 1980; Aluede, 2010). For instance, among the Bassa of Central Nigeria, there were gods whose responsibility it was to



visit calamities and even death on persons who secretly got involved in serious incivility (such as dishonesty, adultery, theft, false witnessing) (Abwa,1980, Dawtrey, 1980).

Civility therefore is a cross cultural concept but it has been noted that very little is known about it in relation to the daily lives of the people in society (Phillips & Smith, 2003). Its meaning is also said to be several, complex and ambiguous (Baker, 2010; Barret, 1991; Clark & Carnosso, 2008; Clark, 2012; Fyfe, Bannister & Kearns, 2006; Salvatore, 2011). As a result, the next section will focus on the meaning of civility.

2.2.2. Meaning of civility

According to Bryant (1995) civility is associated with shared standards within which several patterns of living, working and relating are accepted. It demands that outside the family, persons reciprocally accord themselves particular decencies and comforts as human beings notwithstanding differences between them. A related definition of civility views it as sincere respect of individuals and their fellow beings to whom they accord the same status with theirs; or a community of beings that operate independently and at the same time appreciating similar rights for others as well as collective commitment to maintain and defend that right (Orwin,2001). Buonfino and Mulgan (2009) defined civility as a learned form of “sociability that demonstrates respect (both felt and imposed by norms) for others and which entails sacrificing immediate self-interest when appropriate” (p.017).

As a concept, civility is difficult to define or even understand, so some scholars prefer to define it in relation to its synonyms, antithesis or attributes. Therefore, civility is said to embrace and encompass these synonyms: courtesy, decorum, etiquette, empathy, kindness, manners, mutuality, politeness and social grace (Lavery, 2009; Buonfino & Mulgan, 2009). As regards antithesis, the following have been mentioned: self-centredness, lack of consideration for others, inability to control violent behaviour during crisis, reckless



behaviour, and low level of imbibement of common moral standards (Anheier, 2007; Calhoun, 2000; Forni, 2002; Shils, 1997; as cited by Evers, 2009). In terms of attributes, after a synthesis of literature, Clark and Carnosso (2008) identified the following attributes of civility:

- Recognition and respect for individual differences
- Paying attention and searching for areas of communalities
- Participating in social dialogue and valuing its significance

From the above therefore, civility can be perceived as reciprocity in interaction and or behaviour for the purpose of creating a conducive atmosphere for achieving a common good in any organization or institution.

Incivility which is the reverse of civility is broadly defined as rudeness and disregard for fellow beings in a way that is contrary to norms of respect (Porath & Pearson, 2004). Within the context of the classroom, incivility is any speech or behaviour that makes students or faculty members uncomfortable, erodes professional relationships and impedes the teaching and learning process (Clark & Kenaley, 2011). Several current students' incivil behaviours have been cited among which are chewing gum, eating in class, use of cell phones, sleeping in class, not taking notes, missing class and arriving late and leaving class early (Alberts, Hazen and Theobold, 2010); Clark, Otterness, Jun, Allerton, Juan, Black and Wei, 2010; Indiana University Survey on Academic Incivility, 2000.

Civility and incivility are said to be in types or classes (Carroll-Garrison, 2012; Guliz, 2007; Keown, 2008). The classes (types) of civility may shed further light on its meaning.

There is no agreement on the spheres of civility, for while Keown (2008) reported that

researchers classify in (civility) (the other side of the coin of civility) into two (physical and social), Carroll- Garrison (2012) maintained that it has four types (physical, social, proximate and crime related). Physical (in) civility is associated with wanton littering, vandalism, noise, population density and pollution among others, while social in (civility) is related to lack of consideration for others, drunkenness, drug use and dealing, disorderly manners, and arguing and smoking in public places (Keown, 2008; Guliz,2007). Proximate civility is seen as politeness or interactions with others which is devoid of rudeness. Examples of proximate incivility are holding long gaze, an unsolicited touch, jumping queues, swearing, talking and laughing loudly among others (Guliz, 2007; Fyfe, Bannister & Kearns, 2006). Crime related (in) civility are issues like “hit- and- run attacks” reckless driving, rape, and sexual harassment, just to mention but a few (Guliz,2007).

The various meanings of civility above suggest and support the assertion that the meaning of civility may vary in different contexts (Clark & Carnosso, 2008; Clark, 2012; Davetian, 2009; Phillips & Smith, 2003). As a result of this, the next focus will be on the cultural and educational contexts of civility which are both relevant to this thesis, in addition to the social context of civility discussed earlier.

2.2.3. Cultural context of civility

Civility may differ based on cultural context (Clark, 2012; Davetian, 2009; Ferriss, 2002). Davetian (2009) who studied the cultural differences in civility between the Americans, English and French found several divergences among them. For instance, Davetian (2009) found that while it may be an act of incivility to address someone one meets for the first time by first name in France and England, it is a way of establishing intimacy in America; in France and England, it is incivility to pry into one’s profession when meeting for the first time but in America, it is precisely perfect to do so, and in France, while there is



nothing wrong for a husband and wife to argue in public, in America and England, it is not proper to divulge marital conflict to a third party, in England, one has to leave a little food on the plate to show that one is not greedy but in France such action is frowned at. In like manner, Aluede (2010) reported that up to the immediate past, Esan women or any woman married to an Esan man of Edo State of Southern Nigeria, were not supposed to shake hands with a man but among the Bassa of central Nigeria, it amounts to incivility if a woman refuses a hand shake from any person (man or woman, boy or girl). This therefore suggests that what is perceived as civility may vary across cultures, however, the cardinal issues such as respect, selflessness and tolerance among others may be similar but expressed in different manners.

2.3. Educational context of civility

2.3.1. The relationship between educational institutions and civility

Since this thesis will consider civility in the specific context of education the following section will review issues relating to civility in this context. This is based on the assertion by Phillips and Smith (2003) that civility is domain specific; therefore the face of civility in the context of education may differ from other contexts. In the educational context, civility is perceived as “respect for others, basic courtesy, and behaviours that create a positive environment” for learning and working (Ocean County College as cited by Gilroy, 2008). It embraces issues of punctuality to classes and all school activities, regular class attendance, respect for teachers and fellow students, submitting assignments on schedule, decent dressing, avoiding cheating, plagiarism and all forms of dishonest behaviours, name calling, sleeping in class, bringing babies to class, dealing and taking drugs among several others (Alberts, Hazen, Theobald, 2010; Braxton & Jones, 2008; Harris & Ackah, 2010; Pomerantz, 2007; Stiles & Tyson, 2008). Even within the educational context there may be differences in



how civility is perceived and practiced based on levels of study. The next section will focus on higher education and specifically the college system which is more relevant to this study but first it is necessary to explore if civility is of any relevance to the college system.

2.3.2. The relationship between colleges and civility.

Civility is an essential ingredient needed for the effective functioning of virtually all societies, so colleges and indeed all educational institutions are microcosms of the society which cannot exist without civility (Connelly, 2009; Macomber, Rusche and Atkinson, 2012). In the United States of America and indeed many parts of the world, one of the traditional roles of education is to teach civility (Evers, 2009; Meece, 2010; Seldon, 2009). In doing this, a college will be carrying out its role as an agent of socialization, as civility is learned (Evers, 2009; Lavery, 2009; Buonfino & Mulgan, 2009; Peck, 2002; Welsh, 2009). This is understandable as civility is a social skill essential for daily interaction of students in and out of the college (Hatch, 1998). Scott (2009); Wilkins, Caldarella, Crook-Lyon and Young (2010) also argued that civility in the college is used to increase civility in society as those who pass through college are prepared for future citizenship. In addition, there has been increase in report of unruly behaviour and even violence in the colleges and it has been argued that this could be checked through creating an atmosphere of civility in the colleges (Berger, 2000; Black, Wygonik & Frey, 2011; Buonfino & Mulgan, 2009; Elder, Schroeder & Robertson, 2013; Elder, Seaton & Swinney, 2010; Forni, 2002). Stressing the fact that civility is the foundation on which everything that takes place in the educational system is built, Vincent, Wangaard and Weimer (2009) stated “civility is not another piece to be added onto the plate of an educator, it is the plate upon which all else is placed.” (p.28). Indeed, it said that civility is instrumental to the establishment of a caring and supportive environment that is suitable for teaching and learning (Connelly, 2009; Rowland & Srisukho, 2008). The college also is known to be an organized set up or a formal organization and all formal



organizations need civility in order to achieve their collective goals (Smolarski, 2008). From the above, colleges need civility for survival and they have to transmit civility to the young for their immediate benefit and that of the larger society in the long run.

On the other hand, the absence of civility (incivility) in the educational system has been found or reported to have some negative effects. Some of these findings are: loss of valuable time, as time that should be used for educational purposes is diverted to sorting out incivility; makes the classroom uncondusive for teaching and learning and leads to the decline in students' respect for their institutions and willingness to identify with their institutions (Barrett, Rubaii- Barrett & Pelowski, 2010; Clark & Carnosso, 2008; Clark & Springer, 2007; Hirschy & Braxton, 2004). Other findings are that teachers may develop negative attitudes to their job and profession; teachers may reconsider taking teaching as a career; it may increase the degree of stress for both teachers and students; it may impede the efforts of students to succeed, it impacts negatively on the how students perceive their intellectual and academic development, reduce critical thinking during lessons and capacity to interact with course materials after lessons, makes cooperative learning and reciprocity among students extremely difficult and impacts negatively on interaction between students and teachers and creates a sense of alienation and isolation in students (Bjorklund & Rehling, 2010, 2011; Boice, 1996; Clark & Carnosso, 2008; Hirschy & Braxton, 2004). In spite of the above, research appears to suggest that findings about the impact of incivility on the learning environment are inconsistent. For instance, the report from the study by Ausbrooks, Jones and Tijerina (2011) differs slightly from the above findings, as 20% of respondents (lecturers) indicated that incivility distracted them, 4% stated that it had no effect on them, for the student respondents, 32% stated that it distracted them while 18% indicated that it had no effect on them.

2.3.3. Size of educational institutions and civility

The size of educational institutions may be large or small and this may invariably translate to class size which may also be large or small. According to Swinney, Elder and Seaton (2010) the larger the size of an institution, the higher the levels of incivility will be, as educational institutions with large size create opportunity for students to be anonymous. Similarly, large class size has been found to be fertile ground for incivility as students hide in the mass to exhibit uncivil acts or that ordinarily, behaviour which students will not display in a small class size, they seize the opportunity of the anonymity created by the large class size to exhibit them (Alberts, Hazen & Theobald, 2010; Berger, 2000; Boice, 1996; Indiana University Survey on Academic Incivility, 2000; Swinney, Elder & Seaton, 2010). Although Boice (1996) defined large classes as those with students above one hundred, but Alkandari (2011) found that while there was more incivility in classes with student enrollment of over thirty five but no incivility was found in classes with twenty-five or less students. Other studies which link class size to students' behaviour appear to be globally unanimous and consistent in their findings that large educational institution /large class size have more cases of misbehaviour or disciplinary problems (civility) than educational institutions/classes with smaller sizes (Asiyai, 2012; Killion, 1998; Nakpodia, 2012; Wright & Kate, 2003; Yaroson, 2004). This notwithstanding, 46% of Ausbrooks, Jones and Tijerina's (2011) respondents indicated that large classes witnessed more incivility than smaller classes and the same number indicated that class size made no difference in terms of incivility.

2.3.4. Lecturers' gender and civility

The teacher occupies a very significant place in the educational enterprise. In fact, it is not an understatement to assert that the teacher drives the educational enterprise but his/her gender may make some difference in certain respects. Logical presumptions and research evidence indicate that the achievement of learners generally (including their



behaviour/civility) is dependent mainly on what teachers know and can do (Darling-Hammond, 2000; Rice, 2006). Research findings show that students are more uncivil to female lecturers than they are to male lecturers (Alberts, Hazen & Theobald, 2010; Alexander-Snow, 2004; Alkandari, 2011, Barrett, Rubaii- Barrett & Pelowski, 2010). Salifu and Agbenyega (2012) reported that shabby dressing and indecent outfits especially those denoting nudity by females teachers in Ghana was linked with students' misbehaviour either because some students were tempted to emulate them or some others related to them with contempt. In Nigeria, Akinnubi, Oyeniran, Fashiku and Durosuro (2012) also found males teachers to be more effective than female teachers when it comes to checking students' misbehaviour. Specifically, Alberts, Hazen and Theobald (2010) found lecturer gender as the most influential factor for students' incivility as female professors reported higher rate of incivility than the male professors. They also added that students were not willing to accept some female instructors as authority figures and students related to female lecturers more informally and casually than they did to their male counterparts (addressed them by their first names rather than use their titles - "Dr" or "Professor". Lastly, women were specifically targeted for incivility because certain behaviours directed at them were gender bias. In a related study, Ausbrooks, Jones and Tijerina (2011) found that 13.5% of lecturers indicated that there could be increase in students' incivility with female lecturers, while 27% stated that they were not sure if faculty gender had any effect on incivility. For student respondents, while 7.2% believed that the gender of lecturers could affect students' incivility, 30.4% indicated that the gender of faculty had no effect on students' incivility.

2.3.5. Lecturers' experience and civility

"Experience", according to a popular dictum, "is the best teacher" but after an extensive study of civility, Boice (1996), Swinney, Elder and Seaton (2010) submitted that incivility occurs in classroom regardless of the lecturer's teaching experience. Conversely, Feldman



(2001) as cited by Swinney, Elder and Seaton (2010) asserted that younger and less experienced lecturers were more targets of incivility than older or more experienced ones. Other studies also show that while experienced lecturers had less difficulty in enforcing discipline, less experienced lecturers (novice) do (Akinnubi, Oyeniran, Fashiku & Durosaro, 2012; Fernandez- Balboa, 1990). The reason for this is because experienced lecturers have routines for sorting and managing issues and problems, so they are more fluid and flexible (Hayden, 2010).

2.3.6. Students' gender and civility

The student is the pivot of the educational enterprise and his/her gender may matter in some issues. Studies by Braxton and Jones (2008); Indiana University Survey on Academic Incivility (2000); Nordstorm, Bartels and Bucy (2009) and studies that have to do with indiscipline Bakirtzoglou and Ioannou (2011) and Moreno, Cervello and Martinez (2007) found boys (males) to be more undisciplined (uncivil) than girls (females)). However, a number of studies in the United Kingdom made an usual finding that female students were more undisciplined than male students especially in terms of absenteeism from classes (McCluskey, 2008; Smith & Mcview, 2003). This finding is similar to the suggestion in the study of Alkandari (2011) that female undergraduates engaged in more acts of incivility than their male counterparts. In the United States of America and Spain, studies show that while male students were more involved in more serious disciplinary cases, female students were more involved in issues like deliberately ignoring others, maliciously gossiping about others, name calling, teasing and put downs (Martin, 2011; Rivers & Smith, 1994). However, Ferriss (2002) found no mean difference in the civility scores of males and females respondents. Similarly, in the study of Ausbrooks, Jones and Tijerina (2011) 46.7% of faculty and 25% of students indicated that there was no gender difference in civility but 64.3% of students and 40% of faculty stated that females were more likely to engage in incivility than males.



2.4. Environmental contexts

2.4.1. Attitudes and civility

Attitudes are usually perceived through behaviour, so Ajzen (2001) defined it as one's positive or negative disposition (evaluative effect) towards carrying out a given behaviour (cited by Tronmateurut & Sweeney, 2013). Scholars accepted for some time the widely held assumption that attitudes predicted behaviour, however, this view was challenged through research (Ajzen & Fishbein, 2005). The first research along this line according to Ajzen and Fishbein (2005) was that by Lapiere (1934) which tried to find out whether hoteliers in the United States of America were willing to accept Chinese as guests based on the visit of a Chinese couple. This was followed by a study on students cheating in the classroom (Corey, 1937). Both studies found a low correlation between attitudes and behaviour. As a result of this finding, several other studies were conducted and all of them came with similar findings. Sequel to this consistent finding, Wicker (1969) concluded that there was little or no relationship between attitudes and behaviour (cited by Ajzen & Fishbein, 2005). However, Ajzen and Fishbein (2005) went on to state that those who held on to the earlier assumption about the influence of attitudes on behaviour argued that the low correlation found between attitudes and behaviour in most of these studies was as a result of faulty instruments used to measure attitudes. While some accepted this finding, some others argued that the capability of attitudes to affect behaviour depended on certain factors such as the performer of the behaviour, the situation and the characteristics of the attitude.

According to Ajzen and Fishbein (2005) the controversy over the low attitudes-behaviour correlation was settled when it was found that general attitudes correlate strongly with several- act criteria or behavioural aggregates. Similarly, they added that



specific behaviour could be predicted very well with compatible measures of attitudes (that is attitude towards the behaviour). This development, Ajzen and Fishbein (2005) stated, led to the adoption of two lines of research, which focus on the effect of general attitudes on specific behaviour or focusing on a specific behaviour and finding out, the predictors of such behaviour. This later line of research was said to be guided by the theories of reasoned action and planned behaviour both of which are related to this study.

In contrast to most of the earlier findings regarding the relationship between attitudes and behaviour, more recent studies found that attitudes created avenues for predicting behaviour as well as determined to some extent the reaction of others to the behaviour (Arvidson, 2004; Park, 2000). In like manner, Ausbrooks, Jones and Tijerina (2011) maintained that one's attitude towards the appropriateness or otherwise of incivility was a major determining factor of uncivil behaviour. However, research on the import of attitudes for human behaviour is inconclusive as there are conflicting findings (Ajzen & Fishbein, 2005). In spite of this, McCrink (2010) contended that there are several research studies to support the hypothesis that the attitudes of students to academic misconduct correlate to and are predictive of their involvement in such behaviours. In line with this, Arvidson (2004) found a significant relationship between attitudes and academic dishonesty as students who condemned cheating were less likely to cheat. Similarly, Carpenter, Harding, Finelli, Montgomery and Passow (2006) found that the frequency of cheating by students resulted from attitudes towards cheating. In the same vein, Lawental and Schori (2012) also found a positive correlation between attitudes, intent to use and actual use of illicit substances by students. In like manner, Powpaka (2002) found that the intention to offer bribes was significantly influenced by the attitude towards giving bribes.

As there appears to be a relationship between attitudes and behaviour it could be hypothesized that the attitudes of students toward civility will determine the extent to which they are or will be civil. According to Zysberg (2012) the attitudes of students toward a wide range of issues, provides a prediction for students' future character (change).

2.4.2. Subjective norm and civility

By way of definition, subjective norm refers to one's perception of the approval or disapproval by the significant others of the behaviour in which one is about to engage (White and Wellington, 2009). There is paucity of literature regarding the direct relationship between subjective norm and civility but inferences can be made from what is available. In line with the popular saying "actions speak louder than words" Wilkins, Caldarella, Crook-Lyon and Young (2010) found that students were civil because their faculty (subjective norm) displayed civility, which is in agreement with other authors (Burns, 2003; Feldmann, 2001; Nielsen, 2008; cited by them) and Miles, Dagley and Yau (2002). 27.7% faculty in Ausbrooks, Jones and Tijerina (2011) study also indicated that role modeling by faculty was one of the most effective strategies for encouraging civility in the classroom. Wilkins, Caldarella, Crook-Lyon and Young (2010) also asserted that where rules and expectations are established, civility will be enhanced. 53% faculty and 43% of student respondents in Ausbrooks, Jones and Tijerina (2011) also stated something similar to this assertion.

In addition to the above, Alberts, Hazen and Theobald (2010) and Knepp (2012) argued that when incivility is ignored or not addressed students get the impression that such behaviour is acceptable thereby leading to increase in such behaviour (incivility). This assertion agrees with the contention by Cialdini (2001) and Cialdini and Goldstein (2004) that when individuals find themselves in confused situations, they look up to the subjective



norm for direction on the appropriate thing to do. Surprisingly, Wated and Sanchez (2005) found that the subjective norm of managers did not predict their intentions to discipline their subordinates.

2.4.3. Self-efficacy and civility

According to Bandura (1997) self-efficacy is the confidence of an individual in her/his capabilities to organize and execute certain actions which are required to cope with future situations. Bandura (1977) also stated that self-efficacy determines actions individuals take, efforts they exert in particular endeavours, the extent of their perseverance when faced with hindrances and disappointments, their resilience to adversity, the support or otherwise of their thought patterns and how much they are able to achieve. Although self-efficacy is said to be domain specific (Bandura, 1997; Pearson, 2009; Tong & Song, 2004) but there is general self-efficacy which according to Tong and Song (2004) refers to a person's broad confidence in her/his ability to stand tasking or novel occurrences.

Although there is hardly any research linking self-efficacy with civility, research on self-efficacy generally appears to be consistent about its positive relationship with academic achievement and behaviour (Bandura, 1977, Bandura & Locke, 2003; Becker & Gable, 2009; Cherian & Jacob, 2013; Schwarzer & Fuchs, 1997; Zimmerman, 1997). A few examples will suffice here. A study on self-efficacy and academic performance by Lent, Brown and Larkin (1984) replicated in 1986 found that self-efficacy predicted persistence in academic performance in the science/engineering major after controlling variance attributable to other variables (cited by Zimmerman, 1997). Similarly, a meta-analysis by Multon, Brown and Lent (1991) which focused on the effect of efficacy beliefs on students' academic achievement, they identified 38 published and unpublished studies that measured academic performance. They reported that the relationship between perceived self-efficacy and academic attainment



was found to be higher for high school and college students (.41 and .35 respectively) than for elementary school pupils (.21) (cited by Zimmerman,1997). As it relates to behaviour, a study of 970 university students in Costa Rica by Schwarzer and Fuchs (1997) on the relationship between perceived self-efficacy, health behaviours , risk perceptions, and intention to change, which focused on smoking, physical exercise, nutrition and condom use, found that perceived self-efficacy was the main predictor of health behaviour change with the exception of the use of condom. Also a study by Bandura (1977) which experimented with adults snake phobics in different domains of self-efficacy found that self-efficacy was an equal precise predictor of performance.

2.5. The place of the current research

Although Patron and Bisping (2008) and Wilkins,Caldarella, Crook-Lyon and Young (2010) remarked that most of the literature in the area of civility is not empirical, there is nevertheless a good number that have an empirical basis, some of these are summarized as follows: Alberts, Hazen and Theobald (2010) studied faculty experiences with students' incivility and factors that influenced it in among undergraduates in the US; Ausbrooks, Jones and Tijerina (2011) studied both faculty and students' perceptions of classroom incivility in a social work program in a university in the US; Bjorklund and Rehling (2010,2011) focused on the experience of students with classroom incivility and faculty experience of students' incivility outside the classroom respectively(all in the US); Boice (1996) undertook the most elaborate study on both faculty and students' classroom incivility through observation and interviews (this also took place in the US); Braxton and Jones (2008) studied the relationship between college students' incivility and communal potential in the US; Nordstrom, Bartels and Bucy (2009) explored the predictors of uncivil behaviour among undergraduates in the US; Swinney,Elder and Seaton (2010) studied faculty definition of students' incivility and its occurrence; Patron and Bisping (2008) studied students' perception and determinants of



misconduct; Alkandari (2011) investigated the level of undergraduates incivility and ways of curbing it; Wilkins, Caldarella, Crook-Lyon and Young (2010) focused on civil and uncivil behaviour of students as perceived by professionals (alumni of a university in the US but participants were based in US, Canada, Korea and Hong Kong); Berger(2000) focused on ways of promoting civility in large classrooms and the Indiana University Survey on Academic Incivility (2000) investigated faculty perception of the level of classroom incivility, how it can be checked, the relationship between lecturer/gender/experience and classroom incivility, the relationship between student gender and civility, the relationship between class size and classroom incivility. Most of these studies and other found in literature were carried out in the United States of America and very few in Europe and Asia and virtually nothing at all in Africa in general and Nigeria in particular.

The few studies on civility in Nigeria by: Adekson (2005) focused on civil societies; Aluede (2010) studied the relationship between civility/incivility and Esan songs; Ogungbamila (2013) studied workplace incivility in distressed banks and We Odion (2009) focused on civility and politics. This study however is focused on the attitudes of student teachers to civility, factors (class size, lecturers' gender, students' gender) that affect student teachers' attitudes to civility, the manifestations of incivility in the colleges of education, practices of promoting civility and the application of the variables of the theory of planned behaviour (TPB) (attitudes, behavioural intention, subjective norm and self- efficacy) to civility in the colleges of education in Nigeria. This is unlike most studies of civility/incivility which are not tied to variables but can be broadly grouped into four: identifying incivil behaviours, causes, consequences and ways of addressing incivil behaviours. This means that this study may be the first of its kind in Nigeria. There is also no single study on civility that has combined the variables of class size, lecturer gender/experience, student gender and ways of maintaining civility in the classrooms that focused on pre- service teachers. Apart from the



fact that the focus of this study is on Nigeria, a country that has been under researched in terms of incivility, the focus on pre-service teachers was also meant to create awareness about incivility in the soon to be teachers who will be contending with it in their classrooms. There is also no study known to me on civility that used the theory of planned behaviour as its theoretical basis. This therefore means that this study will be unique in a way. In addition, to this, Boice (1996), Ferriss (2002), Wilkins, Caldarella, Crook-Lyon and Young (2010) maintained that civility is an area that yearns for research. Therefore, this research will address the following questions:

1. How is civility, or lack of it, experienced in Nigeria's Colleges of Education
2. What are the primary factors that influence students' intentions to engage in civil behaviours?
3. Are there good practices for promoting civility in the classrooms in Nigeria's Colleges of Education?

2.6. Summary

This chapter has reviewed literature related to this study. The review showed that civility is a complex concept which is difficult to define and understand. It may also vary based on context. Several researches have been undertaken in the area. Apart from the fact that most of studies in this area are in western societies, most of the findings are inconclusive as there are differences in findings in a number of issues such as the effect of incivility, gender and incivility, class size and incivility among others. This means research in this area is far from getting to saturation point. In addition, this research is likely going to be unique in that is going to provide data about Nigeria, an African society, a region which has hardly experienced any empirical studies in this area especially in educational institutions.



The next chapter will focus on the methods which were used in collecting and analysing data for this study. It will discuss sampling techniques and measures used in data collection.



CHAPTER THREE

METHODOLOGY AND METHODS

3.0. Introduction

The previous chapter reviewed literature related to this study. The review showed that incivility is a topic that has deep historical connections across cultures. It has also been the focus of research in recent times. Yet these research contexts have largely focused on the West and there has been very little attention paid to the social and cultural contexts that is the basis of this thesis and very little has focused on pre-service teachers who were a major concern of the research reported here.

This chapter will explore the following issues:

- 3.1. Research design
- 3.2. Methods
- 3.3. Sample
- 3.4. Measures
- 3.5. Classroom observation
- 3.6. Focus group interviews
- 3.7. Procedure
- 3.8. Pilot study
- 3.9. Data collection
- 3.10. Data analysis



3.1. Research design

This study adopted a mixed methods research design, in this case classroom observation, followed by focus group interviews and then administration of surveys, all of which created the opportunity to collect data with the potential to provide different perspectives. Johnson. Johnson and Onwuegbuzie (2007, p.118) have referred to mixed methods research as “blended research”, “integrative research” and “multi-methods research”. Mixed methods research is a combination or mixture of “quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Johnson & Onwuegbuzie, 2004, p.17). Philosophically, Johnson and Onwuegbuzie (2004) added, it is a third research movement that transcends the known paradigms to provide a reasonable and workable option. It lies in the middle of the continuum between quantitative and qualitative research. The rationales for the use of mixed methods research are well documented in literature (Black, 2007; Johnson & Onwuegbuzie, 2004; Johnson & Onwuegbuzie, 2007, Onwuegbuzie & Johnson, 2006; Sale, Lohfeld & Brazil, 2002; Williamson, 2010). Among these is that mixed methods research has the potential to provide richer explanations to a research problem better than one method can do alone (Creswell & Plano-Clark, 2007; Johnson & Onwuegbuzie, 2004). Johnson & Onwuegbuzie (2004) even argued that the ensuing product will be superior to the one produced by a mono-method study.

According to Lohfeld and Brazil (2002) all the reasons given for mixed methods research can be summarized into two. First, it provides opportunity for cross-validation or triangulation. That is, when two or more sources of data or theories are employed in a study of a given phenomenon, more depth and breadth are covered, which results in a more comprehensive understanding. This makes the findings more authentic and profound (Dezin, 1970). Secondly, where two or more methods are used, they complement each other (Morgan, 1998). This is the same as the fundamental principle of mixed methods by Brewer and Hunter



(1989) and Johnson and Turner (2003) as cited by Johnson & Onwuegbuzie (2007) and Geist (2008) which holds that the strengths of one method compensate for the weaknesses of the other. Greene, Caracelli and Graham (1989) identified five purposes of mixed methods research. These are “triangulation” (that is, comparing results from both quantitative and qualitative methods), “complementarity” (that is, using results from one method to improve the other method), “development” (that is, using results from one research method to guide or shape another research method, “initiation” (that is, making discoveries that may lead to the recasting of the research question) and expansion (that is, using several methods for different stages of the study in order to expand its scope) (cited by Onwuegbuzie & Leech,2006, p.480; Onwuegbuzie, Slate, Leech & Collins, 2007, p.13) .

With specific reference to this study, mixed methods research was adopted firstly, because it suits the research topic and the research questions. Secondly, it gave me room to be flexible and adopt a holistic approach to this research. This is in the sense that I chose which method should come first, classroom observation, followed by focus group interviews and then administration of surveys, all of which provided the opportunity to collect data that provided diverse perspectives. While classroom observation provided me with the opportunity to observe incivility in the classroom among student- teachers, focus group interviews created avenue for participants to express their views about classroom incivility and surveys gave room for more respondents to express their opinions about classroom incivility, although in a controlled manner, as the survey was close ended. This concurs with the contention by Johnson and Onwuegbuzie, (2004, p14) and Onwuegbuzie and Leach (2004, p.770) that mixed methods is an exact “gold standard for studying phenomena”, it is a research, “whose time has come” because it permits flexibility and it is a holistic approach to research. For instance in this study, incivility which is the main focus is generally known to be an unfamiliar concept (Boice, 1996) and even the incivility survey which was adapted for



this study was from the Indiana University in the USA, so there was a need for a qualitative study (classroom observation and focus groups interview) to supplement the survey which was used in a new social and cultural context (Colleges of Education in Nigeria). This agrees with Torney-Purta, Amadeo and Andolina (2010) who advocated the use of qualitative methods to supplement surveys where and whenever possible. This could not have been possible if I had used either quantitative or qualitative alone. Additionally, given the number of the Colleges of Education in Nigeria, the sample size, and the use of purposive sample, in this research, the validity of the research may be challenged but the use of mixed methods has the potential to enhance the validity of the results. This is because one of the goals of mixed methods is triangulation (Geist, 2008; Johnson & Onwuegbuzie, 2004) that focuses on convergence and corroboration.

3.2. Methods

The mixed methods used in this thesis were: classroom observation, focus group interviews and survey. These three are discussed in further details below.

Observation: Generally observation is associated with organized noting and recording of events, behaviours and or artifacts in a social setting which is being studied (Marshall & Rossman, 2006). The purpose for the use of observation is to gather information about real life in a real world and its record which is also known as field notes is normally the actual description of what was observed (Lambert, 2012; Marshall & Rossman, 2006). Lambert (2012), Marshall and Rossman (2006) also added that observation may be structured, semi-structured or unstructured and that in the educational setting, it takes place mostly in the classroom. In as much as observation supplements other methods, Lambert (2012) argues that it may confirm, extend or contradict data from other methods. In this study, it was used to

explore at first hand the incidence of incivility in the Colleges of Education in Nigeria and the results provided the basis for focus group interviews and comparison with survey results.

Focus group interviews: Usually focus groups are made up of persons who may range from three to several dozen (Krueger, 1994 cited by Black, 2007). The basic and unique aim of focus group interviews is to draw out the “attitudes, feelings, beliefs, experiences and reactions” of participants in a manner that no any other method can do (Gibbs, 1997 cited by Wilson-Matusky, 2006, p.55). Apart from this, De Jong and Schellens (1998) identified two main advantages of the use of focus group interviews. First, less time is spent on individual participants as compared to individual interviews. Second, remarks by a participant may lead to fresh observations by other participants or comments made in reaction to each other’s remarks may be a pointer to the researcher about the significance of the contribution of each participant. In this thesis, focus groups interviews were used for three reasons. First, it was used to explore the awareness of participants about a seemingly complex and tricky concept (incivility). This is in line with one of it uses pointed by Wilson-Matusky (2006). Second, according to Gall, Gall and Borg (2003) combining focus group interviews with surveys provides insights and a synergy of data which embraces all the issues involved (cited by Black, 2007). This also was achieved in this study.

Survey research: This involves asking specified questions to a group and analyzing the results. If the sample is representative of a population, then generalizations can be made from the sample to the population (Akuezuilo & Agu, 2002; Kerlinger, 1973 cited by McGrath & Phillips, 2007). Normally, surveys deal with a relatively large sample and few or several variables. Survey design was used for this research because the population of this study was largely homogenous in terms of status (they are either students or lecturers) and this kind of design is most suited for this type of study. It was also used because my sample size was



relatively large, as it is the most effective for collecting data from larger samples (Nwana, 1990). Added to this, the respondents of this study being students of Colleges of Education were all literates who could respond to surveys, so this made the use of survey in this context appropriate (Nwana, 1990). Additionally, the survey used was adapted from a tested one and it was subjected to qualitative (classroom observation and focus group interview) review through pilot study, which made it appropriate for this study (Ajzen, 2011). Survey design is also compatible with the investigation of trends and characteristics of population (Priby, 1994). Therefore, it was used in this research that investigated the attitudes of student-teachers towards incivility, the most effective ways of handling cases of incivility and whether there was any difference in incivility in relation to lecturers' and students' gender and class size.

3.3. Sample

This study covered four Colleges of Education in North-Central and North-West geo-political zones of Nigeria which were purposely selected. All the Colleges selected for this study were co-educational. Four departments, one each from the four schools which were peculiar to each group of students with the exception of school of education which belonged to all of them, were purposely selected in each of the four Colleges of Education used for this study. This process is based on Bluman (2008) who advised that when it is not possible to cover the entire population because of certain factors (such as time and size of population), the use of samples is not only in order but the sample can be purposely selected too. In addition, purposive sampling was adopted because of ease of access to respondents/participants. Therefore, two geo-political zones out of six in Nigeria, one department from each school, at least one College from Federal, State and Private, two of which were semi-urban based and two rural based were purposely selected for this study.

This study focused on second year students (200 level NCE II) who unlike first year students



(100 level NCEI) were more familiar with their colleges and unlike third year students (300 levels (NCEIII) were fully on ground, not out on teaching practice or any of those out of campus academic activities.

The sample for this study was in three categories, the colleges, students and lecturers, that is, the colleges were firstly selected, then lecturers and students were selected within the colleges. The total number of students sampled for this study from the four Colleges of Education was 1,429. Surveys were administered by the researcher to this number of students and five students also from each College volunteered for focus group interviews.

For the lecturer participants, a total of twelve (three per College) participated in focus group interviews. This translated to a total of 1,441 subjects in all for the entire study.

As is often the case with most educational research, it was not possible to use random samples (Ercikan & Wolff, 2006), so a convenience sample was used. Additionally, the sample size was relatively small when compared with the one hundred and three colleges in Nigeria. Therefore, generalizations from this study will be made with caution.

3.4. Measures used in the survey

Most studies on the theories of reasoned action and planned behaviour appear to depend largely on self- reporting of respondents because apart from behaviour, other variables in the theories can hardly be observed directly (Armitage & Conner, 2001; Coren, 2012). Therefore, it was expedient to use a survey which provided for a self- report by the respondents in this study. This led to the adaption of two main instruments in this study. This included the Indiana University Survey on Academic Incivility (2000) and a self-efficacy scale (Schwarzer and Jerusalem, 1995; Schwarzer and Renner, 2000) (see Appendix A). The Indiana University Survey on Academic Incivility (2000) that was initially tagged the Academic Incivility scale, was designed for faculty and graduate instructors. It was intended

to assess faculty perception of students' incivility. Broadly it has ten sections with the first four sections being the main ones, having thirty items each but in this study, the items were reduced to fifteen in each of the sections. The number of items had to be reduced partly because, the pilot study showed that it took an average of one half hours to complete each set of the survey and this was considered to be too much time for the respondents. In addition, the Indiana University Survey on Academic Incivility (2000) was reworded and even the layout was modified in this study to suit sub-degree, pre-service teachers. Other changes made on the original Indiana University Survey on Academic Incivility (2000) are reflected in the various sub-scales below. The modifications made to the survey were based on the classroom observation and pilot study. Cronbach's Alpha for all the instruments were acceptable (.70 and above) which is an indication that the instruments were reliable.

Most of the variables in this study were generated largely from the theory of planned behaviour (Attitudes, Subjective norm, Self-efficacy and Behavioural intention) and the other two were generated from the four broad areas that appear to be the traditional foci of research in civility/incivility, that is, incivil behaviour and class practices/effectiveness. The predictor variables were the three theory of planned behaviour constructs (Attitudes, Subjective norm and self-efficacy) and the outcome variable was Behavioural intention. They were all measured directly through four-point Likert type Scales.

3.4.1. Demographic survey

This generated demographic information of respondents (institution and gender). The influence of these on civility was measured statistically.

3.4.2. Attitudes scale

This was adapted from the Indiana University Survey on Academic Incivility (2000) and it had 15 items. It was a sub-section of the original Indiana University Survey on Academic Incivility (2000) tagged defining incivility but it was tagged attitude scale in this study in order to align it with one of the variables of the theory of planned behaviour. The scale measured the perception of respondents about certain behaviours exhibited by students. Examples of items were: these behaviours are okay in the classroom? – Chewing gum, eating, cell phone disruption, students coming late to class and cheating in examinations or tests. It was a 4 point Likert scale: strongly agree (1), agree (2), disagree (3) and strongly disagree (4).

3.4.3. Experience of incivil Behaviours scale

This was also adapted from the Indiana University Survey on Academic Incivility (2000). This scale was made up of 15 items. In the Indiana University Survey on Academic Incivility (2000), this was a sub-section tagged frequency of experiences with classroom incivility but in this study it was re-worded and tagged experience of incivil behaviours scale so as to elicit data for one of the research questions. Certain behaviours in the Indiana University Survey on Academic Incivility were dropped and others added in this study based on the classroom observation. Examples of behaviours dropped were using a computer during class for purposes not related to the class, sarcastic remarks or gestures such as stage yawning or eye rolling and sending inappropriate mails. Shouting down lecturers was an example of the behaviour that was included. Respondents were requested to report how often certain behaviours were exhibited in their classrooms. Examples of questions were: how often do you experience these behaviours in the classroom? Students sleeping in class, students' conversations distracting others, students leaving class earlier and students belittling other students. This was a 4-point scale: often (1), sometimes (2), rarely (3) and never (4).



3.4.4. Subjective norm scale

This was adapted from Indiana University Survey on Academic Incivility (2000). It consisted of 15 items. In the Indiana University Survey on Academic Incivility (2000), these items were under the sub-section, defining incivility, but they were re-worded in this study to fall in line with one of the variables of the theory of planned behaviour. It measured students' perception of their lecturers' acceptance or otherwise of classroom incivility. Some of the items on the questionnaire were: Do you think your lecturers will accept these behaviours in the classroom? Chewing gum, eating, cell phone disruption and students arriving late. It was a 4point scale: often (1), sometimes (2), rarely (3) and never (4).

3.4.5. Classroom practices

This also was adapted from the Indiana University Survey on Academic Incivility (2000). This was made up of 7 items. In the Indiana University Survey on Academic Incivility (2000), this was a sub-section titled, responding to classroom incivility, but in this study, it was labeled classroom practices, so as to generated data for one of the research questions in this study. In this scale respondents were asked to indicate specific actions lecturers took in reaction to classroom incivility. Examples of items were: do your lecturers do this in response to classroom behaviours? Report a students' behaviour to the department, college official or police; speak with the student involved outside class; make class fun. It was a 4point scale: never (1), rarely (2), sometimes (3) and often (4).

3.4.6. Classroom practice effectiveness

This also was adapted from the Indiana University Survey on Academic Incivility (2000). This was made up of 7 items. In the Indiana University Survey on Academic Incivility (2000), this was a sub-section titled, effectiveness of responses to classroom



incivility, but in this study, it was labeled classroom practice effectiveness, so as to generate data for one of the research questions in this study. In this scale respondents were asked to indicate the effectiveness of the specific actions lecturers take in reaction to classroom incivility. Examples of items were: how effective are these in reducing classroom problems? Report a students' behaviour to the department, college official or police; speak with the student involved outside class; make class fun. It was a 4point scale: never (1), rarely (2), sometimes (3) and often (4).

3.4.7. Behavioural intention scale

This was adapted from Indiana University Survey on Academic Incivility (2000) .This had 15 items which measured student- teachers' preparedness to promote civility. The items were from the sub-section of the Indiana University Survey on Academic Incivility (2000) defining classroom incivility but they were re-worded in this study to fall in line with one of the variables of the theory of planned behaviour. Examples of items were: you will do this in the classroom: chew gum; eat; arrive late for class; miss class. It was a 4 point scale: often (1), sometimes (2), rarely (3) and never (4)).

3.4.8. Self-efficacy scale

This was adapted from Schwarzer and Jerusalem (1995), Schwarzer and Renner (2000). This had 7 items and it measured student- teachers' capacity to be civil in the face of obstacles. These items were originally under general self-efficacy but they were re-worded to suit the main concept of this study (incivility).Examples of questions were: How certain are you that you will behave appropriately, if your lecturers are not showing good examples, when your friends are pressurizing you to do otherwise, when you find yourself in an environment that demands otherwise? It was a 4 point scale: definitely not (1), rarely (2), sometimes (3), definitely yes (4)).



3.5. Classroom observation

Boice (1996) undertook an extensive classroom observation of incivility. Based on the experience of Boice (1996); Lambert (2012); Marshall and Rossman (2006), classroom observation in this research was undertaken. Before I went into any classroom for observation, I obtained permission from the lecturer in charge. I showed each of the concerned lecturers my class observation schedule and assured them of confidentiality. I sat at the back of each class to observe. While the lecturer was aware that I was observing them, the students hardly knew that they were being observed. Two days each of classroom observation (five classes per College) was undertaken before the collection of data in each of the sampled colleges. This was to provide the researcher with first hand data which complemented other sources of data used in this study. I went to class with a form (observation framework or checklist – see Appendix B) which I developed and listed target observable behaviours, frequency of behaviour, reaction of the lecturer and provision was also made for others not listed. When I observed any behaviour that was not civil based on the list and my knowledge of literature, I indicated it with the number of occurrence and reaction of the lecturer.

3.6. Focus group interviews

There were separate focus group interviews which involved three lecturers and five students in each of the four colleges sampled for this research. Focus groups are referred to as a collection of persons brought together to explore an issue or issues in an informal atmosphere (Kitzinger & Barbour, 1999). Focus groups were used in this study because they have been found to be suitable for studying attitudes and experiences of participants (Kitzinger & Barbour, 1999, Smithson, 2000 cited by Sagoe, 2012). They are also good for exploratory studies (such as this one) (Kitzinger & Babour, 1999; Krueger & Casey, 2009; Sagoe, 2012). They are used in studying the interrelationship of “knowledge, ideas,



storytelling, self- presentation and linguistic exchange” in particular cultural context (Kitzinger & Barbour, 1999, p.5). In addition, focus groups are used to complement quantitative studies (Sagoe, 2012; Torney-Purta, Amadeo & Andolina, 2010) such as it was used to complement survey in this study. I had five student and three lecturer-volunteers for the focus group interviews from the four departments in which I administered the survey. In each focus group interview, I introduced myself and told the participants that I was going to be the moderator and that each session was going to be audio recorded only for my use. As the moderator, I told the participants that I was going to ask the questions which had no right or wrong answers, so the opinion of each participant was important. The questions asked during the focus group interviews are contained in Appendix C.

3.7. Survey

I personally administered the surveys in all the Colleges in classroom when there were no lecturers, so lecturers were not present. The surveys were administered, completed and retrieved immediately. In each College, it took two days to administer the surveys.

3.8. Procedure

Permission was obtained for the use of the self-efficacy scale and Indiana University Survey on Academic Incivility (2000) from Professor Ralf Schwarzer and Dr. Kennedy M. John, respectively. This was obtained through emails sent to them (see Appendix G).

In all the Colleges where data was collected, I approached the four Heads of Department and explained the purpose of my research and obtained permission to collect data from their students. When the permission was granted, I was then attached to a lecturer who introduced and handed me over to the students. I then explained the purpose of my research to the students, told them that their participation was voluntary and that any information given was going to be confidential. To those who volunteered to participate, I explained and gave them



the consent form to read and endorse (see Appendix E). This procedure was the same for the focus group interviews and administration of the survey. I had five student-volunteers for the focus group interviews from the four departments in which I administered my survey.

3.9. Pilot study

A pilot study preceded the actual study. This was undertaken in one of the four colleges used for the actual study. The students who participated in this study were in the second year (200 level/NCE11) (made up of 56 males and 19 females) similar to those who participated in the actual study but the department used for the pilot study was not included in the actual study. The pilot study involved classroom observation, focus group interviews and administration of surveys in that order. The seven main scales in the study yielded the following reliability coefficients (Cronbach Alpha: experience of incivil behaviours scale (BS), 0.62; attitude scale (AS), 0.90; subjective norms scale (SNS), 0.92; behavioural intention scale (BIS), 0.93; class practices (CP), 0.410; class practices effectiveness (CPE), 0.76; self-efficacy scale (SES), 0.72. Some emphasis was placed on improving scale reliability. This was achieved by dropping items that contributed to this objective. This also had the effect of shortening the survey. Thus the initial survey items of 164 (from the Indiana University Survey on Academic Incivility) used for the pilot study were reduced to 88 in the actual study. This item reduction process also made the survey more acceptable in the time available for students to complete it.

3.10. Data collection

The researcher first of all fulfilled all the ethical procedures associated with research and data collection. This entailed applying to the Human Research Ethics Committee of the Hong Kong Institute of Education and obtaining an approval before going to the field for data collection (see Appendices C & D). After this, the researcher personally visited all the

Colleges for the classroom observation, focus group interviews and to administer the surveys. 1,429 questionnaires were given out, 1,249 were retrieved and out of the number retrieved, ninety were not properly completed and were not included in the analysis, thereby leaving 1,159 for analysis. Data was collected from four colleges of education, the detail of which are shown on Table 3.1



Table 3.1.

Summary of distribution and retrieval of surveys

College	Dept	Cl size	Survey given	Retrieved	Valid	In valid
COEA	Bus. Ed	300	80	72	70	02
	Computer	150	75	65	57	08
	English	500	130	90	86	04
	Soc	400	150	100	87	13
	Studies					
	Total		435	327	300	27
COEHI	Bus Ed	300	50	40	34	06
	English	200	50	45	38	07
	Maths	100	04	04	04	0
	Soc Stud	276	80	75	71	04
	Total		184	164	147	17
COEP	Bus Ed	400	100	90	80	10
	English	300	80	78	74	04
	Maths	125	80	75	70	05
	Soc Stud	800	100	85	80	05
	Total		360	328	304	24
COEWA	Bus Ed	179	100	98	91	02
	English	414	130	120	115	05
	Maths	130	110	105	99	06
	Soc Stud	300	110	107	103	04
	Total		450	430	408	17



Note: COE stands for College of Education.

From Table 3.1, the class size of respondents ranged from 100 to 800. The picture of how respondents were spread across the four colleges is presented in figure 3.1. below:

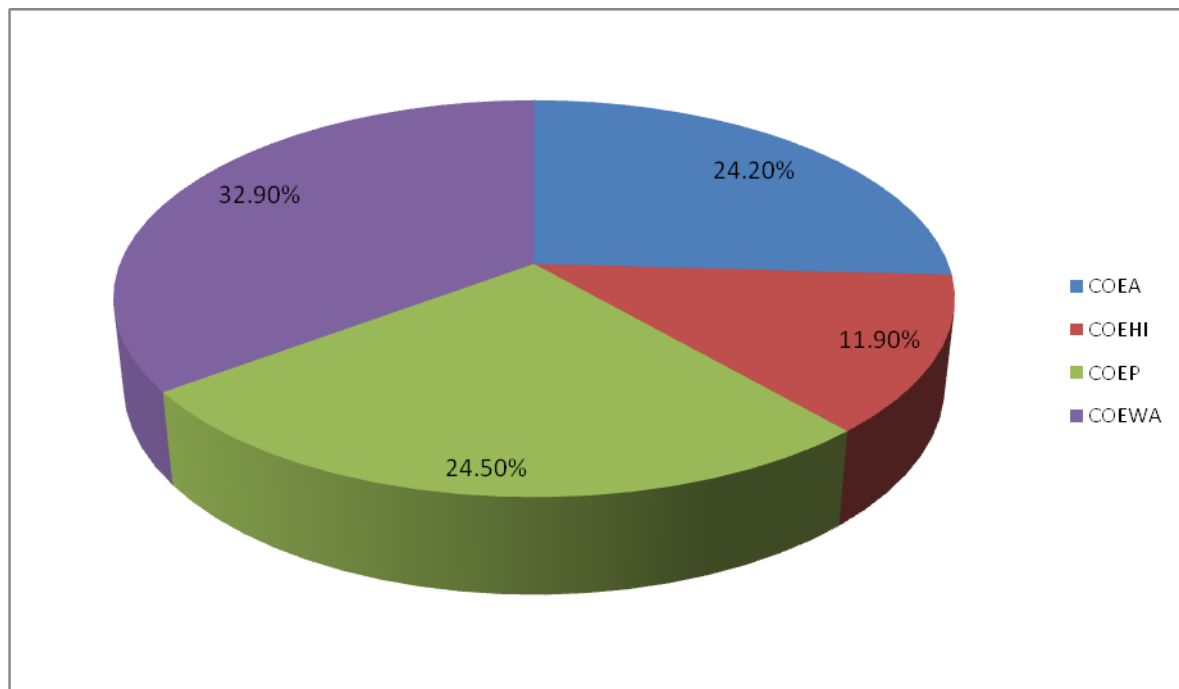


Figure3.1: Distribution of respondents across Colleges

For male respondents, n=592 (47.8%) and for female respondents n=537 (43.3%) 110 students (2.59%) did not indicate their gender. This picture is clearly presented in figure 3.2:

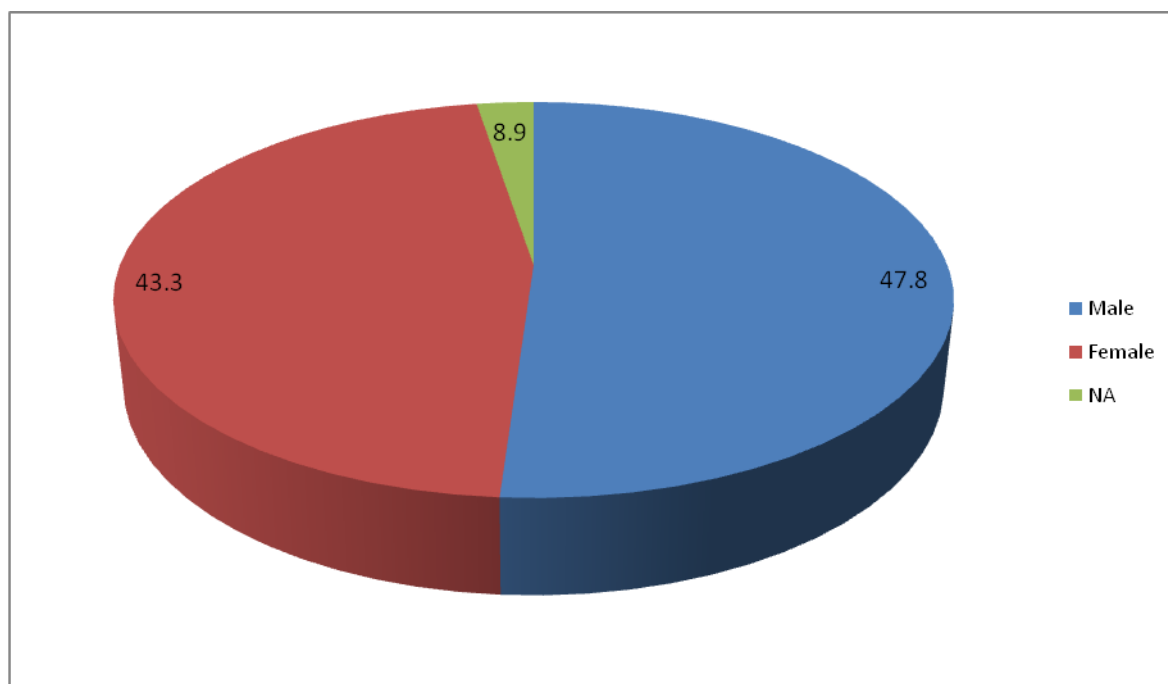


Figure 3.2: Gender distribution of respondents

3.11. Data analysis

The model being tested using the quantitative data is shown in Figure 3.3

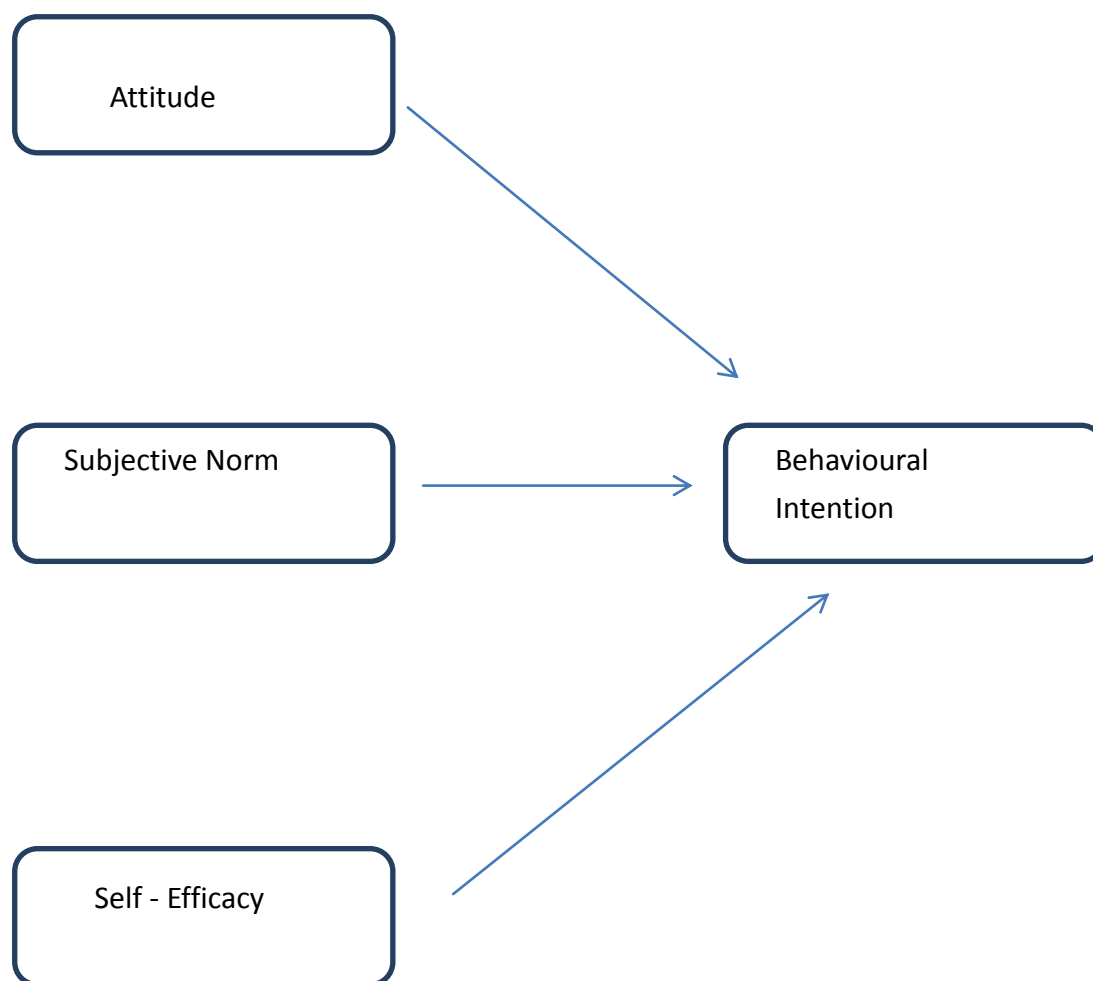


Figure 3.3: Adjusted Model of Theory of Planned Behaviour (Adapted from Coren, 2012; Lee, Cerreto & Lee, 2010)

An adjusted TPB model was adopted because this study was not typical of TPB studies that are usually based on the influence of a planned intervention on behavioural outcomes such as number of visits to a gym training session or cessation of smoking (Ajzen, 2006; Currie, 2010; Lee, Hubbard, O'Riodant & Kim, 2008; Hunt & Gross, 2009) as it was not possible to monitor behaviour in this study. In addition, the core of TPB is to predict behavioural intention (Ajzen, 2011) as it is in this study. The behavioural intention variable is also known to be a powerful one which has been illustrated to predict behaviour and in a

sense it might be seen as a proxy for behaviour (Armitage & Conner, 2001; Ajzen, 1991, 2011).

The data that was collected from the surveys was first of all coded and entered into Excel and later transferred to SPSS for analysis. The Social Science Statistical Package (SPSS21.0) and Analysis of Moment Structures (AMOS21.0) were used for analysis of survey data. Descriptive statistics was generated for all the scales and the variables in the adjusted TPB model using the scales referred to earlier in this chapter. Structural Equation Modeling (SEM) was used for further analysis of the data related to TPB since it has been the method of choice for analyzing TPB data (Armitage & Conner, 2001; Sentosa & Mat, 2012; Korropp, Kellermanns, Grichmik & Stanley, 2014). The use of SEM made the concurrent testing of all the relationships in the proposed model possible and also helped in establishing the extent to which the data fit the model (Rhodes & Blanchard, 2006; Ullman, 2006; Weston & Gore, 2006).

The focus groups interview data was analyzed by following the steps recommended by Rabiee (2004). These were familiarisation with the data, identifying themes, indexing, charting, mapping and interpretation. Familiarization involved listening to tapes, transcription and repeated readings of the transcribed document and notes taken by the researcher during the interviews. This was followed by extraction of themes from the transcript. The next thing was “highlighting and sorting out quotes” as well as comparing them. This was followed by “lifting out quotes” and putting them according to themes. Mapping and interpretations involved noting the frequency with which certain views were expressed; specific responses provided about personal experiences, emotions and big ideas that emerged.

The data from classroom observations were analysed by reporting the behaviours observed, the frequency with which they occurred and how the lecturers reacted to some of them (Boice, 1996; Lambert, 2012; Marshall & Rossman, 2006).

With reference to the research questions, three in all, were answered through descriptive and analytical statistics and description of the data collected through survey, focus group interviews and classroom observations. Description is one of the three ways of answering research questions (Onwuegbuzie & Leech, 2006) and it was chosen because it tallied with the nature of the research questions in this study. What was done here was the triangulation of the findings. Triangulation which is comparing and contrasting results was used to give credibility to the findings and conclusion (Schwandt, 2001 cited in Geist, 2008) and of course it was one of the rationales for the use of mixed methods in this research (Johnson & Onwuegbuzie, 2004).

3.12. Summary

This chapter discussed the methods used in this thesis. Issues discussed were the design of the study, the sampling techniques, measures used, the procedure adopted for the collection of data and how data was collected and analysed.

The next chapter will be concerned with the results from the three methods used in collecting data for this research.



CHAPTER FOUR

RESULTS

4.0. Introduction

The previous chapter discussed the design of this thesis, the instruments used, the methods used in data collection, the samples of students and lecturers and the analytic techniques used in the analysis of data. This chapter will discuss the results of this study. This will be guided by the research questions referred to in Chapter 2:

1. How is civility, or lack of it, experienced in Nigeria's Colleges of Education?
2. What are the primary factors that influence students' intentions to engage in civil behaviours?
3. Are there good practices for promoting civility in the classrooms in Nigeria's Colleges of Education?

The discussion that follows will be in this order:

- 4.1. Validity and reliability of the measures used in this study
- 4.2. Results in relation to the Research Questions
- 4.3. Summary

4.1. Validity and reliability of measures

There were seven scales used in this study. Table 4.1 indicates the mean summated score for each scale and the reliability coefficient for each scale. The reliability analysis suggests that the scales can be considered reliable since the alpha coefficient (α) was from .70 and above in all cases and ranges from .70 to .94.



Table 4.1

Scales used in the Study, their Summated Scale Score Means, Standard Deviations and Reliability Coefficients

Scale	No. of Items	Sample size	Mean (SD)	Cronbach's Alpha(α)
Attitudes	15	1,159	44.26(15.49)	.94
Subjective Norm	15	1,159	51.61(13.54)	.92
Self- Efficacy	7	1,159	20.03 (7.66)	.74
Behavioural Intention	15	1,159	50.70(14.81)	.93
Experience of incivil Behaviours	15	1,159	42.32 (16.02)	.88
Class Practices	4	1,159	18.98 (10.45)	.70
Class Practices Effectiveness	4	1,159	18.64 (9.11)	.72

Based on the Theory of Planned Behavior (TPB), this study hypothesized a relationship among the following scales referred to in Table 4.1 – Behavioural Intention (BI) was the dependent variable while Attitudes, Subjective Norm and Self-Efficacy were the Independent Variables. The corrected item- total correlation for each item in each of the four scales is provided in Appendix A. The results related to the hypothesized relationship between these scales are provided in Section 4.2.2. Further evidence concerning the validity of these scales is provided below.

Attitudes to Civility

As shown in Appendix A, there were fifteen behaviours identified and students were asked: “This behaviour is okay in the class”. There was a four point response scale: Strongly Agree (1), Agree (2) Disagree (3), Strongly Disagree (4). Five behaviours (eating in class, threat of physical harm against lecturers, shouting down lecturers, chewing gum, and not paying attention) received the highest negative endorsement ($x = 3.04 - 3.12$). This was followed by six behaviours (students’ conversation, cell phone disruptions, students arriving late and leaving early, cheating in exams or tests and students’ bad manners directed at lecturers) with moderate negative endorsement ($x = 2.91 - 2.98$). The remaining four behaviours (students missing class, students demanding make-up exams, students taunting or belittling other students and students challenging lecturers’ knowledge or credibility) had the least negative endorsement ($x = 2.67 - 2.88$). As shown in Appendix A, the item-total correlations were moderate to high (.547-.755) except for Item 12 which was .390. The reliability coefficient (.94) showed that the internal consistency of the items in the scale was good and that there would have been very little benefit gained from deleting Item 12 (see Table 4.1).



Table 4.2
Student-Teachers' Attitudes to Civility (Classroom Behaviour):
Descriptive statistics

No	Items	M	SD
This behaviour is okay in the class (4-point scale: SA-1, A-2, D-3, SD-4)			
1	Chewing gum in class	3.06	1.04
2	Eating in class	3.12	.98
3	Not paying attention in class; for example, doing school work for other classes	3.04	1.00
4	Students' conversations distracting others in class	2.94	1.08
5	Cell phone disruptions during class	2.93	1.06
6	Students arriving late for class	2.91	1.02
7	Students leaving class early	2.95	1.00
8	Students missing class	2.88	1.06
9	Cheating in exams or tests	2.98	1.10
10	Students demanding make-up exams, extensions, grade changes, or special favours	2.74	1.03
11	Students taunting or belittling other students	2.86	.99
12	Students challenging lecturers' knowledge or credibility in class	2.67	1.03
13	Students' bad manners directed at lecturers in the classroom	2.94	1.03
14	Students shouting down lecturers	3.09	1.04
15	Students' threats of physical harm against lecturers	3.12	1.03

n=1159



Experience of Incivil behaviour

Appendix A shows that there were fifteen items related to students' experience of incivil behaviour. This scale was not part of the theory of planned behavior. The respondents were asked: "How often do you experience this behaviour in class?" They were requested to respond on a 4point scale: Often-1, Sometimes-2, Rarely-3, Never-4. Three behaviours (eating in class, students shouting down lecturers and students' threat of physical harm against lecturers) were the ones never seen in class ($x = 3.14 - 3.30$). Five behaviours (chewing gum, not paying attention, cheating in exams or tests, students taunting or belittling other students and students' bad manners directed at lecturers) were the ones rarely experienced ($x = 2.82 - 2.99$). Seven behaviours (students' conversation distracting others, cell phones disruptions, students arriving late, students missing class, students leaving early, students demanding make-up exams, students challenging lecturers' knowledge) were the ones often seen ($x = 2.52 - 2.75$). Appendix A shows that the item-total correlations ranged from weak to moderate (.418-.636). The reliability coefficient (.88) indicated that the internal consistency of the items in the scale was acceptable (see Table 4.1).



Table 4.3
*Descriptive Statistics for Student-Teachers' Reported Experiences
of Classroom Incivil Behaviours*

No.	Items	M	SD
How often do you experience this behaviour? (4- point scale: Often-1, Sometimes-2, Rarely-3, Never-4)			
1	Chewing gum in class	2.99	1.13
2	Eating in class	3.30	.96
3	Not paying attention in class; for example, doing school work for other classes	2.84	1.11
4	Students' conversations distracting others in class	2.56	1.13
5	Cell phone disruptions during class	2.66	1.16
6	Students arriving late for class	2.52	1.09
7	Students leaving class early	2.75	1.06
8	Students missing class	2.62	1.03
9	Cheating in exams or tests	2.83	1.16
10	Students demanding make-up exams, extensions, grade changes, or special favors	2.67	1.08
11	Students taunting or belittling other students	2.82	1.04
12	Students challenging lecturers' knowledge or credibility in class	2.57	1.01
13	Students' bad manners directed at lecturers in the classroom	2.83	1.03
14	Students shouting down lecturers	3.20	1.01
15	Students' threats of physical harm against lecturers	3.14	1.03

n = 1,159



Subjective Norm and Incivility

Appendix A indicates that there were fifteen items which focused on subjective norm and respondents were asked: “Do you think your lecturers will accept this behavior in the classroom?” The responses were on a 4point scale: Often-1, Sometimes-2, Rarely-3, Never-4. Two items (eating in class and chewing gum) were indicated as the ones the lecturers were least likely to tolerate ($x = 3.63 - 3.68$). This was followed by five items (students shouting down lecturers, not paying attention, students’ threat of physical harm against lecturers, cheating in exams or tests, and cell phone disruption), $x = 3.50 - 3.39$. Eight items were the most likely to be tolerated by lecturers (students’ conversation distracting others, students’ bad manners directed at lecturers, students leaving class early, students taunting or belittling other students, arriving late, missing class, students demanding make-up exams and students challenging lecturers’ knowledge), $x = 3.12 - 3.42$. Appendix A shows that the item-total correlations ranged from moderate to high (.548 - .748). The reliability coefficient (.92) showed that the internal consistency of the items in the scale was good.



Table 4.4

Student-Teachers' Subjective norm towards Classroom Civility: Descriptive Statistics

S/No.	Items	M	SD
Do you think your lecturers will accept this behaviour in the classroom? (4point scale: Often-1, Sometimes-2, Rarely-3, Never-4)			
1	Chewing gum in class	3.63	.81
2	Eating in class	3.68	.73
3	Not paying attention in class; for example, doing schoolwork for other classes	3.53	.86
4	Students' conversations distracting others in class	3.43	.94
5	Cell phone disruptions during class	3.50	.90
6	Students arriving late for class	3.35	.97
7	Students leaving class early	3.40	.92
8	Students missing class	3.35	.95
9	Cheating in exams or tests	3.50	.89
10	Students demanding make-up exams, extensions, grade changes, or special favours	3.14	1.04
11	Students taunting or belittling other students	3.37	.93
12	Students challenging lecturers' knowledge or credibility in class	3.12	1.03
13	Students' bad manners directed at lecturers in the classroom	3.43	.93
14	Students shouting down lecturers	3.59	.80
15	Students' threats of physical harm against lecturers	3.52	.84

n=1,159

Behavioural Intention and Incivility

Appendix A shows that there were fifteen items which dealt with behavioural intention and respondents were asked: "You will do this in the classroom". Responses were on a 4point scale: Often-1, Sometimes-2, Rarely-3, Never-4. Four items (eating in class, threaten lecturers with physical harm, chewing gum, and shouting down lecturers) were the ones students had the least intention to engage in ($x = 3.50 - 3.57$). This was followed by four items (bad manners directed at lecturers, not paying attention, cheating in exams or tests and conversation distracting others), $x = 3.40 - 3.48$. Seven items were the ones students had the highest intention to engaged in (cell phone disruption, missing class, students taunting or



belittling other students, arriving late for class and leaving early, students challenging lecturers' knowledge and students demanding make-up exams), $x = 3.15 - 3.37$. The positive endorsement of these items ($x = 3.15 - 3.57$) suggested that students would engage in these behaviours only rarely or never. Of all the questions asked, the endorsements provided here were the most emphatic indicating that at a personal level student rejected uncivil behaviour as an aspect of College life. Appendix A indicates that the items had a moderate to high item-total correlations (.520 - .722). The reliability coefficient (.93) indicated that the internal consistency of the items in the scale was good (see Table 4.8).



Table 4.5

*Student-Teachers' Behavioural Intention towards Classroom Civility:**Descriptive Statistics*

S/No	Items	M	SD
You will do this in the classroom			
(4point scale : Often-1, Sometimes-2, Rarely-3, Never-4)			
1	Chew gum in class	3.51	.90
2	Eat in class	3.57	.81
3	Not pay attention in class; for example, doing school work for other classes	3.47	.90
4	conversations distracting others in class	3.40	.96
5	Cell phone disruptions during class	3.37	.96
6	Arrive late for class	3.30	.98
7	Leave class early	3.30	.97
8	Miss class	3.36	.94
9	Cheat in exams or tests	3.44	.91
10	Demanding make-up exams, extensions, grade changes, or special favors	3.15	1.02
11	Taunt or belittle other students	3.31	.99
12	Challenge knowledge or credibility of lecturers in class	3.18	1.04
13	Display bad manners directed at lecturers in the classroom	3.48	.94
14	Shout down lecturers	3.50	.89
15	Threaten lecturers with physical harm	3.56	.93

n=1159



Self-Efficacy and Incivility

Appendix 1 indicates that there were seven items related to self-efficacy and respondents were asked: “How certain are you that you will behave appropriately?” Responses were on a 4point scale: Definitely no-1, Rarely-2, Sometimes-3, Definitely yes- 4. Two items (It is easy for me to stick to my aims and remain civil and I can remain civil when facing difficulties because I can rely on my coping abilities) received the highest positive endorsement ($x = 3.08$ and 3.12) and five items (If your lecturers are not showing good examples and if someone opposes me, I can find the means and ways to be civil; I am confident that I could be civil with unexpected events; When friends are pressuring me to do otherwise and when I find myself in an environment that demands otherwise) received the least endorsement ($x = 2.55 - 2.96$). Appendix A shows that the item-total correlation ranged from weak to moderate ($.392-.500$). The reliability coefficient ($.74$) indicated that the internal consistency of the items in the scale was acceptable.



Table 4.6

Student-Teachers Self-Efficacy towards Classroom Civility: Descriptive Statistics

S/No.	Items	M	SD
How certain are you that you will behave appropriately? (4point scale: Definitely not-1, Rarely-2, Sometimes-3, Definitely yes-4)			
1	If your lecturers are not showing good examples	2.60	1.20
2	When your friends are pressurizing you to do otherwise	2.55	1.14
3	When you find yourself in an environment that demands otherwise	2.82	1.12
Indicate not at all, hardly true, moderately true or exactly true for the items below			
4	If someone opposes me, I can find the means and ways to be civil	2.86	1.13
5	It is easy for me to stick to my aims and remain civil	3.08	1.01
6	I am confident that I could be civil with unexpected events	2.96	1.02
7	I can remain civil when facing difficulties because I can rely on my coping abilities	3.12	1.04

n=1159

Classroom Practices and Classroom Practices Effectiveness

Classroom Practices and Classroom Practices Effectiveness were not part of the theory of planned behaviour; therefore, they will be treated separately. The data collected from these items will be used to answer the third research question. Appendix A shows that there were seven items which focused on classroom practices. Respondents were asked: “Do your lecturers do this in response to the above classroom behaviours?” Responses were on a 4



point scale (Often-4, sometimes-3, Rarely-2, Never-1), Item 1 (ignore the problem or decide not to take action) was the one lecturers did mostly ($x = 3.64$). This was followed by three items (change course requirements, grading criteria, and/or deadlines, make tests or assignments easier or drop a requirement to pacify disruptive students and address the students involved or the entire class), $x = 2.66-2.89$. Three items (speak with the students involved outside of class time, make class more fun or entertaining and report a student's behaviour to the department, college officials, or police) were the ones lecturers hardly did. There were seven items dealing with classroom effectiveness and respondents were asked: "How effective are these in reducing classroom problems?" Responses were on a 4 point scale (Often-4, sometimes-3, Rarely-2, Never-1). Five items (address the students involved or the entire class, ignore the problem or decide not to take action, change course requirements, grading criteria, and/or deadlines, make class more fun or entertaining and speak with the students involved outside of class time) were the most effective ($x = 2.64- 2.88$). Two items (make tests or assignments easier or drop a requirement to pacify disruptive students and report a student's misbehaviour to the department, college official or police) were the least effective ($x = 2.52- 2.59$). The internal reliability of the two scales was unacceptable, -.055 and -.251. The following items: 1, 4 and 5 were removed from the Classroom Practices scale and the internal reliability increased to .70. Similarly, when the following items: 1, 4 and 5 were removed from the Classroom Effectiveness scale, the internal reliability improved to .72. Therefore the reduced scales were used in subsequent analyses except where individual items are referenced. Appendix A indicates that the inter-item correlation ranged from weak to moderate (.403 - .546), (.488-544) for the class practices and class effectiveness scales respectively while the internal reliability was .70 and .72 respectively.

4.2. Results in Relation to the Research Questions

4.2.1 Research Question 1: How is civility, or lack of it, experienced in Nigeria's Colleges of Education?

This question has been addressed both qualitatively and quantitatively and both sets of results are presented below in sections 4.2.1.1 and 4.2.1.2. The relationship between the two sets of results is discussed in a final section (4.2.1.3) in answer to the Research Question 1.

4.2.1.1 Perceptions of classroom environments: Qualitative responses

Students

As part of the focus group process, students were asked about the behaviours they experienced in class and to rate the attitudes of their classmates to these behaviours. The responses generated were varied. The following misbehaviours were mentioned: *coming late, use of cell phones, taking alcohol or drugs before coming to class, conversations, chewing gum, doing assignments for other courses, giving nicknames to lecturers, using cell phones to listen to music.*

I asked students what they thought the reasons for students' incivility and whether they felt gender, class size and lecturer experience were related to classroom civility. They identified the following reasons: *boring lectures, large class size, lack of interest in learning by some students, poor classroom management, poor teaching methods, 'I don't care' attitudes of lecturers to students and influence of drugs or alcohol*, as reasons for classroom incivility. On gender, the student participants stated *male students misbehave more than female students but female students gossiped more than male students*. On lecturer gender, students felt that *students' misbehaviour was directed more to female lecturers than male lecturers*. On lecturer experience students felt *it does not make any difference when it comes to students' civility*. On class size, the students maintained that *class size makes a lot of difference when it*

comes to civility because the sitting arrangement becomes tight or some students do not have seats at all.

When asked about the attitudes of students to civility, students answered that *most of us have positive attitudes to civility. To prove that some of us have positive attitudes to civility, we try to call our colleagues to order when they misbehave in class.*

Lecturers

When lecturers were asked about examples of student behaviours they responded: *students sit or relate with each other in a suggestive or compromising manner, students give lecturers nicknames, coming late to class, leaving class early, use of cell phones, coming to class under the influence of drugs or alcohol.*

Lecturers were also asked what they thought the reasons were for student incivility. They mentioned the following: *large class size, poor quality of students admitted into the institutions, students not knowing the reason for being in the college and influence of drugs or alcohol*, as reasons for students' incivility. On gender, the lecturers felt that *male students misbehave more than female students and students also misbehave more to female lecturers than they do to male lecturers*. On class size, lecturers indicated that *students misbehave more in large classes than they do in small classes*. On experience, they felt the *experience of lecturers does not make any difference when it comes to students' misbehaviour*.

When asked about student attitudes to civility, lecturers in three of the colleges stated that *the attitude of students to civility can be rated as average*. In the fourth college, the three respondents differed on their rating of their students' attitudes to civility. One stated: *Majority have a positive attitude to civility*. Another stated: *70% of the students have a positive attitude to civility*. The third one said, *only 20% have a positive attitude to civility*.



Observations

Across the colleges, I observed the following: students coming late to class and leaving early, students' conversations during lectures, use of cell phone during class, students coming to class without writing materials, chewing gum, shouting down lecturers, sleeping, nursing mothers bringing their babies who distracted fellow students and littering classes. Those who exhibited these behaviours were less in number than those who did not, the attitude of most of the students to civility was therefore observed to be positive.

I also observed that both male and female students displayed the same level of incivility and that the gender of lecturers did not seem to make any difference to students' incivility. Class size seemed to play a role in relation to incivility as the frequency of incivility increased in larger classes. Students' incivility also was relatively the same regardless of the experience of lecturers. I also noticed that most of the students did not exhibit incivility – it was only a minority that did.

The respondents were asked to state how frequently they witnessed the classroom incivility they mentioned. Both sets of respondents stated, *there is hardly any lecture (class) where two or three of the following are not experienced, chewing gum, not paying attention, students coming late, students leaving early, students missing class and cell phone disruption.*



Students and Lecturers

I asked both students and lecturers to talk about how incivility is checked in the classrooms.

Both groups agreed that *while some lecturers checked incivility in their classrooms, others ignored it but those who checked it had more conducive classrooms than those who did not. Incivility was checked by asking students to keep quite or sometimes students were suspended from class for misbehaviour or students were reminded at the beginning of the class to behave well.*

A number of lecturers added that *some of our colleagues who ignored incivility, castigated those who promoted it and described them as wicked even before students.*

My own observations of College classrooms indicated that most lecturers reminded the students about the need to be civil during their lectures and made general reminders when they noticed that some students were uncivil, but some lecturers ignored incivility. However, most of the incivility in the large classes occurred at the back of the classes and the lecturers were not always in position to notice some of them.

4.2.1.2. Perceptions of classroom environments: Quantitative responses

Student experiences of incivility

Students were asked how often they experienced a range of behaviours in their classrooms. The results are shown in Table 4.2. Three behaviours (eating in class, students shouting down lecturers and students' threat of physical harm against lecturers) were the ones rarely seen in class ($x = 3.14 - 3.30$). Five behaviours (chewing gum, not paying attention, cheating in exams or tests, students taunting or belittling other students and students' bad manners directed at lecturers) were the ones sometimes or rarely experienced ($x = 2.82 - 2.99$). Seven behaviours (students' conversation distracting others, cell phones disruptions,



students arriving late, students leaving early, students missing class, students demanding make-up exams, students challenging lecturers' knowledge) were the ones often seen ($x = 2.52 - 2.75$).

Table 4.7
Descriptive Statistics for Student-Teachers' Reported Experiences of Classroom Incivil Behaviours

No	Items	Often (%)	Some times (%)	Rarely (%)	Never (%)
How often do you experience this behaviour? (4- point scale: Often-1, Sometimes-2, Rarely-3, Never-4)					
1	Chewing gum in class	12.3	27.4	7.3	53.1
2	Eating in class	5.0	20.8	12.4	61.8
3	Not paying attention in class; for example, doing school work for other classes	12.9	31.3	14.1	41.6
4	Students' conversations distracting others in class	21.1	32.7	15.3	31.0
5	Cell phone disruptions during class	20.4	29.0	14.4	36.3
6	Students arriving late for class	18.4	40.4	12.9	28.3
7	Students leaving class early	11.8	37.8	15.2	35.2
8	Students missing class	12.3	43.6	14.8	29.4
9	Cheating in exams or tests	18.2	25.2	15.6	41.0
10	Students demanding make-up exams, extensions, grade changes, or special favors	16.6	32.6	19.7	31.2
11	Students taunting or belittling other students	11.1	31.6	22.3	35.0
12	Students challenging lecturers' knowledge or credibility in class	14.2	40.9	20.5	24.4
13	Students' bad manners directed at lecturers in the classroom	10.0	33.5	19.6	36.9
14	Students shouting down lecturers	6.9	22.9	15.2	55.0
15	Students' threats of physical harm against lecturers	8.3	24.0	15.1	52.6

n=1159

4.2.1.3. Testing for differences in students' experience of incivil behaviours across the colleges

One of my main interests in this research was to find out the differences in incivil behaviours across the Colleges. The different experiences of classroom incivil behaviours of student-teachers are therefore presented in Tables 4.3. All the colleges rated items 2, 14 and 15 highest (eating in class, shouting down lecturers and threatening lecturers with physical harm) although not in the same order except COEP and WA that listed them in the same order ($x=3.02-3.16$). This suggests that these behaviours were rarely or never experienced in class.



Table 4.8

*Student-Teachers' Reported Experiences of Classroom Incivil Behaviours:
Descriptive Statistics (per College)*

Items	COEA		COEHI		COEP		COEWA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
How often do you experience this behaviour? (4- point scale: Often-1, Sometimes-2, Rarely-3, Never-4)								
Chewing gum in class	2.98	1.12	3.35	.96	2.90	1.18	2.95	1.16
Eating in class	3.16	1.03	3.51	.87	3.12	1.06	3.46	.85
Not paying attention in class; for example, doing school work for other classes	2.80	1.18	2.87	1.12	2.80	1.09	2.89	1.07
Students' conversations distracting others in class	2.57	1.12	2.76	1.09	2.50	1.16	2.53	1.14
Cell phone disruptions during class	2.62	1.19	2.91	1.11	2.52	1.22	2.71	1.12
Students arriving late for class	2.54	1.12	2.66	1.16	2.40	1.12	2.54	1.04
Students leaving class early	2.68	1.12	2.83	1.07	2.70	1.01	2.82	1.06
Students missing class	2.65	1.12	2.63	1.10	2.52	.97	2.67	.98
Cheating in exams or tests	2.89	1.18	2.98	1.11	2.70	1.11	2.75	1.19
Students demanding make-up exams, extensions, grade changes, or special favors	2.74	1.11	2.76	1.13	2.50	1.07	2.70	1.06
Students taunting or belittling other students	2.82	1.08	2.72	1.14	2.68	1.01	2.94	.99
Student challenging lecturers' knowledge or	2.69	1.03	2.61	1.03	2.39	.926	2.60	1.03

credibility in class										
Students' bad manners directed at lecturers in the classroom	2.80	1.06	2.76	1.08	2.70	.99	2.97	1.02		
Students shouting down lecturers	3.16	1.05	3.13	1.04	3.05	1.03	3.35	.94		
Students' threats of physical harm against lecturers	3.12	1.06	3.00	1.08	3.02	1.03	3.30	.97		

n=1159

Because students were in four different Colleges, a multiple analysis of variance (MANOVA) using SPSS 20.1 was conducted. Two main effects were tested - college and gender. There was a statistically significant difference between the Colleges in the students' reports of their experience with civil behaviours ($F= 4.463$, $p< 0.05$) and also gender ($F= 5.489$, $p<0.05$). A Bonferonni T-test was conducted to take account of multiple comparisons and it indicated that there was a significant difference between two Colleges only COEP and COEWA ($t=.048$), $p<0.05$).

4.2.1.3. Summary of responses to Research Question 1

Qualitative and quantitative results have been presented to answer Research Question 1: How is civility, or lack of it, experienced in Nigeria's Colleges of Education? The different data sources reinforced each other. Based on the perceptions of students and lecturers as well as my own observations, it is clear that incivility is an issue in Nigeria's Colleges of Education. Yet it appears to be a problem created by a minority of students rather than the majority. In general, students do not see themselves engaging in uncivil behaviour but they are aware of it in others. The most common incivility experienced were students arriving late for class and conversations distracting others in class. The behaviours students had most negative attitude to and least experienced were: threatening lecturers with physical harm and



shouting down lecturers. The MANOVA analysis showed a significant difference between the Colleges but only between COEP and COEWA ($p < 0.05$).

Students were also aware that the ways lecturers responded to such behaviour were barely effective, as the responses were between “rarely” and “sometimes”. There was a view expressed by students that males rather than females engaged in incivil behaviours, that large class size was a factor that led to more of such behaviour and that neither gender nor experience of the lecturers influenced the extent of uncivil behaviour. These views were broadly supported by lecturers. The MANOVA analysis showed that there was a significant difference between gender ($p < 0.05$).

The implications of these results will be discussed in Chapter 5. The next section will report results related to Research Question 2.

4.2.2 Research Question 2: What are the primary factors that influence students’ intentions to engage in civil behaviours?

The hypothesized abridged TPB model is shown in Figure 4.1 below.

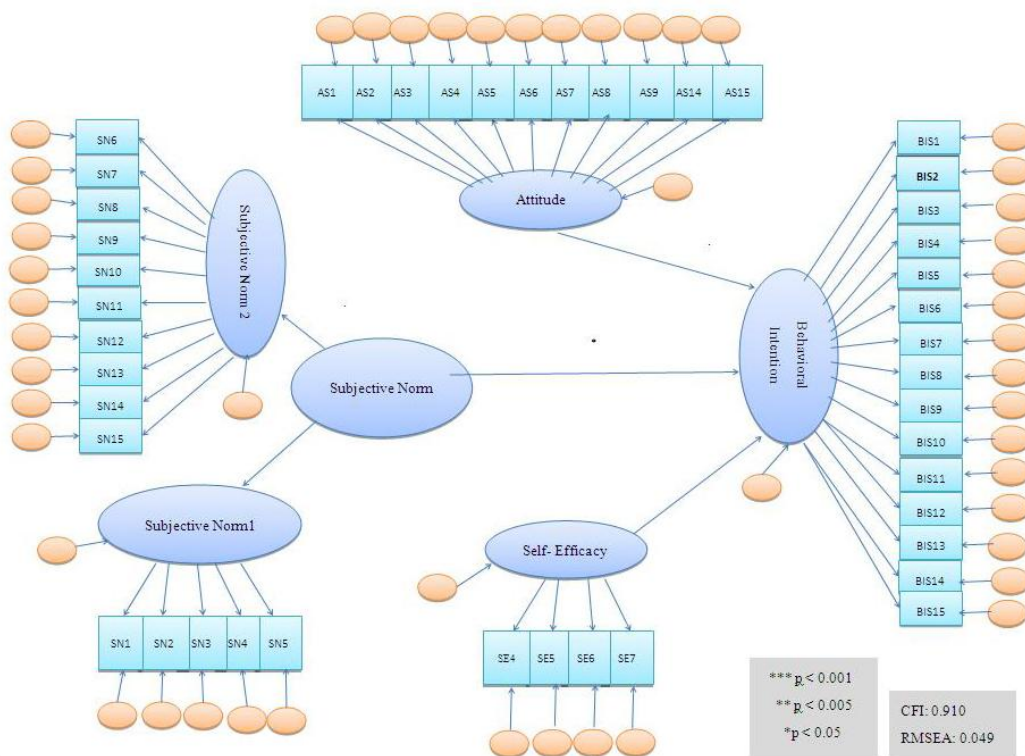


Figure 4.1: *The Measurement Model for the Theory of Planned Behaviour related to students' Incivility*

As pointed out in Chapter 3, Structural Equation Modeling (SEM) has become a common analytic technique used in the analysis of TPB data (Armitage & Conner, 2001; Sentosa & Mat, 2012; Korropp, Kellermanns, Grichmik & Stanley, 2014). SEM was used in analyzing the data in this study using the conceptual model shown in Figure 4.1. Yet in the current study, the model was not a good fit for the data according to recommended fit indices (Cederbaum, Adhikari, Guerrero & Hutchinson, 2013; Hu & Benler, 1999). The Root Mean Square Error of Approximation (RMSEA), a measure of absolute fit, was acceptable (0.050) but the measures of comparative fit (Comparative Fit Index (CFI) = .886 and a Tucker Lewis Index (TLI) = .879) did not meet the required standard that should be in excess of .90. In order to develop a model that showed a better fit to the data, modifications were made to the scales reported above and these modifications are reported below.

Step 1: Exploratory Factor Analysis

The first step in the modification process was to test the dimensionality of the TPB scales using Exploratory Factor Analysis (EFA). When the validity and reliability of these scales were reported in Chapter 3, it was assumed that the scales were unidimensional as was the case with the original TPB model. Yet a number of TPB studies have reported considerable variability in the dimensionality of the TPB constructs (Hagger & Chatzisarantis, 2005, Rhodes and Blanchard, 2006, Lee, Hubbard, O’Riordan and Kim, 2007, Yap, Othman & Wee (2013). The scales have been reported as second order factors, multidimensional factors and partially disaggregated correlated factors. The EFA results reported below do not address these issues directly but when the results are subjected to Confirmatory Factor Analysis (CFA) these dimensionality issues will be revisited.

Successive EFA’s (using Promax rotation with Kaiser Normalization) showed that the items that made up each of the TPB constructs, – Attitudes, Subjective Norm, and Self Efficacy had multidimensional structures rather than the unidimensional scales shown in Table 4.1. The factor loadings for these scales along with their alpha coefficients are shown in Tables 4.9– 4.11. Table 4.9 shows the multidimensional structure for students’ attitudes to uncivil behavior. This structure accounted for 60.25% of the variance in all the variables. The two factor structure also made sense theoretically. Factor 1 was largely passive behaviours while in Factor 2 the behaviours were more aggressive.



Table 4.9

The Two Factor Structure for Attitudes based on an Exploratory Factor Analysis (EFA)

Variable	Code	Attributes	Cronbach's Alpha	Factor loadings
Factor 1	AS10	Students demanding make-up exams, extensions, grade changes, or special favours	.644	.680
	AS11	Students taunting or belittling other students		.558
	AS12	Students challenging lecturers' knowledge or credibility in class		.944
Factor 2	AS1	Chewing gum in class	.933	.930
	AS2	Eating in class		.944
	AS5	Cell phone disruptions during class		.748
	AS3	Not paying attention in class; for example, doing school work for other classes		.869
	AS6	Students arriving late for class		.745
	AS9	Cheating in exams or tests		.705
	AS7	Students leaving class early		.692
	AS8	Students missing class		.690
	AS4	Students' conversations distracting others in class		.677
	AS14	Students shouting down lecturers		.640
	AS15	Students' threats of physical harm against lecturers		.616

*AS 13 which has a cross factor loading of about .400 was omitted.

Table 4.10 shows the multidimensional structure for students' subjective norm in relation to uncivil behaviours. The multidimensional structure accounted for 58.95% of the variance in all the variables. The two factor structure also showed some theoretical validity. Factor 1 can be seen as relatively common in class behaviours while Factor 2 contained items mostly out of class or more extreme behaviours

Table 4.10

A Two Factor Solution for Students' Subjective Norm using Exploratory Factor Analysis

Variable	Code	Attributes	Cronbach's Alpha	Factor loadings
Factor 1	SNS5	Cell phone disruptions during class		.789
	SNS4	Students' conversations distracting others in class		.828
	SNS3	Not pay attention in class; for example, doing school work for other classes	.856	.716
	SNS2	Eating in class		.636
	SNS1	Chewing gum in class		.631
Factor 2	SNS8	Students missing class		.766
	SNS7	Students leaving class early		.698
	SNS6	Students arriving late for class		.787
	SNS9	Cheating in exams or tests		.689
	SNS10	Demanding make-up exams, extensions, grade changes, or special favors		.581
	SNS11	Taunt or belittle other students	.895	.680
	SNS12	Challenge knowledge or credibility of lecturers in class		.526
	SNS13	Display bad manners directed at lecturers in the classroom		.728
	SNS14	Students shouting down lecturers		.653
	SNS15	Students' threats of physical harm against lecturers		.629

Table 4.11 shows the multi-dimensional structure of the items related to students'

Self-efficacy. The two factor structure made sense theoretically. Factor 1 is related to student confidence. Factor 2 related to external controls influencing students. The multidimensional structure accounted for 61.47% of the variance in all the variables in the model.

Table 4.11

Two Factor Solution for Self- efficacy using Exploratory Factor Analysis

Variable	Code	Attributes	Cronbach's Alpha	Factor loadings
Factor 1	SES1	If your lecturers are not showing good examples	.724	.757
	SES2	When your friends are pressurizing you to do otherwise		.857
	SES3	When you find yourself in an environment that demands otherwise		.795
Factor 2	SES4	If someone opposes me, I can find the means and ways to be civil	.765	.716
	SES5	It is easy for me to stick to my aims and remain civil		.827
	SES6	I am confident that I could be civil with unexpected events		.763
	SES7	I can remain civil when facing difficulties because I can rely on my coping abilities		.760

The EFAs conducted on the TPB scales showed that they were multidimensional. The issue of whether there might also be second order factors, as suggested in the literature referred to earlier, was subject to further testing using CFA. A number of models were tested with a view to determining the structure that best fit the data using appropriate fit statistics as referred to earlier (RMSEA, CFI and TLI).

*Step 2: Confirmatory Factor Analysis (CFA)**Model 1*

The first model that was tested using AMOS (21.0) followed Hagger & Chatzisarantis (2005)'s suggestion that TPB constructs were best represented as second order factors. The Root Mean Square Error of Approximation (RMSEA), a measure of absolute fit, was acceptable (0.050) but the measures of comparative fit (Comparative Fit Index(CFI) = .886



and a Tucker Lewis Index (TLI) = .879) did not meet the required standard that should be in excess of .90.

Model 2

The second model followed Yap, Othman & Wee (2013) who suggested that multidimensional constructs were better suited to the TPB. The Root Mean Square Error of Approximation (RMSEA), a measure of absolute fit, was acceptable (0.48) but the measures of comparative fit (Comparative Fit Index(CFI) = .897 and a Tucker Lewis Index (TLI) = .891) did not meet the required standard that should be in excess of .90.

Apart from poor fit statistics, a common problem identified in both Models 1 and 2 was with Self-Efficacy as a multidimensional construct. It was clear from Model 1 that the correlation between the lower order factors was very weak thus questioning whether it really was a robust second order factor. Given the low correlation between the two constructs it was decided to delete items 1, 2, 3 and test the model with a unidimensional structure consisting of items 4, 5, 6 and 7. The internal reliability of this reduced scale was .765. The fit statistics indicated a moderate fit of the partial multidimensional structure of the data, RMSEA=.049, CFI=.910 and TLI=.904.

As was the case with Self-Efficacy explained above, Attitudes as a multidimensional construct yielded a very weak correlation between the lower order factors. As a result, items 10, 11, 12, 13 were deleted and the model was tested with a unidimensional structure consisting of items, 1,2, 3, 4,5,6,7,8,9,14 and 15. The internal reliability of this reduced scale was .933. The fit statistics indicated a moderate fit of the partial multidimensional structure of the data, RMSEA=.049, CFI=.910 and TLI=.904.

Step 3: Structural Equation Modeling using a Partial Multidimensional Structure

Model

The results of the SEM are presented in Figure 4.2 and Table 4.12. Figure 4.2 contains the standardized path coefficients of the relationships among the variables and exhibits the variance for the only dependent variable (Behavioural intention). Table 4.5 illustrates the relationships between the variables and the level of significance. There are a number of relationships that require comment. Subjective Norm exerted the strongest significant effect on Behavioral Intention ($\beta = .70$, $p = < .0001$). The effect of Attitudes on Behavioral Intention was significant but small ($\beta = .06$, $p = .003$). The effect of Self-Efficacy on Behavioral Intention was also small but significant ($\beta = .08$, $p = .006$). The implications of these results will be discussed in Chapter 5.



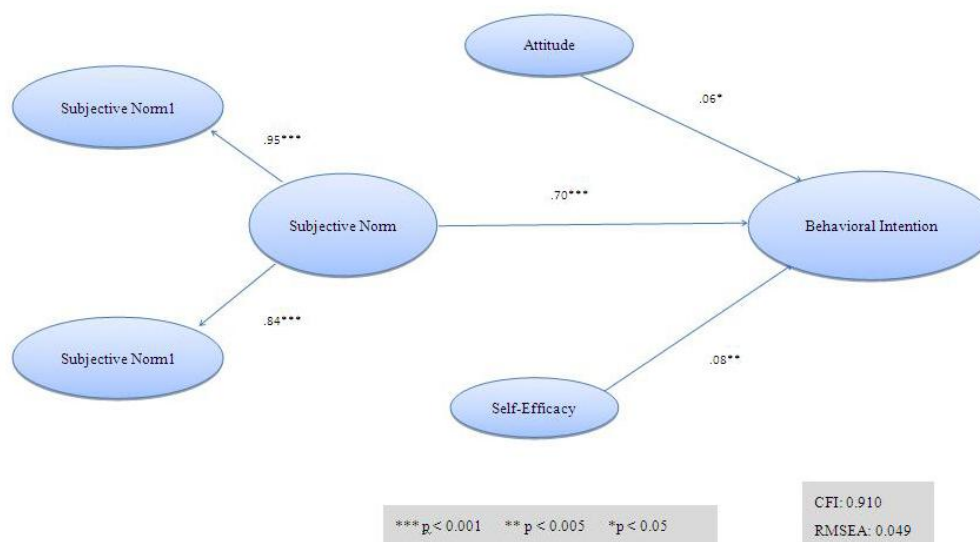


Figure 4.2: *The Structural Equation Model based on the Theory of Planned Behaviour Related to Students' Civility*

Table 4.12

Direct impact of model: standardized regression weights

Relationship Variables	between	Beta	STD ERROR	CRITI CAL RATI O	P-Value	Relationship
B.Intention <--- Attitude		.06	.03	2.9	.003	Significant
B. Intention <--- Sub Norm		.70	.06	14.2	< .001	Significant
B. Intention <---Self efficacy		.08	.08	2.8	.006	Significant

Summary of Section 4.2.2

The first order model shown in Figure 4.1 was a traditional representation of the TPB model. Yet the model fit statistics indicated that the data from this study was not a good fit for the model. An Exploratory Factor Analysis (EFA) suggested that the key TPB variables were multidimensional and this was in line with recent literature in the TPB field. A partial second model was developed and tested using structural equation modeling (SEM). The results showed that the partial second order model was a moderate fit to the data and that the variables in the model demonstrated relationships consistent with the theoretical expectations of the TPB model. Subjective Norm was shown to be the strongest predictor of Behavioral Intention with Attitudes and Self Efficacy showing only small although significant relationships with Behavioral Intention.

The next section will deal with Research Question 3

4.2.3. Research Question 3: Are there good practices for promoting civility in the classrooms in Nigeria's Colleges of Education?

This question was addressed quantitatively and the results are presented in section 4.2.3.1. Since one of the main interests in this study was to find out if there was any difference across the Colleges, the responses in this section will be presented according to the four sampled Colleges.

4.2.3.1. Perceptions of classroom environments (Responding to Classroom Incivility): Quantitative responses

Responding to Classroom Incivility

As part of my interest in this research was to find out differences across the Colleges, this section focused on differences in the Colleges. Students were asked how their lecturers



responded to incidents of classroom incivility. The responses are shown in Tables 4.13. All the actions were moderately positively endorsed with a mean range between 2.03 and 3.29. This suggests that students only experienced these reactions to classroom incivility by lecturers 'rarely' or 'sometimes'. Specifically, while in COE HI and WA, item 1 (Ignore the problem or decide not to take action) was rated highest ($x=3.08 - 3.29$), it was rated second highest in COEA. COE A and P gave similar items (4, 2 and 5: Change course requirements, grading criteria, and/or deadlines, address the students involved or entire class during class time and make tests or assignments easier or drop a requirement to pacify disruptive students) highest rating but not in the same order with the exception of item 1 cited earlier ($x=2.68 - 2.81$).



Table 4.13

Classroom Practices in Colleges of Education: Descriptive Statistics

Items	COEA		COEHI		COEP		COEWA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Do your lecturers do this in response to the above classroom behaviours? (4 point scale : Often-4, Sometimes-3, Rarely-2, Never-1)								
Ignore the problem or decide not to take action	2.71	1.10	3.08	1.05	2.58	.99	3.29	1.51
Address the students involved or entire class during class time	2.71	1.06	2.43	1.09	2.80	1.02	2.60	1.09
Speak with the students involved outside of class time	2.45	1.07	2.29	1.01	2.56	1.04	2.34	1.10
Change course requirements, grading criteria, and/or deadlines	2.81	1.07	2.83	1.06	2.80	1.01	2.03	1.03
Make tests or assignments easier or drop a requirement to pacify disruptive students	2.68	1.09	2.83	1.06	2.70	1.03	2.84	.99
Make class more fun or entertaining	2.55	1.01	2.22	1.04	2.57	.99	2.40	1.07
Report a student's behaviour to the department, college officials, or police	2.18	1.06	2.04	1.02	2.27	1.01	2.09	1.00
n=1159								

The items dealing with class practices effectiveness were concerned with the students' perception of the effectiveness of their lecturers' responses to incivility. The responses are shown in Tables 4.14. The responses fell within the range mean of 2.19 - 2.93. This indicates that from the students' perspective lecturers' responses were only 'sometimes' or 'rarely' effective. The highlights show that while COE A and HI rated items 2, 6, 3 and 7 (address the students involved or entire class during class time, make class more fun or entertaining, speak with the students involved outside of class time and report a student's behaviour to the department, college officials, or police) highest ($x=2.61-2.98$), COEP had similar rating with



them with the exception of item 1 (Ignore the problem or decide not to take action) and COEWA rated item 1 highest ($x=3.02$).

Table 4.14

Classroom Practices Effectiveness in Colleges of Education: Descriptive Statistics

Items	COEA		COEHI		COEP		COEWA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
How effective are these in reducing classroom problems? (4 point scale : Often-4, Sometimes-3, Rarely-2, Never-1)								
Ignore the problem or decide not to take action	2.60	1.27	2.61	1.33	2.71	1.25	3.02	1.12
Address the students involved or entire class during class time	2.96	1.14	2.93	1.23	2.98	1.19	2.75	1.21
Speak with the students involved outside of class time	2.79	1.17	2.70	1.27	2.76	1.18	2.42	1.19
Change course requirements, grading criteria, and/or deadlines	2.62	1.25	2.54	1.28	2.66	1.50	2.93	1.11
Make tests or assignments easier or drop a requirement to pacify disruptive students	2.50	1.19	2.32	1.24	2.51	1.23	2.81	1.15
Make class more fun or entertaining	2.83	1.19	2.78	1.28	2.86	1.19	2.55	1.22
Report a student's behaviour to the department, college officials, or police	2.74	1.17	2.69	1.30	2.66	1.21	2.19	1.15

N=1159

4.2.2.2. Testing for differences in students perceptions across the colleges

Four Colleges of Education participated in this study. The results presented in section 4.2.2.1 suggests that students' experiences of specific classroom practices in each College were moderately positive, with addressing the students involved or the entire class during class time, been most common and reporting a student's behaviour to the department, college



official been the least practiced (see Tables 4.10). Similarly the effectiveness of these practices were also seen to be moderately positive, with addressing the students involved or the entire class during class time, was the most effective and reporting a student's behaviour to the department, college official was the least effective in all the Colleges except COE HI which indicated speaking with the students involved outside of class time as the least effective.

To test for the statistical significance of any differences between the different Colleges SPSS 20.1 was used to conduct a multiple analysis of variance (MANOVA). Items 1, 4 and 5 were not included in the MANOVA analysis because the items gave poor internal reliability to the scale. Two main effects were tested - college and gender.

For differences among colleges there was a significant main effect ($F=7391.781$, $p<.0001$; *Wilks's Λ* =.071). There was also an overall main effect for the way students perceived the effectiveness of these behaviours, ($F=9.244$, $p<.0001$; *Wilks's Λ* =.953). Yet in each case, the effect size was small ($\eta^2=.018$ and .033 respectively) suggesting that the actual effect exerted by individual colleges was small. The “effect of gender” and the “interaction effect of institution and gender on” the dependent variables were not significant with p -value $>.05$ ($F=.997$, $p>.051$; *Wilks's Λ* =.995).

4.2.2.3. Summary of responses to Research Question 3

Quantitative results have been presented to answer Research Question 3: Are there good practices for promoting civility in the classrooms in Nigeria's Colleges of Education?

Based on the data, the students' perception of the way lecturers responded to incivility was barely positively effective, as the responses ranged between rarely and sometimes. There also



appeared to be no much difference in the perception of students across the Colleges on how their lecturers reacted to incivility and the effectiveness of the reactions.

The implications of these results will be discussed in Chapter 5.



CHAPTER FIVE

DISCUSSION

5.0. Introduction

The previous chapter presented the results of this study. These included qualitative accounts based on interviews and observations as well as an analysis of survey responses using descriptive statistics and structural equation modeling. This chapter will discuss the results of the study by focusing on the Research Questions and how they have been addressed. The results will also be linked to international literature where possible. Therefore, the format for this chapter will be:

1. Section 5.1 will examine the extent, nature and response to incivility in Nigeria's Colleges of Education (response to Research Question 1: How is civility, or lack of it, experienced in Nigeria's Colleges of Education and Research Question 3: Are there good practices for promoting civility in the classrooms in Nigeria's Colleges of Education?)
2. Section 5.2 will highlight the theoretical issues relating to the influences on civil behaviour (response to Research Question 2: What are the primary factors that influence students' intentions to engage in civil behaviours?)
3. Section 5.3 will use the results presented above to examine the policy implications arising from this study for Colleges of Education in Nigeria.
4. Section 5.4 will analyse the use of multiple research methods in this study and the contribution of these methods to understanding the concept of civility.
- 5.5. Section 5.5 will provide a summary of this chapter.

5.1. The extent, nature and response to incivility in Nigeria's Colleges of Education (response to Research Question 1: How is civility, or lack of it, experienced in Nigeria's Colleges of Education and Research Question 3: Are there good practices for promoting civility in the classrooms in Nigeria's Colleges of Education?)

Based on the observations, interviews and the survey, this study found that student-teachers had a positive attitude to classroom civility. The survey showed that the respondents had the most negative attitudes to threat of physical harm to lecturers, eating in



class, shouting down lecturers, chewing gum and not paying attention. This was followed by cheating in exams or tests, leaving class early, students' conversation distracting others, bad manners directed at lecturers, cell phone disruptions and students' arriving late. The respondents' attitudes were least negative to students' missing class, students taunting or belittling fellow students, students demanding make-up exams, and students challenging lecturers' knowledge or credibility. This finding is comparable to the Indiana University Survey on Academic Incivility (2000) in terms of the items listed. The Indiana University Survey on Academic Incivility (2000) found that students had negative attitudes to these behaviours in descending order: conversation distracting other students, threats of physical harm to lecturers, students taunting or belittling other students, cell phone disruptions, not paying attention, students leaving class early, cheating in exams or tests, demanding for make-up exams or tests, coming to class late, challenging lecturers' credibility or knowledge, eating in class, missing class and chewing gum. However both studies had high negative rating for incivility, the least negative rating for this study was $x=2.67$ (students challenging lecturers' credibility or knowledge) and the highest was $x=3.12$ (threat of physical harm to lecturers and eating in class), while for the Indiana University Survey on Academic Incivility (2000) the least was 49.4% (chewing gum) and the highest rating was 98.9% (students taunting or belittling other students). Thus it seems incivility as a practice is a cross cultural phenomenon and that the average student in different contexts have negative attitudes towards it. This is perhaps not an unsurprising finding and it shall be discussed further in Section 5.2 since students' attitudes to incivility are part of the Theory of Planned Behaviour that was used to examine influences on students' civil behaviour intention.

Despite students' negative attitudes to incivility; it was also clear from the different methods used in this study that incivility was a feature of academic life in Nigeria's Colleges of Education. Again, this is consistent with similar research conducted in other contexts (Alkandari, 2011; Berger, 2000; Black, Wygonik & Frey, 2011; Bjorklund & Rehling, 2010, 2011; Boice, 1996; Clark & Carnosso, 2008; Clark & Springer, 2007; Elder, Schroeder & Robertson, 2013; Hirschy & Braxton, 2004; Indiana University Survey, 2000; Seaton & Swinney, 2010).



The survey revealed the frequency with which incivility was experienced in the following descending order: students arriving late, students' conversation distracting others, students challenging lecturers' knowledge, students missing class, cell phone disruption, students demanding make-up exams, students leaving class early, students taunting or belittling fellow students, students cheating in exams or tests, students' bad manners directed at lecturers, not paying attention, chewing gum, students' threat of physical harm against lecturers, students shouting down lecturers and eating in class. Although the Indiana University Survey on Academic Incivility (2000) found similar classroom incivility but the frequency with which the behaviour was experienced differed. The Indiana University Survey on Academic Incivility (2000) found the frequency of classroom incivility in the following descending order : students coming late to class, missing class, coming to class unprepared, chewing gum, students' conversation distracting others, eating in class, leaving class early, not paying attention in class, students demanding make-up exams or tests, students challenging lecturers' credibility or knowledge, cheating during exams or tests, students taunting or belittling other students, cell phone disruptions and threat of physical harm. To me, there was one striking similarity and two striking differences. The striking similarity was the issue of students coming late to class, rated first in both studies. I have been under the illusion that United States of America where the study on the Indiana University Survey on Academic Incivility (2000) was undertaken being a Western society had more respect for time than Nigeria, an African society, where this study was undertaken. However, this study suggests that students probably have similar habits in both societies. The first difference was in the rating of eating in class which was the least commonly experienced behaviour in this study but somewhere in the middle in the study at Indiana University. Again with a lot of talk about table manners in the school setting in Nigeria, I thought that eating in class would be experienced less at Indiana University than in this study because Nigerians assume that with Western education also comes an emphasis on polite table manners. The other difference was in the rating of threat of physical harm to lecturers which was rated least in the study at the Indiana University and third to the last in this study. Again I had the impression that the United States of America being a more behaviourally liberal society than Nigeria, threat of physical harm would be reported more in the former than the latter.

Classroom observation revealed that students came to class without writing materials and some of them who were nursing mothers brought their children to class and the babies



distracted other students. While the former can be regarded as part of students' being unprepared for class as was found in the Indiana University Survey on Academic Incivility (2000), the latter was also reported by Clark and Springer (2007).

Overall, the effect of gender on incivility was undetermined. Focus group interviews indicated that male students were more likely to be involved in classroom incivility than female students while classroom observation showed that both sexes were equally involved in classroom incivility. These contradictory findings were consistent with those of earlier studies. Nordstorm, Bartels and Bucy (2011) found that male students were more involved in classroom incivility than female students while Ausbrooks, Jones and Tijerian (2011), Ferriss (2002) and the Indiana University Survey on Academic Incivility (2000) found that both male and females were equally involved in classroom incivility.

The survey and focus group interviews suggested that female lecturers were more likely to be targets of classroom incivility than male lecturers but classroom observation showed that both male and female lecturers were equal targets of classroom incivility. Alkandari (2011), Barrett, Rubaii-Barrett and Pelowski, (2010); and Indiana University Survey on Academic Incivility (2000) found that students displayed more incivility to female lecturers than male lecturers. But Ausbrooks, Jones and Tijerina (2011) reported that gender did not matter in students' incivility to their lecturers. These conflicting results both within and across cultures suggest that immediate contexts probably determine the targets of incivility rather than gender per se. Nevertheless, this is an important area for future research.

The survey results indicated that older lecturers were more likely to be targets of incivility than younger lecturers but the results from focus group interviews and classroom observation showed that lecturers' years of experience did not affect the incivility of student-teachers. While Boice (1996), Swinney, Elder and Seaton (2010) found that incivility occurred in classrooms regardless of the lecturer's teaching experience but there is hardly any known finding that indicated that older lecturers were more target of incivility than younger lecturers. Again, this is an area for future research.

Classroom observation and focus groups interviews showed that incivility was more likely to occur in large classes than small classes. Based on Boice's (1996) definition, large classes were those with enrolment of 100 and above. This is consistent with the finding of Alberts, Hazen and Theobald (2010); Berger (2000); Boice (1996); Indiana University Survey on Academic Incivility (2000); and Swinney, Elder and Seaton (2010) that large classes recorded more incivility than small classes. Class size is an issue for university administrations rather than individuals and it is often an issue related to costs and efficiencies. These are not unimportant issues but the point highlighted by these results is that large classes and incivility appear to go together. This issue will be returned to in Section 5.3 when the implications of the study for policy are discussed.

Although this study did not set out to find out the causes of classroom incivility, it was made clear from focus group interviews that there were a number of key issues that seemed to either precede or be a cause of incivility: students coming to class under the influence of alcohol, boring lectures, poor classroom management by lecturers, poor teaching methods, carefree attitudes of lecturers towards the students, use of cell phones and larger class size. These are all consistent with findings by Berger (2000), Clark and Springer (2007); Knepp (2012); O'Malley and Jonhson (2002). An interesting feature of this finding is that it suggests the causes of incivility are not just multiple but located at different levels of responsibility and that this is a cross cultural phenomenon. For example, some causes stem directly from the students themselves, others can be attributed to lecturers and yet others are features of the way the Colleges are organized. This multilevel perspective on the causes of incivility poses particular challenges for policymakers and will be discussed further in Section 5.3.

The survey showed that students perceived that their lecturers used the following in descending order in checking classroom incivility: ignoring the problem or deciding not to take action, changing course requirements, grading criteria, and/or deadlines, addressing either the students involved or the entire class, making class more fun or entertaining, making tests or assignments easier or dropping a requirement to pacify disruptive students, speaking with the students involved outside of class time and reporting a student's misbehaviour to the department, college officials or police. These classroom practices for addressing incivility were rarely used across the four Colleges with very little difference between them. At the same time, these methods were found not to be very effective in checking classroom incivility.



Again, students across Colleges agreed that the methods were relatively ineffective and there were no gender differences on the perception of either the methods or their effectiveness. This is similar to the finding of the Indiana University Survey on Academic Incivility (2000). From the focus group interviews and classroom observation, incivility was checked through friendly reminders and suspending students from class. This is consistent with the finding of Alberts, Hazen and Theobald (2010) and Ndazhaga (2014). It was also found that while some lecturers tried to check incivility, some others ignored it and antagonized their colleagues who did. This partly agrees with the finding of Alkandari (2011) and the Indiana University Survey on Academic Incivility (2000) that some lecturers ignored classroom incivility but there appears to be no previous report of lecturers antagonizing colleagues who did not ignore it. It is important to note too that at times lecturers could not notice certain uncivil behaviours because of the large sizes of the classes. This is part of the anonymity associated with large classes that become fertile grounds for incivility (Alberts, Hazen, & Theobald, 2010; Berger, 2000; Boice, 1996; Indiana University Survey on Academic Incivility 2000; Swinney, Elder, Seaton, 2010). While it is clear from these results that students were aware of attempts to deal with incivility and that most lecturers (classroom observation and focus group interviews) do try to address the problem, it is equally clear that much more needs to be done to address the issue. This will be discussed further in Section 5.3.

5.2. Theoretical issues relating the influences on civil behaviour (Response to Research Question 2: What are the primary factors that influence students' intentions to engage in civil behaviours?)

The results of the structural equation model based on the Theory of Planned Behaviour showed that all the main components (Attitude, Subjective Norm, and Self-Efficacy) had significant effects on behavioural intention towards classroom civility. Subjective Norm had the strongest significant effect on Behavioural Intention ($\beta = .70, p = < .001$). The effect of Attitudes on Behavioural Intention was significant but small ($\beta = .06, p = .003$). The effect of Self-Efficacy on Behavioural Intention was also small and significant ($\beta = .08, p = .006$). The prediction of behavioural intention by attitudes, self-efficacy (PBC) and subjective norm is consistent with related studies (Armitage & Conner, 2001; Beville, 2010; Chun-Hua & Chu-Fei, 2011; Coren, 2012; Gavaza, 2010; Kim & Karpova, 2010; Knabe, 2012;



Lee, Cerreto & Lee, 2010). Beville (2010) who tested TPB on leisure time physical activity of college students and Coren (2012) who tested TPB on students' cheating all found that attitudes, subjective norm and perceived behaviour control (self-efficacy) predicted intention. Similarly, Armitage and Conner (2001) who undertook a meta-analysis of 185 TPB studies reported that 154 of the studies found that 39 percent of the variance in intention was due to attitude, Subjective Norm and Perceived behavioural control.

While the TPB model was shown to be a useful way of modeling the data in this study and in general was shown to be supported, there are some aspects of the results that require further examination. This is largely related to the way the different variables in the model related to the outcomes and the implications that follow for better understanding ways in which civility might be supported as a desirable behaviour in Nigeria's Colleges of Education.

The strong significant effect of Subjective Norm on behavioural intention is inconsistent with the claim by most researchers that Subjective Norm hardly predicts intention and that it is the weakest of all the main components related to intention (Armitage & Conner, 2001). However, the finding is consistent with Knabe (2012) and Kim and Karpova (2009). Knabe (2012) found in a study of teaching a public relations course on line that Subjective Norm had the highest standardized beta among the three main components of the TPB, just as Kim and Karpova (2009) found Subjective Norm as the most important predictor of purchase intent of fashion counterfeit goods. This seemingly unusual finding may be explained on two grounds. It has been asserted that results of TPB may be different when applied to behaviours other than physical exercises (Rhodes & Blanchard, 2006). Subjective Norm is expected to have more effect on intention in studies dealing with school-age children because they are more vulnerable to the opinions of others and social influences (Blue, 1995). This may also be true for teacher education students as shown in this study, as they may be open to the opinion of others and social influences especially their lecturers. Such a finding also affirms the prime importance given to the teacher in the education endeavour (FRN, 2004; McKinsey & Company, 2007). The result also suggests that social pressure rather than individual values is more effective in supporting civil behaviour. Since the latter itself is a social action (rather than a physical behaviour as is more often the case in TPB research) then it perhaps makes sense that it will be subject to influence by social constraints. The result also has implications for policy and this will be further discussed in Section 5.3.



This study also found that the direct effect of Self-Efficacy on behavioural intention was small, positive and significant ($\beta = .08, p = .006$). This direction of this finding is consistent with the findings of several other studies (Armitage & Conner, 2001; Knabe, 2012; Kraft, Rise, Sutton & Roysamb, 2005) in which PBC (Self-Efficacy) was a strong predictor of behaviour. However, this finding is inconsistent with the findings of a number of other studies (Gavaza, 2010; Higgins & Marcum, 2005; Sentosa, 2012). For instance, Higgins and Marcum (2005) found a negative correlation between perceived behavior control (PBC) (self-efficacy) and alcohol use (behaviour).

The relationship between Attitude and Behavioural Intention although significant was very small. This is not usual as Armitage and Conner (2001) who did a meta-analysis of 115 studies on Attitude/Intention relationship reported .49 average multiple correlation and variance of 24% only ($R^2 = .24$). Yet in the current study students' positive attitudes to civility were not enough for them to have an intention to act civilly. This may be related to the explanation provided above for the importance of subjective norm. It is not so much the personal values of students that facilitate civility as the social context in which civility is promoted. In this case, it seems one of the most important aspects of the social context in Nigeria's Colleges of Education, at least as far as students are concerned, is the support of lecturing staff for civil behaviour. It may be the case that where students have positive attitudes to civility and civil behaviour is supported and promoted by lecturers then intention to engage in civil behaviours will be enhanced. This finding requires further research to clarify what otherwise might be seen as a conflicting findings (Ajzen & Fishbein, 2005), and to test whether this finding will hold cross-culturally. This is especially necessary in view of the inconclusive research regarding the theory that subjective norm would be more significant than attitudes in predicting behavioural intention in collective (interdependent) cultures than in individualistic (independent) cultures (Lee & Green, 1990). While the studies by Bock, Lee and Lee (2010) and Lee, Hubbard, O'Riordan and Kim (2006) appear to support this theory, the study by Hoofstede, Born, Taris and Flier (2006) did not find any difference between the two cultures.

5.3. Policy implications for Colleges of Education in Nigeria based on the results of this study

The results of this study provide evidence on the basis of which improvements can be made in Nigeria's Colleges of Education. Based on these results, the following main issues which have policy implications can be discerned:

Incivility as an issue

It was found that incivility was a multilevel issue, that is, its causes and continued practice were located within different groups: students, their lecturers and College administrations. Therefore multilevel actions are required to eliminate it. Responses therefore must be made at different levels taking into account the results of this study. This may be achieved in the following ways:

Colleges of Education Administrators

Colleges of Education Administrators may do the following:

1. Develop a policy on civility as an expectation for all students, including action for offenders. This will be in line with their mandate to ensure the effective management of staff and students in their respective institutions including disciplinary issues (Section 10 (5) Federal Colleges of Education Act, 1986). In developing such a policy, all parties need to be involved, but especially college lecturers and students. While the policy should clearly signal the expectations of the colleges, there also needs to be an awareness raising process so that the different levels of responsibility are well recognized. This action is also important because of the role of subjective norm identified in this study – students are more likely to respond positively when significant others make expected behaviour very clear.
2. Provide professional development for staff to ensure they are well equipped to handle issues of incivility. It is stated in Nigeria's National Policy on Education (2004) that teachers will from time to time be exposed to innovations in their profession and in-service training will be developed to ensure continuous education for teachers and take care of all inadequacies (section 8, 74&75). In addition, one of the mandates of the Colleges is to



organize conferences, seminars and workshops (section 5(c), Federal Colleges of Education Act, 1999). Again, the research rationale for supporting such programmes is the importance of subjective norm in supporting students' positive behaviour. In addition, both the survey and focus groups interviews showed that some lecturers ignored incivil behaviours of students. Focus groups interviews also showed that some lecturers were indifferent to the plight of students. These two could cause incivility in students (Boice, 1996; Boysen, 2012; Clark & Springer, 2007; Feldman, 2001, Knepp, 2012).

3. Review policies on class size. The policy of carrying capacity of Colleges in admission of students should be strictly enforced. In addition the lecturer/student ratio of 1:25 (NCCE, 2012) should be adhered to. Furthermore, more lecturers should be engaged in the Colleges of Education so as to cope with the teeming population of students generally and by extension class size. This action is a response to the phenomena noted in this study that enlarge class sizes of the Colleges were havens for incivility.

4. Develop programmes to enhance students' self-efficacy (a lesson from the results showed that students needed more self-efficacy in order to reduce the level of incivility among them). Students need to develop self-efficacy not only to avoid incivil behaviours but also for their independence and overall development. As stated earlier, teachers are supposed to from time to time be exposed to innovations in their profession (NPE, 2004, section 8, 74). Margolis and McCabe (2006), for example, have suggested ways in which self-efficacy can be developed. Fencil and Scheel (2005) have shown how different teaching strategies can also engage students more in their learning while at the same time helping to develop their self-efficacy. This is important because the current study identified boredom in lectures as one possible issues related to incivility. This aligns with earlier studies that associated boredom with incivility (Berger, 2000; Boice, 1996). Thus, engaging students may "kill two birds with ones stone."

5. Ensure that persons found to have taken alcohol, either lecturers or students, are not allowed entry into lectures in the first instance and they should be recommended for further disciplinary action. This is because coming to class under the influence of alcohol was found to be one of the factors responsible for incivility, so ways of checking persons who are under the influence of alcohol should be devised.



6. Devise and try alternative strategies for addressing incivility in the Colleges such as Civility Workshops for students as in Texas University, Civility Campaign for students as in Tennessee University and institutions should have policies on civility as in Raleigh University (Zagier,2012), all in the United States of America. This is in relation to the finding that the strategies for addressing incivility across the Colleges were rarely used and barely effective. All these will therefore promote and increase civility in the Colleges.

7. Introduce awards for most civil graduating student during convocation ceremonies. This is similar to the “Clark Civility Award” at the School of Nursing of the Boise State University (Clark, 2013). This is to identify, reward and encourage civility among students, as incivility was identified as an issue in this study.

8. To study exemplary programmes such as the Johns Hopkins University Civility Project, Raleigh University Policy on Civility, and Tennessee University Civility Campaign, all in the United States of America (Zagier,2012), which appears to be leading other nations in the study of civility. This is pertinent when adopting or adapting some of the above suggestions especially the ones related to workshops and seminars. This is because of the need to promote and increase civility in the Colleges

9. Embark on civility campaigns in all the Colleges. This may be through bill boards and posters. This is similar to the Civility Campaigns for students at the Tennessee University, USA (Zagier, 2012). This is to encourage and boost civility as incivility was found to be an issue in all the Colleges.

Staff

1. Need to be aware that students see them as the “guardians” of civil behaviour. This is because in this study, Subjective Norm (the lecturers) had the greatest effect on the behavioural intention of students to be civil. This is in accordance with one of their professional obligations, which requires teachers to be role models to students (section, 41, Teachers’ Registration Council of Nigeria (TRCN), 2005). Additionally it seems that because civil behaviour is a social action then it needs to be supported by a social context that makes acceptable behaviour very clear. Lecturers need to realize that theirs is a very significant responsibility and that students look to them for support and guidance. Indeed



this study has shown that the social endorsement of civil behaviour provides a strong incentive for such behaviour that students' personally value.

2. Make skill development as a key priority of their professional development. This a part of a broader issue of classroom management in a higher education context, an area that does not have a great deal of coverage in the literature. Yet lecturers clearly need to develop skills related to addressing the issue of incivility. This also is one of the professional responsibilities of teachers, which is to ensure that students behave in civil and disciplined manner at all times (section 44, Teachers' Registration Council of Nigeria (TRCN), 2005). Some lecturers often appeared indifferent to the plight of their students as suggested by the focus group interviews. Therefore, it should be impressed on lecturers that it is part of their professional responsibility to be concerned about the students they teach. One of the professional requirements of teachers is for them is to be empathetic (section 35, TRCN, 2005).

3. Avail themselves with opportunities for workshops in civility and explore several relevant online materials or workshops such as those organized by Purdue University in the USA titled " Helping new Faculty members get off to a good start" (Purdue University, 2012). This is to enable them cope and or address incivility in their classrooms appropriately.

4. Design and float projects aimed at promoting civility in their institutions in particular and society at large. Such programmes may be modeled after "Hopkins Civility Project" (Founded by Professor P.M. Forni), "Civility Matters" (founded by Professor C.M Clark) and "Civility Promise" (supported by Robert's Fund).

Students

1. Need to be aware of acceptable behaviour as future teachers, in spite of the fact that very few of them were involved in incivility as shown by classroom observation and focus group interviews. Pre-service teachers who were the focus of this study need to be aware that as future leaders there are certain expectations from them. In addition, as future professionals



also, they will have some professional obligations to meet such as being role models to their students ((section, 41, TRCN, 2005).

2. Should be aware that in spite of the fact that some of their lecturers appeared indifferent to their plights or ignored incivility, both lecturers and students were concerned about incivility in the classrooms. Therefore students need to be informed that they have to be civil as students in order to be civil as teachers in the future. They also need to have civil classrooms in future in order to be able to carry out their professional obligations smoothly.

3. Need to take responsibility for their actions and accept the consequences of acting uncivilly. This is to meet the immediate expectation of their lecturers and as future professionals who are to be civil and disciplined (section 44, TRCN, 2005). This is in the light of reports of students who have been punished for failing to meet the expectations of their lecturers. For instance, the Clorado College and Bucknell University, all in the United States of America tried and found student guilty for incivility (Bomilla, 2012). Similarly, 67 Kashmir students were expelled in an Indian University in the State of Uttar Pradash for incivility (Makhdoomi, 2014).

4. Need to work on their self-efficacy as they need it to avoid incivil behaviours, self-assertion, independence and overall future development. Programmes such as “Self-efficacy training programme” (Haselden, 2012) and “Teachers’ Efficacy beliefs” (Bikos,Tsigilis & Grammatikopoulos, 2011) may become handy here.

5.4. The use of multiple research methods in this study

The mixed method research design which was used in this study enabled, “complementarity”, “development”, “initiation” and “triangulation” in relation to the data. Results from pilot study, classroom observation and focus group interviews helped in refining the survey. In addition, both quantitative and qualitative methods were compared, contrasted and integrated. This is in line with most of the purposes of mixed methods research identified by Greene, Caracelli and Graham (1989) as cited by Onwuegbuzie and Leech (2006); Onwuegbuzie, Slate, Leech and Collins (2007). Specifically, the three methods (survey, focus



group interviews and class observation) corroborated one another in results related to attitudes and class size vis-à-vis their influence of civility.

Yet the results on issues related to lecturer/student gender and lecturer experience from the methods were sometimes conflicting. These conflicting results opened areas for future research. Class observation and focus group interviews brought to the fore other examples of classroom incivility such as nursing mothers bringing babies to class and students giving nicknames to their lecturers which other methods did not. Similarly, focus group interviews brought out causes of incivility which was not originally part of the study. As a result, the following issues were revealed: coming to class under the influence of alcohol, boring lectures, poor class management and carefree attitudes of lecturers towards students. Finally, the survey provided data for testing the model of the theory of planned behaviour which further enriched this study. The modeling results revealed important aspects of College environments that could enhance civility and therefore had important implications for policy.

An important point to make is that this study would not have been possible if it had relied only on one of the methods. Multiple methods provided for multiple perspectives that enabled a better understanding of the research questions.

5.5. Summary

This chapter discussed the findings of this study. This was done by locating the consistencies/inconsistencies of the findings with related results in earlier studies. These are summarized as follows:

Practice

Incivility was found in the classrooms across the four sampled Colleges of Education but the students who engaged in it were in the minority. This is in agreement with earlier studies which found incivility as an issue in tertiary institutions (Alkandari, 2011; Berger, 2000; Black, Wygonik & Frey, 2011; Bjorklund & Rehling, 2010, 2011; Boice, 1996; Clark & Carnosso, 2008; Clark & Springer, 2007; Elder, Schroeder & Robertson, 2013; Hirschy & Braxton, 2004; Indiana University Survey on Academic Incivility 2000; Seaton & Swinney, 2010).



The target of incivility in relation to gender or even lecturer experience may differ based on context. There were conflicting findings regarding which gender was more involved in incivility or were targets of incivility or whether lecturer experience mattered in civility or not. While this conflicting results were in line with earlier findings such as Nordstorm, Bartels and Bucy (2011) who found that male students were more involved in classroom incivility than female students and Ausbrooks, Jones and Tijerian (2011), Ferriss (2002), Indiana University Survey on Academic Incivility (2000) found that both male and females were equally involved in classroom incivility. As for lecturer experience, while Boice (1996), Swinney, Elder and Seaton (2010) found that incivility occurred in classroom regardless of the lecturer's teaching experience but there is hardly any known finding that indicated that older lecturers were more target of incivility than younger lecturers.

The strategies adopted by lecturers to check incivility was perceived by the students to be rarely used and barely effective. This is similar in a way to the findings of the Indiana University Survey on Academic Incivility (2000) where 56.4 percent of faculty ignored incivility but all the strategies except ignoring (47.1 percent) were found to be effective in addressing incivility. Apart from the Indiana University on Academic Incivility (2000) and this study, there is hardly any other to compare this finding with. These seemingly conflicting findings may be attributable to the differences in cultural settings of the two studies. This therefore calls for further research in this area.

The attitudes of students towards civility were positive but this only slightly translated into intention to behave civilly. This may be difficult to explain as research on the importance of attitudes for human behaviour is inconclusive as there are conflicting findings (Ajzen & Fishbein, 2005). Or this may be as a result of the suggestion that attitudes as compared to subjective norms have less influence on behavioural intention in collective (interdependent) cultures than in individualistic (independent) cultures (Brock, Lee & Lee, 2010; Lee & Green, 1990; Lee, Hubbard, O'Riordan & Kim, 2006).

Theory

The predominant importance of Subjective norm found in this study, although not a common finding is in agreement with the finding by Kim and Karpova (2010) and Knabe (2012). This finding points to two things - that result from studies of social constructs like



civility may be different from health related studies (Rhodes & Blanchard, 2006) - that the prime importance of the teacher in the educational enterprise is not debatable (FRN, 2004; McKinsey & Company, 2007).

Methods

Mixed methods research appears suitable for a research like this one that adapted a survey from a different culture and a more developed society. This is because it created opportunity to look at the issue under study from different perspectives and provided results which corroborated, and even contrasted one another. This is line with most of the purposes of mixed method research design identified by Greene, Caracelli and Graham (1989) which are for “complementarity”, “development”, “initiation” and “triangulation” (cited by Onwuegbuzie & Leech, 2006; Onwuegbuzie, Slate, Leech & Collins, 2007).

Policy

Class size was an issue vis-à-vis civility as there was incivility in all the classes observed and surveyed, most likely because they were all large (classes from 100 and above, Boice, 1996). From the classroom observation and focus group interviews, it was reported that there was incivility in large classes. This agrees with the finding of Alberts, Hazen and Theobald (2010); Berger (2000); Boice (1996); Indiana University Survey on Academic Incivility (2000); and Swinney, Elder and Seaton (2010) that large classes recorded more incivility than small classes. This suggests that the policy in Nigeria’s Colleges of Education on lecturer/students ratio of 1:25 was not strictly enforced.

Nursing mothers bringing babies to class was observed. This was a distraction and an unusual example of incivility. Apart from Clark and Springer (2007) who reported this, this is hardly found in earlier studies, which suggests a cultural dimension of not being able to draw a line between official issues and sentiments. This assertion is based on the fact that there is an existing policy against carrying babies to class.

The final chapter will be the Conclusion. This will provide an overview of the entire study. It will also point out the contribution of this study to the field, the limitations of this study and state possible areas for future research.



CHAPTER SIX

CONCLUSION

6.0. Introduction

The previous chapter discussed the findings of this study. This was done by identifying key outcomes, relating the findings to the results of earlier studies and assessing the implications of these results for addressing issues of incivility in Nigeria's Colleges of Education. This chapter will draw the thesis to a close by:

6.1. Providing an overview of the study

6.2. Reviewing the purposes of the study

6.3. Summarizing the main findings

6.4. Assessing the implications of the study

6.5. Noting the significance of the research

6.6. Reflecting on the research process

6.7. Acknowledging the limitations of the study

6.8. Recommending further research

6.1. Overview of the study

This study, that set out to explore the social and cultural context of incivility among pre-service teachers is made up of six chapters. A brief review of the chapters is outlined below.

Chapter One provided the background of the study and also the justification for the study. It also contained the research questions which guided the study. In addition, it



provided the theoretical basis of the study, which was the Theory of Planned Behaviour (TPB) by Ajzen (1987, 1991, 2006, 2011).

Chapter Two reviewed the literature related to the study. The literature reviewed revealed that there were hardly any studies that focused on pre-service teachers, used the TPB for the study of incivility or located in Nigeria. This gave this study a national and international relevance.

Chapter Three was concerned with research methods and methodology. A mixed methods research design was employed, as data was collected through the use of survey, focus group interviews and classroom observation. This not only provided a robust data set but also highlighted the importance of using mixed methods research design for studies such as this.

Chapter Four provided the results of the study. This was done using the data collected from observations, interview and the survey. Descriptive statistics gave a broad picture of the responses; structural equation modeling provided the relationship among the variables of the TPB and the fitness of the model to the data. Classroom observation and focus group interviews were also used to collect qualitative data. Classroom observation provided opportunity for direct observation of incivility and focus group interviews created avenues for participants to freely give their own perspectives about incivility among pre-services teachers. The two qualitative methods complemented the data collected from quantitative data.

Chapter Five discussed the findings of the study. This was done by assessing the implications of the results and linking them to the findings of similar earlier studies. In particular, the results were linked to policy and practice in Nigeria's Colleges of Education.

6.2. Purposes of the study

The purposes of this study were:

1. To provide empirical data about incivility in Nigeria's Colleges of Education as opposed the wide speculation about it.

2. To find out if incivility was an issue in the Colleges of Education in Nigeria as is the case with tertiary institutions in other parts of the world.
3. To provide data that focused on pre-service teachers, an area that seems to have been under researched.
4. To provide data on civility in a cultural context other than that of a traditional Western society where most of the research on incivility has been undertaken.
5. To explore the use of the Theory of Planned Behavior (TPB) with a social construct such as civility as opposed to the popular health related behaviours.

6.3. Summary of the main findings

The findings of this study are multilevel in nature involving College Administrators, Lecturers and Students. The summary of the main findings are therefore presented in relation to each of these groups:

College Administrators

1. Class size was an issue in relation to civility as there was incivility in all the classes because they were large. This was an area over which lecturers had no control and about which they could do very little.
2. Nursing mothers often brought babies to class because there were no child care facilities on campus and they did not arrange to keep them with child care givers outside the campus.
3. Students sometimes came to class under the influence of alcohol and it seemed no attempt was made to enforce a policy of no drinking on campus.



Lecturers

1. Subjective norm involving the attitudes and actions of lecturers supporting civil behaviour had the greatest effect on behavioural intention among all components of the Theory of Planned Behaviour. This was contrary to the results of most TPB earlier studies.
2. Lecturers sometimes or rarely used the strategies for checking incivility and students perceived them to be barely effective. This was true across all Colleges and the views of both male and female students.

Students

1. Nursing mothers brought babies to class and this was unplanned and often caused a distraction.
2. Incivility was found in the classrooms across the four Colleges of Education but the students who engaged in it were in the minority.
3. It could not be determined whether female lecturers were more likely to be the targets of incivility. The same applied to whether more junior lecturers might be more targeted for incivility.
4. The attitudes of students towards civility were positive but this had only small effect on intention to behave civilly.
5. The level of self-efficacy of students was not so high which did not help their intention to behave in a civil manner.
6. Some students came to class under the influence of alcohol or drugs and they tended to be more involved in uncivil behaviour.



6.4. Implications of the study

The implications of this study can be seen from the point of view of theory, policy and practice as follows:

Theory

1. The result of this study suggests that the Theory of Planned Behaviour can also be applied in the study of social constructs as well as the generally known health related behaviours. For instance, several past studies focused on exercise behaviour (Blue, 1995; Currie, 2010; Fen & Sabaruddin, 2008), smoking cessation (Lee, Hubbard, O'Riordan & Kim, 2008; Hunt & Gross, 2009, Moan & Rise, 2006) and fertility decisions (Ajzen & Klobas, 2013; Gikiri, 20120) among others. This appears to be the only study that focused on incivility.
2. The overwhelming effect of Subjective Norm supported the suggestion that the results of the study of the Theory of Planned Behaviour that deal with social constructs may differ from those on health related behaviours. This may also be because this study was undertaken in an interdependent culture, which has been suggested to be influenced more by Subjective Norm than Attitudes.

Policy

1. Day care facilities should be provided in the Colleges as it was found that nursing mothers went to class with their babies and this was a distraction.

Practice

1. There is need to enforce the policy of not allowing nursing mothers bring their babies to class.
2. It is necessary to put students into smaller groups as an immediate step towards reducing the sizes of the classes in order to ameliorate the effect of larger classes.



6.5. Significance of the research

The worthwhileness of most studies is contained in its significance. Following this trend, this study was found to be significant in number of ways. These are:

1. It is probably the first study on incivility to be conducted in Nigeria and thus provided a cross cultural perspective on incivility.
2. Incivility is also an issue in developing societies like Nigeria just as it is in the West.
3. The issue of incivility can be raised from the level of speculation in Nigeria to one where empirical evidence is now available.
4. It is possible to investigate incivility in a cross cultural context.
5. Pre-service teachers represent an area of study for incivility and the current project therefore fills a gap in the literature.
6. The Theory of Planned Behaviour can be used to study social constructs and not only the traditional health related behaviours .

6.6. Reflections on the research process

The research process is most of the time long, tedious and even challenging. This study is probably not an exception. Reflections on the process of this study are therefore itemized below:

Firstly, a mixed methods research design was most appropriate for this study. It created the opportunity for issues in this study to be looked at from different perspectives. Given the fact that the study of civility (or incivility) is still at an early stage, employing different ways of studying it was very helpful.



Secondly, both the Theory of Planned Behaviour and the survey used in this study were all from the West. Nevertheless, I refined the survey through classroom observation and focus group interviews during the pilot study. This mixed methods approach helped to ensure the instrument was not culturally insensitive. In addition, focus group interviews complemented both survey and classroom observation as it provided data which none of the two elicited.

Thirdly, when presenting results, mixed methods made it possible for me to compare, contrast and corroborate the results. This made the results very rich and comprehensive.

From my experience in this study, I found mixed methods useful and interesting to use.

6.7. Limitations of the study

Research like most human endeavours has its limitations. Based on the methods, sampling techniques and findings from this study therefore, the following are the limitations:

1. As a result of the lack of generalizability and the bias associated with the use of convenience sample adopted in this study, the results of this study have to be generalized with caution.
2. The model (Theory of Planned Behaviour) adopted for this study appears to be more popular with health related behaviours (Ajzen, 2011, Blue, 1995, Currie, 2010, Lee, Hubbard, O'Riordan & Kim, 2008, Hunt & Gross, 2009) than with social issues like the one under investigation in this context. This may have affected the findings of this research in that there are few comparable studies.
3. As it has been found that there may be some discrepancy between self-reported attitudes and real behaviour (Ajzen & Fishbein, 2012; McCrink, 2010), this factor may also have affected the data from this study. This is in the sense that respondents may exaggerate or under-report themselves; either cannot be ruled out in this study
4. Both the Theory of Planned Behaviour and the Indiana University Survey on Academic Incivility (2000) adapted for this study were from the West and they were used in a



different cultural setting (Nigeria). This may have had some effect on this study as culture could make a difference in the way people perceive and interpret issues. An example could be the issue of the suggested predominant influence of Subjective Norms in interdependent (collectivistic) cultures (Lee, Hubbard, O'Riordan & Kim, 2006; Bock, Lee & Lee, 2010)

5. By the nature of the Theory of Planned Behaviour, all components (apart from probably behaviour) can only be measured indirectly through survey responses. Measuring variables indirectly may not yield accurate measurement. This also may have affected this study as the precision of the measurements used are not beyond question.
6. The survey data may have been influenced by the problems generally associated with surveys, such as difficulty in recalling past events and choice of terms (especially tricky terms like civility, incivility, civil and uncivil used in this study) (Swinney, Elder & Seaton, 2010). It is probable that where respondents were not able to recall past events, they gave information that was not exact and where they did not know the meaning of terms, they gave haphazard information.

6.8. Recommendations for further Research

The basic purpose of the findings of every research is to bring or serve as a catalyst for improvement. It is in this vein that I recommend the following for further research:

1. Given the seeming maiden nature of this research in terms of its application of the TPB and the focus on pre-service teachers, it should be replicated with the same or larger samples. This is with a view to providing a basis for comparing the results of this research and those that will be carried out.
2. The issue of which gender (lecturers) is more a target of students' incivility and the relationship between lecturer experience and civility should be further researched. This is because of the discrepancies between quantitative and qualitative methods used in this study.



3. The contribution of lecturers to classroom incivility should be further investigated. This is because of the eagerness with which student-respondents were willing to talk about the contribution of their lecturers to classroom incivility. This is in line with the assertion that lecturers were obviously the greatest contributors to classroom incivility (Boice, 1996).
4. The predominant effect of Subjective Norm on behavioural intention in this study should be further investigated in order to find out if results similar to this one will be found when social constructs are used with the TPB model.
5. There is need to replicate this study paying special attention to the influence of collectivistic/independent culture. This is to find out the basis for the dominant influence of Subjective Norm in this study.
6. The discrepancies between class practices and their effectiveness should be further investigated to find out why this was so.

Research on civility is popular in the West but in the setting of this study, it is probably novel. Studying civility in relation to pre-service teachers even in the West is rare, so this study probably has provided baseline data in a distinctive cultural context. The Theory of Planned Behaviour was found to be useful in predicting behavioural intention relating to civility. In contrast to earlier studies, Subjective Norm was found to have the major influence on behavioural intention. This makes the suggestion about the overwhelming influence of Subjective Norms in collectivistic (interdependent) cultures germane. Therefore, it is imperative for further research to be undertaken in order to confirm the finding in this study or establish the veracity of the suggestion about the predominant influence of Subjective Norms in collectivistic (interdependent) cultures.

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APPENDIX A

Table 5

Corrected Item –Total Correlations (CITC)

Variable	Item	CITC
Attitude	This behaviour is okay in the class (4point scale: SA-1, A-2, D-3, SD-4)	
	Chewing gum in class	.701
	Eating in class	.696
	Not paying attention in class; for example, doing school work for other classes	.674
	Students' conversations distracting others in class	.706
	Cell phone disruptions during class	.740
	Students arriving late for class	.749
	Students leaving class early	.755
	Students missing class	.745
	Cheating in exams or tests	.735
	Students demanding make-up exams, extensions, grade changes, or special favours	.547
	Students taunting or belittling other students	.645
	Students challenging lecturers' knowledge or credibility in class	.390
	Students' bad manners directed at lecturers in the classroom	.684
	Students shouting down lecturers	.719
	Students' threats of physical harm against lecturers	.658
Behaviour	How often do you experience this behaviour? (4point scale: Often-1, Sometimes-2, Rarely-3, Never-4)	
	Chewing gum in class	.474
	Eating in class	.443
	Not paying attention in class; for example, doing school work for other classes	.482
	Students' conversations distracting others in class	.609
	Cell phone disruptions during class	.616



	Students arriving late for class	.636
	Students leaving class early	.580
	Students missing class	.621
	Cheating in exams or tests	.615
	Students demanding make-up exams, extensions, grade changes, or special favors	.499
	Students taunting or belittling other students	.493
	Students challenging lecturers' knowledge or credibility in class	.477
	Students' bad manners directed at lecturers in the classroom	.535
	Students shouting down lecturers	.464
	Students' threats of physical harm against lecturers	.418
Behavioral intention	You will do this in the classroom (4point scale : Often-1, Sometimes-2, Rarely-3, Never-4)	
	Chew gum in class	.606
	Eat in class	.619
	Not pay attention in class; for example, doing school work for other classes	.656
	conversations distracting others in class	.680
	Cell phone disruptions during class	.699
	Arrive late for class	.722
	Leave class early	.711
	Miss class	.710
	Cheat in exams or tests	.685
	Demanding make-up exams, extensions, grade changes, or special favours	.582
	Taunt or belittle other students	.585
	Challenge knowledge or credibility of lecturers in class	.520
	Display bad manners directed at lecturers in the classroom	.641
	Shout down lecturers	.648
	Threaten lecturers with physical harm	.616
Subjective Norm	Do you think your lecturers will accept this behaviour in the classroom? (4point scale: Often-1, Sometimes-2, Rarely-3, Never-4)	
	Chewing gum in class	.574
	Eating in class	.585
	Not paying attention in class; for example, doing school work for other classes	.616
	Students' conversations distracting others in class	.697
	Cell phone disruptions during class	.656

Students arriving late for class	.748
Students leaving class early	.680
Students missing class	.724
Cheating in exams or tests	.652
Students demanding make-up exams, extensions, grade changes, or special favours	.548
Students taunting or belittling other students	.644
Students challenging lecturers' knowledge or credibility in class	.476
Students' bad manners directed at lecturers in the classroom	.679
Students shouting down lecturers	.624
Students' threats of physical harm against lecturers	.603

Self efficacy **How certain are you that you will behave appropriately?** (4point scale: Definitely not-1, Rarely-2, Sometimes-3, Definitely yes-4)

If your lecturers are not showing good examples	.392
When your friends are pressurizing you to do otherwise	.435
When you find yourself in an environment that demands otherwise	.426

Indicate not at all, hardly true, moderately true or exactly true for the items below (4 point scale : Not at all-1, Hardly true-2, Moderately-3, Exactly true-4)

If someone opposes me, I can find the means and ways to be civil	.464
It is easy for me to stick to my aims and remain civil	.500
I am confident that I could be civil with unexpected events	.476
I can remain civil when facing difficulties because I can rely on my coping abilities	.451

Class practices **Do your lecturers do this in response to the above classroom behaviours?** (4 point scale : Often-4, sometimes-3, Rarely-2, Never-1)



Address the students involved or entire class during class time	.432
Speak with the students involved outside of class time	.384
Make class more fun or entertaining	.453
Report a student's behaviour to the department, college official, or police	.368

How effective are these in reducing classroom problems?

Address the students involved or entire class during class time	.460
Speak with the students involved outside of class time	.447
Make class more fun or entertaining	.447
Report a student's behavior to the department, college official or police	.445



APPENDIX B: SURVEY

QUESTIONNAIRE ON THE SOCIAL AND CULTURAL CONTEXT OF CIVILITY IN COLLEGES OF EDUCATION IN NIGERIA

How often do you experience these behaviours?	Often	Sometimes	Rarely	Never
BEHAVIOUR (BS)				
Chewing gum in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not paying attention in class; for example, doing schoolwork for other classes	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Students' conversations distracting others in class	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Cell phone disruptions during class	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Students arriving late for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students leaving class earlier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students missing class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheating in exams or tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demanding make-up exams, extensions, grade changes, or special favors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students taunting or belittling other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students challenging lecturers' knowledge or credibility in class				
Students' bad manners directed at you in the classroom				
Students shouting down lecturers				
Students' threats of physical harm against you				

These behaviours are okay in the class ATTITUDES (AS)	Strongly agree	Agree	Disagree	Strongly disagree
Chewing gum in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not paying attention in class; for example, doing schoolwork for other classes	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>



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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Students' conversations distracting others in class				
Cell phone disruptions during class				
Students arriving late for class				
Students leaving class earlier				
Students missing class				
Cheating in exams or tests				
Students demanding make-up exams, extensions, grade changes, or special favors				
Students taunting or belittling other students				
Students challenging your knowledge or credibility in class				
Students' bad manners directed at you in the classroom				
Students shouting down lecturers				
Students' threats of physical harm against you				
Do you think your lecturers will accept these behaviours in the classroom? SUBJECTIVE NORM (SNS)				
	Often	Sometimes	Rarely	Never
Chewing gum in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not paying attention in class; for example, doing schoolwork for other classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' conversations distracting others in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cell phone disruptions during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students arriving late for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students leaving class earlier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students missing class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheating in exams or tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demanding make-up exams, extensions, grade changes, or special favors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students taunting or belittling other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students challenging lecturers' knowledge or credibility in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' bad manners directed at you in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students shouting down lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' threats of physical harm against you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You would do these in the classroom BEHAVIOUR	Often	Sometimes	Rarely	Never



INTENT (BI)				
Chewing gum in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not paying attention in class; for example, doing schoolwork for other classes	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Students' conversations distracting others in class	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Cell phone disruptions during class	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Students arriving late for class	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Students leaving class earlier	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Students missing class	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Cheating in exams or tests	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Students demanding make-up exams, extensions, grade changes, or special favors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students taunting or belittling other students	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Students challenging your knowledge or credibility in class				
Students' bad manners directed at you in the classroom				
Students shouting down lecturers				
Students' threats of physical harm against you				
Do your lecturers do this in response to the above classroom behaviours? CLASS PRACTICES (CP)				
	Often	Sometimes	Rarely	Never
Ignore the problem or decide not to take action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address the students involved or entire class during class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak with the students involved outside of class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change course requirements, grading criteria, and/or deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make tests or assignments easier or drop a requirement to pacify disruptive students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make class more fun or entertaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report a student's behavior to the department, college officials, or police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How effective are these in reducing classroom problems? CLASS PRACTICES EFFECTIVENESS (CPE)				
		Somewhat	Not Very	Not at all



	Very			
Ignore the problem or decide not to take action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address the students involved or entire class during class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak with the students involved outside of class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change course requirements, grading criteria, and/or deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make tests or assignments easier or drop a requirement to pacify disruptive students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make class more fun or entertaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report a student's behavior to the department, college official	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on your overall experiences, would you say that male or female students are more likely to engage in inappropriate behaviour in the classroom? STUDENTS"

GENDER (SGS)

- Males are much more likely ☐
- Males are a little more likely ☐
- Females are a little more likely ☐
- Females are much more likely ☐

Based on your overall experiences, would you say that inappropriate behaviour in classroom is more likely to occur in small or large classes? CLASS SIZE (CS)

- Much more likely in small classes ☐
- A little more likely in small classes ☐
- A little more likely in large classes ☐
- Much more likely in large classes ☐

Based on your perception, would you say that male or female instructors are more likely to be targets of inappropriate behaviour? LECTURER GENDER

(LGS)

- Males are much more likely ☐
- Males are a little more likely ☐
- Females are a little more likely ☐
- Females are much more likely ☐

Based on your perception, would you say that younger or older instructors are more likely to be targets of inappropriate behaviour? EXPERIENCE (ES)

- Younger instructors are much more likely ☐
- Younger instructors are a little more likely ☐
- Older instructors are a little more likely ☐
- Older instructors are much more likely ☐



	Very Unlikely	Unlikely	Likely	Very likely
How likely is it that you will behave appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BEHAVIOUR INTENTION (BI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a teacher				
Throughout your life				

	Very Unlikely	Unlikely	Likely	Very likely
How likely is it that you will promote appropriate behaviour?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BEHAVIOUR INTENTION (BI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a teacher				
Throughout your life				

	Definitely not	Rarely	Sometimes	Definitely yes
How certain are you that you will behave appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELF –EFFICACY (SES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If your lecturers are not showing good examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When your friends are pressurizing you to do otherwise				
When you find yourself in an environment that demands otherwise				

	Not at all	Hardly true	Moderately true	Exactly true
Indicate not at all, hardly true, moderately true or exactly true for the items below				
SELF – EFFICACY (SES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone opposes me, I can find the means and ways to be civil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is easy for me to stick to my aims and remain civil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I could be civil with unexpected events				
I can remain civil when facing difficulties because I can rely on my coping abilities				



	Strongly disagree	Disagree	Agree	Strongly agree
Indicate strongly disagree, disagree, agree, or strongly agree for items below				
BEHAVIOUR INTENTION (BI)				
I would behave appropriately to my classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would behave appropriately to my lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would behave appropriately in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would behave appropriately in my classroom when I become a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many students are in your course? (NOT INCLUDED)

Fewer than 25	<input type="checkbox"/>
25 – 49	<input type="checkbox"/>
50 – 99	<input type="checkbox"/>
100 – 149	<input type="checkbox"/>
150 – 249	<input type="checkbox"/>
250 and above	<input type="checkbox"/>

Please indicate your gender?

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

Age: _____

What is your level? _____

Name _____ **of** _____ **College:** _____

AGE SCALE:

15 – 24 – 1 (Younger)

25 – 34 – 2 (Yonng)

35 – 44 – 3 (Old)



APPENDIX C

INTERVIEW PROTOCOL FOR FOCUS GROUPS FOR LECTURERS AND STUDENTS ON CIVILITY AND ITS SOCIAL AND CULTURAL CONTEXTS: THE CASE OF THE COLLEGES OF EDUCATION IN NIGERIA

1. Give examples of students' misbehavior you experience in class
2. What are the causes of those misbehaviours?
3. In there any gender difference in the way students misbehave?
4. Does lecturer gender, experience and class size affect the misbehaviour of students?
5. Do you think the present group of students will promote good behavior? Give whether yes or no.

APPENDIX D

CLASS OBSERVATION FRAMEWORK FOR CIVILITY AND ITS SOCIAL AND CULTURAL CONTEXTS: THE CASE OF THE COLLEGES OF EDUCATION IN NIGERIA

S/No.	Behaviour	Frequency	S/No.	Behaviour	Frequency



APPENDIX E

For Official Use

THE HONG KONG INSTITUTE OF EDUCATION

Application Form for Ethical Review (For STUDENT Research Projects)

1. Please read carefully the Operational Guidelines and Procedures of the Human Research Ethics Committee available at http://www.ied.edu.hk/academic_board_hrec/ before completing this form.
2. An application for ethical review should include the following documents:
 - a completed application form for ethical review
 - a sample of the bilingual consent form and information sheet to be distributed to potential research participants
 - a copy of the research proposal including any questionnaire and/ or interview script

PART I TYPE OF PROJECT (Please click or “✓” the box as appropriate)

- ☐ Research Postgraduate (RPg) Student Research Project (MPhil/ PhD)
- ☒ Doctor of Education (EdD) Student Research Project
- ☐ Taught Postgraduate (TPg) Student Research Project (MA/ MEd/ PGDE)
- ☐ Undergraduate (UG) Student Research Project

PART II SUMMARY OF THE APPLICATION

1. Student Investigator(s) (Please list all group members in case of group project.)

	<u>Name/ Student Number</u>	<u>Programme Title/ Year of Study</u>	<u>Department</u>	<u>Telephone Number</u>
Applicant 1:	NDAZHAGA,J.J. 1055839	EdD 3	Curriculum & Instruction	62104020
Applicant 2:				
Applicant 3:				
Applicant 4:				
Applicant 5:				
Applicant 6:				



2. Principal Supervisor
- (a) Name: *(Prof/) KERRY J. KENNEDY
- (b) Post: CHAIR PROFESSOR (c) Telephone Number: 29488525
- (d) Faculty/ Department: EDUCATION & HUMAN DEVELOPMENT / CURRICULUM & INSTRUCTION
3. Co-Investigator(s) including External Collaborator(s) (if any):
- Name Dr. E E. BUCHTEL Position ASST PROF Department/ Institution PSYC STUDIES Telephone Number
- 29488756

4. Project Title: Civility and its social and cultural contexts: The Case of the Colleges of Education in Nigeria
5. Project From _____ To _____
- Duration: March, 2013 June, 2013

* *Please delete as appropriate*

6. Purpose of the Research:

For my thesis and professional growth

7. Summary of the Research: (The summary should be limited to 1/2 page or 200 words, comprehensive to a non-specialist. The summary should indicate clearly what human participants are involved, be informative and indicative of the nature of research to be conducted.)

KEY WORDS: Civility, Incivility, students, Teachers

Civility, or its lack, in Nigeria, as in many parts of the world, is a topical issue. In Nigeria there is an outcry against the decline in civility especially in educational institutions. Generally educational institutions are looked up to for maintaining and



transmitting civility. As teachers are seen as pivotal in maintaining and transmitting civility in the educational institutions, this study will explore civility, or its lack, in Colleges of Education in Nigeria. It will also investigate the influences on pre-service teachers' attitudes to civility as well as identify practices that promote civility in the colleges. It will also investigate the preparedness of student-teachers to promote civility in their future classrooms.

This study will be based on the Theory of Reasoned Action (TRA) that seeks to explain the relationship between intention, behavior and attitudes. Six measures, four of which are adapted from Indiana University Survey (2000) and the other two developed by the researcher will be used to collect data for this study. These measures will be administered to both lecturers and students in selected Colleges of Education sampled for this study. This will be complemented by focus group interviews to be conducted separately for lecturers and students. Path analysis will be the main analytical technique used to analyze the survey data. The significance of this study is the application of TRA to the issue of civility in a distinctive cultural and social context where the issue is regarded as important and the outcome can contribute to new knowledge about an important social issue. AT the same time the study will also contribute to a growing international literature. It is also expected to create awareness about civility, or its lack, in the Colleges of Education.



PART III ETHICAL REVIEW CHECKLIST *(Please click or “✓” the boxes as appropriate)*

	Yes	No
a. Will the study involve research participants who are not able to give informed consent? [e.g. minors (aged below 18), mentally handicapped people, unconscious patients] [see Note (1)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Will there be any coercion on the part of the investigator?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Will the study collect information regarding sensitive aspects of the research participants' behavior such as drug and alcohol use, illegal conduct, or sexual behavior?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. In case the information on the research participants is disclosed, will it reasonably place the research participants at risk of civil or criminal liability or damage the research participants' financial standing, employability or reputation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Will financial or other inducements (other than reasonable expenses and compensation for time) be offered to research participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Will deception of research participants be necessary during the study?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g. Will the study involve prolonged and repetitive testing?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h. Will the study cause psychological stress or anxiety?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i. Will pain or more than mild discomfort is likely to result from the study?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
j. Are drugs or placebo to be administered to the research participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
k. Will blood or tissue samples be obtained from research participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
l. Will the research involve any DNA work or human embryo or stem cell research?	NA <input type="checkbox"/>	<input checked="" type="checkbox"/>
m. Will the research participant's identity be disclosed if archived tissue samples or personal/ medical/ social records are used?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
n. Will you use irradiation or hazardous substances on research participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
o. Will the study impinge on the research participants' right to privacy or their personal life?	<input type="checkbox"/>	<input checked="" type="checkbox"/>



APPENDIX F: ETHICAL REVIEW APPROVAL



12 March 2013

Mr NDAZHAGA Jere Joshua
Doctor of Education Programme
Department of Curriculum and Instruction

Dear Mr Ndazhaga,

Application for Ethical Review <Ref. no. 2012-2013-0154>

I am pleased to inform you that approval has been given by the Human Research Ethics Committee (HREC) with regard to your application for ethical review related to the following research project for a period from 12 March 2013 to 31 December 2013:

Project title: Civility and its Cultural and Social Contexts: The Case of the Colleges of Education in Nigeria

Please note that you are responsible for informing the HREC in advance of any changes in the research proposal or procedures which may affect the validity of this ethical approval. You will receive separate notification should a fresh approval be required.

Thank you for your kind attention.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Cherry Ng".

Cherry Ng (Ms)
Secretary

Human Research Ethics Committee

c.c. Prof. Benjamin Tsou, Chairperson, Human Research Ethics Committee
Professor Kerry Kennedy, Principal Supervisor of the Applicant

10 Lo Ping Road, Tai Po, New Territories, Hong Kong 香港新界大埔露屏路十號
T +852 2948 8888 F +852 2948 6000 www.ied.edu.hk



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APPENDIX G

(April, 2013)

Sample of Consent Form and Information Sheet for PARTICIPANTS

THE HONG KONG INSTITUTE OF EDUCATION

CONSENT TO PARTICIPATE IN RESEARCH

I _____ hereby consent to participate in the captioned research supervised by Professor Kerry J. Kennedy and conducted by NDAZHAGA, Jere

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without penalty of any kind.

Name of participant

Signature of participant

Date



APPENDIX H

INFORMATION SHEET

You are invited to participate in a project supervised by Professor Kerry J. Kennedy and conducted by, NDAZHAGA, Jere who is student of the Graduate in The Hong Kong Institute of Education.

The purpose of this project is to fulfill the partial requirement for an award of the Doctor of Education degree. Its focus is on civility or lack of it in classrooms in the Colleges of Education in Nigeria. All participants are to complete a questionnaire for 10-15 minutes and some participants in addition will participate in a focus group interview for 20-30 minutes.

You have every right to withdraw from the study before or during the measurement without penalty of any kind. All information related to you will remain confidential, and will be identifiable by codes known only to the researcher.

If you have any complaints about the conduct of this research study, please do not hesitate to contact Ms. Cherry Ng, Secretary of the Human Research Ethics Committee of The Hong Kong Institute of Education in person or in writing (c/o Research and Development Office in room D4-1/F-21 of the Institute).

If you would like to obtain more information about this study, please contact NDAZHAGA, Jere at telephone number +2348039114686, +852 62104020 or his supervisor Professor Kerry J. Kennedy at telephone number +852 2948 - 8525.

Thank you for your interest in participating in this study.

NDAZHAGA, Jere
Principal Investigator



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APPENDIX I

PERMISSION TO USE INSTRUMENTS

On Thu, Jan 10, 2013 at 1:36 AM, Kennedy, John M. <kennedyj@indiana.edu> wrote:
Hello Jere,

The civility survey questionnaire is attached. You are welcome to use and adapt it as needed for your purposes. We ask only that you cite the Indiana University Center for Survey Research as the questionnaire developer.

Best wishes for your research and feel free to ask questions as you proceed.

John



Permission granted

to use the General Self-Efficacy Scale for non-commercial research and development purposes. The scale may be shortened and/or modified to meet the particular requirements of the research context.

<http://userpage.fu-berlin.de/~health/selfscal.htm>

You may print an unlimited number of copies on paper for distribution to research participants. Or the scale may be used in online survey research if the user group is limited to certified users who enter the website with a password.

There is no permission to publish the scale in the Internet, or to print it in publications (except 1 sample item).

The source needs to be cited, the URL mentioned above as well as the book publication:

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp.35-37). Windsor, UK: NFER-NELSON.

Professor Dr. Ralf Schwarzer
www.ralfschwarzer.de



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