

Public Abstract

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Graduation Term:SP 2008

Department:Educational Leadership & Policy Analysis

Degree:EdD

Title:A Quantitative and Qualitative Inquiry into Classroom Incivility in Higher Education

The purpose of this mixed method design study was to add to the body of knowledge about classroom incivility in higher education by examining perceptions of both undergraduate university students and faculty by comparing perceptions of type and frequency of incidents of classroom incivility, by comparing perceptions of whose behavior had a greater impact on classroom incivility, by comparing perceptions of the perceived effectiveness of faculty interpersonal and pedagogical skills in circumventing classroom incivility and by comparing perceptions of the effectiveness of university policies addressing classroom incivility. The population for this study consisted of undergraduate students and faculty from three Midwestern states. Study participants consisted of 197 undergraduate students and 52 undergraduate faculty. Two survey instruments, Faculty Perceptions of Classroom Incivility and Student Perceptions of Classroom Incivility were utilized to gather statistical and qualitative data as well as the use of a follow-up qualitative questionnaire. Findings revealed there was a statistically significant difference between faculty and student perceptions of the type and frequency of incidents of classroom incivility. Findings also revealed there was a statistically significant difference between faculty and students as to whether a teacher's interpersonal and pedagogical skill could affect classroom incivility. No statistical significance was found between faculty and students as to whose behavior in the classroom had a greater impact on classroom incivility. Moreover, no statistically significant difference was found between faculty and students as to the perceived effectiveness of university policies addressing classroom incivility. Qualitative results suggested that both faculty and students felt that a teacher's behavior, interpersonal skills and pedagogical skills had a greater impact on classroom incivility. Additionally, qualitative results indicated that both students and faculty felt that university policies addressing classroom incivility were ineffective. Implications for practice include a purposeful dialogue between faculty and students to properly discuss the phenomenon of classroom incivility, a refinement of pedagogy and interpersonal skills for the professorate, and the proper creation and awareness campaigns of university policies addressing classroom incivility.