

A QUANTITATIVE AND QUALITATIVE INQUIRY INTO CLASSROOM  
INCIVILITY IN HIGHER EDUCATION

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ABSTRACT

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 also 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 polices addressing classroom incivility. The results of this study indicated significant difference existed between faculty and student perceptions as to the type and frequency of classroom incivility as well as significant difference as to whose behavior had a greater impact on classroom incivility.