Routledge
Taylor & Francis Group

Ethics & Behavior

ISSN: 1050-8422 (Print) 1532-7019 (Online) Journal homepage: www.tandfonline.com/journals/hebh20

Development and Validation of a Measurement to Assess College Students' Reactions to Faculty Incivility

Yariv Itzkovich & Dorit Alt

To cite this article: Yariv Itzkovich & Dorit Alt (2016) Development and Validation of a Measurement to Assess College Students' Reactions to Faculty Incivility, Ethics & Behavior, 26:8, 621-637, DOI: 10.1080/10508422.2015.1108196

To link to this article: https://doi.org/10.1080/10508422.2015.1108196

ETHICS & BEHAVIOR, *26*(8), 621–637

ISSN: 1050-8422 print / 1532-7019 online
DOI: 10.1080/10508422.2015.1108196

Routledge
Taylor & Francis Group

Development and Validation of a Measurement to Assess College Students' Reactions to Faculty Incivility

Yariv Itzkovich
Department of Management
Kinneret College on the Sea of Galilee

Dorit Alt
Department of Education and Community Studies
Kinneret College on the Sea of Galilee

This study was aimed at constructing and validating a measurement to assess students' responses to faculty incivility (FI). A mixed-method approach was implemented. A qualitative method was used to analyze responses to FI as described by college students. The results foregrounded four categories—*exit, voice, loyalty*, and *neglect*—in line with the theoretical EVLN model for describing reactions to stressful conditions (such as, but not limited to, incivility). The students' descriptions were formulated as short items. Following the qualitative results, a quantitative method was used to validate the developed EVLN questionnaire and to assess the relationships between student characteristic variables (mainly, religious affiliation), experiences of FI (active FI and passive FI), and the four EVLN responses. Data were gathered from 744 undergraduate college students, yet only those who experienced FI to some extent were selected to assess reactions to FI. According to the structural equation modeling results, FI was positively linked solely to the *exit* response. In addition, the findings indicated that merely the active FI subfactor was linked to the *exit* factor. Interpretation of these results, their congruence within the context of the theoretical frameworks, limitations, and practical implications are discussed.

Keywords: exit/voice/loyalty/neglect (EVLN) model, faculty incivility, higher education, mix-methodology

INTRODUCTION

Since Andersson and Pearson (1999) introduced incivility as a deviant organizational behavior, incivility researchers have extended the research platform to include the academic arena, on which uncivil interactions between faculty and students as well as between faculty members were explored (Caza & Cortina, 2007; Chory-Assad & Paulsel, 2004; Clark, 2008; Clark, Olender, Kenski, & Cardoni, 2013; Marchiondo, Marchiondo, & Lasiter, 2010; Settles &

Correspondence should be addressed to Yariv Itzkovich, Kinneret College on the Sea of Galilee, Tzemach Junction, MP Jordan Valley 15132, Israel. E-mail: itzkovichyariv@gmail.com

O'Connor, 2014; Wright & Hill, 2015). Two main dissimilarities differentiate academic incivility from workplace incivility. First, workplace incivility is defined as subtle (Andersson & Pearson, 1999), whereas academic incivility is addressing both subtle and serious incivilities. Second, workplace incivility is defined as an act with ambiguous intent to harm the target, whereas in academic settings it was Morrissette (2001) who defined incivility as intentional.

Despite increased interest in and writing about incivility, it is noteworthy that very little is empirically known about the relationships between incivility and its antecedents or outcomes (Schilpzand, de Pater, & Erez, 2015). Specifically, thus far, previous work has not developed a comprehensive model for measuring contemporary reactions of students to faculty incivility (FI). In this respect, solely Clark (2008) suggested using Hirschman's (1970) model as a conceptual framework to map the different outcomes of FI, yet the theoretical rationale she presented could be further enhanced for several reasons. First, the author used Hirschman's initial model. Utilizing this model has some conceptual shortages. Hirschman's model was mainly fixated on the macrolevel, aimed at explaining organizational decline. Other studies have extended the model to include the microlevel (Farrell, 1983) and to explain responses to dissatisfaction and problematic events (Hagedoorn, van Yperen, van de Vliert, & Buunk, 1999), psychological contract violation (Rousseau, 1995), and contemporary outcomes of incivility (Itzkovich, 2015). Moreover, the initial model of Hirschman refers only to taking steps toward ending the relationships (*exit*), protest measures (*voice*), and enduring unfavorable situations (*loyalty*) as possible responses, whereas the extended models (Farrell, 1983; Farrell & Rusbult, 1992; Rousseau, 1995; Rusbult, Farrell, Rogers, & Mainous, 1988) integrated the passive negligence or active destruction response (*neglect*). Thus, Clark's model, although it is novel, partially captures the full scale of reactivity to FI, which includes *exit, voice, loyalty*, and *neglect* (EVLN). Second, Clark's findings were qualitative in nature. To the authors' knowledge, to date there is no measurement tool to quantitatively assess the four responses to FI. In addition, thus far merely *exit* and *neglect* were assessed as reactions to incivility (Schilpzand et al., 2015) whereas no research to date has focused attention on *voice* and *loyalty* as possible reactions to incivility. To begin filling this void, the present study aims at constructing and validating a new scale for measuring those features based on the EVLN (four responses to FI) model. In addition, the relationships between FI and the set of EVLN responses will be assessed in conjunction with several students' characteristic variables such as religious affiliation.

THEORETICAL BACKGROUND

Defining Academic Incivility

Incivility was defined by Andersson and Pearson (1999) as a "low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect" (p. 457). As a low-intensity deviant behavior, incivility is manifested through a range of inappropriate social interactions (Andersson & Pearson, 1999; Pearson & Porath, 2005) that might be active in nature when someone is making demeaning remarks, for example, or passive when an employee is ignored (Schilpzand et al., 2015). The latter is acknowledged as a "silent treatment" (Hershcovis, 2011). Despite the clear orientation of incivility related to workplaces, this construct was also utilized to investigate uncivil behaviors experienced by students and/or faculty members in academic settings (Alt & Itzkovich, 2015; Clark, 2008; Marchiondo et al., 2010).

Implications of Incivility

Incivility does not come without a price tag. The financial cost of being subjected to workplace incivility is assessed as a yearly cost of $14,000 per employee, who might react emotionally and behaviorally in manners that distract him or her from work (Schilpzand et al., 2015). Porath and Pearson (2013) presented a detailed list of such behavioral responses; some of them can be seen as retaliation responses, whereas others can be considered withdrawal behaviors (Andersson & Pearson, 1999; Schilpzand et al., 2015). For example, Porath and Pearson posited that when facing incivility, people reduce their work effort, try to avoid the instigator, or leave the workplace.

Despite the profound inventory of reactions to workplace incivility, only recently was a comprehensive theoretical framework to capture implications of incivility presented (Itzkovich, 2015). This conceptualization was focused not only on behavioral responses of targets of incivility but also on perceptual outcomes, such as withdrawal intentions, job insecurity perceptions, retaliation reactions toward the organization, and protest measures that were integrated by the conceptualization of the EVLN model. This suggested that theoretical framework is yet to be empirically assessed.

Academic incivility is as costly as its counterpart in workplaces (i.e., workplace incivility): It interferes with learning and safe clinical performance in nursing education; it decreases program satisfaction and decreases retention (Lasiter, Marchiondo, & Marchiondo, 2012). According to Altmiller (2012), students who were exposed to uncivil behaviors of lecturers have experienced stress and felt disrespected, unprotected, and helpless. His study showed that those students avoided interaction with the perpetrator, reduced their help-seeking behaviors and, in general, disconnected themselves from the learning process.

Responses to Stressful Situations Model Development

Several theoretical models were constructed by theorists to conceptualize and map optional reactions to stressful situations such as incivility. Hirschman (1970) was the first to present a conceptualization of employees', customers', and/or citizens' responses driven by decline in firms and other social systems (Liljegren, Nordlund, & Ekberg, 2008). In his model, *exit* is viewed as a reaction that describes departure from the organization/state or its services. The *voice* reaction, on the other end, represents protest engagements aimed to amend the unfavorable situation. Last, the *loyalty* response, driven by high costs of *exit, voice* (Hirschman, 1970), or distress (Rousseau, 1995), conveys the need to choose a temporary response before choosing between *exit* and *voice* (Farrell, 1983) or express devotion (Si & Li, 2012).

Following Hirschman's (1970) model, Farrell (1983) expanded the theoretical framework by utilizing the model to explain reactions of employees' dissatisfaction. This conceptualization shifted the focus of the model from the macrolevel to the microlevel. In addition, for the first time, the *neglect* response was addressed and integrated into the model (Farrell, 1983; Farrell & Rusbult, 1992; Rusbult et al., 1988). This response represents a wide variety of behaviors, such as lateness, absenteeism, and increased error rates (Farrell, 1983). Altogether, the extended model consists of four categories stretched upon two dimensions of destructiveness and constructiveness. Although *exit* and *neglect* pertain to the destructive

end, *voice* and *loyalty* pertain to the constructive end. In addition, whereas *exit* and *voice* are viewed as active responses, *loyalty* and *neglect* are considered passive (Farrell, 1983; Hagedoorn et al., 1999; Si & Li, 2012). The EVLN model in its extended outlook was primarily focused on reactions to employees' dissatisfaction (Farrell, 1983; Farrell & Rusbult, 1992; Rusbult et al., 1988). Yet, several studies have also utilized the model to address responses to problematic events in general (Hagedoorn et al., 1999) and specifically to stressful situations such as job insecurity (Berntson, Naswall, & Sverke, 2010; Sverke & Hellgren, 2001) and psychological contract violation (Rousseau, 1995).

Rousseau (1995) presented a different interpretation to the models' categories, which warrants mentioning. The main addition of Rousseau is expressed through her aptitude to present a wider variety of destructive reactions; some of them were considered by Farrell and Rusbult (1992) as constructive (Itzkovich, 2015). Specifically a wider, destructive in part, interpretation has been given to *loyalty*, referred to as *silence*. In her view, *silence* refers to inaction due to pessimism. In addition, she suggested addressing the *neglect* reaction as a more active reaction, such as vandalism and theft, defined as destructive reactions. Lastly, she maintained that *voice* can be threatening at times.

It should be noted that Rousseau (1995) was not the only one to stress that *loyalty* can be driven out of weakness. Hirschman (1970) also indicated that *loyalty* can be driven out of low potential to *exit* and or raise *voice* (Itzkovich, 2015). In a similar vein, Hagedoorn et al. (1999) noted that *voice* reactions should be divided into two forms: *considerate voice* and *aggressive voice* which is characterized by a lack of consideration and aspirations to win the situation rather than fixing it. Indeed, Rousseau's model is more inclined toward destructive reactions and, therefore, seems as a useful perspective for framing an empirically based understanding of responses to incivility. Yet, to date, only the original assembly (i.e., Hirschman, 1970) was used as a framework for measuring reactions to FI (Clark, 2008), and recently the extended model was offered as a theoretical framework for the presentation of behavioral and conceptual reactions to workplace incivility (Itzkovich, 2015).

In summary, Clark (2008) was the first to use a profound theoretical model initially presented by Hirschman (1970) to describe a theoretical structure of reactions to FI, which includes three categories of reactions: *exit, voice*, and *loyalty.* Still, her insightful conceptualization was based on qualitative data, and therefore it cannot be used to assess reactions to perceived FI. Moreover, the model she presented, based on qualitative assessment, brought together only three possible reactions to FI in accordance with the three categories of responses initially presented by Hirschman. Therefore, the model suggested by Clark could not capture a wider scope of contemporary responses to FI that are presented through the comprehensive and more recent developments of the model.

The Present Study

Based on the literature presented, the first aim of this study is mapping features of responses to FI (as perceived by students), constructing and validating a new scale for measuring those features. The second aim is to comprehensively assess perceived responses as a function of FI experiences. In this context, the FI potential in explaining different responses to it is assessed. The following research hypotheses for the second aim were formulated as the following:

H1: FI perceptions will be positively correlated with perceived *exit*.
H2: FI perceptions will be positively correlated with perceived *voice*.
H3: FI perceptions will be positively correlated with perceived *loyalty*.
H4: FI perceptions will be positively correlated with perceived *neglect*.

Based on the surveyed theory, an effort is made to assess these connections with regard to active and passive FI features. Background variables such as religious affiliation, gender, age, grade point average (GPA), and socioeconomic status (SES) are also addressed in this research to examine their potential effect on the measured variables.

METHOD

First Research Aim

A mixed qualitative and quantitative research method, applied in two phases, was used to address the first research aim. This method builds upon the synergy that exists between the qualitative–quantitative research continuums (Creswell, 2007).

Phase 1: Participants, material gathering, and analysis procedure. The first phase was aimed at gathering and analyzing response features as perceived by students in order to learn about actual instantiations of this theoretical concept. This phase used a qualitative methodology to analyze the gathered materials according to the categorical scheme suggested by theory while allowing for additional meaningful categories identification. In line with the deductive approach, a categorical scheme suggested by the theoretical perspective was defined (EVLN model). The inductive approach allowed identifying additional meaningful categories. According to Strauss (1987), both aspects of inquiry are absolutely essential throughout the analysis. Thus, both logically derived categories and those that have "serendipitously" arisen from the data may find their way into the research (Merton, 1968).

Phase 1 included 100 undergraduate 3rd-year social science students from one major college in Israel (20% male students, 80% female students). Participants were asked to describe an incivility incident in which faculty member served as a perpetrator of an uncivil behavior. They were asked to focus their descriptions on incidents in which they were involved in or witnessed in college. They were also asked to describe their reaction toward it. The students' observations were analyzed by two raters; both are experts in the research area of incivility and moral education. Interrater Cohen's Kappa reliability (Cohen, 1960), which is commonly assessed in psychological research, was used. The raters were asked to categorize the students' observation reports in accordance with the EVLN theoretical model. The raters were also asked to report on newly identified categories. The Kappa values were interpreted as follows: $k < 0.20$ poor agreement; $0.21 < k < 0.40$ fair agreement; $0.41 < k < 0.60$ moderate agreement; $0.61 < k < 0.80$ good agreement; $0.81 < k < 1.00$ very good agreement. Results of $0.61 < k < 1$ were considered acceptable for the purposes of the current study. All descriptions without consensus were discarded from the analysis. Descriptions that were identified as unclear or too similar to another description were omitted. As a result of this process, the number of descriptions was reduced from 100 to 20. The descriptions were formulated as short statements

by the experts. An effort has been made to formulate the statements as simple and as short as possible. All items are consistent in terms of assessing future behavior (Hinkin, 1998). The wording of items identified by a pilot group (24 undergraduate students, of whom 50% Israeli non-Jewish and 50% Israeli Jewish) to be problematic were refined to improved readability. Once refined, further consultation with the experts was sought to ensure that the items were still meaningful within the content of the scale description. Consequently, the number of items was reduced from 20 items to 16 items (four items for each scale).

Phase 2: Participants and analysis procedure. Phase 2 was used to assess construct validity and internal consistency of the developed questionnaire (hereinafter, the EVLN scale). Structural equation modeling (SEM) was employed to test the research hypotheses, and to further assess the construct validity of the EVLN scale, using a confirmatory factor analysis. Data used for the SEM were analyzed with the maximum likelihood method. Three fit indices were computed in order to evaluate the model fit: $\chi^2(df)$, $p > .05$; comparative fit index (CFI; > 0.9) and root mean square error of approximation (RMSEA; < 0.08).

Data for the analysis were gathered from 744 undergraduate students (17.7% male, 82.3% female) from two major colleges located in the Northern Galilee: 40.4% from College A and 59.6% from College B, of whom 39.6% were Israeli Jewish students, 12.1% Israeli Christian students, 37.6% Israeli Muslim students, and 10.7% Israeli Druze students, with a mean age of 24.4 (SD = 4.9) years. The participants' distribution regarding the year of study was 18% 1st-year students, 55% 2nd-year students, and 27% 3rd-year students. Based on the report of the Central Bureau of Statistics (2011) and the Council for Higher Education (2009) in Israel, the gender and religious affiliation breakdown of Northern Galilee college students, majoring mainly in social science studies, is 20% male and 80% female, of whom 40% are Israeli Jews, 55% Israeli Muslims, and 5% belonging to other religions; thus the current study's sample represents, to some extent, the gender and religious affiliation breakdown of regional colleges located in the Northern Galilee. The participants' faculty enrollment breakdown was as follows: Education, 51%; Criminology, 8%; Sociology, 11%; Management, 10%; Economics, 11%; Behavioral Sciences, 1%; Political Sciences, 3%; Engineering, 2%; Tourism, 2%; and Communication, 1%.

Second Research Aim

To test the postulated connections between students' responses, FI perceptions, affiliation to a minority group, and additional student characteristic variables, data were gathered using the EVLN scale and following scales from the aforementioned 744-student sample.

The Perceived Faculty Incivility Scale

This scale was designed by Alt and Itzkovich (2015) to measure the frequency of FI occurrences. The scale includes two FI constructs: Factor 1 contained 13 items representing *active incivility*, for example, "The teacher yells at you as a response to misunderstanding" (Cronbach's α = .90). Factor 2 contained eight items pertaining to *passive incivility*, for example, "The teacher ignores students' questions during lectures" (Cronbach's α = .73). Each item was given a Likert-type scale ranging from 1 (*almost never*) to 5 (*nearly always*).

A confirmatory factor analysis was used to assess construct validity of the Perceived Faculty Incivility Scale. Three fit indices were computed to evaluate the fit of the presumed dimensional structure: The CFI should be greater than .90, the RMSEA should be less than .08, and $\chi^2(df)$, $p > .05$ (Bentler, 2006). Results indicated an acceptable model fit to the data (see the following findings for the structural model). Figure 3 (Model 3) includes the measurement model (confirmatory factor analysis solution) with standardized parameter estimates.

Student Characteristics

Data were gathered using a questionnaire aimed at assessing the student's cultural group, gender, age, SES, year of study, and current education achievements. Students' SES was assessed by the father's educational attainment and the mother's educational attainment (Hahs-Vaughn, 2004; Valiyamattam & Gopal, 2013) both defined on a 6-point scale ranging 0 (*lack of education*), 1 (*elementary school*), 2 (*high school*), 3 (*BA degree*), 4 (*MA degree*), and 5 (*doctoral degree*). Another SES factor was the participants' report on their economic condition (Roszkowski & Goetz, 2010), defined on a 6-point scale from 1 (*extremely difficult*) to 6 (*comfortable, no financial worries*). Finally, students' current education achievements were measured by their self-reported GPA. The scales' items were originally generated in Hebrew and were translated into English, and back-translated by professional editors, for the purpose of this article.

Procedure

The questionnaires were administered by research assistants to the participants in the classroom in which they studied without the instructor being present. The purpose of the study was explained as examining students' perception of their teachers. Prior to obtaining participants' consent, it was specified that the questionnaire was anonymous and that no pressure would be applied should they choose to return the questionnaire unfilled or incomplete. Finally, participants were assured that no specific identifying information about the courses would be processed.

FINDINGS

First Research Aim

Phase 1: Qualitative study results. This phase was aimed at gathering and analyzing responses to FI perceptions. Four meaningful categories have emerged from the analysis:

1. *Exit*—voluntary termination of the affiliation/relationships with the lecture/college
2. *Voice*—any action which is intended to remedy the situation
3. *Loyalty*—nonresponse represented mostly by the willingness to endure unfavorable conditions.
4. *Neglect*—passive negligence or active destruction which can be manifested in destructive interpersonal relations.

To develop a questionnaire to assess responses to FI as perceived by students, the students' descriptions were formulated as short items. For example, the following descriptions regarding the *loyalty* subfactor were phrased as "I will wait until the course is over" and "I will stay quiet during the lessons until the course is over" (Item 1 and 4, respectively, as shown in Table 1):

> As a freshman, I attended an *introduction to statistics* course. I asked the lecturer a simple question but instead of explaining the issue, the lecturer shouted "what is not clear? How can't you understand the obvious?" I was in a complete shock and continued sitting there with no ability and intention to respond.

> I asked the professor a question regarding the learning material. The professor ridiculed me in front of the class. I felt very unpleasant. I was asking a simple question and instead of answering me he mocked me in front of the entire class. Instead of explaining the material pleasantly he made a joke at my expense. I sat quietly till the end of the lesson.

The following student's response was phrased as "I will write a complaint letter to the management":

> One of our lecturers was impatient toward students, aggressive and very irritated when students did not understand the material. She even, at times, left class in the middle of it in order to use her mobile phone. She also told us more than once that she gets paid and it does not really matter if we complained or not. I filed a complaint against her, but nothing really happened.

The participants were asked, "How would you act if the conditions described in Part A (FI statements) occurred frequently?" The students were asked to report their level of agreement regarding the response statements. Each item was given a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Likert-type scales are the most frequently used in survey questionnaire research and are the most useful in behavioral research and, therefore, found suitable for the purposes of the current study. Although researchers have used 7-point and 9-point scales, coefficient alpha reliability with Likert scales has been shown to increase up to the use of 5 points, but then it levels off (Hinkin, 1998). Accordingly, a 5-point Likert-type scale was used in the current study's new designed scale. Lastly, the 16-item scale was submitted to 30 undergraduate students in order to assess the clarity of the items; however, no changes were made, because the pilot group participants reported no problems regarding the clarity of the scale's items.

Phase 2: Quantitative study results. SEM was employed to assess the construct validity of the EVLN scale, using a confirmatory factor analysis. The analysis yielded four factors (Figure 1): *loyalty, voice, neglect*, and *exit*, in accordance with the content analysis results (Phase 1). Two items were excluded from the scale (13 and 16) due to low item loadings, $\chi^2(68) = 359.255$, $p = .000$, CFI = .925, RMSEA = .07. A discriminate-related validity has been shown by the low correlations between the subscales, suggesting that the factors are, to some extent, independent each from the other. Table 1 presents the EVLN scale factors, item descriptions (as derived from Phase 2), and reliability analysis results (Cronbach's alpha).

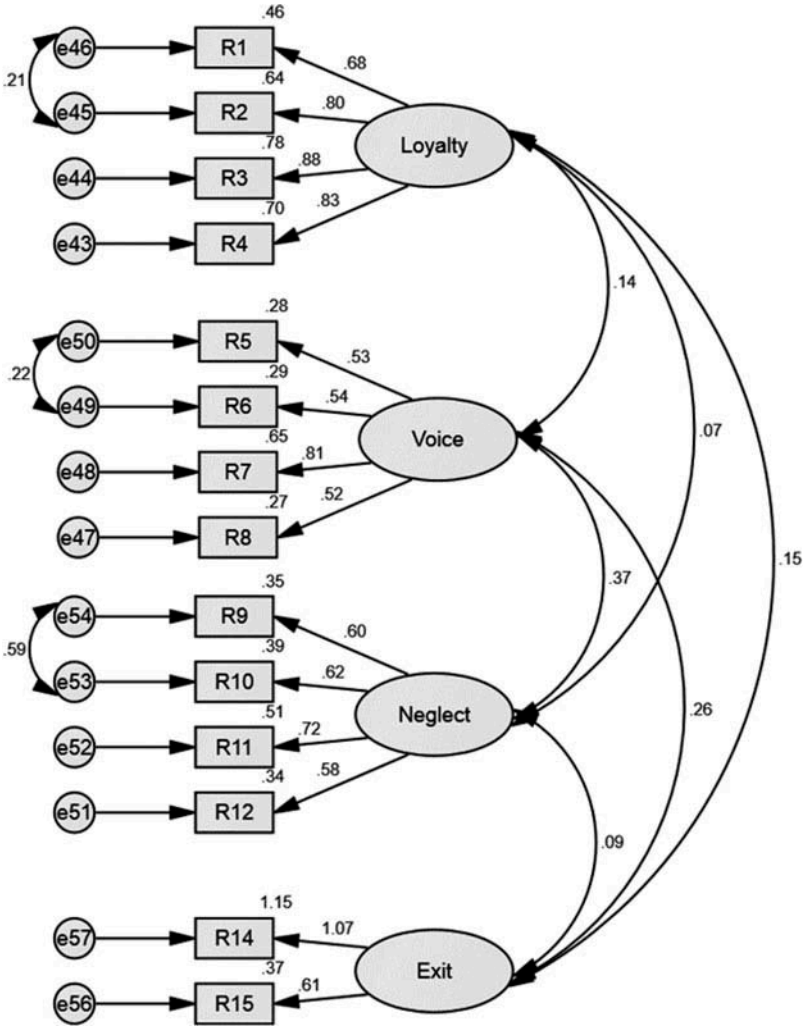

FIGURE 1 Model 1. The exit/voice/loyalty/neglect measurement model, with standardized parameter estimates (n = 744).

Second Research Aim

SEM was employed to test the research hypothesis. As previously described, the students were asked to tap their level of agreement with the EVLN responses based on possible increased FI experiences. To sample those who experienced FI, to some extent, data used for the SEM analysis included only students who reported rarely experiencing FI (= 2) up to nearly always experiencing (= 5) active or passive FI (n = 110). The model (Figure 2) was constructed as follows: Paths were specified between the student characteristic variables of GPA and religious

TABLE 1
The EVLN: Subfactors, Item Descriptions, and Internal Consistencies (Cronbach's Alpha)

Subfactors and Item Descriptions	*Cronbach's α*
Loyalty	
I will wait until the course is over	
I will try not to stick out during the course	Four items
I will keep a low profile till the course ends	.88
I will stay quiet during the lessons until the course is over	
Voice	
I will personally talk to the lecturer	
I will talk to other students about this lecturer	Four items
I will send the lecturer an email	.70
I will send the lecturer a text message	
Neglect	
I will write a complaint letter to the management	
I will initiate a shared complaint letter to the management (i.e., petition)	
I will submit my opinion about this lecturer through the course feedback questionnaire at the end of the course	Four items .76
I will convince other students not to take courses with such a lecturer	
Exit	
I will take a different course instead	
I will change the study track	Two items
I will leave college	.79
I will not take future courses with this lecturer	

Note. n = 744. EVLN = exit/voice/loyalty/neglect model.

affiliation (Jewish students = 1, non-Jewish students = 2) and all latent variables. The latter dummy variable was created due to insignificant differences found among the Israeli non-Jewish religious groups (Muslim, Christian, and Druze) on the dependent variables and as they differentiate from the Israeli Jewish group, which is the majority religious group in Israel. The student characteristic variables were entered into the analysis based on regression analyses, in which the general FI and each of the EVLN factors were entered as dependent variables (separately), and the following student characteristic variables were entered to the analyses as independent variables: the student's religious affiliation, gender, age, year of study, father's educational attainment, mother's educational attainment, economic condition, and GPA. The goodness of fit of the data to the model yielded to sufficient fit results, $\chi^2(119) = 169.624$, $p = .002$, CFI = .913, RMSEA = .06. Paths were also specified between FI and each of the EVLN latent variables. The results are summarized in Table 2.

As can be learned from Table 2, the results showed a positive (low) significant coefficient between the FI factor and the *exit* subfactor ($\beta = .33$, $p < .01$). Regarding the student characteristic variables, the Israeli non-Jewish religious group was negatively connected to the *neglect* subfactor ($\beta = -.34$, $p < .01$) and positively related to the following variables: *loyalty* ($\beta = .22$, $p < .05$), *voice* ($\beta = .55$, $p < .001$), and *exit* ($\beta = .28$, $p < .05$). An inverse relation was found between GPA and *exit* ($\beta = -.25$, $p < .05$). Lastly, as shown in Figure 2, a significant negative low correlation was found between the GPA and the Israeli non-Jewish religious group ($\beta = -.33$, $p < .001$). An additional SEM analysis (Figure 3) indicated that merely the active FI subfactor is significantly positively

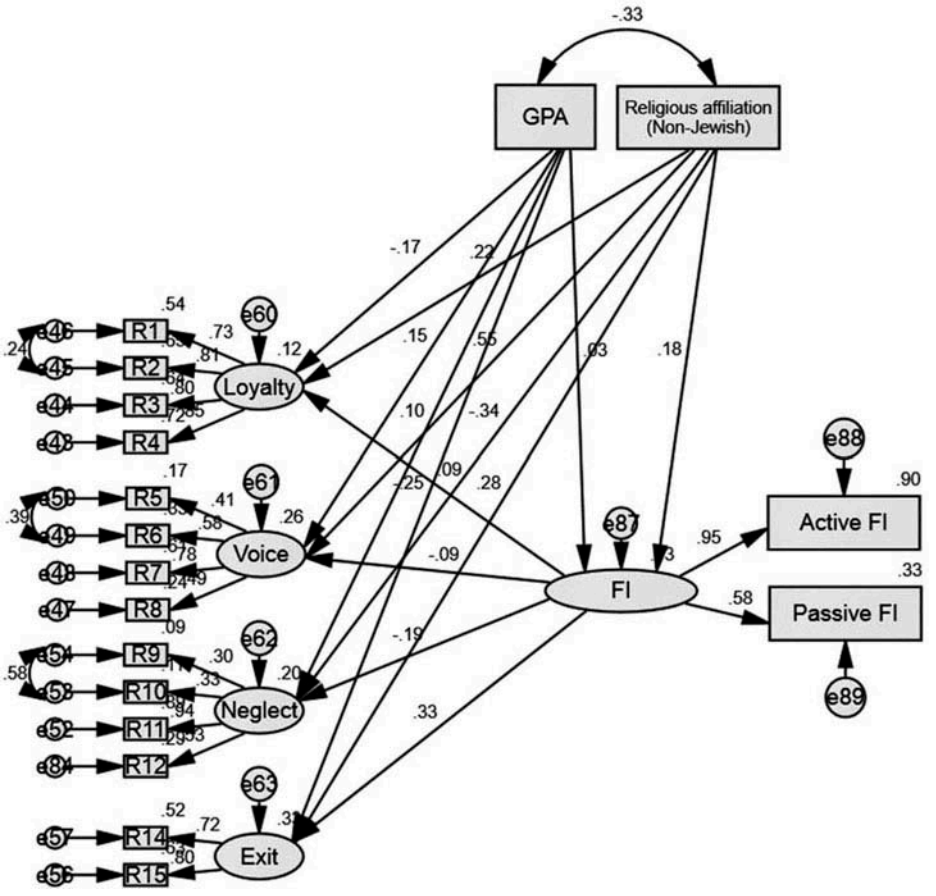

FIGURE 2 Model 2. The structural model, with standardized parameter estimates (n = 110). *Note*. GPA = grade point average; FI = faculty incivility.

TABLE 2
Summary of the Structural Model Coefficient Results

EVLN Subfactors	*GPA*	*Religious Affiliation (Non-Jewish)*	*FI*
Loyalty	*ns*	.22*	*ns*
Voice	*ns*	.55***	*ns*
Neglect	*ns*	−.34**	*ns*
Exit	−.25*	.28*	.33**

Note. n = 110. Nonsignificant coefficients are indicated as *ns*. EVLN = exit/voice/loyalty/neglect model; GPA = grade point average; FI = faculty incivility.

*p < .05. **p < .01. ***p < .001.

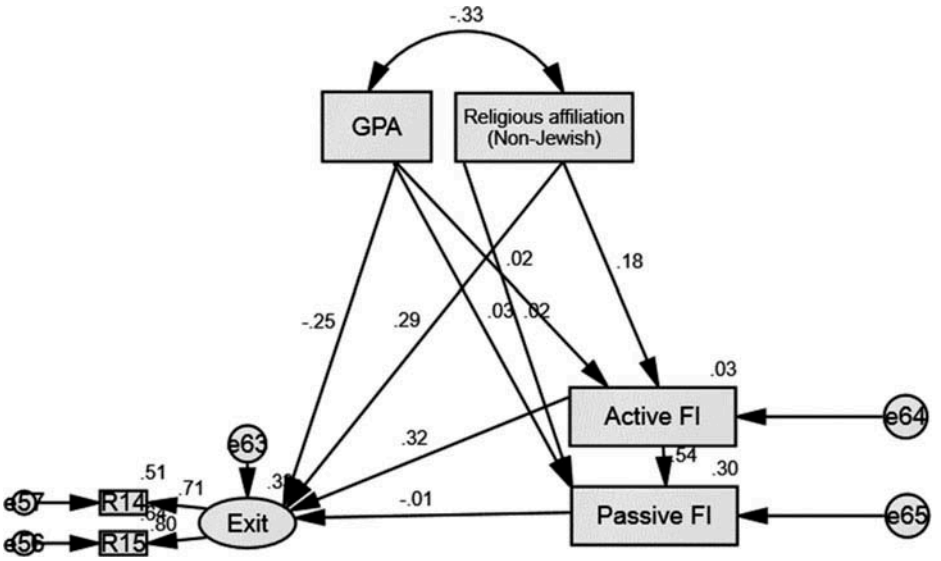

FIGURE 3 Model 3. Path model for the prediction of the exit/voice/loyalty/neglect model subfactor of *exit* with standardized estimates shown (n = 110). *Note*. GPA = grade point average; FI = faculty incivility.

related to the *exit* subfactor (β = .32, $p < .01$), over and above the student characteristic variables (β = .32, $p < .01$), $\chi^2(3) = .482$, $p = .923$, CFI = 1.00, RMSEA = .00.

DISCUSSION

The primary goal of this study was to map responses to FI as perceived by students and to construct and validate a new scale for empirically measuring those responses. An additional goal was to measure the connections between FI and those responses.

First Research Aim

A mix–method approach was applied to construct and validate a new scale for measuring responses to FI. The qualitative results foregrounded four categories: *exit, voice, loyalty*, and *neglect*, which together assembled the EVLN theoretical model (Farrell, 1983). This qualitative analysis was followed by a confirmatory factor analysis, which corroborated the existence of these four categories. This result is consistent with previous theoretical classification of responses to dissatisfaction (Farrell, 1983), psychological contract violation (Rousseau, 1995), and more recent general perceptions of problematic events (Hagedoorn et al., 1999). Classifying potential responses to incivility under the EVLN model was merely introduced by Itzkovich (2015) as a theoretical framework utilized to map conceptual (i.e., not only behavioral) responses to incivility and by Clark (2008), who suggested the outdated version of Hirschman

(1970) as a framework for mapping responses to FI. The new EVLN scale, constructed and validated in the current study, does not build upon Hirshchman's version, which fails to capture the full scope of responses to FI, by overlooking the *neglect* response. Rather, the new scale utilizes contemporary instantiations of the previous theoretical models (Farrell, 1983; Hagedoorn et al., 1999; Rousseau, 1995), which include the *neglect* response, thus enables a more comprehensive conceptualization of responses to FI.

Second Research Aim

The second aim of this study was to empirically assess the relationships between FI and the four behavioral responses measured by the EVLN scale. It was hypothesized that students' perceptions of FI will be associated with the four EVLN responses. Path model results partially corroborated the hypothesized connections, showing that students who evaluated their faculty behavior as uncivil were more inclined only toward terminating the affiliation/relationship with the lecturer/college (*exit* response). This inclination can be explained by the psychological contract violation logic (Rousseau, 1995). The consideration of relationships as part of the entitlements of the psychological contract (Coyle-Shapiro, 2002) implies that damaged relations, as uncivil interactions, could violate the psychological contract. This notion could be strengthened by Stecher and Rosse (2005), who posited that interpersonal interactions are as significant as any economic transaction from the viewpoint of the emotional and behavioral reactions aroused when the interaction is destructive. According to Rousseau (1995), such violation of the contract can elicit *exit* behaviors in five terms: the contract is transactional in nature (i.e., compared to relational), the relationships are relatively short, other people also choose *exit*, other opportunities of exist are available, and no remedy options are available. In academic life, it is plausible to assume that the relationships between students and their lecturers and/or the college are transactional in nature, based on costs and benefits mostly related to and based on the grading system. Moreover, these are short-term relationships that ranged from 4 months (one academic semester period) up to 3 years. Therefore, it seems plausible to assume that targets of FI will choose the *exit* response.

Additional path results showed that merely active FI was associated with the *exit* response. It might be that passive incivility is not perceived as threatening to the social status of students, whereas active incivility might threaten students' social status. These threats to social status could consequently enhance *exit* responses. Porath, Overbeck, and Pearson (2008) indicated that incivility elicits perceptions of status challenges, which in turn generate targets' responses, yet they overlooked the possibility that some uncivil behaviors are perceived differently than others, maybe because in the workplace arena (compared to the academic arena) there was no theoretical distinction and an available measurement tool to distinguish active from passive incivilities.

A further path analysis indicated that the Israeli non-Jewish religious group was positively associated with *exit, voice*, and *loyalty*, and negatively associated with *neglect*. The positive association between the affiliation to the Israeli non-Jewish religious group and *exit, voice*, and *loyalty* could be explained by the notion that minorities are exposed to more discriminating events in general (Cortina, 2008). Such experiences can lead to a general dissatisfaction and a pessimistic view of college life, which in turn can accelerate response behaviors as reactions to problematic events in general (Hagedoorn et al., 1999). Regarding the negative association

between the affiliation to the Israeli non-Jewish religious group and *neglect*, it is plausible to assume that although the three responses (i.e., *exit, voice, loyalty*) do not challenge the perpetrator, the *neglect* option does, as it consists of behaviors that put blemish on the lecturer. As such, it might elicit future retaliation of the faculty member who is allegedly accused by the student to be uncivil. Drawing on this line of thought, it might be safe to assume that students, especially those affiliated to minority religious groups, will choose to refrain from retaliatory behaviors such as *neglect*, as retaliation toward higher status figures such as faculty might be costly (i.e., an additional course with this lecturer). Porath et al. (2008) strengthened this premise by showing that low-status targets of incivility (such as minority religious groups) will be more inclined to choose avoidant responses as *exit* or *loyalty*.

Additional results indicated that students with higher grades tended to report lower levels of *exit* compared to low-achieving students. This can be explained by Rousseau (1995), who posits that individuals will choose *exit* when its *cost* is considered to be relatively low. Considering that *exit* might cost more for those with higher grades, it is reasonable to assume they will refrain from *exiting*. Lastly, results indicated inverse relationships between GPA and affiliation to the Israeli non-Jewish religious group. It might be that affiliation to a minority group that is exposed to more discrimination (Cortina, 2008) and unjust distribution of resources, impacts the capability of individuals to attain resources, which might help in increasing their GPA.

Limitations, Implications, and Future Directions

Some limitations of the present investigation and further directions for future research must be noted. First, this study was conducted in a single country and was limited to two regional colleges; therefore, the results cannot necessarily be generalized to students of other regions. Cross-cultural validation of the results is needed to substantiate these findings. The second limitation concerns SEM analysis and the cross-sectional nature of the data, which can prevent definitive statements about causality. It might be, for example, that *neglect* behaviors of students will elicit more FI. In addition, other factors could explain the EVLN reactions. For instance, personality traits should be examined in future research as antecedents of EVLN (Naus, van Iterson, & Roe, 2007). Third, all of our measures were self-report. Future research should employ diverse methods in assessing these constructs. A triangulating methodological approach can lend more confidence to this study's findings. Fourth, although construct validity has been attained to some extent, further predictive validity should be addressed in future research. It should be further acknowledged that other variables than FI might explain EVLN. In fact, in organizational setting, psychological contract violation (Rousseau, 1995), for example, was introduced as an antecedent for EVLN reactions, and in college setting it is plausible to assume that students' well-being might increase the predictive validity of the EVLN scale. Moreover, although discriminate-related validity has been shown by the low correlations between the subscales, to validate the scale in terms of convergent validity, the other reaction scale (that has already been validated) should be assessed in conjunction with the current scale. To date, no such scale has been introduced, thus convergent validity is yet to be measured.

Although the only association between incivility and the EVLN model was theoretical (Itzkovich, 2015) or partial (Clark, 2008) so far, despite its limitations, the present study introduced a new measurement of responses (EVLN) to FI and showed that FI can elicit some responses indicated in the EVLN model. The current work also showed that similar to workplaces, minorities are more exposed to incivility and more inclined toward EVLN responses. Last, the current study demonstrates that inclination to choose *exit* as a response to incivility depends on the severity of the uncivil act. Such distinction should be assessed in the future centering on other types of or inclination to responses such as propensity to cheat or use of social media (for leisure) during class.

Conclusions, Practical, and Methodological Implications

This study enhances the understanding of incivility implications in colleges and could promote a proactive policy of zero tolerance for FI. In this respect, colleges should establish *voice* mechanisms to enable targets of FI to speak up. Moreover, colleges should strive to promote a nondiscrimination policy, which in turn allows equal opportunities for all students. By doing so, students might refrain from *exit* and would prefer *voice* channels, as well as *loyalty* based on attachment, and not as a silent reaction based on weakness and absence of opportunities.

REFERENCES

Alt, D., & Itzkovich, Y. (2015). Assessing the connection between students' justice experience and perceptions of faculty incivility in higher education. *Journal of Academic Ethics*, *13*, 121–134. doi:10.1007/s10805-015-9232-8

Altmiller, G. (2012). Student perceptions of incivility in nursing education: Implications for educators. *Nursing Education Perspectives*, *33*, 15–20. doi:10.5480/1536-5026-33.1.15

Andersson, L. M., & Pearson, C. M. (1999). Tit for tat? The spiraling effect of incivility in the workplace. *The Academy of Management Review*, *24*, 452–472.

Bentler, P. M. (2006). *EQS 6 structural equations program manual*. Encino, CA: Multivariate Software.

Berntson, E., Naswall, K., & Sverke, M. (2010). The moderating role of employability in the association between job insecurity and exit, voice, loyalty and neglect. *Economic and Industrial Democracy*, *31*, 215–230. doi:10.1177/0143831X09358374

Caza, B., & Cortina, L. (2007). From insult to injury: Explaining the impact of incivility. *Basic and Applied Social Psychology*, *29*, 335–350. doi:10.1080/01973530701665108

Chory-Assad, R. M., & Paulsel, M. L. (2004). Antisocial classroom communication: Instructor influence and interactional justice as predictors of student aggression. *Communication Quarterly*, *52*, 98–114. doi:10.1080/01463370409370184

Clark, C. M. (2008). Student voices on faculty incivility in nursing education: A conceptual model. *Nursing Education Perspectives*, *29*, 284–289.

Clark, C. M., Olender, L., Kenski, D., & Cardoni, C. (2013). Exploring and addressing faculty-to-faculty incivility: A national perspective and literature review. *The Journal of Nursing Education*, *52*, 211–218. doi:10.3928/01484834-20130319-01

Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement*, *20*, 37–46. doi:10.1177/001316446002000104

Cortina, L. M. (2008). Unseen injustice: Incivility as modern discrimination in organizations. *Academy of Management Review*, *33*, 55–75. doi:10.5465/AMR.2008.27745097

Coyle-Shapiro, J. A.-M. (2002). A psychological contract perspective on organizational citizenship behavior. *Journal of Organizational Behavior*, *23*, 927–946. doi:10.1002/job.173

Creswell, J. W. (2007). *Educational research* (3rd ed.). Thousand Oaks, CA: Sage.

Farrell, D. (1983). Exit, voice, loyalty, and neglect as responses to job dissatisfaction: A multidimensional scaling study. *Academy of Management Journal*, *26*, 596–607. doi:10.2307/255909

Farrell, D., & Rusbult, C. E. (1992). Exploring the exit, voice, loyalty, and neglect typology: The influence of job satisfaction, quality of alternatives, and investment size. *Employee Responsibilities and Rights Journal*, *5*, 201–218. doi:10.1007/BF01385048

Hagedoorn, M., van Yperen, N. W., van de Vliert, E., & Buunk, B. P. (1999). Employees' reactions to problematic events: A circumplex structure of five categories of responses, and the role of job satisfaction. *Journal of Organizational Behavior*, *20*, 309–321. doi:10.1002/(ISSN)1099-1379

Hahs-Vaughn, D. (2004). The impact of parents' education level on college students: An analysis using the beginning postsecondary students longitudinal study 1990–92/94. *Journal of College Student Development*, *45*, 483–500. doi:10.1353/csd.2004.0057

Hershcovis, M. S. (2011). "Incivility, social undermining, bullying…oh my!": A call to reconcile constructs within workplace aggression research. *Journal of Organizational Behavior*, *32*, 499–519. doi:10.1002/job.689

Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, *1*, 104–121. doi:10.1177/109442819800100106

Hirschman, A. O. (1970). *Exit, voice and loyalty: Responses to decline in firms, organizations, and states*. Cambridge, MA: Harvard University Press.

Itzkovich, Y. (2015). *Uneconomic relationships: The dark side of interpersonal interactions in organizations* [Hebrew]. Tel Aviv, Israel: Resling.

Lasiter, S., Marchiondo, L., & Marchiondo, K. (2012). Student narratives of faculty incivility. *Nursing Outlook*, *60*, 121–126. doi:10.1016/j.outlook.2011.06.001

Liljegren, M., Nordlund, A., & Ekberg, K. (2008). Psychometric evaluation and further validation of the Hagedoorn et al. modified EVLN measure: Personality and social sciences. *Scandinavian Journal of Psychology*, *49*, 169–177. doi:10.1111/j.1467-9450.2007.00620.x

Marchiondo, K., Marchiondo, L. A., & Lasiter, S. (2010). Faculty incivility: Effects on program satisfaction of BSN students. *The Journal of Nursing Education*, *49*, 608–614. doi:10.3928/01484834-20100524-05

Merton, R. K. (1968). *Social theory and social structure*. New York, NY: Free Press.

Morrissette, P. (2001). Reducing incivility in the university college classroom. *Electronic International Journal of Leadership Learning*, *5*(4), 1–12.

Naus, F., van Iterson, A., & Roe, R. (2007). Organizational cynicism: Extending the exit, voice, loyalty, and neglect model of employees' responses to adverse conditions in the workplace. *Human Relations*, *60*, 683–718. doi:10.1177/0018726707079198

Pearson, C. M., & Porath, C. L. (2005). On the nature, consequences and remedies of workplace incivility: No time for "nice"? Think again. *Academy of Management Perspectives*, *19*, 7–18. doi:10.5465/AME.2005.15841946

Porath, C. L., Overbeck, J. R., & Pearson, C. M. (2008). Picking up the gauntlet: How individuals respond to status challenges. *Journal of Applied Social Psychology*, *38*, 1945–1980. doi:10.1111/j.1559-1816.2008.00375.x

Porath, C. L., & Pearson, C. M. (2013). The price of incivility. *Harvard Business Review*, *91*, 115–121.

Roszkowski, M., & Goetz, J. (2010). The relationship between salary and perceived financial comfort among graduates of a developmental education program. *Research and Teaching in Developmental Education*, *26*, 10–15.

Rousseau, D. M. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks, CA: Sage.

Rusbult, C. E., Farrell, D., Rogers, G., & Mainous, A. G. (1988). Impact of exchange variables on exit, voice, loyalty, and neglect: An integrative model of responses to declining job satisfaction. *Academy of Management Journal*, *31*, 599–628. doi:10.2307/256461

Schilpzand, P., de Pater, I. E., & Erez, A. (2015). Workplace incivility: A review of the literature and agenda for future research. *Journal of Organizational Behavior*. Advance online publication. doi:10.1002/job.1976

Settles, I. H., & O'Connor, R. C. (2014). Incivility at academic conferences: Gender differences and the mediating role of climate. *Sex Roles*, *71*, 71–82. doi:10.1007/s11199-014-0355-y

Si, S., & Li, Y. (2012). Human resource management practices on exit, voice, loyalty, and neglect: Organizational commitment as a mediator. *The International Journal of Human Resource Management*, *23*, 1705–1716. doi:10.1080/09585192.2011.580099

Stecher, M. D., & Rosse, J. G. (2005). The distributive side of interactional justice: The effects of interpersonal treatment on emotional arousal. *Journal of Managerial Issues*, *17*, 229–246.

Strauss, A. L. (1987). *Qualitative analysis for social scientists*. Cambridge, UK: Cambridge University Press.

Sverke, M., & Hellgren, J. (2001). Exit, voice and loyalty reactions to job insecurity in Sweden: Do unionized and non-unionized employees differ? *British Journal of Industrial Relations*, *39*, 167–182. doi:10.1111/bjir.2001.39.issue-2

The Central Bureau of Statistics. (2011). *Women in higher education*. Retrieved December 21, 2012 from http://www1.cbs.gov.il/www/publications/desc_exp/women.pdf

The Council for Higher Education. (2009). *Planning and budgeting committee 34/35 report*. Retrieved July 20, 2010 from http://www.che.org.il/download/files/contents_1.pdf

Valiyamattam, G. J., & Gopal, D. V. V. (2013). Impact of the level of parental education on adolescent adjustment: A cross-sectional study. *Indian Journal of Health and Wellbeing*, *4*, 10–15.

Wright, M., & Hill, L. H. (2015). Academic incivility among health sciences faculty. *Adult Learning*, *26*, 14–20. doi:10.1177/1045159514558410