
**EXAMINING STUDENTS' INCIVILITY IMPACT ON ENGAGEMENT: THE
MEDIATION ROLE OF SATISFACTION**

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ABSTRACT

Purpose: The study into incivility in higher education provides opportunity to seek ways to reduce classroom uncivil behaviour thereby improving students' engagement to academic institutions. Previous studies found different forms of incivility and its impacts on organisations largely due to differences in norms of politeness and cultures. This study investigates the growing dynamics of incivility in the classroom context and clarifies its impact on students' engagement to academic institutions and how satisfaction provides mediation role.

Methods: The survey method was utilised and convenience sampling technique was used to contact students at their campuses. The questionnaire used has items on students' experiences on incivility, engagement and satisfaction in higher education institutions. The study was conducted on 441 useable responses and explanatory research design was used. The authors performed statistical analysis to examine for size adequacy and sufficiency in the data.

Results: The research finds that incivility exists in higher education institutions. The empirical findings indicate that incivility has negative association with engagement but personal affairs dimension of incivility has positive and significant effect on engagement. Incivility has positive association with satisfaction but satisfaction partially mediates the relationship between incivility and engagement.

Implications: Researchers and managers of higher education institutions should appreciate that incivility has both positive and negative effects in the learning environment. The study has some aspects of incivility in the classroom that promotes satisfaction and engagement. Therefore, the theoretical perspective on incivility should be understood in context. Notwithstanding, managers of higher education institutions should create classroom environment without incivility.

KEYWORDS: incivility, engagement, service performance satisfaction, and self-Concept satisfaction.

1. INTRODUCTION

Relevant extant research works have acknowledged that it is important to investigate people's uncivil behaviours in different culture settings to understand its nature. According to Ghosh, Reio and Bang

(2013) studies conducted in America and Europe, there is an increasing trend of uncivil behaviour which requires immediate attention. In the works of Tricahyadinata, Hendrydi, Suryani, Za & Riadi (2020), most of the preliminary research works on organisation-based incivility were conducted in the United State of America, later developed in Australia (Birks, Cant, Budden, Russel-Westhead, Ozcetin & Tee, 2017; Loh & Loh, 2018; Warnner, Sommers, Zapper & Thornlow, 2016) and Canada (Smith, Andrusyszyn & Laschinger, 2010). There were several large-scale studies in China (Chen, Wang, Peng, Geimer, Sharp & Jex, 2018; Ma, Meng, Shi, Xie, Wang, Dong & Sun, 2018; and Shi, Guo, Zhang, Xie, Wang, Sun, Dong, Sun & Fan, 2018). Between 2016 and 2018, research on incivility also featured in Korea (Hyun, De Gagne, Park & Kang, 2018), India (Sharma & Singh, 2016), and Malaysia (Arshad & Ismail, 2018; and Koon & Pun, 2018).

Researchers from different professional background have also studied into incivility in different ways. Researchers in the field of education have studies on the risks education institutions face when they fail to address incivility in the classroom (Benton, 2007), how incivility harms learning environment and students' respect to each other (Feldman, 2001; Hirschy & Braxton, 2004), and incivility relations to the education industry (Lecturer & Ali, 2016; Dorit & Yariv, 2016). Researchers from organisational behaviour and management background study into incivility span across employee behaviours including job withdrawal (Bibi, Karim & Din, 2013), absenteeism, higher levels of sadness, anger, and fear at workplace (Porath & Pearson, 2012), satisfaction and fatigue (Kim, Kim, & Park, 2013; Welbourne, Gangadharan & Esparza, 2016), higher stress level (Beattie & Griffin, 2014), productivity (Rahim & Cosby, 2016), and work engagement (Beattie & Griffin, 2014; Reio & Saners-Reio, 2011). Research into incivility has also featured in the nursing industry (Roberta, Heathier, Spence & Leiter, 2016; Riah & Kristy, 2015), and the service sector (Won-Moo, Moon & Jun, 2016; Zhan, 2017).

These studies found different forms of incivility and how it affects organisations largely because of differences in values and norms. These research works and their findings provide opportunity for research into incivility across organisations. This research adds on to incivility literature, students' satisfaction, and students' engagement. In the first place, the study has tested the relationships among incivility, satisfaction and engagement constructs to establish their prevailing situation in the classroom. This is important because of the power relationship structure between teachers and students, and among students in the classroom setting. According to Loh, Thorteinsson, & Loi (2019), employees from high power distance societies tend to accept workplace mistreatment than employees from low power distance societies. As indicated by Hirschy & Braxton (2004), teachers and students are tired of disruptive behaviours of other students who exhibit incivility in the classroom and have expressed the desire for more civil learning environment.

In addition, the study tested the mediation role of satisfaction between incivility and engagement. This

test aims at finding specific role satisfaction can play in the growing incivility experiences in the classroom. The literature on incivility disproportionately discusses the problem and effort needs to be put into finding solutions to contain incivility in the classroom. Therefore, testing for satisfaction as a way to mediate between incivility and engagement becomes appropriate.

Today's educational community will continue to grow in volume and diversity. Surprisingly, study into the challenges caused by incivility remains general and sparse. Reflecting on this immaturity, it is important to examine incivility problem and ways to reduce its negative impacts to promote better classroom experiences. Education has been noted to play important role in helping students to develop a sense of civic and social responsibilities to contribute to the common good (Clark & Springer, 2007). By this thinking, this research shares evidence on the dynamics of incivility in classroom, how incivility impacts on students' engagement, and the mediation role of satisfaction.

2. LITERATURE REVIEW AND THEORETICAL BASIS

2.1 Theoretical Base of the Study

This study uses Affective Event Theory (Weiss & Cropanzano, 1996) and Conservation of Resources Theory (Hobfoll, 1989) to discuss the relationships among incivility, engagement and satisfaction constructs. The Affective Event Theory emphasises the impact of negative emotions on attitude and performance. The Affective Event Theory indicates that the summation of positive emotional events improves engagement. The influence of emotion on attitude can be obtained by behaviours and viewpoints (Reich & Hershcovis, 2015). If the behaviour and viewpoint have signs of incivility, they shall cause emotional stress which can lead to harmful emotional engagement. This come to support the Conservation of Resource Theory which assumes that people tend to obtain, retain and conserve certain resources demanded to complete tasks at the workplace. This further describes the formation mechanism of the coping ability and processes by persons to respond to pressures. The Conservation of Resources Theory elaborates that when people cannot receive earnings on investments made at work, they tend to think of resource loss. Students in higher education institutions are more likely to have the anxiety that resources invested in learning may not be rewarded. If students perceive possible loss of resources in education, they are more likely to become stressful to incivility behaviours which can affect their satisfaction and engagement.

Therefore, using Affective Event Theory and Conservation of Resource Theory in incivility-engagement relation suggest that satisfaction is a positive emotional resource. The main principle behind these theories is that people's emotions are obvious when they work in unpleasant workplace. Consequently, students who encounter incivility in higher education are more likely to feel emotional pressure, resulting in the loss of positive emotional resources accumulated. In this situation, students can easily withdraw their engagement or pretend to be engaged by just controlling their emotions.

2.2 Incivility in Perspective

According to Random House Dictionary (2012), incivility is defined as ill-mannered behaviour or treatment. In the general management literature, the definitions on incivility emphasis on rude, discourteous, showing lack of regard for other people (Anderson & Pearson, 1999), and disruptive verbal and nonverbal behaviours enacted toward others. Feldmann (2001) taxonomy looks at students' incivility as follows:

- (i) Annoyance – they are categories of incivility which includes issues of etiquette such as sleeping, daydreaming, wearing inappropriate clothing, reading irrelevant material in class, and irritating behaviours.
- (ii) Classroom 'terrorism' – they are behaviours that aim to dominate class or Lecturer's time. This includes raising irrelevant topics and displaying intolerance toward other students' views.
- (iii) Intimidation – they are behaviours of complaints and harshly smearing of anonymous information on Lecturers, Administrators and other students.
- (iv) Threats of violence – they are open attacks against Lecturers, Administrators and students.

There are also proliferations of incivility related constructs in the education literature that are similar to incivility. These related constructs represents an attempt to yoke incivility to Feldman's aforementioned categorisations of incivility. Sometimes, incivility can appear in a form of challenging behaviour which is meant to seek clarification about classroom activity (Simonds, 1997). Such behaviour can take the form of evaluating testing processes, grading procedures, relevance of policies and courses, and power play on a Lecturer's expertise. These behaviours can increase in intensity by moving from annoyance to threats of violence. The effect of all these incivility practices has impact on students' satisfaction and engagement.

2.3 Defining Incivility Problem

The need to study into the norms on how people should behave well to live cooperatively with others in communities and cultures can be dated back to history (Hartman, 1996). According to some social scientists and historians, the need for civility has become greater today than ever as human contact has increased in complications and occurrences (Carter, 1998). All members in diverse culture workplaces need to adjust their conducts to that of others by behaving in a predictably 'civil' ways. Not too surprising, the millennium social organisation which is characterised by high-tech and global interaction faces growing challenge of relationships among the people involve.

Some scholars and social critics believe that the present generation supports an ethic of self-expression, and despise the pretence of civility due to the belief that 'civility' deprives one of autonomy and independence (Gordon, 1989; Morris, 1996; Steinberg, 1996; Wilson, 1993).

According to Morris (1996), the present time has been noted as the period of 'whatever', which means that persons do not want to make a judgment, impose a standard, or call behaviour improper. The twenty-first century has been described by some historians as the period of inconsiderate acts and impoliteness as society follows closely even in the slow track (Morris, 1996).

Despite the implicit need for increasing civil interaction, societies continue to experience incivility. Marks (1996) studies on American society found out that, 91% of those persons who participated in his study expressed that incivility has contributed to the increase is one of the contributory factors to the violence in that society. Some researchers have also shown that incivility is highly correlated with crime, and can also progress an upward escalation of anger to serious levels (Taylor & Gottfredson, 1986). Felson and Steadman (1983) study on male inmates revealed that the series of events that lead to assault always begins with an exchange of rude comments, which leads to an attack on identity and eventually to physical assault.

According to Loh et al. (2019), incivility is a common issue experienced by many employees at the workplace. In their studies, they found that cultural changeability affects workplace incivility perception and interpretation. Loh et al. (2019) have emphasised that employees from high power distance societies tend to accept workplace ill-treatment than employees from low power distance societies. Their study tested a moderated mediation model that links the experiences of workplace incivility, burnout, job satisfaction and work withdrawal between Australian and Singaporean white-collar employees. The authors' study outcome shows that workplace incivility contributes to burnout, which in turn predicts employee's job dissatisfaction and work withdrawal. What these researchers found recommends the need to think about employees' national culture when probing incivility at workplace.

According to Marco, Hoel and Arenas (2018) studies on Lesbian and Gay employees, most employees who are victims of workplace incivility begin the experience with jokes, use of language, stereotypes, and intrusive behaviours. The researchers suggest that such acts are barely recognizable as a form of discrimination, as there is an absence of any reference to sexual orientation. The authors argue that discrimination on grounds of sexual orientation has not disappeared but has simply changed its manifestations to incivility. In the work of Yeung and Griffin (2008), they acknowledged that while the incidence and impact of organisation-based incivility have received increased academic and corporate attention in U.S. and Europe, less research work has been done to appreciate the occurrence and importance of such behaviour in Asia and by extension other parts of the world. The authors concluded that incivility exists widely at workplace, however at different extents. They also noticed that incivility has a major impact on employee engagement especially when the frequency reaches a certain threshold. The authors again identified that co-workers are perceived as sources of incivility than managers and senior leaders. To this end, one can conclude that incivility continues to exist in

social settings and has varied impact on social progress.

2.4 Searching for Solution to Incivility

A variety of specific techniques have been suggested to address the problem of overcoming the negative impact of incivility on social organisations. Miner and Eischeid (2012) have examined two types of social support (emotional and organisational) which acted as buffers on the relationship between incivility and outcomes in workplace and academic context. The researchers again examined two types of incivility namely general workplace incivility and gendered incivility. The results of both studies indicated that employees and students who experienced higher levels of incivility reported better outcomes when they are assisted with organizational and emotional support.

The study by Arnold and Walsh (2015) has revealed the factors that influence the relationship between experiencing customer incivility and psychological well-being of employees in service industry. The researchers tested three factors that may shield employees from negative effects of customer incivility. The factors are finding meaning in work, perspective taking, and transformational leadership of supervisors. The research found Transformational leadership to moderate the relationship between customer incivility and employee's well-being. The Meaning and perspective taking fail to moderate the relationship between customer incivility and employee's well-being, but it has a positive association with employee's well-being. Beattie and Griffin (2014) undertook research work on security personnel in Australia. Their results found that security personnel have higher levels of stress when they experience incivility, but high support from superiors reduced this effect. In addition, their study revealed that, the negative effect of incivility on work engagement is only significant for those who have low self-evaluation. Therefore, reducing incivility in classroom can be done through academic institution's interventions and students' inner drives such as satisfaction.

2.5 Relation of Incivility to Engagement

Students' engagement in higher education institutions should take clue from the prevailing research findings on employee low commitment and productivity, higher negative attitudes, and less personal investment at workplaces which demands that organisations should promote good employee development (Little & Little, 2006). It is important to note that, dedicated students possess vitality and enthusiasm for scholarly works and cannot be distracted away. This study suggests that students view engagement with their institution as a bond that enable them gain knowledge to function well in society. So, positive psychological character such as satisfaction may be associated with engagement at higher education institutions.

According to Beattie and Griffin (2014), work engagement is infrequently studied in relation to workplace incivility. The concept of engagement is about the psychological present to exert physical, emotional, and cognitive energies into a particular role. Thus, it is about the positive, fulfilling, work-

related state of the mind that is characterised by vigour, dedication, and absorption. The works of Astin (1984) and Kuh (2009) have served the foundation to deeper insight into students' engagement in higher education. These scholars used different terminology to define the meaning of student engagement but echoed the same message. According to Harper and Quaye (2009) student engagement is about practical participation in the educational process both inside and outside the classroom, which leads to a range of measurable outcomes. In another respect, Kuh (2007) has operationalised the definition of student engagement in the following ways:

- (i) The amount of time and effort students put into their studies and other educationally purposeful activities.
- (ii) Students' participate in activity processes that lead to the experiences and desired outcomes such as persistence, satisfaction, learning, and graduation.

Some authors including Axelson and Flick (2010) have emphasised that student engagement describes the extent of attachment, concentration student hold in learning, and student connections to colleague students and the institution. These discussions suggest that students' engagement is in two forms. The first one is on the student's focus on educational activities; and the second is about the environment around the student which includes the actions of other students. This shows that other students' non-educational actions including incivility have the potential to affect other students' educational life.

2.6 Relation of Incivility to Satisfaction

Pearson, Anderson, and Wegner (2001) have established that victims of incivility at workplace experience negative affective and cognitive reactions at work and some withdraw from employment. Cortina and Magley (2001) have established that there is link between incivility experiences and lower job satisfaction. Some authors including Montgomery, Kane, and Vance (2004) have theorized that workplace incivility can trigger what they term dysempowerment. That is a process in which a person experiences an occurrence as an upset to dignity. The authors explain that incivility experiences promote negative affective response, which disrupts personality. As a person's motivation inherent in empowerment damages, his or her commitment to a particular activity diminishes. Students' learning environment incivility can be conceptualised as negative affective event, or dysempowering event and can be expected to have effect on their satisfaction and engagement.

3. METHODS

The data for this study were collected from 532 students who attend higher education institutions in Kumasi over three-month period using convenience sampling technique. Out of the 532 who received the questionnaire, 480 respondents (representing 90.23%) returned the questionnaire and 441 (representing 82.89% of questionnaire distributed) were usable. This valid response rate of 82.89% is appropriate for a study of this nature (Neuman, 2011)).

The descriptive summary on the respondents shows that 250 representing 56.69% of them are male as compared to 191 representing 43.31% which are females. Even though the female population in Ghana is more than male, male outnumber female population in institutions of higher learning. However, at the basic and secondary level of Ghana's education, the female population has increased astronomically in recent years to near equal numbers. Respondents were recruited across 10 programmes which are common to higher educational institutions in Ghana. The table 1 shows statistics on programme and gender.

Table 1: Descriptive statistics on Programme and Gender

S/N	Programme	Male	Female	Total
1	Accounting	54	47	101
2	Banking and Finance	28	21	49
3	Human Resource Management	27	30	57
4	Marketing	31	20	51
5	Computer Science	22	5	27
6	Information Technology	18	4	22
7	Nursing	22	35	57
8	Theology	13	2	15
9	Planning and Development	7	6	13
10	Communication Studies	28	21	49
	Total	250	191	441

In addition, the work status of the respondents was obtained. The number of students not working is 228 representing 51.70% of the respondents. This is in line with the feature of Ghana higher education system where most students are fresh from high schools coupled with the unemployment situation in the country. The table 2 shows statistics on Respondents' employment status.

Table 2: Descriptive statistics on employment status of Respondents

S/N	Work Status	Male	Female	Total
1	Students who are not in employment	119	109	228
2	Students who are in employment	131	82	213
	Total	250	191	441

3.1 Data Collection Method and Sample Size Adequacy Assessment

The survey method was utilised and participants were contacted by making personal visits to high education institutions campuses and contacted students after their lecture sessions. The questionnaire was provided with a brief explanation on the academic purpose of the research and the need to respect their privacy. The items in the questionnaire were on students' experience of incivility, engagement and satisfaction in higher education institutions.

The authors performed statistical analysis to examine for size adequacy and sufficiency in the data.

As regards reliability analysis, Yurdugul (2008) has proved that the minimum sample size required for coefficient alpha depends on the largest eigenvalue of Principal Components Analysis (PCA). For the value exceeding 8.00, the sample alpha coefficient is a robust estimator of the population alpha even with samples as low as $n=30$. Regarding the factorial analysis, Fabrigar, Wagener, MacCallum and Strahan (1999) have proved that the minimum sample size should depend on the extent to which factors are over-determined and the level of communalities. A sample in the area of $n=100$ would produce accurate results if all factors are over-determined and communalities exceed 0.70 on average (Fabrigar et al. 1999). In this study, all the constructs and their dimensions are over-determined and communalities are around 0.70 on average. In addition, the KMO statistics (incivility, engagement and satisfaction) and the Bartlett's test of sphericities (significant at $p<0.001$) clearly indicate that the $n=441$ sample is sufficient for both reliability and factorial analysis.

Table 3: Descriptive statistics on Incivility and Satisfaction

Construct	Dimension	Total Variance Explained	KMO	Chi Square	Degree of Freedom	P-Value
Incivility	5	65.07	0.92	6077.72	300	0.00
Satisfaction	2	72.17	0.94	3605.20	55	0.00

3.2 Scale Purification

The drafted questionnaire was put to test with 40 students in higher education. The students were asked to give their opinion on the state of the questions in the area of clarity, omission and errors. The feedbacks received were on some words such as incivility and repetitive nature of some statements. Appropriate corrections were made on the feedbacks. The revised questions were sent to two faculty members whose specialities are in behavioural marketing and marketing research. An additional non-teaching person in higher education whose background is in education and psychology was also contacted. These persons also reviewed the revised questions and affirmed the appropriateness of the questions.

The CFA was used to purify the measurement scales, evaluate their internal consistencies, and assess their discriminant validity. The objective among other things was to derive a relatively rich and manageable number of factors that captures much information as possible in the observed variables. The incivility items were adapted from Handoyo et al (2018) which had 5 dimensions namely personal affairs intervention, abandonment, unfriendly communication, inconsiderate behaviour and privacy invasion. The initial total items for incivility were 28 and after the factor analysis, 3 items did not load well on the matrix.

Table 4: Number of items in the Incivility Construct

S/N	Name of Dimension	Number of items by Handoyo et al (2018)	Number of items retained by the study
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1	Personal Affairs Intervention	6	6
2	Abandonment	8	6
3	Unfriendly Communication	5	6
4	Inconsiderate Behaviour	4	4
5	Privacy Invasion	5	3
	Total	28	25

The satisfaction construct had 11 items. After factor analysis, 2 dimensions were obtained. They are service performance satisfaction (4 items) and self-concept satisfaction (7 items). All the items were presented as statements with rating scales ranging from 1 (very strongly disagree) to 7 (very strongly agree). Cronbach’s alpha reliability analysis was employed for initial scale purification (Meyer et al., 1995). The alpha coefficients which are higher than 0.7 (Bhattacherejee, 2001: 2002), and coefficient of determination values which are also greater than 0.8 indicate that the measurement scales are appropriate for the research. The table 5 below shows the number of items retained and Cronbach Alpha values of the variables in the constructs.

Table 5: Dimensions and Cronbach’s Alpha

S/N	Dimension	Number of Item Retained	Crobach’s Alpha
		Satisfaction	
1	Service Performance	4	0.900
2	Self-Concept	7	0.922
		Incivility	
1	Personal Affairs Intervention	6	0.906
2	Abandonment	6	0.850
3	Unfriendly Communication	6	0.836
3	Inconsiderate Behaviour	4	0.869
5	Privacy Invasion	3	0.731
		Engagement	
1	Engagement	6	0.929

Therefore, the researchers conclude that the items correctly measure the variables being observed.

4. DATA ANALYSIS AND DISCUSSIONS OF RESULTS

The study analysed the relationships among incivility, satisfaction and engagement. It is noted that students’ incivility and satisfaction accounts for 58% of variance in students’ engagement. In addition, a unit increase change in students’ satisfaction causes students’ engagement to positively change by 79%. Students’ incivility has inverse relationship with students’ engagement. Thus, a unit increase change in student’s incivility causes students engagement to reduce by 2%. Incivility has positive association with satisfaction. Thus, a unit change in incivility causes satisfaction to increase by 15%. The table 6 below shows regression statistics on the constructs.

Table 6: Relationship among Incivility, Satisfaction and Engagement

Path	Coefficient	OIM	T-Value	P-Value
Sat → Eng	0.79	0.03	24.65	0.000
Inc → Eng	-0.02	0.04	-0.37	0.713
Inc → Sat	0.15	0.06	2.51	0.013

Sat=Satisfaction Inc=Incivility Eng=Engagement

4.1 Effect of Incivility Dimensions on Engagement

The study analysed the effect of incivility dimensions on engagement. Personal affairs intervention is the only incivility dimension that has positive and significant effect on students’ engagement ($\beta=0.115$; $p\text{-value}=0.046$). This finding is contrary to Porath and Pearson’s (2013) report that persons who experience uncivil behaviours have diminishing commitment towards their organisations. Abandonment ($\beta=0.102$; $p\text{-value}=0.836$) and unfriendly communication ($\beta=0.089$; $p\text{-value}=0.089$) also have positive but no significant effect on engagement. However, inconsiderate behaviour ($\beta= -0.103$; $p\text{-value}=0.105$). these findings is likely to follow the outcome of Simond’s (1997) work that incivility can appear in a form of challenging behaviour which can give benefits to students’ educational encounters. The findings on privacy invasion ($\beta= -0.003$; $p\text{-value}=0.953$) has inverse relationship and no significant effect on engagement. The table 7 shows the statistics on the incivility dimensions effects on engagement.

Table 7: Incivility Dimensions on Engagement

Path	Coefficient	OIM	T-Value	P-Value
PAI → ENG	0.11	0.06	2.00	0.046
ABN → ENG	0.02	0.75	0.21	0.836
INCB → ENG	-0.10	0.06	-1.62	0.105
UNFC → ENG	0.09	0.05	1.71	0.089
PINV → ENG	-0.003	0.52	-0.60	0.953

PAI= Personal Affairs Intervention, ABN= Abandonment, PINV=Privacy Invasion, INCB=Inconsiderate Behaviour, UNFC=Unfriendly Communication, ENG=Engagement

4.2 The Mediating Role of Satisfaction on Incivility and Engagement

Mediation aims to discover and elucidate the mechanism that underlies an observed relationship between an independent variable (incivility) and a dependent variable (engagement) via the inclusion of a third explanatory variable, known as the mediator (satisfaction). Instead of hypothesizing the direct causal relationship between incivility and engagement, a mediation model hypothesizes the inclusion of the mediator variable (satisfaction) to diminish the relationship between the independent variable (incivility) and the dependent variable (engagement). The figure 1 shows the Structural Equation Model for the Satisfaction mediated model.

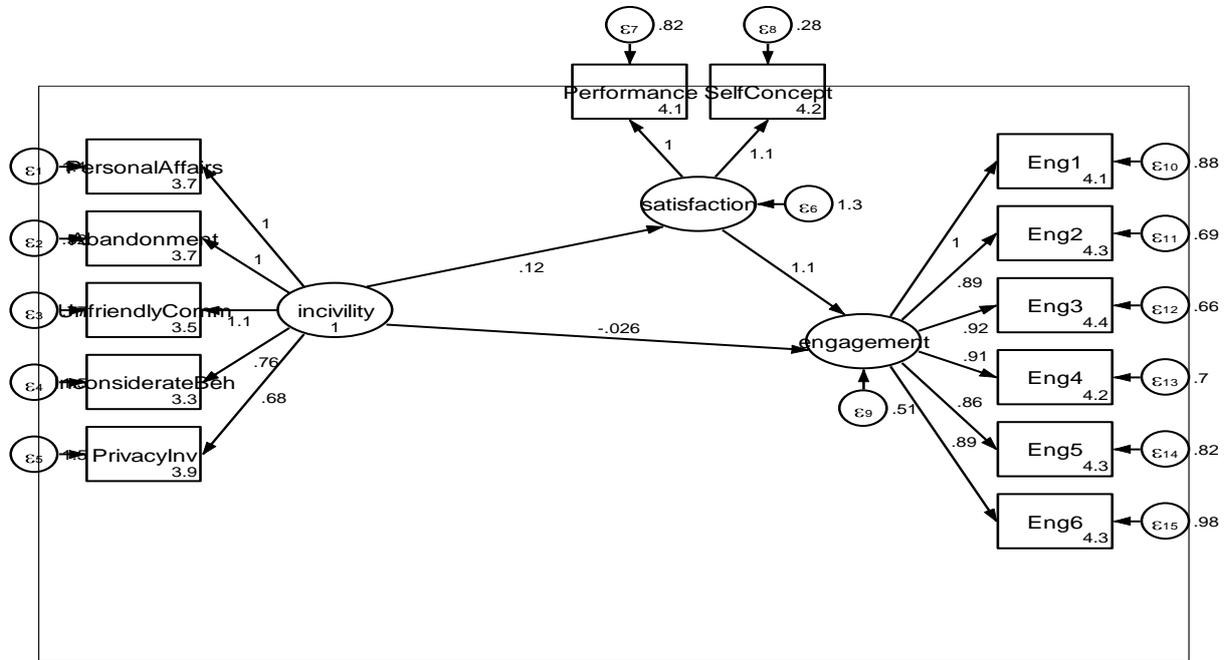


Figure 1: Structural Equation Model for the Satisfaction mediated model

The model has the following goodness of fit test statistics: p-close = 0.187; chi square = 147.812; p-value = 0.000; RMSEA = 0.056; CFI = 0.975; TLI = 0.968; SRMR = 0.035 and CD = 0.841. The information in the goodness of fit test shows that the model is good for use.

Having certified the measurement instrument’s suitability for statistical analysis, the structural equation modelling was used to explore the relationship between the variables. Becerra and Fougères (2011) believed that, there are many ways that can be used to test hypotheses with respect to establishing mediation. One of the commonly method that is adopted has to do with causal steps strategy, propounded by Forgas-Coll et al (2014). Thus, the investigator estimates the paths of the model, using Ordinary Least Square (OLS) regression or SEM, that ascertain the degree to which many criteria are met. Forgas-Coll et al (2014) have proposed some conditions for mediation to exist. For mediation to exist, an independent variable should significantly relate to the mediator. The mediator should significantly relate to the dependable variable. In this process, the relationship between the independent and dependent variables diminishes as the mediator is introduced in the model. This means that, each of the constructs should show proof of a nonzero monotonic association with each other. Hence the relationship between the independent and dependent variables must decrease substantially upon adding the mediator as the predictor of the dependent (Liang, Alvarez, Juang & Liang, 2007).

The study expects satisfaction in higher education to mediate between incivility and engagement. Examining the benchmark estimates of the mediation model, it is observed that the direct paths from incivility to engagement is negative and not significant ($\beta = -0.026$; $p < 0.612$). The indirect path from incivility through satisfaction to engagement is positive but not statistically significant ($\beta = 0.128$; $p < 0.070$). The total effect for incivility through satisfaction to engagement is also positive but not statistically significant ($\beta = 0.102$; $p < 0.188$). Base on the assumption by Forgas-Cool et al (2014), satisfaction plays partial mediation role between incivility and engagement. The implication is that, with or without satisfaction the relationship between incivility and engagement is same. The table 8 shows the summary information on satisfaction mediation between incivility and engagement.

Table 8: Result of the Satisfaction mediated model

Path	Mediator	Direct Effect	Indirect Effects	Total Effects	Comments	z-value (p-value)
Sat → Eng		1.076			Insignificant path relations	16.47 (p>0.000)
Inc → Sat		0.119			results in no mediation	1.82 (p<0.069)
Inc → Eng	Sat	-0.026	0.128	0.102		1.32 (p<0.188)

Not Significant at 95% confidence level, Inc=Incivility, Sat=Satisfaction Eng=Engagement

4.3 The Mediation Role of Service Performance Dimension of Satisfaction on the Relationship between Incivility and Engagement

Satisfaction has been found to partially mediate between incivility and engagement in this study. The authors have investigated the possible role service performance dimensions of satisfaction can play in the relationship between incivility and engagement. The regression statistics shows that incivility has negative and no significant relationship with engagement. However, service performance dimension of satisfaction has positive and significant relationship with engagement. The table 9 shows the regression statistics.

Table 9: Regression Statistics on Incivility, Service Performance Dimension of Satisfaction and Engagement

Path	Coefficient	OIM	T-Value	P-Value
Incivility → Engagement	-0.02	0.05	-0.39	0.694
Performance → Engagement	0.60	0.0	17.85	0.000

Performance = Service performance dimension of satisfaction

The SEM for incivility (independent variable), service performance dimension of satisfaction (mediator) and engagement (dependent) shows that incivility has positive relationship with service performance dimension of satisfaction but incivility has inverse relationship with engagement. Service performance dimension of satisfaction also has positive relationship with engagement. The figure 2 shows the SEM information on the constructs.

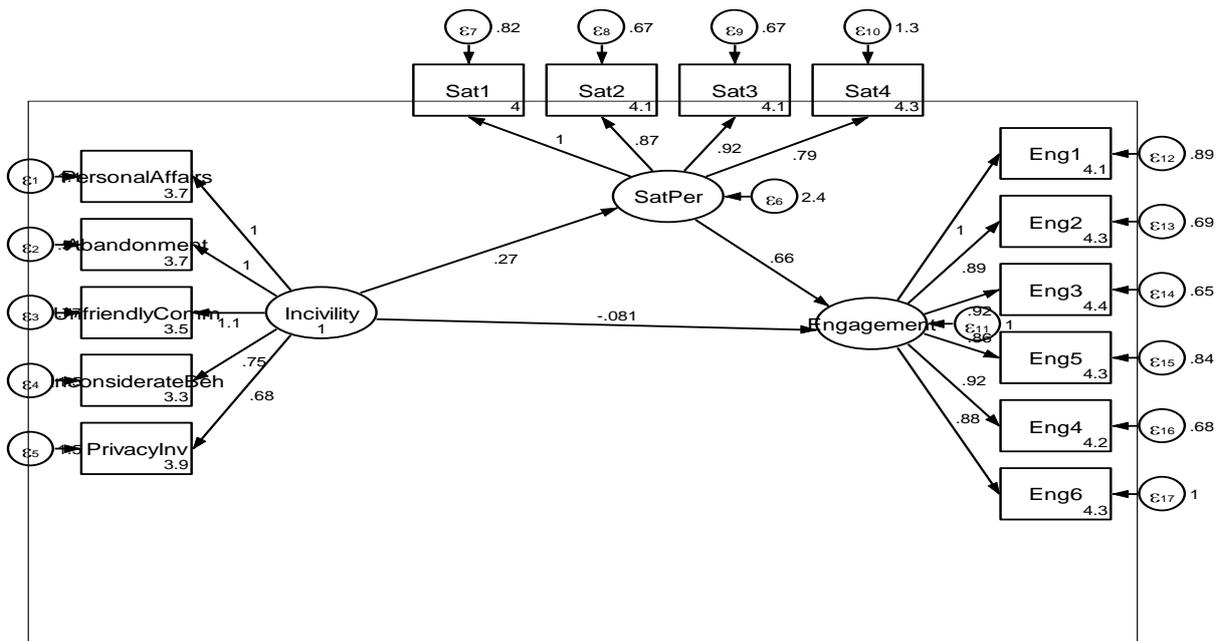


Figure 2: Structural Equation Model for Service Performance Dimension of Satisfaction mediated model

The model has the following goodness of fit test statistics: p-close 0.031; chi square 229.041; p-value 0.000; RMSEA 0.061; CFI 0.965; TLI 0.958; and CD 0.842. The information in the goodness of fit test shows that the model is good for use.

By investigating the benchmark estimates of the mediation model, it is observed that the direct paths from incivility to engagement is negative and not significant ($\beta = -0.08$; $p < 0.180$). The indirect path from incivility through service performance dimension of satisfaction to engagement is positive and statistically significant ($\beta = 0.18$; $p < .002$). The total effect for incivility through service performance satisfaction to engagement is also positive but not statistically significant ($\beta = 0.10$; $p < 0.19$). Base on the assumption by Forgas-Coll et al., (2014), service performance satisfaction plays no mediation role between incivility and engagement. The implication is that, service performance satisfaction cannot change the relationship between incivility and engagement. The table 10 shows summary information

on the mediation statistics.

Table 10: Result of the Service Performance Satisfaction mediated model

Path	Mediator	Direct Effect	Indirect Effects	Total Effects	Comments	z-value (p-value)
Perf → Eng		0.664			Significant path relations results in no mediation	14.59 (p>0.000)
Inc → Perf		0.274				3.21 (p<0.001)
Inc → Eng	Perf	-0.081	0.182*	0.101		1.31 (p<0.190)

Not Significant at 95% confidence level
Perf=Service Performance Satisfaction

* Significant at 95% confidence level
Eng=Engagement

Inc=Incivility

4.4 The Mediation Role of Self-Concept Dimension of Satisfaction on the Relationship between Incivility and Engagement

Satisfaction has been found to partially mediate between incivility and engagement in this study. The authors have investigated the possible role Self-Concept dimension of satisfaction can play in the relationship between incivility and engagement. Interestingly the regression statistics shows that incivility and Self-Concept dimension of satisfaction have positive association with engagement. The table 9 shows the regression statistics.

engagement (dependent) shows that incivility has positive association with Self-Concept dimension of satisfaction and engagement. Self-Concept dimension of satisfaction also has positive association with engagement. The figure 3 shows the SEM information on the constructs.

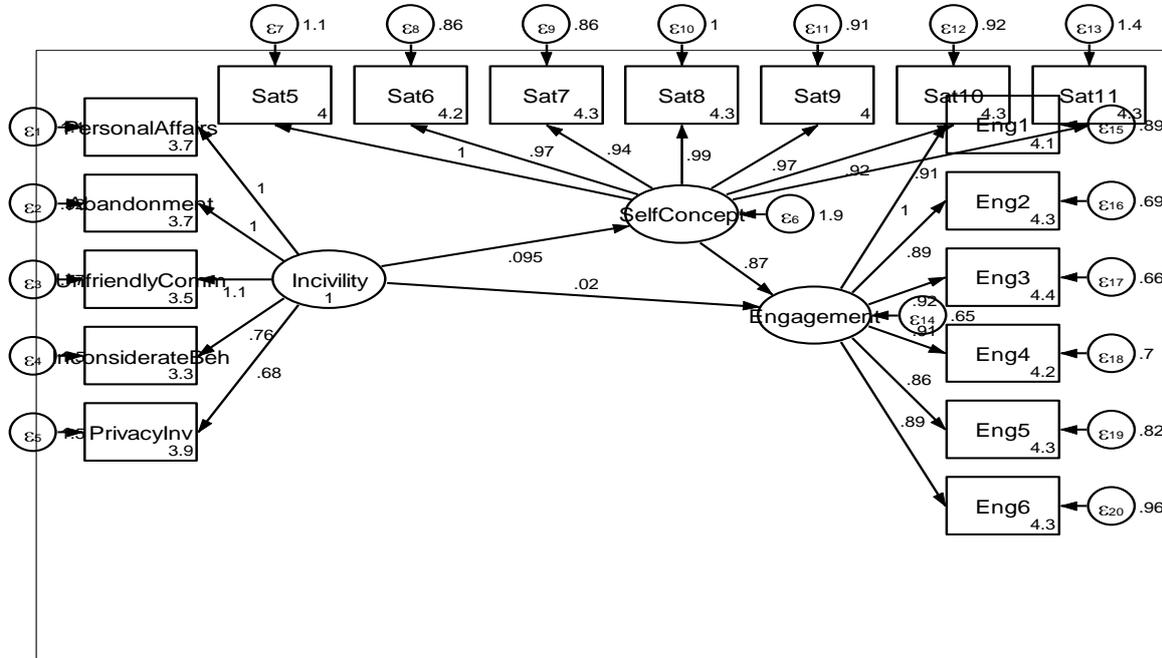


Figure 3: Structural Equation Model for Self-Concept mediated model

The statistical information on the Goodness of Fit test of the model shows the following statistics: p-close 0.000; chi square 417.257; p-value 0.000; RMSEA 0.070; CFI 0.945; TLI 0.936; SRMR 0.039; and CD = 0.841. The goodness of fit test information shows that the model is good for use.

The study expects Self-Concept satisfaction in higher education to mediate between incivility and engagement. By probing the standard estimates of the mediation model, it is observed that the direct paths from incivility to engagement is positive but not significant ($\beta= 0.02$; $p< 0.689$). The indirect path from incivility through Self-Concept to engagement is positive but statistically not significant ($\beta=0.08$; $p<0.202$). The total effect for incivility through Self-Concept satisfaction to engagement is also positive but not statistically significant ($\beta=0.10$; $p<0.188$). Base on the assumption by Forgas-Coll et al. (2014), Self-Concept satisfaction plays partial mediation role between incivility and engagement. The implication is that, with or without Self-Concept dimension of satisfaction does the relationship between incivility and engagement is the same. Therefore, the analysis concludes that Self-Concept dimension of satisfaction partially mediates the relationship between incivility and engagement. The table 11 shows the summary information on the mediation statistics.

Table 10: Self-Concept Dimension of Satisfaction mediated model

Path	Mediator	Direct Effect	Indirect Effects	Total Effects	Comments	z-value (p-value)
SelfC → Eng		0.867			Significant path relations results in partial mediation	16.12 (p>0.000)
Inc → SelfConcept		0.095				1.28 (p<0.202)
Inc → Eng	SCS	-0.020	0.082	0.102		1.32 (p<0.188)

Not Significant at 95% confidence level SCS=Self-Concept dimension of Satisfaction
 Eng=Engagement Inc=Incivility

5. CONCLUSION

This research provides an insight into incivility, satisfaction and engagement in higher education. The study concludes that incivility has negative and no significant relationship with engagement. However, incivility has positive and no significant relationship with satisfaction. Satisfaction has positive and significant relationship with engagement. Satisfaction as a construct and Self-Concept dimension of satisfaction partially mediates between incivility and engagement. However, service performance dimension of satisfaction does not mediate between incivility and engagement.

The findings that incivility has negative relationship with engagement support the research works of Hirschy and Braxton (2004) who found that unruly classroom behaviour affects students learning and also negatively influences students’ allegiance to their colleges or universities. The finding again agrees with Kane and Montgomery (1998) and Montgomery, Kane, and Vance (2004) theories that workplace incivility can trigger dysempowerment that a person experiences which is an affront to his or her dignity and results in negative affective response in the other things he or she does for an organisation. The finding again falls in line with the conclusions Feldman (2001) made that incivility behaviours obstruct with classroom learning, harm the learning environment, and even work to reduce students’ respect for and attachment to their institutions. Notwithstanding, some incivility dimensions have positive relationship with engagement. For example, the study found that personal affairs intervention has positive and significant relationship with engagement. Abandonment and unfriendly communication also have positive but no significant relationship with engagement. This means that not all incivility negatively associates with engagement.

The finding that incivility has positive effect on satisfaction contrasts with the work of Pearson, Anderson and Wegner (2001) who found that targets of incivility often experienced negative affective and cognitive reactions at work. It is also contrary to Cortina et al. (2001 and 2013) studies that show direct link between incivility experiences and lower job satisfaction. Incivility is a slippery concept and the notion that incivility is bad at workplace should be reconsidered.

As regards the mediation, satisfaction as a construct and Self-Concept dimension of satisfaction are found to play partially mediating role between incivility and engagement. This means that with or without satisfaction as a construct and Self-Concept dimension, incivility has negative association with engagement. However, service performance dimension of satisfaction has no mediating role in the relationship between incivility and engagement. What this finding means is that, in the incivility-engagement relationship satisfaction role does not matter. Though satisfaction has long been noted in the context of job performance as a pleasurable and positive emotional state that makes other things good for the customer, incivility experiences has not follow this rule. Notwithstanding, some incivility behaviours can promote satisfaction and engagement and must be noted accordingly.

6. MANAGERIAL AND THEORETICAL IMPLICATIONS

This study has implications for research and practice. On the practical side, the results have shown that personal affairs intervention, abandonment and unfriendly communication hitherto classified as incivility have positive association with engagement. Therefore, higher education institutions should tactfully manage these aspects of incivility to achieve engagement. The study has shown that not all incivility behaviours are harmful and managers of higher education institutions should respect students' context in their dealings with incivility behaviours.

Theoretically, the negative relationship between incivility and many other constructs has been confirmed by this study. However, personal affairs intervention which is an aspect of incivility relates positively and significantly to engagement. This means that the theoretical understanding that incivility is not good needs to be redefined. Satisfaction is also found to partially mediate between incivility and engagement. This means that, satisfaction role to mediate between incivility and engagement is minimal.

7. LIMITATIONS OF THE STUDY

Though participants were briefed to respond to the questionnaire using their own experiences, the researchers are optimistic about the possibility of peer influence in the response to the items. Users of these findings should be careful especially when they attempt to generalise the findings.

8. FUTURE RESEARCH DIRECTION

Researchers need to continuously explore the dynamics of incivility in the evolving higher education environment as satisfaction has partially mediates incivility-engagement relationship. Customer satisfaction is noted to be a catalyst to business success but the findings in this study has revealed otherwise. Further studies on satisfaction in relation to other customer behavioural constructs need to be explored. This research is a cross-sectional study and as customer behaviour is dynamic, longitudinal study is recommended for further insights into incivility, satisfaction and engagement.

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