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RESEARCH PAPER

Consequences of Workplace Incivility Predominant in Higher Educational Institutes of Pakistan

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ABSTRACT

This study examined the behavioural results that university professors in Pakistan encountered as a result of the psychological impacts of rudeness at work. Workplace bullying at higher education institutions has been a topic of research for several decades, allowing researchers to investigate what bullying is extensively and its impact on its. Incivility is a costly and ubiquitous workplace behaviour that has significant negative affective, cognitive, and behavioural implications for those who are targets, witnesses, or instigators This study produced data and analysis that fills several gaps in our understanding of workplace incivility in higher education. Conducting research through phenomenological methods,which allows participants to recall situations where they were treated rudely, is experiential and qualitative.The data was gathered through interviews with ten faculty members. The results showed that the psychological effects of workplace rudeness were felt by the subjects. Participants admitted that if they continued to feel excluded in the future, they would stop participating, perform poorly, and quit. Finally, the article underlines a challenging but essential task for higher education policymakers and managers, as it demonstrates that incivility exists, that the repercussions are severe and long-lasting, and that the victims health and personal lives are being jeopardized. As a result, this paper urges academics studying HRD to pay attention.

KEYWORDS	Consequences, HRD, Nondiscriminatory Culture, Phenomenological, Social Relationships, Workplace Incivility

Introduction

Workplace incivility is a new growing concern in organisational behaviour research when compared to other forms of human abuse (ArshadandIsmail, 2018). Workplace incivility is on the rise, and the costs to organisations in terms of money and effort (Pearson and Porath, 2005). Workplace incivility, according to Andersson and Pearson (1999), is "a low-intensity deviant behaviour with ambiguous intent to harm the target, in violation of workplace norms for mutual respect." Despite its modest intensity, research has repeatedly found that workplace incivility promotes to violence and other emerging conflicts inside organizations (Lim et al., 2008). Furthermore, Lim et al. (2008) emphasized that workplace incivility can sometimes hurt not only the immediate victims but also other team members and the organization. As a result, ignoring the frequency of workplace incivility is no longer an option.

Ideally, workers in higher education and other sectors should be courteous to one another and place a strong focus on teamwork. These motivating actions and attitudes, however, are usually missing from ordinary life. Lack of these important components causes workplace incivility to increase, which has a number of detrimental impacts

(Peters, 2015). Workplace incivility has a detrimental influence on both people and organizational outcomes due to the significant cost it imposes on employees, coworkers, and the organization as a whole (Sliter et al., 2012; Schilpzand et al., 2016; Jawahar and Schreurs, 2018; Alola et al., 2019). This is especially true for service workers, particularly those in higher education, where incivility from coworkers and supervisors frequently results in negative work responses (stress, lower job satisfaction, emotional exhaustion, a lack of creativity, retaliatory behaviours, and employee intention to leave), which can result in immediate lower productivity (Allam et al., 2021; Sliter et al., 2012). Reduced employee well-being and job satisfaction (Cortina et al., 2001; Leiter et al., 2011; Lim et al., 2008), decreased organizational commitment (PearsonandPorath,2005), stress (Ferguson,2012; PenneyandSpector,2005), and emotional exhaustion (Lim et al., 2008; Reio and Ghosh, 2009) are all well-known negative effects of workplace incivility.

Given the diversity of customs and beliefs in Pakistan, it is critical to analyze how prevalent severe issues such as workplace incivility are. There is currently little study available in India (particularly in Jammu and Kashmir) on the impacts of workplace incivility, and the research is limited to the core concerns. Given the foregoing, the goal (objectives) of this research project is to investigate the relationship between workplace incivility and job-related outcomes (i.e. job stress, job satisfaction, and turnover intentions). This research is significant from a practical standpoint since the higher education sector is critical in the growth and development of human resources, which will result in the nation's social, economic, and scientific success (Anderson, 2020).

In many aspects, this research study contributes to the current literature and theories. First, this study adds to our understanding of workplace incivility and its influence on job results by specifically testing the mediation effect of emotional weariness in higher education personnel among India. Second, this study raises awareness in Pakistan regarding workplace incivility and related difficulties. Growing knowledge of the impact of workplace incivility on job results will aid organizations in focusing their attention and resources on illuminating individuals' work lives and keeping experienced and competent staff.

Literature Review

Ideally, workers in higher education and other sectors should be courteous to one another and place a strong focus on teamwork. These motivating actions and attitudes, however, are usually missing from ordinary life. Lack of these important components causes workplace incivility to increase, which has a number of detrimental impacts (Peters, 2015). Workplace incivility has a detrimental influence on both people and organizational outcomes due to the significant cost it imposes on employees, coworkers, and the organization as a whole (Sliter et al., 2012; Schilpzand et al., 2016; Jawahar and Schreurs, 2018; Alola et al., 2019). This is especially true for service workers, particularly those in higher education, where incivility from coworkers and supervisors frequently results in negative work responses (stress, lower job satisfaction, emotional exhaustion, a lack of creativity, retaliatory behaviours, and employee intention to leave), which can result in immediate lower productivity (Allam et al., 2021; Sliter et al., 2012). Reduced employee well-being and job satisfaction (Cortina et al., 2001; Leiter et al., 2011; Lim et al., 2008), decreased organizational commitment (PearsonandPorath,2005), stress (Ferguson,2012; PenneyandSpector,2005), and emotional exhaustion (Lim et al., 2008; Reio and Ghosh, 2009) are all well-known negative effects of workplace incivility.

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Therefore, it is crucial to continue research investigations to increase our understanding of workplace disrespect and help lessen this harmful behaviour in all its forms. Given the detrimental effects and high prevalence of workplace incivility, the researcher hopes that this article will inspire researchers to study it further and practitioners to create policies and procedures that will lessen the incidence and effects of observed, instigated, and experienced workplace incivility. In this research, we examined and included the literature on workplace disrespect, which is gaining popularity among academics studying organisational behaviour. We provided an organized summary of an area of research that is now dispersed and, as a result, could be harder to obtain.Future theoretically motivated research on the causes (Razzaq, Atqa Abdur, Zulfiqar Ahmad Bowra, & Sanam Khan,2023), mechanisms, and outcomes of seen, experienced, and inspired workplace civility will be guided in part by the findings of this study.

Material and Methods

The inductive method and interpretivism, according to Madill et al. (2000), are the ideal approaches for research that depend on context and are dependent on participants' subjective experiences (Bryman & Bell, 2015). While interpretivism emphasizes the subjectivity of knowledge from an epistemological standpoint, its ontological viewpoint highlights how reality differs for each individual (Creswell, 2013). A qualitative research approach, according to Creswell, Hanson, Plano, and Morales (2007), enables the comprehension of shared assumptions of participants' lived experiences and offers more meaningful knowledge of the examined issue. Particularly, the phenomenological design is suitable for understanding participants' actual experiences (Zikmund et al., 2013). Based on the experiences of incivility faculty members, this study examines the effects of workplace incivility in Pakistani higher education institutions. Workplace incivility is a context-dependent phenomenon that influences both unique national and corporate cultural norms as well as people' subjective experiences (Madill et al., 2000; Robinson et al., 2013). We chose a qualitative phenomenological approach that is based on interpretivism and inductive reasoning as a consequence. In addition, we used thematic analysis to find common threads in interview transcripts on the negative effects of workplace rudeness at Pakistani HEIs.

Although it is usually ignored, workplace rudeness has a detrimental influence on patients, institutions, and employees. Participants in the research were teachers employed at Pakistani HEIs (higher education institutions). Participants were chosen from public and private sector organizations, representing a variety of levels, age groups, and genders, in order to ensure sample heterogeneity. Ten to twenty interviews were chosen as the sample size for this qualitative inquiry in accordance with Yang's (2008) recommendations. The sampling criteria were as follows: Participants must have faced workplace incivility, teach at one of Pakistan's public or private HEIs, and have maintained their employment for at least a year in order to be able to reflect on such experiences. The exploratory component of the study was to find out more about the specific consequences of job exclusion on the teaching faculty members of Pakistani HEIs.

The nature of this inquiry supports a more deliberate sampling strategy as opposed to selecting samples at random. Second, when working with stigmatized and hidden communities that also lack access to records, it is standard practise to solicit participation from respondents through respondent-driven approaches (Salganik & Heckathorn, 2004). Snowball sampling was used since the study was exploratory and because of the participant characteristics (Bryman & Bell, 2015). We created qualifying requirements (2008) based on the concept of workplace exclusion provided by Ferris et al. They included such like "Is your point of view welcomed in official and informal matters?" and "Do you ever feel excluded or disregarded in formal and informal social interactions?" The question "Do you perceive yourself as a member of the dominant in-group in your department?" is also included. These materials, together with a brief description of the investigation's purpose, were delivered to faculty groups at two public institutions and two private universities in Lahore, Pakistan's educational hub. Eight persons initially responded and indicated their consent to take part in the study. In order to meet these conditions, these nominees were invited to personally suggest any other faculty member with an equal level of expertise or to leverage their social networks. Not to mention, the study sample included 10 teachers who claimed to have experienced rudeness and who worked at HEIs in Pakistan. Six female faculty members and four male faculty members, whose ages ranged from 26 to 57 and whose experience spanned from 1 to 21 years, were identified by the participant's demographic data. The respondents also included 55% lecturers, 25% assistant professors, 15% associate professors, and 5% professors. 55% had a master's in philosophy, 20% had a master's, 25% had a PhD. These figures demonstrate that rudeness was pervasive among all educational levels, all age groups, and all types of teachers.

In our study, qualitative semi-structured interviews were used to fully understand the consequences of workplace rudeness on the lecturers of Pakistani HEIs in the public and private sectors. Each participant was interviewed just once, using McCracken's guidelines as a guide (1988). Participants' interview conversations may be categorized using a thorough interview framework, which served as the basis for later theme analysis. The technique for the interviews was based on a thorough analysis of the literature that asked questions about the psychological impacts of workplace exclusion (Ferris et al., 2008; Robinson et al., 2013; Williams, 2009). The interview guide was examined by three academics and two qualitative researchers to ensure its validity. The questions were modified in response to panel recommendations and the results of the pilot tests after the interview guide had undergone testing. For the pilot test, three faculty members were originally interviewed; after receiving a good response, the remaining participants were quizzed. Similar to other qualitative research on workplace

exclusion (Waldeck et al., 2015), the interviews lasted 20 to 40 minutes. With the help of this strategy, the participants were successfully able to freely express their thoughts and talk about topics that were important to them personally (Creswell, 2013; Denzin & Lincoln, 2011).

Before the material was examined using phenomenological and thematic methodologies, the recorded Urdu interviews were translated into English and organized onto numerous sheets. Finding, examining, and reporting themes are all part of the thematic analysis method for data analysis (Braun & Clarke, 2006). We looked at qualitative data using the stages of phenomenological analysis proposed by Creswell and Poth (2016). One must purposefully set aside any prior information or assumptions about the subject before starting and during the phenomenological research (Carpenter, 2007). This is especially important when using the bracketing process, a phenomenological inquiry approach. Every statement received the same consideration. The researcher will "horizontalize" or accord equal weight to all participants' assertions during the phenomenological analysis process. Remarks that are made repeatedly and those that are unrelated to the research topics are disregarded by the researcher (Eddles-Hirsch, 2015). In order to introduce the reader to the content and its implications, the transcripts were read aloud numerous times in an open-ended manner. Each occurrence was examined using sorting, coding, and the creation of themes to ensure the originality of the responses. Transcendental phenomenology's stages of theme analysis were applied by the researcher (Sunddler, Lindberg, Nilsson, and Palmér, 2019). Two readings of the transcripts allowed for the manual separation of key topics.

The study's credibility was ensured by using a member-checking technique, which entails discussing the conclusions and interpretations with the participants. The accuracy of the study's conclusions was further ensured by prioritizing meticulous record-keeping and ongoing result analysis. In order to promote reflexivity and put aside past knowledge of the phenomena, the researcher addressed their subjectivities. Members of the study's member check are given the opportunity to comment on any transcription problems and evaluate the study's data, preventing researcher bias. Last but not least, from the perspective of transferability, generalizability in the qualitative analysis can be achieved by taking into account the likelihood that knowledge and experience gained from a thorough investigation of a particular scenario or occurrence may be applied to another context (Merriam, 2002).

A consideration of ethical problems is essential due to the significance of ethics in a qualitative research. Every step of the research process, including the negotiations for access to the study location, the recruitment of participants, the collection of participants' personal information, and the expectation that participants would devote a significant amount of time to a project, must take ethics into consideration (Creswell & Creswell, 2017). Participants in this study were treated according to the ethical guidelines set out by the American Psychological Association. Data collection form has been attached in the appendix (see appendix A)

Results and Discussion

In the participant's stories, a perceived breakdown in communication or an inability to communicate effectively was a recurring topic. Numerous participants lamented their inability to "converse" with their abusers. It is true that many participants did feel "frustration" and "anxiety" when the offender was unable to understand what they were saying. When the victim and the offender The findings are based on semi-

structured interviews with female respondents who discussed their frequent run-ins with uncivil behaviour in the classroom. They talked about how they responded to these activities and the negative psychological effects they had on them. The topics and sub-themes of the data are reflected in the sections below. The study of the qualitative data revealed three primary themes: Acts of incivility in Pakistani higher education institutions; the psychological implications of workplace incivility; and the contextual factors that affect those effects. Numerous studies have looked at how rudeness impacts teachers' physical and mental health. According to Altmiller (2012), Clark (2008)a, 2008b, and Clark & Springer (2010), such conduct hinders learning. The following themes may be drawn from the collected data. The respondents discuss the current disrespectful behaviour they have run into at school. The responders were questioned in great detail about what happened, how they felt about it, and how these acts affected them. The results demonstrate that all of the teachers encountered rudeness.

Breakdown in Communication

It could not come to an understanding, it was more proof that the offender did not respect or comprehend the participant's job function or that the offender was unable to have a constructive discourse with the participant in order to try to address the issue at hand. A participant discussed during interview:

"While some of my employees choose to communicate with me in person, others frequently use office guy… Calls and SMS work the same way. When we are in a casual environment, nobody talks to me unless I initiate the conversation. If I send them an email about any issue, they ignore it unless I remind them numerous times. I just get polite, quick responses, yet I see others gossiping nicely around me"

"I don't get credit for my accomplishments, but if a colleague achieves the same, he gets the credit"

Reaction

Participants shared their stories and strategies for dealing with rudeness. Due to such attitude, the majority of them were either mute or startled. The participants said,

"I was astonished."

Another participant said,

"My colleague was surprised that I couldn't speak at all. When I'm feeling low, nobody is there for me to talk to or hang out with. Because I can't even talk about it with anybody, when my coworkers exclude me, it severely impacts my emotions, my behaviour at work, and my sense of contentment in life"

Concerns

When asked about the impacts of encountering disruptive behaviour, the participants mentioned despair, disturbed sleep patterns, sobbing, and discomfort at school. The majority of the participants were startled or depressed after experiencing rudeness. Participants explained how their mental health had been affected by the colleague's behaviour:

"…As I already mentioned, this experience left me psychologically irritated."

Participants also stated how offended they were by the impolite actions of other faculty members.

"As a result of this perspective, I started to feel down and had problems sleeping. However, I realised that nobody has the right to speak harshly, not even someone who is her senior or even a coworker"

Witnessed Incivility

The participants were asked to describe any incident that occurred at work that had an impact on them. One of them asserted that she had never witnessed impolite behaviour. Participants who saw incivility, which includes character assassination, harassment, and humiliation, classified it as having occurred. Most of those who replied spoke about witnessing coworkers disparage other colleagues. …The coworker who had mistreated me was the one who was working at the time, but I had already seen him mistreat someone else. She was crying and he shouted at her, telling her she couldn't go to the meeting since she wasn't sending email in the appropriate language. Participants who had witnessed offensive activity reported feeling bad for the victim, being afraid, remaining silent, and encouraging the target to report the offensive behaviour. The participant spoke up and expressed their feelings regarding the teacher abusing students. According to the account below, the students urged the target to report the incident:

"I chatted with that girl and advised her to go and report this occurrence."

Instigated Incivility

Participants were asked to think back on any occasions when they had displayed rudeness. Only three persons admitted to being the ones who encouraged rudeness. Aggression. This category includes participants who behave aggressively towards their coworkers. She was informed by a faculty member that she was not allowed to attend the conference because of her misbehaviour. The answer explains..."I submitted a request for a discussion and travel grant for the conference. However, he refused to allow it, which led to a dramatic situation in which he told me to leave the office after asking my department head why to reject my application, and I stormed out in fury.

Reaction

The department head, according to all participants, was disagreeable, and they all acted out as a result. The participant said,

"I misbehaved when they wouldn't let me participate in the meetings.I know it's wrong, but if I behave this way, how can I expect others to?"

Concerns

The responses indicated that they were distressed by the interaction and wished to leave their jobs.

"I hated that one is always at a disadvantage in performance evaluation as a faculty member," the responder states.The worst grade went to me. Since I had been sad the entire semester, I wanted to quit."

Conclusion

Incivility at work that is repeatedly displayed might turn violent. Managers must thus evaluate the incidence of rudeness at work. If these behaviours are expected, managers should implement empowerment programs to help staff members deal with and regulate these behaviours quickly before they get out of hand. Most of the staff in the organization might have a common understanding of this idea when considering the shared characteristics of workplace incivility. As opposed to that, It is considered that this idea conflicts with the social standards that are already in place. Therefore, reliable context-based research on individuals in various organizations is required to provide an operational definition of workplace incivility. These studies include qualitative research and remarkably grounded theory investigations. This research covers faulty members' opinions about rudeness from academic colleagues in Lahore, Pakistan. Interviews with female business administration faculty were undertaken to learn more about how the victims, spectators, and perpetrators of faculty rudeness perceived the situation. The researchers also noted the effects of engaging in, watching, and inciting rudeness. These interviews contribute to the corpus of information on incivility by illuminating what faculty members see and face daily and how these interactions affect them. It has been shown that most female faculty members who encountered rudeness suffered psychological discomfort. The fact that faculty members act incivility against female students in a high-intensity manner raises severe concerns for educational institutions. As predicted, faculty rudeness puts safety at risk and makes it difficult for them to do the job efficiently. The study's findings and the linked literature support the idea that disrespectful behaviour, in a nutshell, there are several plausible reasons for the rise in workplace disrespect. When combined with classroom management strategies and being well-prepared for their class, tactics for decreasing disruptive conduct and fostering an environment of civility and mutual respect can be implemented. Management should keep an eye out for rude behaviour on their campuses and look for innovative and successful solutions.

Recommendations

The findings of this study add to the body of knowledge on workplace civility in a number of ways. First off, our study contributes to the body of knowledge on the effects of workplace rudeness on stress, job satisfaction, and attrition. Our results especially demonstrate that workplace uncivility has a significant impact on job-related outcomes via emotional weariness, a key concept in theoretical models directed at employees in higher education. Last but not least, this research has contributed to the literature in the Pakistan higher education sector, enabling an understanding of the influence of workplace uncivility on work-related outcomes and the mediating function of emotional weariness.

Along with the previously mentioned theoretical consequences, the findings of this study also have a number of practical ramifications. The findings of this study suggest that the higher education sector might benefit from giving workplace disrespect more careful consideration. Our study focuses in particular on the significant influence that workplace rudeness has on crucial organizational job outcomes including job stress, job satisfaction, and intention to leave. Our study contributes to the corpus of research on workplace rudeness that has demonstrated associations between rudeness and a number of negative personal outcomes, including higher stress, job satisfaction, desire to leave the company, and emotional weariness (Cortina et al., 2001; Spence Laschinger et al., 2009). The report makes the following suggestions for improving employee

employment outcomes for management of educational institutions and policymakers. First, rather than merely viewing workplace incivility as an interpersonal conflict, it's critical to perceive it as a structural issue that requires thinking and serious management because of its detrimental consequences on job outcomes. The organizational culture of the workplace has a significant impact on the forms of unruly behaviour that take place there and is essential for guaranteeing good employee job satisfaction (Liou et al., 2014; Parray and Bhat, 2019). It would be required for each organization to identify its own forms and patterns of rude behaviour as well as demonstrate how its members feel and react to it. As a consequence, they would be better able to understand organizational dynamics such as authority and task dependency (Hershcovis and Barling, 2010). Second, since they have the power to recognize problems and take appropriate action to address them, administrators and policymakers need to be held accountable for their actions. Coworkers have a big influence on other workers when it comes to feeling like they belong. The workforce, however, can be impacted by school administrators in either a beneficial or bad way (Simha and Cullen, 2012; Hershcovis and Barling, 2010). In view of our findings that emotional tiredness affects workplace incivility and job outcomes, higher education organizations should consider methods to prevent employees from feeling emotionally exhausted owing to contacts with incivility (Ferguson, 2012). By offering stress management seminars, educational lectures, and free counselling, higher education institutions might aid in the fight against workplace rudeness (Ferguson, 2012).

Regular evaluations are necessary to identify incivility and eradicate it by making regulations and guidelines (Al-Jubouri et al., 2021) in order to enhance academic achievement in higher education. Workplace rudeness is an inescapable risk, regardless of where a company or organization is based in the world (Ghosh et al., 2013). Therefore, it is important for researchers and practitioners to recognize how severe workplace disrespect is. Despite having a subtle and ambiguous appearance, it typically has a negative impact on the culture and overall well-being of an organization. It is therefore crucial to respond quickly and appropriately to stop incivility from upsetting the tranquilly and productivity of organizations.

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