

**SOCIO-DEMOGRAPHIC CHARACTERISTICS AND EXTENT OF WORK INCIVILITY AMONG FACULTY MEMBERS IN A STATE UNIVERSITY**<sup>1,\*</sup> Loverina P. Sanchez and <sup>2</sup> Nerissa P. Batoon<sup>1</sup>College of Education, Isabela State University, Philippines<sup>2</sup>Central Graduate School, Isabela State University, Philippines**Received 18<sup>th</sup> January 2026; Accepted 10<sup>th</sup> February 2026; Published online 30<sup>th</sup> April 2026**

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**Abstract**

This descriptive-comparative study was conducted to assess the extent of work incivility among the faculty members of Isabela State University, the purpose of which is to develop a faculty development program. Randomly selected faculty members from across the nine (9) campuses of the university participated in the study through the use of a validated survey questionnaire. The study was mostly participated by female, holder of appropriate master's and doctorate degrees, instructor and associate professor. In addition, most of the participants were Ilokano, identified as middle child, married, teaching in the university for at least eleven (11) years and known to be a faculty in big or constituent campuses. Descriptive statistics affirmed the rare prevalence of work incivility like passive-aggressive behavior, verbal and non-verbal abuse, social exclusion, cyber abuse and gender-based abuse as assessed by the faculty members. Inferential statistics, on the other hand, revealed that faculty members under professorial ranks have higher observation on all categories of work incivility highlighting their broad exposure to various activities, responsibilities and initiatives in the university. Moreover, faculty members with longer work experience in the university have higher ability to spot cyber abuse than the younger faculty members. On the other hand, no significant differences were established on the assessment of the faculty members about work incivility when they are grouped according to their sex, educational attainment, birth order, civil status and type of campus. The university management is encouraged to initiate mechanisms that will ensure harmonious relationship, effective communication strategies, and resiliency among faculty members in order to mitigate future problems caused by incivility in the workplace.

**Keywords:** Workplace incivility, Passive-aggressive behavior, Verbal and non-verbal abuse, Social exclusion, Cyber abuse and gender-based abuse.

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**INTRODUCTION**

Higher Education Institutions (HEI) around the world are expected to develop globally competitive human resources that will fill the gap in the expanding work force of the global community (Bulat *et al.*, 2024). Hence, universities such as Isabela State University (ISU) ensures that its faculty are expert in various fields of specialization such as science, technology, agriculture, medicine, education, business and others. Moreover, to ensure the increasing need for human resources, HEIs are doing their best to employ not just expert but those with multiple skills coming from various fields, educational institutions and culture. Diversity of educational attainment and educational institutions where employees came from are often seen to be a positive trait of an educational institution. Dynamics in educational institutions may bring positive development for its learners, faculty and non-teaching staff. Diversity among faculty members is needed as a university aims to fulfill its function in instruction, community service, resource generation and research and development (Guzman, 2025) while ensuring flexibility to respond to ever changing landscape of higher education (Guzman & Sanchez, 2023). Diversity among faculty members may provide supporting work environment that will result to higher job satisfaction and the overall well-being of the employees (Utami *et al.*, 2023). Also, it will eventually provide positive impact on the learners' communication skills, work readiness (Yoshida & Guzman, 2025) and academic performance (Reyno & Guzman, 2025). However, diversity and dynamics among faculty members do not reflect positive outcome all the time.

Existing literatures show that when diversity among faculty members is not properly given consideration, problems will arise. According to Chughtai *et al.* (2020), the performance of an organization depends mainly on human behaviors and personality. While diversity in educational background can provide better image in a university, if there are negative personality holders in the organization, it can create noxious atmosphere that is disadvantageous for the organization. Furthermore, according to Hasemi and Shrivastava (2024), individual differences, stigmatized identities, job related or situational factors and cognitive and emotional mechanism might lead to unwelcoming behaviors. Low intensity deviant behavior with ambiguous intent to harm any member of the organization in violation to workplace norms for mutual respect is commonly known as work incivility (Hasemi & Shrivastava, 2024). In addition to this, Cortina *et al.* (2001) explained that work incivility is different from physical aggression and violence and it is broader than interactional injustice which refers to unfairness and insensitivity displayed when implementing organizational procedures and policies and is usually committed by supervisors, managers and other organizational decision makers. Work incivility, on the other hand, stems from ambiguous intent and usually committed by any member of the organization. Chughtai *et al.* (2020) asserted that work incivility is caused by lack of enthusiasm at the workplace in terms of social exchange in the form of mutual social disagreement. This negative behavior is caused by dark personalities such as narcissism, psychopathy and Machiavellianism, including aggression and bullying. In their analysis, incivility in the workplace affects physical and psychological health which eventually lead to decreased job satisfaction. Moreover, Guleryuz *et al.* (2023) asserted that

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\*Corresponding Author: *Loverina P. Sanchez*  
College of Education, Isabela State University, Philippines

incivility may also cause employees stress derived from the demands of their jobs and responsibilities. Cortina *et al.* (2001) also assert that incivility has serious negative effects in the organization and its employees. Despite the serious effect of workplace incivility, Valbuena *et al.* (2017) revealed that most faculty have no clear understanding on the nature and concepts of incivility. Workplace incivility comes in various forms and faces among Higher Education Institutions (HEIs) in the Philippines. According to Manalo *et al.* (2021), a common form of work place incivility in HEIs is bullying. They asserted that all faculty in universities, regardless of academic rank, status of employment and gender have witnessed or experienced bullying through public criticism which in effect creates a feeling of fear and loss of trust. Valbuena *et al.* (2021) further explained that verbal abuse and humiliation and lack of respect and professionalism are also common forms of workplace incivility in HEI. For teachers, according to Ali *et al.* (2023) and Asio (2019), they usually experience incivility among their colleagues, students, supervisors, non-teaching staff and other members of the community.

The study of Jonson (2017) revealed that bullying is a common form of incivility being experienced by college teachers. It was found out in the study that teachers bully their fellow because they viewed the victims as competitors and motivated by insecurities and inadequacies of the bully. In addition to this, Luzano (2023) revealed in her study that teachers are also bullied by their students as they found fulfillment in challenging the teacher physically, mentally and socially. Students bullied their teachers through displaying terrible behavior in the class to get attention from other students in class that eventually distracted them from focusing on the lesson and on the teacher. Students harmed teachers physically through hitting, kicking and pushing them. Some teachers were verbally abused, intimidated and threatened by their students leaving the teachers in severe stress and anxiety. Gender-based violence as a form of incivility is also a common experience in Philippine Higher Education Institutions. According to Gautam (2020), female faculty tend to experience gender-based abuse than their male counterparts. According to Liyanage and Liyanage (2020), cases of gender-based abuse and sexual harassment in universities continue to thrive especially among younger faculty and students because the senior faculty, employee and students are not doing anything about it. Moreover, the study of Sano *et al.* (2025) revealed that between the faculty and students, faculty have lesser thrust on the effectiveness of the Safe Space Act to prevent gender-based abuses in Philippine universities.

Valbuena *et al.* (2017) found out that Philippine universities have little to no cases of incivility filed to proper offices since most of the college teachers in the country do not really understand the concept of incivility. In addition to this, Lumidao *et al.* (2024) revealed in their study that while university employees have comparable awareness on gender-based violence, it was reported that they only have moderate awareness about its nature and form which may result to possible occurrence but inability to identify such experiences. Workplace incivility affects negatively the employee's morale, stress level and performance at work. It ruins collegiality and culture of the work environment and can lead to toxic work places (Russell, 2024; Paul, 2021; Khan *et al.*, 2021). Moreover, workplace incivility may affect negatively the work values of teachers. According to Anderson and Pearson (2000), work values such as job satisfaction, professional identity,

organizational commitment including their dedication to teaching may all erode because of incivility in the workplace. While existing literatures pointed out the negative impact of workplace incivility to various aspects of the faculty members' personal and professional life, there is a dearth of researches along this line specially in the context of Isabela State University. Hence, the conduct of such study is relevant and needed. Also, the conduct of research along these variables will help the attainment of Sustainable Development Goals (SDG) specifically SDG 4 which is Quality Education, SDG 3 which is Reduced Inequality and SDG 17 which is Partnership for the Goals. Generally, the study aimed at assessing the extent of work incivility as experienced by the faculty members of Isabela State University. The extent of work incivility is categorized as passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion, and cyber abuse. In addition to this, the study also assessed the differences of the assessment of the faculty members when they are grouped according to their profile variables like sex, educational attainment, academic rank, years of teaching, civil status, birth order, ethnolinguistic group, and type of campus. The result of the study shall be used as basis in crafting a faculty development program

## METHODOLOGY

The study was conducted among 270 randomly selected faculty members from the nine (9) campuses of Isabela State University. It utilized descriptive-comparative research designs in order to provide clear direction for the purpose of the study. Descriptive research design was used to provide characterization of the current and observable conditions of the data. This was used to answer the objectives about the profile and experiences of faculty members about workplace incivility. On the other hand, comparative research design was used to analyze the differences on the extent of work incivility in Isabela State University when they are grouped according to their profile. Data were gathered using a survey questionnaire from the study of Cortina (2001). Changes were made to suit the context of the study; hence, validity and reliability tests were conducted. A Cronbach alpha of 0.89 suggested that the instrument was valid. In the assessment of work incivility, a four-point Likert scale was used using always (3.26 to 4.00), often (2.51 to 3.25), rare (1.76 to 2.50) and never (1.00 to 1.75). All data for the study collected were processed using the Statistical Package for Social Science (SPSS) Research. Descriptive statistics such as frequency counts, percentages and mean was used to describe the profile and experiences about workplace incivility of the respondents. Furthermore, z-test and Chi-square were used in the assessment of the differences of work incivility when the respondents are grouped according to their profile.

## RESULTS AND DISCUSSION

### The profile of the faculty members of Isabela state university

Table 1 presents the profile of the 270 faculty members of Isabela State University who participated in the study. The profile variables include sex, education, rank, birth order, ethnolinguistic group, civil status, campus and years in teaching.

**Table 1. Profile of the Respondents**

Profile	Frequency n=270	Percent (100%)
<b>Sex</b>		
Male	125	46.30
Female	145	53.70
<b>Education</b>		
With MA Units	57	21.11
Master's Degree	73	27.04
With Doctorate units	54	20.00
Doctorate Degree	86	31.85
<b>Rank</b>		
Instructor	137	50.70
Assistant Professor	55	20.40
Associate Professor	59	21.90
Professor	19	7.00
<b>Birth Order</b>		
Only child	13	4.80
Eldest child	75	27.80
Middle child	108	40.00
Youngest child	74	27.40
<b>Ethnolinguistic Group</b>		
Tagalog	99	36.67
Ilokano	120	44.44
Northern Philippine Group	42	15.56
Cordilleran Group	9	3.33
<b>Civil Status</b>		
Single	81	30.00
Married	183	67.80
Separated/ Widow/er/ Annulled	6	2.20
<b>Campus</b>		
Constituent	156	57.80
Component	114	42.20
<b>Years of Teaching</b>		
Below 10 years	133	49.30
10-15 years	66	24.40
16-20 years	34	12.60
Above 20 years	37	13.70
<i>Mean Years of Teaching</i>	<i>11.46</i>	

The table reveals that most of the respondents were female with a slight difference with the number of male respondents. The study was participated by 145 faculty members which comprised of 53.70% of the total respondents. On the other hand, the study was participated by 125 faculty members which comprised of 46.30% of the total number of respondents of the study. As to educational attainment, most of the respondents were doctorate degree and master's degree holders. This revealed that most of the faculty members of ISU are academically qualified to hold a teaching position in a university. The study was participated by 86 faculty members who hold a doctorate degree while 73 faculty members are master's degree holders. In addition, there were 54 faculty members who participated in the study who are currently enrolled in their doctorate degrees while 57 faculty members are currently enrolled in their master's degrees.

Table 1 also presents the academic rank of the respondents. It can be noted from the table that most of the respondents are instructors while the lowest number of respondents are professors. The study was participated by 137 faculty members whose academic rank is instructor. They composed 50.70% of the total number of respondents. In addition to this, there were 59 faculty who are associate professors while 55 faculty members are assistant professors. Lastly, there were 19 respondents of the study whose academic rank is in the professor level. Personal information such as birth order was also included in the study. It can be noted in the table that there were 108 faculty members who are categorized under middle child. They composed 40% of the total number of respondents. In addition to this, there were 75 faculty members who are the

eldest in the family while there were 74 who are the youngest in the family. Moreover, there were 13 respondents who are the only child of the family. As to ethno linguistic group, the table reveals that Isabela State University is a home to diverse cultural background. The study was participated by 120 or 44.44% faculty members who identified themselves to be a member of the Ilokano cultural group while 99 or 36.67% faculty members identified themselves to be a member of the Tagalog or Filipino group. In addition, the study was participated by 42 or 15.56% faculty members who identified to be a member of the Northern Philippine cultural group such as Ibanag, Yogad, Itawes or Gaddang. On the other hand, there were nine (9) faculty members who identified themselves as member of a Cordilleran group like Ifugao and Igorot.

In terms of campus where the respondents were coming, Table 1 reveals that most of the respondents were coming from the constituents or big campuses like Echague, Cauayan, Ilagan and Cabagan. There were 156 or 57.80% of the respondents of the study who belong to big campuses. On the other hand, there were 114 or 42.20% of the respondents who belong to component or small campuses like Jones, Angadanan, San Mateo, Roxas, and San Mariano. As to years of teaching, the average number of years of teaching by the respondents is 11.46 years. This signifies that the respondents have sufficient experience in the university. Moreover, 133 respondents have below 10 years teaching experience in the university while 66 respondents have 10 to 15 years of teaching experiences. There were 37 respondents who have more than 37 years of teaching experiences while 34 respondents have noted a teaching experience of 16 to 20 years.

#### **Extent of work incivility in Isabela state university as assessed by the faculty members**

Table 2 presents the overall assessment of the respondents on the work incivility in Isabela State University. The table reveals that the identified five (5) dimensions of work incivility in Isabela State University are all rated as "Rare." This is based on the overall mean rating from 2.06 to 2.38 and grand mean value of 2.23. The result suggests that Isabela State University has a rare occasion of work-related incivility attitude, behaviors or actuations among faculty members. Furthermore, this result emphasizes that faculty members do not usually encounter incidents showing low-intensity deviant behavior with ambiguous intent, often violating workplace norms of mutual respect which is characterized by rude and discourteous actions towards any member of an organization. In essence, incivility is always characterized by being ambiguous or vague. Unlike other forms harassment, incivility includes subtle, little or slight gesture that might not be entertained; however, if not given proper attention, it may later escalate as a more serious issue or problem in the organization.

**Table 2. The Extent of Work Incivility as Assessed by the Faculty Members of Isabela State University**

Dimensions of Work Incivility	Mean	Description
Passive-Aggressive Behavior	2.38	Rare
Verbal and Non-Verbal Abuse	2.35	Rare
Gender-Based Abuse	2.08	Rare
Social Exclusion	2.29	Rare
Cyber Abuse	2.06	Rare
Grand Mean	2.23	Rare

On the level of the faculty members and their peers, the findings suggest a positive professional relationship and social harmony. In this sense, faculty members perceived and feel a sense of security within the university premises. Moreover, faculty members are more likely to share ideas, collaborate on research, and engage in organization culture and climate without hesitation. The findings may also suggest that faculty members may have a higher level of emotional intelligence or EQ as they can portray and develop higher emotional skills for conflict-resolution or a practice of direct but respectful communication towards others. For the administrators of the university, the findings suggest a “green light” as faculty members are thriving in a positive environment. The result amplifies the efforts of the university to improve its recruitment procedure and empowering a culture of professional relationship among the faculty members regardless of differences in terms of academic, social, political, religious and cultural background. The result further implies that the internal mechanism on conflict resolution and prevention procedures is in place, implemented and effective. However, they still need to be vigilant and avoid too much complacency as work incivility still exists within the university walls. While Filipino people in general are known to be gentle, happy, kind and hospitable individuals, there is a growing concern about increasing incidents of work incivility in various sectors and industry in the country (De Pater, 2016). The trigger for work incivility is a multitude area of study. However, literatures commonly point at some socio-demographic and economic conditions that can cause work incivility. These include age as most studies suggest that older people are less likely to instigate work incivility, gender as most studies identify men to have a higher tendency of becoming uncivil in the workplace, and longer working hours can stimulate work incivility tendencies among employees (Yaqoob *et al.*, 2025). In addition to this, work incivility may be a result of poor leadership and management, lack of job autonomy (Torkelson, 2016), including lack of clear policies and communication and interpersonal misunderstanding (Dizon *et al.*, 2025). Regardless of the causes and triggers, work incivility negatively affects the faculty and the university. According to Stawnychko *et al.* (2025), persistent incidents of work incivility can negatively affect the psychological well-being of the faculty, including their ability to collaborate as employees are losing their trust towards the co-workers. Moreover, Yirci and Daso (2021) explained that incivility among members of the organization can affect the level of morale among employees where an organization with lower incidents of incivility have employees with higher self-confidence, enthusiasm to work and the overall morale. Hence, regardless of its extent of experience, management should work towards initiatives that will promote harmonious relationship among faculty members of the university.

### Difference on the extent of work incivility in Isabela state university when the respondents are grouped according to their profile

Table 3 presents the difference on the extent of work incivility along its five (5) dimensions such as passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion and cyber abuse when the respondents are grouped according to sex.

**Table 3. Difference on the Extent of Work Incivility in Isabela State University as Assessed by the Respondents when Grouped according to their Sex**

Categories of Work Incivility	Male		Female		Z	Sig.
	Mean	Desc.	Mean	Desc.		
Passive-Aggressive Behavior	2.37	R	2.40	R	0.42 <sup>ns</sup>	0.68
Verbal and Non-Verbal Abuse	2.35	R	2.35	R	0.05 <sup>ns</sup>	0.96
Gender-Based Abuse	2.11	R	2.05	R	0.35 <sup>ns</sup>	0.73
Social Exclusion	2.25	R	2.33	R	0.78 <sup>ns</sup>	0.44
Cyber Abuse	2.02	R	2.09	R	0.55 <sup>ns</sup>	0.58

<sup>ns</sup> - Not Significant ; R = Rarely

It can be deduced from the table that all five (5) forms of work incivility such as passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion and cyber abuse show no significant difference when the respondents are grouped according to their profile. This result is based on the z-value from 0.05 to 0.78 and a significance level that is higher than 0.05. The result implies that male and female faculty members of the Isabela State University have comparable observations on the extent of work incivility in the university. The result strengthens the null hypothesis of the study which states that there is no significant difference on the extent of work incivility in Isabela State University when the respondents are grouped according to their profile. Incidents of work incivility are commonly corroborated as a gender-based issue (Cabido *et al.*, 2025; Saxena *et al.*, 2019; Smith *et al.*, 2020). Traditionally, females tend to experience incivility than their male counterparts because of traditional stereotypes based on sex and gender (Alvarez *et al.*, 2024) in various fields of profession and context. In law enforcement profession, women experience more forms of work incivility than their male counterparts which causes higher emotional struggles among women members of the organization. Consequently, this forced more women to resign from their work (Davis *et al.*, 2024). However, cross cultural studies such as the study of Tran (2023) revealed that Vietnamese and Chinese males tend to experience higher number of incivilities in their workplace than their female counterparts. The present study, however, shows a different side of the story. In here, incivility is a comparable experience among male and female employees of the university. Such arguments support that rudeness and other forms of incivility in the workplace knows no gender. This finding aligns with the study of Agsolos *et al.* (2024) and Belano *et al.* (2026). Both studies were conducted among medical professionals in the Philippines. Accordingly, male and female nurses, doctors and other medical professionals have comparable experience of work incivility from their fellow professional and clients. For teachers, Cabido *et al.* (2025) found out in their study that male and female teachers have statistically comparable gender-based harassment experience. The difference on the extent of work incivility in Isabela State University as assessed by the respondents of the study when they are grouped according to their educational attainment is presented in Table 4. It can be deduced from the table that the extent of all forms of work incivility like passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion and cyber abuse show no significant difference when the respondents are grouped according to their educational attainment.

**Table 4. Difference on the Extent of Work Incivility in Isabela State University as Assessed by the Respondents when Grouped according to their Educational Attainment**

Categories	With MA units		Master's Degree Holder		With PhD Unit		PhD Holder		Chi-Square	Sig.
	M	Desc.	M	Desc.	M	Desc.	M	Desc.		
Passive-Aggressive Behavior	2.12	R	2.41	R	2.46	R	2.43	R	2.42 <sup>ns</sup>	0.79
Verbal and Non-Verbal Abuse	1.99	R	2.43	R	2.35	R	2.42	R	3.57 <sup>ns</sup>	0.61
Gender-Based Abuse	1.84	R	2.16	R	2.03	R	2.16	R	1.18 <sup>ns</sup>	0.95
Social Exclusion	1.98	R	2.32	R	2.29	R	2.37	R	2.53 <sup>ns</sup>	0.77
Cyber Abuse	1.76	R	2.04	R	2.11	R	2.21	R	2.75 <sup>ns</sup>	0.74

R- Rare ns- Not Significant

**Table 5. Difference on the Extent of Work Incivility in Isabela State University as Assessed by the Respondents when Grouped according to their Academic Rank**

Categories	Instructor Level		Assistant Professor		Associate Professor		Professor Level		Chi-Square	Sig.
	M	Desc.	M	Desc.	M	Desc.	M	Desc.		
Passive-Aggressive Behavior	2.14	R	2.39	R	2.71	O	3.11	O	12.20*	0.01
Verbal and Non-Verbal Abuse	2.11	R	2.31	R	2.70	O	3.07	O	11.00*	0.01
Gender-Based Abuse	1.84	R	1.97	R	2.49	R	2.77	O	12.89*	0.00
Social Exclusion	2.02	R	2.22	R	2.74	O	3.09	O	15.39*	0.00
Cyber Abuse	1.80	R	2.07	R	2.42	R	2.83	O	13.96*	0.00

R – Rare \*-Significant

This is based on the Chi-square result from 1.18 to 2.75 and a significance level which is higher than 0.05. This result implies that when respondents are grouped according to their educational attainment, their assessment on the extent of work incivility in Isabela State University is almost the same. Hence, the null hypothesis of the study which states that there is no significant difference on the extent of work incivility in Isabela State University when grouped according to their educational attainment is hereby accepted. Work incivility, based on findings of the study, does not know higher social status as a result of their higher educational attainment. This means that faculty members portray their rude behaviors in front of their fellow faculty members regardless of their education status. This aligns with existing literatures in the area of work incivility. In the field of medical profession, Belano *et al.* (2026) found out that nurses, doctors, and other medical practitioners have similar experiences on work incivility incidents. Additionally, these medical professionals have a similar experience about the source of their experience. All of them experience rudeness with fellow nurses, doctors, superiors and their patients and family members. Aglosolos *et al.* (2024) have the same findings in Jolo hospitals wherein nurses regardless of educational attainment do not have significant difference experience about work incivility. This shows that regardless of educational attainment, nurses still experience rudeness among fellow nurses, doctors, and other employees and even from their clients. In the context of the educational system, the study of Gabriel *et al.* (2016) contradicts the result of the present study. In their research about the factors of bullying and other forms of work incivility, it was revealed that teachers with higher educational attainment and with longer work experience tend to portray bullying attitude and incivility behavior especially among newly hired and young teachers. The difference on the extent of work incivility in Isabela State University as assessed by the respondents when grouped according to their academic rank is presented in Table 5. The work incivility is categorized in this study into five (5) forms. These are passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion and cyber abuse. It can be seen from the table that when the respondents are grouped according to their academic rank, their assessment on the extent of work incivility significantly differs which each group of respondents.

The significant difference in the study is based on the Chi-square result from 11.00 to 15.39 and a significance level which is not higher than 0.01. The result signifies that when the respondents are grouped according to their academic rank, their assessment of the extent of work incivility in Isabela State University show significant differences. This means that they have significantly different observations on the frequency of work incivility related incidents in the university. Interestingly, the table reveals that among the groups, the respondents belonging to the professor level showed a higher observation on the extent of work incivility related incidents than the other groups of respondents. This is based on a significantly higher mean score from 2.77 to 3.11. It is also interesting to note that among the forms of work incivility, the faculty members under the professor level have a higher observation and experience about passive-aggressive behavior, social exclusion and verbal and non-verbal abuse are the most common forms of work incivility incidents in Isabela State University. On the contrary, the table reveals that the faculty members under instructor level gave a significantly lower mean rating among all forms of work incivility than the other groups of respondents. Their rare observation of the various work incivility related incidents in the university is based on a significantly lower mean rating from 1.80 to 2.14. This result may be accounted on a number of years of experience of the faculty who are under the professor rank or instructor level. Faculty members under the professor level are those who are either actively engage in instruction, research, extension, resource generation and administrative function coupled with longer working experience in the university. Hence, they might have been witnesses to multiple forms of work incivility incidents in the university. On the other hand, instructor level faculty are typically new to the university; hence, their exposure to various forms of work incivility may be limited. Due to this result, the null hypothesis of the study which states that there is a significant difference on the extent of work incivility in Isabela State University as assessed by the respondents when they are grouped according to their academic rank is hereby accepted. Work incivility negatively affects emotional well-being, motivation and values of the victims. This situation becomes worst if rude attitude is portrayed by members of the organization holding higher ranks or positions.

The study revealed that faculty members occupying professorial position have higher observation on various incidents of work incivility in the university. This is due to their longer exposure with the various activities of the university. The findings of Nguyen-Viet and Nguyen (2024) contradict the result of the present study. They found out in their study that incivility is commonly portrayed by members of the organization who occupy a higher position. Moreover, Gustiawan *et al.* (2023) revealed in their study that employees with perceived higher power tend to show discourteousness with other employees while members of the organization who perceived themselves to have lower power tend to be silenced with such incidents.

Table 6 presents the difference on the extent of work incivility along its five (5) forms in Isabela State University when the assessment of the respondents is grouped according to their birth order. The five (5) forms include passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion and cyber abuse. It is revealed in the table that the extent of all forms of work incivility in Isabela State University is not significantly different when the respondents are grouped according to their birth order. This is based on the Chi-square result from 2.28 to 5.29 and significance level which is higher than 0.05. This result signifies that when the respondents are grouped as eldest, middle or youngest child or even if they are the only child, their assessment on the extent of the different kinds and manifestation of work incivility in Isabela State University is almost the same. Hence, the null hypothesis of the study which states that there is no significant difference on extent of work incivility in Isabela State University when the respondents are grouped according to their birth order is hereby accepted. Behavior and attitude of an employee are psychologically affected by birth order (Shahnawaz & Pandey, 2025). However, the findings of the present study do not conform with existing literatures and studies. According to Tirado (2020), firstborns tend to be governed by punctuality, structure, and power, whereas the last born are more comfortable with ambiguity and tend to go with the flow. Neither is good nor bad, but it allows you to know how best to approach each individual at work. In addition to this, Shahnawaz and Pandey (2025) asserted that firstborns often exhibit characteristics of responsibility, assertiveness, and achievement orientation, potentially attributed to their early experiences as the eldest child.

Middle children tend to develop skills in negotiation, empathy, and adaptability, navigating between older authoritative siblings and younger attention-seeking siblings. Those lastborn frequently display traits of creativity, outgoingness, and risk-taking, stemming from their position as the youngest in the family, enjoying more freedom and less stringent parental oversight. Only children, having no siblings, may show traits of maturity, independence, and high achievement, benefitting from undivided parental attention and resources. Table 7 presents the difference on the extent of work incivility along its five (5) forms like passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion and cyber abuse as assessed by the respondents when they are grouped according to their ethnolinguistic group. It can be deduced from the table that all forms of work incivility do not have significant differences when the respondents are grouped according to their ethnolinguistic group. This is based on the Chi-square result from 4.12 to 12.98 and significance level which is higher than 0.05. The result suggests that regardless of the ethnolinguistic group where the respondents belong, their assessment of the extent of the various forms of work incivility in Isabela State University is almost the same. Because of this finding, the null hypothesis of the study which states that there is no significant difference on extent of work incivility in Isabela State University when the respondents are grouped according to their ethnolinguistic group is hereby accepted. Cultural background significantly shapes how workplace incivility is perceived, experienced, and managed, with collectivist cultures typically showing higher tolerance for hierarchy-driven rudeness, while individualistic cultures often experience more direct, open conflict (Loh *et al.*, 2019; Welbourne *et al.*, 2015). According to Guzman (2020), the province of Isabela is a home for various ethnolinguistic groups with their own unique language and culture. The result of the study corroborates with the cross-cultural study of Tran (2023). The study revealed that Chinese and Vietnamese employees have the same experience of incivility at work. Hence, regardless of the cultural background of the employee, they will experience rudeness from their co-worker and clients. In addition to this, Moon and Rodriguez (2021) also revealed the same findings about Korean and Spanish employees. It was found out in their study that both nationalities experience discourteousness in their workplace and that their response is similar as these nationalities have developed values that may tolerate incivility in the workplace.

**Table 6. Difference on the Extent of Work Incivility in Isabela State University as Assessed by the Respondents when Grouped according to their Birth Order**

Categories	Only Child		Eldest Child		Middle Child		Youngest Child		Chi-Square	Sig.
	M	Desc.	M	Desc.	M	Desc.	M	Desc.		
Passive-Aggressive Behavior	2.56	O	2.35	R	2.52	O	2.18	R	4.02 <sup>ns</sup>	0.26
Verbal and Non-Verbal Abuse	2.45	R	2.35	R	2.45	R	2.18	R	3.18 <sup>ns</sup>	0.37
Gender-Based Abuse	2.03	R	2.04	R	2.20	R	1.94	R	3.09 <sup>ns</sup>	0.38
Social Exclusion	2.55	R	2.27	R	2.37	R	2.15	R	2.28 <sup>ns</sup>	0.52
Cyber Abuse	2.21	R	2.07	R	2.20	R	1.83	R	5.29 <sup>ns</sup>	0.15

O – Often; R – Rare; ns – Not Significant

**Table 7. Difference on the Extent of Work Incivility in Isabela State University as Assessed by the Respondents when Grouped according to their Ethno linguistic Group**

Categories	Tagalog		Ilokano		Northern Philippine Group		Cordilleran Group		Chi-Square	Sig.
	M	Desc.	M	Desc.	M	Desc.	M	Desc.		
Passive-Aggressive Behavior	2.16	R	2.42	R	2.91	O	3.02	O	12.38 <sup>ns</sup>	0.14
Verbal and Non-Verbal Abuse	2.13	R	2.38	R	2.24	R	3.17	O	12.98 <sup>ns</sup>	0.11
Gender-Based Abuse	1.88	R	2.14	R	2.42	R	2.75	O	4.12 <sup>ns</sup>	0.85
Social Exclusion	2.06	R	2.35	R	2.75	O	3.17	O	10.88 <sup>ns</sup>	0.21
Cyber Abuse	1.84	R	2.13	R	2.45	R	2.82	O	9.62 <sup>ns</sup>	0.29

O – Often R – Rare ns – Not Significant

**Table 8. Difference on the Extent of Work Incivility in Isabela State University as Assessed by the Respondents when Grouped According to their Civil Status**

Categories	Single		Married		Separated / Widow/ Annulled		Chi-Square	Sig.
	M	Desc	M	Desc	M	Desc		
1. Passive-Aggressive Behavior	2.33	R	2.41	R	2.30	R	0.20 <sup>ns</sup>	0.90
2. Verbal and Non-Verbal Abuse	2.32	R	2.37	R	2.23	R	0.16 <sup>ns</sup>	0.93
3. Gender-Based Abuse	2.03	R	2.10	R	1.85	R	0.79 <sup>ns</sup>	0.67
4. Social Exclusion	2.23	R	2.32	R	2.20	R	0.30 <sup>ns</sup>	0.86
5. Cyber Abuse	2.00	R	2.09	R	2.00	R	0.35 <sup>ns</sup>	0.84

R – Rare ; ns – Not Significant

**Table 9. Difference on the Extent of Work Incivility in Isabela State University as Assessed by the Respondents when Grouped according to their Type of Campus**

Categories	Constituent/ Big Campus		Component/ Small Campus		Z	Sig.
	Mean	Desc.	Mean	Desc.		
1. Passive-Aggressive Behavior	2.33	R	2.45	R	0.18 <sup>ns</sup>	0.86
2. Verbal and Non-Verbal Abuse	2.25	R	2.49	R	0.83 <sup>ns</sup>	0.41
3. Gender-Based Abuse	2.00	R	2.17	R	0.61 <sup>ns</sup>	0.54
4. Social Exclusion	2.21	R	2.41	R	1.02 <sup>ns</sup>	0.31
5. Cyber Abuse	1.98	R	2.17	R	0.66 <sup>ns</sup>	0.51

R – Rare; ns – Not Significant

In a cross-cultural study of Loh *et al.* (2019) among Australian and Singaporean employees, it was revealed that both nationalities experience different forms of incivility in their workplace; however, incivility has higher negative impact among Australian employees than the Singaporean. Hence, it can be said that incivility has no cultural background; however, the impact may differ based on the cultural background of the employee. The difference on the extent of work incivility including its five (5) forms like passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion and cyber abuse as assessed by the respondents when they are grouped according to their civil status is presented in Table 8. It can be gleaned from the table that all five forms of work incivility in Isabela State University do not have significant differences when the respondents are grouped according to their civil status. This is based on the Chi-square result from 0.16 to 0.79 and significance level from 0.67 to 0.86 which is way higher than the threshold of 0.05. This means that when the respondents are categorized according to their civil status, their assessment on the extent of work incivility in Isabela State University is comparable with each other. Hence, the null hypothesis of the study which states that there is no significant difference on extent of work incivility in Isabela State University when the respondents are grouped according to their civil status is hereby accepted. Civil status significantly impacts how employees experience and respond to workplace incivility (Moon & Rodriguez, 2021). The result of the study supports the findings of Aglosolos *et al.* (2024) in a Jolo hospital. It was revealed in their study that single or married nurses do not have significant difference experience about work incivility. Regardless of civil status, nurses still experience rudeness among fellow nurses, doctors, and other employees and even from the clients. The result of the study of Moon and Rodriguez (2021), on the other hand, contradicts with the findings of the present study. In their study, married individuals, particularly women with caregiving duties, experience higher role conflict and burnout, while single employees may face different stressors, such as loneliness. Table 9 presents the difference on the extent of work incivility along its five (5) forms like passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion and cyber abuse as assessed by the respondents when they are grouped according to the type of campus where they are coming.

It can be inferred from the table that all five forms of work incivility in Isabela State University do not have significant differences when the respondents are grouped according to their campus where they belong. This is based on the Chi-square result from 0.18 to 1.02 and significance level from 0.31 to 0.86 which is way higher than the threshold of 0.05. This means that when the respondents are categorized according to the campus where they come from, their assessment on the extent of work incivility in Isabela State University is comparable with each other. Hence, the null hypothesis of the study which states that there is no significant difference on extent of work incivility in Isabela State University when the respondents are grouped according to the type of campus where the respondent is coming from is hereby accepted. Workplace incivility differs by institution size due to culture, reporting structure, and intimacy (McClendon *et al.*, 2021). The present study does not conform with existing literatures in the field. According to Baiet *et al.*(2024), small organizations tend to develop closer and more positive relationship than those employees engaged in a bigger organization. However, it was also revealed in their study that while employees in small organization have higher interpersonal relationship, they tend to develop attitudes that may also promote incivility such as gossip and policing their co-worker; hence, privacy is hard to achieve in this context. In addition to this, McClendon *et al.* (2021) found in their study that teachers from large universities tend to develop high impersonal relationship with their fellow teachers. Because of its large characteristics, power dynamics and differences often create incivility and if not given proper attention, it can promote the culture of silence. Table 10 presents the extent of work incivility along its five (5) forms including passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse, social exclusion and cyber abuse as assessed by the respondents when they are grouped according their years of teaching.

As shown in the table work incivility forms like passive-aggressive behavior, verbal and non-verbal abuse, gender-based abuse and social exclusion show no significant difference when the respondents are grouped according to their years of teaching in Isabela State University. This is based from the Chi-square value from 0.59 to 2.48 and significant level which is higher than 0.05.

**Table 10. Difference on the Extent of Work Incivility in Isabela State University as Assessed by the Respondents when Grouped According to their Years in Teaching**

Categories	10 Years & Below		11 – 15 Years		16 – 20 Years		21 Years & Above		Chi-Square	Sig.
	M	Desc.	M	Desc.	M	Desc.	M	Desc.		
1. Passive-Aggressive Behavior	2.23	R	2.57	O	2.32	R	2.66	O	1.83 <sup>ns</sup>	0.61
2. Verbal and Non-Verbal Abuse	2.19	R	2.54	O	2.26	R	2.66	O	2.50 <sup>ns</sup>	0.47
3. Gender-Based Abuse	1.90	R	2.25	R	2.02	R	2.45	R	0.59 <sup>ns</sup>	0.90
4. Social Exclusion	2.11	R	2.46	R	2.30	R	2.65	O	2.48 <sup>ns</sup>	0.48
5. Cyber Abuse	1.85	R	2.33	R	2.01	R	2.36	R	9.36*	0.02

O – Often R – Rare ns – Not Significant \* - Significant

This means that when the respondents are categorized according to their years of service in the university, their assessment has no significant difference with each other. This further signifies that young and old members of the faculty have almost the same observation as to these four (4) forms of work incivility in the university. Because of this finding, the null hypothesis of the study which says that there is no significant difference on the extent of work incivility in Isabela State University when they are grouped according to their years of teaching is accepted. The table, on the other hand, reveals that when the respondents are grouped according to their years of teaching in the university, their assessment on the extent of cyber abuse as a form of work incivility is significantly different with each other. This is based on the Chi-square value of 9.36 and significance level of 0.02. It can also be construed from the table that among all groups of respondents, those who stayed in the university 21 years and above have higher experience or observation than the other group of respondents. This is based on a significantly higher mean value of 2.36 while the other groups gave a mean value of 2.33, 2.01 and 1.85 respectively. It can also be seen in the table that the group of respondents who gave a significantly lowest rating are the respondents who are teaching for less than 10 years. The result may imply that the longer the faculty has stayed in the university, they become more observant and vigilant on the various forms of cyber abuse among faculty members. This result contradicts the findings of Armas *et al.* (2019) about bullying as a form of work incivility in private companies. It was revealed that senior employees have higher tendency of bullying younger members of the company, rather than younger employees bullying senior employees or even the employees of their same age. This is based on the reality that older employees have longer experience in the company which gave them the edge of being familiar with the systems in the company.

### Conclusion and Recommendations

This descriptive-comparative study was conducted to assess the extent of work incivility among the faculty members of Isabela State University, the purpose of which is to develop a faculty development program. Most of the participants of the study were female, holder of appropriate master's and doctorate degrees, instructor and associate professor. In addition, most of the participants were Ilokano, identified as middle child, married, teaching in the university for at least eleven (11) years and identified to be a faculty in big or constituent campuses. It was revealed in study that there is a presence of work incivility in Isabela State University. However, all five (5) categories of work incivilities were rated as rare. Passive-aggressive behavior was identified to be the most common of work incivility followed by verbal and non-verbal abuse, social exclusion, gender-based abuse and cyber abuse. It was revealed in the study that faculty members under

professorial ranks have a higher observation on all categories of work incivility highlighting their broad exposure to various activities, responsibilities and initiatives in the university. Moreover, faculty members with longer work experience in the university have higher ability to spot cyber abuse than the younger faculty members. Based on the conclusion of the study, the Human Resource Department of the University in cooperation with the various faculty associations are encouraged to adopt and implement mechanisms that will ensure that faculty members are more engaged and proactive on professional development and responsibilities. It is also encouraged that the management of the university will provide an avenue where faculty members are given opportunity to be exposed to strategies that will boost their confidence, promote interpersonal relationship, communication strategies and find alignment between personal and work values. In addition to this, faculty members are encouraged to continue performing their duties and responsibilities with utmost enthusiasm, passion, integrity and loyalty to their work and the university. They are also advised to work on reducing or eliminating their actuations and expressions that can be categorized as uncivil. Moreover, they are encouraged to work on their procrastination attitude as it affects the quality of their performance. For future researchers, it is advised to look into other aspects that may be affected by work incivility such as emotional intelligence and psychological aspects on a deeper aspect.

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