Student Incivilities: An Annotated Bibliography
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   Among pre-tenure Geography faculty at various colleges and universities, female faculty reported experiencing more incivility than any other demographic groups, and large courses experienced more incivility than smaller courses.

   This review discusses factors that contribute to incivility such as cultural characteristics (e.g., millennial generation), leadership theories (e.g., transactional and transformational), and recommendations on how to reduce incivility.

   This review discusses the prevalence of student incivility, student incivility behaviors demonstrated among students and instructors, strategies to minimize student incivility, and recommendations for future research.

   This article explores how higher education creates a consumer metaphor and how it is transferred to the classroom.

   This article provides recommendations on how to deal with disruptive behavior.

   This article discusses specific factors that have led to an increase in student incivility and concludes that young, female, low-status, and minority instructors face greater risk of student incivility.

   This article discusses how instructors balance the need for immediacy and privacy using Petronio’s Communication Privacy Management Theory. The article specifically examined the type of personal information instructors reveal/conceal in the classroom, the purpose for revealing information, and factors that influence maintaining privacy.

   The article examines the role of instructor credibility on instructor self-disclosure, and nonverbal immediacy on student incivility in the college classroom.

   This study shows that students with a consumerism attitude along with narcissism were more likely to demonstrate incivility. In addition, females and students planning to attend graduate school were less likely to engage in incivility.

    This article explores academic entitlement through a phenomenological approach.
Others to Consider:


   Among pre-tenure Geography faculty at various colleges and universities, female faculty reported experiencing more incivility than any other demographic groups, and large courses experienced more incivility than smaller courses.


   This article presents a literature review of student incivility in higher education. The article specifically discusses factors that contribute to student incivility such as cultural characteristics (e.g., millennial generation), leadership theories (e.g., transactional and transformational), and recommendations on how to reduce student incivility.


   This article defines student incivility, types of incivility behavior, factors that increase student incivility, and strategies on how to reduce incivility.


   This article discusses the prevalence of narcissism among college students. Specifically, this article explores characteristics of narcissism, how narcissism hinders the learning environment in higher education, and strategies for instructors on how to deal with students who exhibit narcissistic behavior.


   This article investigates student perceptions of classroom incivility. In this study, a survey was given to 3,6165 students at a public Midwestern university. Results showed that students have witnessed minor student incivility in the classroom.


   The results of this study showed that empathy and narcissism strongly correlated to whether or not a business student would engage in ethical decision making. In addition, results showed that students who majored in finance were less likely to be empathetic and more narcissistic.


   This article provides a comprehensive literature review of student incivility in higher education. Specifically, it discusses the prevalence of student incivility, student incivility behaviors demonstrated among students and instructors, strategies to minimize student incivility, and recommendations for future research.


   This article presents four separate studies about academic entitlement. The results from all four studies concluded that students who demonstrated externalized responsibility were more likely to display academic entitlement, narcissism.

The article introduces the Instructor Self-Disclosure Scale. In addition, two studies were conducted to test the reliability and strength of the scale. The results from both studies showed that the instructor scale is a reliable measure for instructor self-disclosure.


This article investigates teacher self-disclosure and how the three dimensions of self-disclosure (e.g. amount, relevance, and valence) affect the classroom setting. The results concluded that relevance and valance are the most important dimensions of self-disclosure.


A preliminary survey was conducted at Indiana University to identify and address student incivility. The survey asked about faculty background, types of student incivility behavior, how frequent the behaviors occur, and strategies on how to manage student incivility.


This article examines student incivility among nursing students. In this study, 504 respondents from 41 states completed the Incivility in Nursing Education survey. Results showed that the most common student incivility behaviors were arriving late for class, holding distracting conversations, and being unprepared. In addition, the most common instructor incivility identified by students were ineffective teaching methods, arriving late for class, deviating from the syllabus, and changing class assignments.


This article examines student incivility using a qualitative research method from students and faculty in nursing education. The study examined causes of student incivility, and strategies to minimize student incivility. The article concluded that further research is needed to increase awareness about the prevalence of student incivility, its impact, and potential consequences.


This article argues that appropriate classroom behaviors in a university setting should be addressed in first year courses in order to reduce student incivility in higher education.


This article examines whether sociology majors viewed higher education as customer service driven. The results concluded that sociology majors did view higher education as a customer driven market.


This article investigates how students perceive their instructors after viewing their social media profile. Results showed that viewing their instructors’ online profile gave them a better understanding about who they are outside of class, students wanted to maintain professional boundaries, and viewing the instructors’ profile reduced uncertainty.


This article addresses how classroom incivility has become a current issue in higher education, effects of classroom incivility, categories of incivility, and how to address incivility.

This article discusses the various types of uncivil student behavior and why it has become a major focus point in higher education.


This article focuses on the relationship between teacher self-disclosure and students’ participation in the classroom. In addition, this article predicted how students reciprocate to instructors after self-disclosure.


This article examined the relationships between instructor immediacy and student incivility. Results indicated a negative correlation between instructors who don’t display immediacy will experience some type of student incivility.


This article examines the consumer metaphor in higher education. Specifically, it explores how higher education creates this metaphor and how it is transferred to the classroom.


This article provides recommendations on how to deal with disruptive behavior.


This book provides the latest research on millennials in college and how they differ from other generations.


This article provides a conclusive definition of academic entitlement based on previous literature. In addition, the authors recommend that future research continue to expand on the definition of academic entitlement and how to measure academic entitlement.


This article examines the effects of immediacy on student learning perceptions and teacher credibility.


This article provides extensive research about student incivility. Specifically, this article discusses specific factors that have led to an increase in student incivility (e.g. millennials, faculty, consumer attitude, etc.). This article concludes that young, female, low-status, and minority instructors face greater risk of student incivility.


This article discusses strategies for instructors for understanding and dealing with student incivility.

This article examines the influence of instructor self-disclosure. Female college students were asked to view their perceptions. Results showed that instructor self-disclosure was viewed as more positive, honest, and increased positive evaluations of the instructor.


This article discusses issues on student incivility, effect of classroom incivility, and how to address student incivility.


This article discusses how instructors balance the need for immediacy and privacy. The article examines this concept using Petrononio’s Communication Privacy Management Theory. The article specifically examined the type of personal information instructors reveal/conceal in the classroom, the purpose for revealing information, and factors that influence maintaining privacy.


The article examines the role of instructor credibility on instructor self-disclosure, and nonverbal immediacy on student incivility in the college classroom. Four hundred thirty-eight students completed online questionnaires. Results showed that instructor credibility was positively correlated to the relationship of instructor self-disclosure valence, relevance, nonverbal immediacy, and student incivility.


This article provides data about different types of student incivility experienced among instructors using a national sample of 226 faculty members. Results showed that faculty experienced inattentive and hostile student incivility, the type of student incivility was not associated with instructors’ demographic traits, but their demeanor, and management conflict reduced student incivility.


This article identifies factors contributing to uncivil interactions between students and faculty and provides practical strategies designed to avoid or diffuse student-faculty conflicts.


This article examines how students perceive and enhance instructor self-disclosure in the classroom. Results indicated that students believe instructor credibility is enhanced only if self-disclosure is relevant to students and the course.


This article examines predictors of student incivility. Results indicated that students who possessed a consumerism attitude along with narcissism were more likely to demonstrate student incivility. In addition, results indicated that females and students planning to attend graduate school were less likely to engage in student incivility.


This article examines factors that influence how millennials choose college campuses. Specifically, millennials will choose campuses with a strong sense of school pride, community, and campus appearance.
This article explores academic entitlement. According to the authors, in previous literature, academic entitlement was attributed to parenting styles and personality traits. This article seeks to understand academic entitlement through a phenomenological approach.

This article investigated the impact of instructor caring and immediacy on student perceptions of instructors’ credibility. The results demonstrate that teachers should maintain high verbal caring to preserve their credibility in the classroom.

This article discusses how the three dimensions of instructors’ credibility (e.g., competence, trustworthiness, and goodwill) is impacted by instructor immediacy and incivility.

In her book, Dr. Twenge deeply explores why the “generation me” or millennial generation is having a huge impact on society and the reasons why the new generation exhibit these characteristic traits.

This article provides a rebuttal against Goldstein and Benassi’s 1994 study suggesting that teacher self-disclosure is positively related to student participation. In this 1997 student, the present authors concluded that they found no positive correlation between teacher self-disclosure and student participation. In addition, they concluded that class structure was an important factor in student participation.

This article provided a meta-analysis literature review of 81 students examining the relationship between instructors’ verbal/nonverbal immediacy and students’ learning outcomes. The comprehensive results of this meta-analysis confirms that immediacy has a huge impact on student learning and performance in the classroom.

This article examined students’ customer service orientation toward their education and if it affected their sense of academic entitlement. Results indicated that if students’ customer service orientation influenced their academic entitlement, academically entitled students were more likely to engage in bargaining and negotiation with their instructors, and changing the discourse about customer orientation and academic entitlement will impact the student-instructor relationship.