

Student to Faculty Incivility : Experience of Faculty in Higher Education Institutions and its Consequences

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Abstract

Uncivil behavior of students has a significant impact on the faculty members. Information regarding students' incivility and its implications on faculty in private higher education institutions of India is insufficient. Therefore, the present study examined the relationship between uncivil behaviours of students and work engagement of faculty participants. The study also explored the relationship between work engagement and turnover intentions and work engagement and career commitment of faculty staff. One hundred and twenty faculty members were approached, of which 102 agreed to participate in the study. A total of 75 respondents completed the questionnaire for a response rate of 73%. Of the total participants, 74% were female ($n = 56$) and 26% were male ($n = 19$). Participants ranged in age from 22 – 48 years of age (mean = 36, standard deviation = 7.71). Forty eight percent of the respondents were from humanities and social sciences, 22% from engineering, 12% from law, and rest 18% from others. The data collected were analyzed with the help of SPSS 21 using descriptive and inferential statistics. The study found that uncivil behavior of students, both within and outside the classroom boundaries, had a significant impact on the dimensions of work engagement, that is, vigor, dedication, and absorption and on the overall work engagement of faculty members. Furthermore, a significant relationship was observed between work engagement and turnover intentions and career commitment.

Keywords : student incivility, uncivil behavior, faculty work engagement, turnover intentions, career commitment

JEL Classification Codes : I230, J240, M140

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Private education institutions are burgeoning in India. India is likely to be the biggest higher - education system in the world by 2030 (Kurup, Pandey, & Charfare, 2020). It is expected to overtake China and USA. Uncontrolled privatization of higher education has resulted in the proliferation of private institutions for higher education. India has 343 universities, which are privately managed (Nayar, 2018). However, the low gross enrolment ratio (GER), which is the percentage of potential students enrolled in educational institutions in a given year in higher education has been a concern for private universities in India. The universities are facing fierce competition for filling up the seats. Higher education plays a significant role in the development of individuals and acts as a dominant tool to build a knowledge - based society (Ahmad, 2020). It develops a sense of civic responsibility among students. However, higher education is witnessing incivility as a 'growing problem' (Morrissette, 2001). Various researchers have studied antecedents and consequences of incivility at the workplace. Researchers have also examined incivility in academia. However, the majority of the studies

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conducted on incivility in academia are limited to clinical settings. Minimal attention has been paid to understand the precursors of students' incivility and its implication on the faculty in private higher - education institutions of India. The present study contends that students' incivility is a significant issue and has strong implications on the faculty of private HEIs, and therefore, this issue needs to be addressed. Thus, the aim of the present study is to identify the uncivil behavior of students as perceived by faculty members and the consequences of these behaviors on faculty members.

Review of Literature

(1) Incivility : Incivility is seen as a construct which is pervasive. Merriam - Webster Online Dictionary (n.d.) defines incivility as “a rude or discourteous act.” Uncivil acts can be mild, deviant, and ambiguous (Roberts, Scherer, & Bowyer, 2011). Mild acts are those which are not very intense. They are at the lower end of the intensity continuum. Mild acts are like hassles or annoyances (Roberts et al. 2011). It includes behaviours like gossiping about a colleague, ignoring an employee, or taking colleagues' supplies without permission.

Deviant are those behaviours that violate unwritten rules or norms of the organization, for instance, not greeting a co-worker in passing, not cleaning the table after having a meal, or not replacing cartridge of the printer when low. Deviant behaviours are contextual; what is considered as uncivil in one organization may not be seen as uncivil in another. Ambiguous involves those behaviours where the intention of the instigator may or not may not be to harm. The target may see the behaviour as deliberate or accidental. Ambiguous acts, in any case, are determined by the target. Researchers in the past have identified some of the behaviours that can be considered to be uncivil in the work setting, for instance, using undignified language, gossips, lack of respect for fellow workers, ignoring co-workers requests, interrupting co-workers, or not acknowledging opinion of others (Cortina, Kabat-Farr, Leskinen, Huerta, & Magley, 2013 ; Rahim & Cosby, 2016). There can be a range of actions and behaviours that can be considered uncivil. However, it is not possible to identify all of those actions and behaviours.

(2) Antecedents of Incivility : Porath and Pearson (2010) reported that 96% – 99% of the respondents observed or experienced incivility at the workplace. Researchers have cited various reasons for incivility at the workplace. For instance, Liu, Chi, Friedman, and Tsai (2009) examined the antecedents of workplace incivility and found that intent to achieve goals (which are primarily self-focused) positively reacted with incivility. The results of the study suggested positive effect of direct conflict self-efficacy on incivility. In addition, it was seen that individuals rating higher on collectivism orientation were less likely to display incivility as compared to individuals low on collectivism orientation (Liu et al., 2009). Lee and Jensen (2014), in their research, sought to understand the implications of passive directive leadership and active constructive leadership on workplace incivility. The study found that presence of active constructive leadership in the workplace reduced incidences pertaining to incivility through its positive impact on fairness perceptions. On the other hand, a direct relationship between passive corrective leadership and workplace incivility suggested that negative effects of passive corrective leadership were strong and could escalate the incidences of incivility at the workplace, irrespective of employees' fairness perception. The findings of the study by Roberts et al. (2011) revealed significant effect of job stress on incivility at the workplace. The researchers also found that the relationship between job stress and incivility was moderated by psychological capital. Psychological capital may inhibit an individual to act in an uncivil manner during stressful situations (Roberts et al. 2011).

The findings of the study by Trudel and Reio (2011) indicated that 86% of the employees in the study experienced some form of incivility at the workplace. In addition, the study reported that those individuals who used the dominating style of conflict management experienced more incivility in contrast to those who used the

integrating conflict management style. Williams, Campbell, and Denton (2013) classified antecedents of workplace incivility in three categories, that is, instigator, target(s) (those who are affected by incivility), and the organization in which incivility happens. An instigator antecedent of incivility includes attributes like instigator's attitudes and emotions, cognition, and personality. Target level antecedents of incivility include target's characteristics such as gender, race, and status. Organizational level antecedents of incivility include factors such as stress because of change and high uncertainty due to unclear organizational goals, lack of system, or reward systems (Williams et al. 2013).

Thompson, Buch, and Glaso (2018) examined how the leader and follower relationship influenced the display of incivility. It was found in the study that supervisors who had a low-quality relationship with the followers were more inclined to exhibit incivility. Followers who had a low-quality relationship with the supervisor were more likely to be the targets of uncivil behaviours as opposed to the ones who had a high-quality social exchange relationship (Thompson et al., 2018).

(3) Consequences of Incivility : Incivility can lead to negative consequences at individual and organizational levels. Various researchers have studied and reported the consequences of incivility. For instance, Rahim and Cosby (2016), in their study, tested a model of workplace incivility and its relationship with job performance, burnout, and turnover intention. The results of the study reported negative relationship between workplace incivility and job performance. In addition, a positive relationship was seen between workplace incivility and job burnout which, in turn, was positively related with turnover intentions. Ghosh, Jacobs, and Reio Jr. (2011) suggested that uncivil behavior like instigating a joke can lead to reduced job performance and can even have a detrimental impact on organization-level outcomes such as cost. Ferguson (2012) reported the effects of incivility beyond the workplace. The researcher found in her study that incivility can have an impact on the families of both, that is, the target and the target's partner. The study reported that incivility can have a negative effect on the marital satisfaction of the target and his/her partner. The findings of the study indicated that the stress carried by the target from the work domain to the family domain mediated the incivility's impact on the target's marital satisfaction, partner's marital satisfaction, and partner's family-to-work conflict (Ferguson, 2012). The findings of the study by Thompson et al. (2018) suggested that incivility at the workplace was negatively associated with organizational commitment and positively related with social loafing.

Bibi, Karim, and Din (2013), in their study, showed a positive relationship between workplace incivility and counterproductive work behaviour (CWB). Withdrawal behavior as well as working slowly, incorrectly, or neglecting procedures were seen as the most prevalent behaviours among respondents due to incivility at the workplace. The study also found emotional intelligence (EI) as a moderating variable playing a significant role in the relationship between incivility and counterproductive work behaviours such that individuals with high EI were able to control their emotions. Low REI individuals were more engaged in CWB as compared to individuals with high EI. Taylor, Bedeian, and Kluemper (2012) in their study suggested that affective commitment mediated and conscientiousness moderated the relationship between workplace incivility and citizenship performance. Overall, the findings of the study reported that the effect of workplace incivility on citizenship performance through affective commitment was stronger for individuals scoring high on conscientiousness as compared to individuals scoring low on conscientiousness. Laschinger, Leiter, Day, and Gilin (2009) revealed in their study that supervisor incivility was a strong predictor of employees' job dissatisfaction, low commitment, and turnover intentions.

(4) Incivility in Higher Education Institutions : Connelly (2009) outlined four categories of uncivil acts by students. Annoyances, which include actions like coming late to the classroom or leaving early, dressed in unseemly attire in class, involved in other work in class, and using mobile phones during the class. Classroom

terrorism involves those actions that cause disruptions in the class instructional time such as gossips that makes it difficult for others to hear the lecturer. Intimidation includes threats of providing negative feedback to the course teacher and / or complaining to the various heads of the department. Physical violence may include pushing students or faculty. Connelly (2009) suggested that most of the colleges and higher education institutions have already adopted or are in the process of adopting policies regarding incivility (Connelly, 2009). Clark and Springer (2007a, 2007b) cited some of the examples of uncivil behaviours of students in-classroom and out-of-classroom. Some of the in-class behaviours included disruptions such as challenging faculty for test marks, subjugating class discussions, gossiping, sleeping/not paying attention, coming unprepared and expressing discontentment with assignments, and using computers for non-class activities. Out-of-class uncivil behaviours included sending inappropriate emails, submitting assignments late, verbally harming the reputation of the faculty, and making disguised threats to faculty (Clark & Springer, 2007a, 2007b).

Various factors can be linked to the problem of incivility in academia, for instance, sense of entitlement, consumerism, institution related factors, and technology. Today's students possess a sense of entitlement, that is, looking at classes only as a place of entertainment. They expect that they should be graded high simply for class attendance. Students' learning has become primarily a responsibility of the faculty than the other way around (Nordstrom, Bartels, & Bucy, 2009). Consumerism is the mentality of the students (or their parents) that they are paying for an education in order to obtain a final product : a degree (Nordstrom et al., 2009). As a result, these students of consumerism mentality believe they are owed something for the tuition fee they pay to the institutions and thus resort to uncivil acts. Institution related factors can be many. However, the most prominent one is the strong desire of the colleges/universities to retain their students. In the last two decades, private institutions have multiplied in India. The competition for the students among universities is fierce. Therefore, in order to retain students, universities are ignoring some of the uncivil behaviours of the students. Lastly, technology is also seen as one of the contributing factors of incivility. Usage of cell phones to take calls, texting, and using social media has wounded the practice of classroom teaching. In addition, students are increasingly using phones for cheating during examinations. With the advent of technology and widespread availability of the Internet, potential for plagiarism and other academic dishonesty is greatly enhanced. Uncivil behavior of students can have an impact on the faculty members. Kurup et al. (2020) stated that there is a decline in the number of teachers in higher education institutions. Peters (2013) reported that uncivil behavior of students can have detrimental consequences on the faculty to the extent that they many even prefer to exit from academia.

(5) Incivility and Work Engagement : Work engagement is defined, “as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (Schaufeli, Salanova, González-Romá, & Bakker, 2002, p.74). Vigor is characterized by high levels of energy and resilience ; readiness to invest effort in one's work ; and perseverance even when facing challenges. Engaged employees have energetic and effective connection with their work activities and are able to deal entirely with the job demands (Schaufeli et al., 2002). Dedication is regarded by a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is when one is fully concentrated and deeply engrossed in one's work, hereby time passes rapidly and one has difficulties with detaching oneself from work (Schaufeli et al. 2002). Incivility can have consequences on work engagement of employees. Rai and Agarwal (2017) reported in their study that employees who faced bullying at the workplace may develop the perceptions of psychological contract violation which can result in low work engagement levels. Taylor (2010) reported a negative correlation between incivility and work engagement. Hosseinpour - Dalenjan, Atashzadeh - Shoorideh, Hosseini, and Mohtashami (2017) also reported negative impact of workplace incivility on employee work engagement.

On the basis of the above mentioned discussion, the following hypothesis is proposed :

☞ **H_{a1}** : There is a significant negative relationship between students' uncivil behavior and faculty members' work engagement.

(6) Work Engagement and Turnover Intentions : Turnover is a kind of withdrawal behavior. It has been defined as a conscious and deliberate willingness to leave the present organization (Bothma & Roodt, 2012). Organizations need to retain their talented workforce. Loosing employees can disrupt the smooth functioning of organizations (Bothma & Roodt, 2012). Available literature on work engagement and turnover suggests that the two constructs are related. Researchers have examined work engagement as an antecedent of turnover intentions. Siddiqui (2013) also reported that work engagement had a direct impact on employees' turnover intentions. Hoigaard, Giske, and Sundsli (2011) also found work engagement sub-scales to be negatively correlated to the intention to quit. Thus, an engaged employee is more likely to stay with the organization. Engaged employees are energized and enthusiastic about their work. However, if an employee feels that such positive feelings are diminishing, his/her probability of leaving the organization increases.

On the basis of the above mentioned discussion, the following hypothesis is proposed :

☞ **H_{a2}** : There is a significant negative relationship between work engagement and turnover intentions of faculty members such that lower is the level of work engagement, higher is the turnover intention.

(7) Work Engagement and Career Commitment : Career commitment is, “one’s attitude toward one’s vocation, including a profession” (Blau, 1989, p.284). Colarelli and Bishop (1990) described that career commitment is characterized by the, “development of personal career goals and attachment, identification and involvement in those goals” (p.59). One's commitment to his/her career is displayed in one's perseverance in pursuing career goals in spite of all hurdles and setbacks encountered (Colarelli & Bishop, 1990). Career commitment is a consequence of work engagement. Various researchers have found a relationship between work engagement and carer commitment (Barnes & Collier, 2013 ; Lee & Eissenstat, 2018).

On the basis of the above - mentioned discussion, the following hypothesis is proposed :

☞ **H_{a3}** : There is a significant positive relationship between work engagement and career commitment of faculty members such that lower is the level of work engagement, lower is the commitment towards career in the teaching profession.

Methodology

(1) Sample and Data Collection : The questionnaire based survey was conducted during January – March 2019. The study was conducted among the faculty members of higher education institutions of Himachal Pradesh, Punjab, and Haryana. The final respondents were selected using convenience and judgement sampling

Table 1. Demographic Profile of the Respondents

Gender		Discipline				Age		
Male	Female	Humanities and Social Sciences	Engineering	Law	Others	Min.	Max.	Mean
19(74)	56(26)	36(48)	17(22)	9(12)	13(18)	22	48	36

Note. Figures in parentheses show percentages.

techniques. Contact details of the faculty were taken from the websites of the institutions. An email was sent to the faculties to seek their permission to participate in the survey. The online survey link was shared with only those faculty members who agreed to participate in the study ; 120 faculty members were approached, of which 102 agreed to participate in the study. A total of 75 respondents completed the questionnaire for a response rate of 73%. Demographic profile of the respondents is presented in Table 1. Of the total participants, 74% were female ($n = 56$) and 26% were male ($n = 19$). Participants ranged in age from 22 – 48 years of age (mean = 36, standard deviation = 7.71). Forty eight percent of the respondents were from humanities and social sciences, 22% from engineering, 12% from law, and the remaining 18% were from other areas. The data collected have been analyzed with the help of SPSS 21 using descriptive and inferential statistics.

(2) Measurement

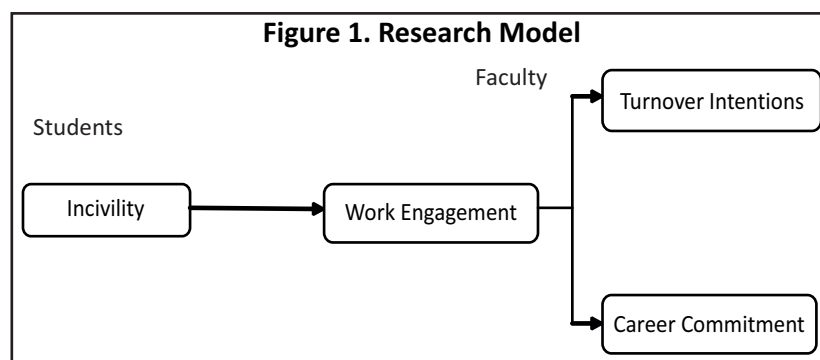
(i) Career Commitment : To gauge career commitment, scale by Blau (1989) is used. The scale is a 6-item instrument. The responses were recorded on a 5 - point scale (1= *strongly disagree* to 5 = *strongly agree*). In the present study, the reliability coefficient alpha of this measurement is .81.

(ii) Work Engagement : Work engagement is a measure by a scale developed by Schaufeli et al. (2002). The scale has 17 items in three dimensions : vigor (Items 1 – 6) ; dedication (Items 7 – 11) ; and absorption (Items 12 – 17). The responses were recorded on a 5 - point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (5). In the present study, the reliability coefficient alpha of this measurement is .73 (vigor), .77 (dedication), .81 (absorption), and .82 (work engagement).

(iii) Turnover Intentions : Turnover intentions are measured using a 5 - item scale developed by Mowday, Koberg, and MacArthur (1984) and Mobley, Horner, and Hollingsworth (1978). The responses were recorded on a 5 - point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). In the present study, the reliability coefficient alpha of this measurement is .86.

(iv) Uncivil Behavior of Students : From the review of literature, a list of uncivil behaviors of students inside and outside the classroom was derived (Bjorklund & Rehling, 2011 ; Rowland & Srisukho, 2008). Table 1 provides the list of such behaviours. Respondents were asked to rate the frequency of such behaviors using a 5 - point Likert scale ranging from 1 = *never* to 5 = *frequently*.

The study proposes the research model as depicted in Figure 1.



Analysis and Results

(1) Uncivil Behaviors of Students : On a scale of 1 – 5, all uncivil behaviours of students inside and outside the classroom have a mean greater than 3 (see Table 2). This suggests that faculty members perceived that students act inappropriately on a regular basis. Inside-classroom behaviours like making weird noises, using cell phones, disrupting class by talking to others, negative remarks towards faculty were seen as more appalling as compared to the other behaviours in this category. Outside-classroom behaviours like giving late assignments, calling beyond office hours, and verbally discrediting faculty were seen as more egregious than the others on the list. Behaviors such as 'wearing inappropriate attire,' 'marking proxy,' and 'making veiled threats' were not perceived as much problematic by the faculty members. Most of the HEIs have prescribed dress code for students and the attendance

Table 2. List of Uncivil Behaviors Inside and Outside the Classroom

Behaviors	Mean	SD
Inside Class		
Disrupting class by talking to others	3.57	1.25
Negative remarks towards faculty	3.41	1.31
Using cell phone for social media/text/calls	3.41	1.02
Leaving early	3.28	1.08
Arriving late	3.15	1.04
Sleeping	3.01	1.00
Not paying attention	3.37	1.19
Coming unprepared	3.01	.993
Making weird noises	3.72	1.04
Wearing inappropriate attire	2.89	1.49
Marking proxy	2.80	1.19
Outside Class		
Giving late assignments	3.59	.960
Sending inappropriate texts/emails	3.09	1.02
Calling beyond office hours	3.55	1.08
Not keeping scheduled appointments	3.05	1.19
Making veiled threats	2.43	1.05
Complaining about faculty to heads	3.15	1.00
Verbally discrediting faculty	3.40	.900

Table 3. Mean Scores of Work Engagement

Variables	Mean Score	SD
Vigor	3.04	0.71
Dedication	3.16	0.69
Absorption	3.17	0.79
Work Engagement	3.12	0.68

Table 4. Correlation Coefficient Between Students' Incivility and Work Engagement

Incivility	Vigor	Dedication	Absorption	Work Engagement
Inside-Class	-.460**	-.532**	-.493**	-.565**
Outside-Class	-.192	-.385**	-.433	-.379**

system is mostly biometric, and thus, incivility may not be extensive in such scenarios. Thus, faculty members may not face problems related to these behaviors.

(2) Incivility and Work Engagement : As depicted in Table 3, the overall mean score of faculty members for overall engagement is 3.12. For various dimensions of work engagement, that is, vigor, dedication, and absorption, it is 3.04, 3.16, and 3.17, respectively (see Table 3). This implies that faculty members had an average level of work engagement (Schaufeli & Bakker, 2003).

In order to find out the relationship between incivility among students and its relationship with work engagement of faculty members, Pearson correlation coefficient is employed and the results are shown in Table 4. Uncivil behaviours of students inside the classroom are found to be significantly and negatively related with overall work engagement of faculty members ($r = -.56^{**}$, $p < .01$). Furthermore, from the results of Table 4, uncivil behavior of students occurring outside the boundaries of the classroom is also found to be significantly and negatively related with overall work engagement of faculty members ($r = -.37^{**}$, $p < .01$). Hence, hypothesis H_{a1} is accepted.

The results imply that when students behave in an uncivil manner, irrespective of whether it is inside or outside the classroom, it has a significant impact on the work engagement of the faculty. The results are in agreement with those of Rai and Agarwal (2017), Taylor (2010), and Hosseinpour - Dalenjal et al. (2017), who also reported negative impact of workplace incivility on employees' work engagement.

(3) Work Engagement - Turnover Intentions and Career Commitment : Pearson correlation coefficient is employed to study the relationship between work engagement and turnover intentions and work engagement and career commitment (see Table 5). Overall, work engagement is found to be significantly and negatively related to turnover intentions ($r = -.46^{**}$, $p < .01$). Furthermore, from the results of Table 5, overall work engagement is found to be significantly and positively related to career commitment ($r = .45^{**}$, $p < .01$). Hence, hypotheses H_{a2} and H_{a3} are accepted.

The results imply that faculty members who are engaged in their work may think less about leaving the organization and have commitment towards their career as well. However, when the level of engagement with work is less, intention to leave the organization is high and commitment towards career in the teaching profession declines.

Table 5. Correlation Coefficient Between Work Engagement, Turnover Intentions, and Career Commitment

Variables	Turnover Intentions	Career Commitment
Vigor	-.250*	.410**
Dedication	-.525**	.375**
Absorption	-.444**	.412**
Overall Work Engagement	-.466**	.450**

Discussion and Conclusion

The main aim of the study is to find out the relationship between incivility among students and its impact on work engagement of faculty members. The study also aims to understand the consequences of work engagement. Therefore, the study explores the relationship between work engagement and faculties' turnover intention and career commitment.

The respondents reported most of the behaviours listed in the study's survey as inappropriate and occurring frequently. Behaviours like making weird noises, using cell phones, disrupting class by talking to others, giving late assignments, and calling beyond office hours were more frequent than the other behaviours in the survey items. The study reveals that uncivil behavior of students, both within and outside the classroom boundaries, have a significant impact on the dimensions of work engagement, that is, vigor, dedication, and absorption and on the overall work engagement of faculty members. Higher is the incivility among students, lesser is the work engagement of faculties. Regular encounter of such behaviours discourages and dampens the spirit of the faculty members. Disengagement in work reduces the ability to deal with the demands of the job. Thus, reduced work engagement has repercussions on the faculty and the organization involved.

Furthermore, the study also finds a significant relationship between work engagement and turnover intentions & career commitment. Faculty members who observed and experienced students' incivility were less engaged in their jobs. These individuals who were not engaged or less engaged may reflect on leaving their jobs sooner or later as the results reveal significant negative relationship between work engagement and turnover intentions. In addition, the faculty members who were not immersed in their work may also think of leaving the profession as the results have shown a significant negative relationship between work engagement and career commitment.

Implications

Incivility in higher education institutions needs to be addressed; otherwise, faculty members would not be able to carry out their jobs effectively. Trainings should be provided to the faculty staff so that they must learn the skills and techniques of dealing with uncivil and difficult students. Training in classroom incivility should also be part of the doctoral curriculum so that the faculty understands the techniques well in advance, which can equip them to handle such situations. Students should also be communicated the expected classroom behavioural norms not just during the induction program, but throughout the course. Effective management of students' incivility is important as it not just leads to a better learning environment, but also allows faculty members to do their job competently.

Management of the institutions and the governing bodies have a key role to play in order to dissuade uncivil students' behaviours. Educational institutions must develop various interventions focused on mentoring, coaching, and training & development of students. Such interventions would promote civility among students. General code of conduct and classroom policy should also be properly created in consultation with various stakeholders such as teachers, administrative staff, and students' parents. These policies must be aggressively promoted so that the students are aware of the policies and their ramifications. All such measures can have a great impact on preventing classroom incivility, and thus, on achieving the objective of effective teaching throughout the academic world.

Limitations of the Study and Directions for Future Research

The first limitation of the present study is its sample size, which weighs down the generalizability of the results. Future studies can be done with a larger sample size. Furthermore, the study only examined incivility and its

consequences on employees. Studies in the future can study the impact on various stakeholders such as students, employees, as well as the organizations. An enhanced understanding of these factors can address various unseen issues in higher education. The study investigated uncivil behaviours of students only. The next step can be to investigate uncivil behaviours by faculty as well in order to provide an impartial picture of the faculty – student relationship. Moreover, the study was conducted among private universities' faculty members only. Future studies can be done in public universities also. A comparative study of behavior of students in public and private universities can uncover various insights. Such studies would help to draw further conclusions.

Authors' Contribution

Dr. Sakshi Vashisht and Ravi Vashisht envisioned the idea. Dr. Sakshi Vashisht did the groundwork for the study. She extracted quality papers from various reputed publications and conducted an extensive literature study to understand the problem and frame the objectives of the study. Data collection and interviews were conducted by Ravi Vashisht. Data analysis and interpretation was done jointly by both the authors. Dr. Sakshi Vashisht wrote the final manuscript.

Conflict of Interest

The authors certify that they have no affiliations with or involvement in any organization or entity with any financial interest, or non-financial interest in the subject matter, or materials discussed in this manuscript.

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