Understanding Student Incivility among Undergraduates and the Impact on Educators' Subjective Wellbeing

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Abstract
Incidents of incivility have become a significant concern in higher education. Lately, university students have observed an increase in latecomers, students dozing off in class, excessive cellphone use, managing various life responsibilities simultaneously and lack of readiness for assignments during their academic classes. All the mentioned behaviors of students can be classified as instances of classroom incivility. Student incivility in the classroom is the disruptive behaviour that occurs in higher education learning environments at an alarming rate. While incivility may be considered a minor misbehavior, if not promptly and effectively addressed, it can have harmful impacts on both teaching and learning outcomes. Educators encounter a range of challenges when fulfilling their teaching duties, with increasing focus and concern placed on instances of student incivility. It is anticipated that the incivility of students will affect the subjective wellbeing of educators. As per the Stressor-Emotional Theory, student incivility can serve as a stressor, eliciting negative emotions and subsequently placing pressure on educators. Therefore, the purpose of this study is to examine the stress levels experienced by educators when managing student incivility and its repercussions on their wellbeing. The participants of this study comprise educators from various higher education institutions in Malaysia, conducting offline classes for undergraduate students. The collected data were analyzed using SmartPLS 4.0 software. Results indicated the consistent impact of incivility aligns with previous studies. The role of one's emotional state in triggering negative interpretations of social interactions is highlighted as a significant contribution with practical implications. The importance of this study lies in its potential to inform institutional policies and interventions aimed at fostering a more respectful and supportive academic environment. Future research should investigate the long-term effects of incivility on educators' careers, the role of institutional support in mitigating these effects, and the perspectives of students on incivility to develop comprehensive solutions that benefit both educators and learners.
Keywords: Student Incivility, Educators' Subjective Wellbeing, Negative Emotion, Stressor-Emotional Theory, Smart PLS.

Introduction

In the academic arena, student's incivility has increased because "the academy has changed in many ways over the last 20-plus years that have probably exacerbated behavioral and disciplinary problems" (Nilson, 2016; p. 56). The interaction between university students and educators has gradually become more impersonal, primarily attributed to a growing generation gap. This phenomenon has led to disparities in academic values, norms, and communication styles between the two groups (Nilson, 2016). Incivility was defined by Andersson and Pearson (1999), as a "low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect" (p. 457).

Although originally the concept of incivility centered on inappropriate interpersonal interactions within workplace settings (Miner & Cortina, 2016), it later evolved to encompass academic institutions (Alt & Itzkovich, 2015; Eka & Chambers, 2019; Feldmann, 2001) to better understand and evaluate responses to student incivility (Alt & Itzkovich, 2017). Nevertheless, Galbraith and Jones (2009) argue that the term "incivility" has been subject to diverse definitions and interpretations. Some definitions focus exclusively on student behavior, while others consider the educator's role. The most widely accepted definition, proposed by Miller et al (2014, p. 2), conceptualizes incivility in the academic context as "any action that disrupts a harmonious and cooperative learning environment," attributed to either students or educators.

Recently, universities have observed an increase in students' inappropriate behaviors, including tardiness, early departure from classes, sleeping during lectures, using cell phones, and demonstrating disrespectful conduct in class (Knepp, 2012; Cahyadi et al., 2021). Examples of such behaviors also encompass making condescending remarks and engaging in rude gestures or comments (Clark, 2008). Classroom incivility encompasses a spectrum of behaviors, ranging from irritations and disruptive behaviors to intimidation tactics and instances of physical or verbal aggression towards others (Feldmann, 2001). Additionally, Connelly (2009), outlined various manifestations of student incivility, spanning from minor infractions to more severe misconduct. It's important to note that these categories are not mutually exclusive, and students may exhibit behaviors from multiple categories simultaneously.

The majority of studies focusing on classroom incivility in higher education underscore the importance of addressing and mitigating such behaviors, given their potential to disrupt the learning environment and detrimentally affect overall academic atmosphere (Alt & Itzkovich, 2015; Eka & Chambers, 2019; Feldmann, 2001). However, incivility within educational settings is acknowledged as a significant concern, emphasizing the need for further exploration into this phenomenon and its repercussions on educators' subjective wellbeing. Within a learning environment, incivility exerts adverse effects on learning outcomes by diminishing academic motivation and disrupting the educational process. Moreover, incivility triggers educators' negative emotions such as anger, depression, and anxiety among those affected, which subsequently impacts their subjective wellbeing.

The concept of Subjective Wellbeing, in the most general sense, is a general evaluation of the feelings and thoughts of the individual regarding his/her life (Surucu, 2021). However, it also

includes happiness, peace, satisfaction and life satisfaction (Diener et al., 2003). Recent studies often equated subjective wellbeing with happiness or 'the good life'. Diener (2019) defined happiness as a dynamic process influenced by both internal and external factors, in turn, affects people's behaviour and physiological states. In other words, happiness is a state of mind or feeling that encompasses contentment, satisfaction, pleasure, and joy. Experiencing happiness and more positive emotions in the workplace significantly contributes to achieving high life satisfaction (Keyes et al., 2002).

However, in recent times, educators are facing numerous challenges in fulfilling their teaching duties, as they strive to excel in both teaching and research while managing competing demands for time and resources. Given the advancements in educational technology and the evolving demographics of students, educators must continuously adapt their teaching methodologies to cater to the changing needs of learners. Like educators in diverse roles, those confronted with student incivility often struggle to maintain their happiness or subjective wellbeing, particularly when juggling teaching, research, administrative responsibilities, and personal commitments (Bjorklund & Rehling, 2011; Clark, 2008).

Drawing from the problem statement provided, this study posits a hypothesis suggesting that perceived students' incivility may serve as a catalyst for heightened negative emotions and perceived stress among educators, subsequently diminishing their subjective wellbeing. Hence, the purpose of this research is to fill this gap in understanding by investigating educators' viewpoints regarding classroom incivility and its potential impact on their negative emotions and subjective wellbeing.

Literature Review and Hypothesis Development
Perceived Student Incivility and Educator's Subjective Wellbeing
In the present study, student incivility is characterized as any conduct that disrupts the learning environment or demonstrates a lack of respect toward educators, emerging as a growing concern in educational institutions worldwide (Clark, 2008). Student incivility encompasses a broad spectrum of behaviors, ranging from minor disruptions such as speaking out of turn to more severe actions like verbal abuse and physical threats (Clark, 2008). These behaviors can significantly impact the classroom atmosphere and impede the educator's ability to teach effectively. The stress resulting from student incivility can manifest physically, with educators reporting symptoms such as headaches, fatigue, and sleep disturbances (Rospenda et al., 2000). Even worse, it can significantly undermine educators' well-being.

The presence of numerous definitions of employee wellbeing complicates its understanding through literature review, leading to varying perspectives. World Health Organization (2013) gives an exhaustive definition by trying to capture the common theme running through all the other definitions about employee wellbeing, that is, 'a state of every individual employee to understand his own capability, to manage with the normal stresses of life, to work productively and is able to make a contribution to her/his community'.

According to Deci and Ryan (2000, 2008), wellbeing is defined as the presence of optimal psychological functioning. The literature identifies two distinct approaches to well-being research. The first approach is the hedonic, encapsulated by the concept of subjective well-

being (SWB) (Diener et al., 1999; Diener, 2000). SWB comprises of two components: the cognitive component, which refers to an individual's overall life satisfaction, and the affective component, which involves experiencing high levels of positive affect (PA) and low levels of negative affect (NA). The second approach is the eudaimonic approach, which broadly embraces the existential challenges of life (Linley et al., 2009; Keyes et al., 2002) or the actualization of human potential (Deci & Ryan, 2000). This approach acknowledges that not all pleasurable pursuits lead to optimal well-being. The eudaimonic approach is best captured by the concept of psychological well-being (PWB).

This study focused on the hedonic approach, encapsulated by the concept of subjective well-being (SWB) or happiness. Research indicates that employee subjective wellbeing holds significant importance for organizations. It serves as a foundational aspect in organizational strategies aimed at gaining a competitive edge. Increasing evidence suggests a correlation between subjective wellbeing and various performance indicators such as productivity, employee turnover, job satisfaction, stress levels, and work-life balance (Crede et al., 2007; Fisher, 2010; Keeman et al., 2017; Oerlemans et al., 2011). Enhancing employee subjective wellbeing not only boosts productivity at both individual and organizational levels but also shields the organization from potential financial and non-financial losses in its absence (Pradhan & Hati, 2022).

Prior studies (e.g. Chris et al., 2022; He et al., 2021; Lim et al., 2008; Lim & Lee, 2011) have illustrated that even minor instances of workplace incivility can significantly impact employees' well-being. For instance, such low-intensity incivility has been linked to negative effects on job attitudes and health (Cortina et al., 2017), exerting adverse effects on both physical and mental well-being (Schilpzand et al., 2016; Sood & Kour, 2023). Moreover, Lim and Lee (2011) found that workplace incivility reduces satisfaction with one's colleagues. This type of behaviour impedes the ability to mentally detach from work and increases rumination, consequently posing challenges for employees in achieving psychological detachment from work, thereby compromising their well-being (Sonnentag et al., 2013).

Furthermore, incivility is linked to an individual's subjective wellbeing (SWB) (Surucu, 2021), as high SWB relies on the dominance of pleasant affectivity over unpleasant affectivity and a positive cognitive assessment of one's life quality. The literature indicates that incivility behaviors encountered by employees in the workplace negatively impact their SWB and, consequently, their life satisfaction (Surucu, 2021). A study on healthcare home workers found that incivility was among the factors that negatively affected the participants' subjective wellbeing (Saglam, 2020).

Drawing from the above literature, incivility is recognized as a significant interpersonal stressor for employees (Eisapareh et al., 2022), leading to both psychological and physiological strain. Consequently, the incivility exhibited by students poses a potential threat to educators' subjective well-being. Thus, the study proposes the following hypothesis:

Hypothesis 1: There is a negative relationship between perceived student incivility and educator's subjective wellbeing.

Perceived Student Incivility, Educator's Negative Emotion and Subjective Wellbeing
When individuals encounter disturbances or threats, they typically experience negative emotions (Brotheridge & Lee, 2010). Put differently, unfavourable circumstances are perceived as stressors, leading to the emergence of negative emotions and subsequently influencing behaviour negatively (Mesurado et al., 2018). Negative emotions are conceptualized as a "personality variable," characterized by individuals experiencing adverse sentiments and exhibiting low self-esteem (Stucke & Sporer, 2002). These negative emotions encompass various emotional states, including fear, sadness, guilt, and hostility (Watson & Clark, 1992), as well as anger and anxiety (Chi et al., 2015). Studies have linked negative emotions to a range of emotions, including sadness, fear, and anger (Alhujailli & Karwowski, 2019; McCarthy et al., 2016), along with anger, anxiety, depression, and frustration (Henle & Gross, 2014; Watson et al., 1999).

Prior research has demonstrated that incivility serves as a stressor (Cortina & Magley, 2009) and contributes to the onset of negative emotions (Andersson & Pearson, 1999; Cortina et al., 2001). Negative emotions arise naturally in response to instances of incivility, reflecting a fundamental aspect of the evolutionary process (Naeem et al., 2019). Within the framework of this study, when educators experience uncivil treatment from students, it strains the interpersonal dynamic between them. Educators perceive discomfort and a sense of threat in such situations. Typically, when individuals deviate from norms of politeness or fairness, as outlined by Brown and Levinson (1987), it can provoke feelings of anger. Discussions marked by incivility often elicit a range of negative emotions such as anger, distress, and irritability (Phillips & Smith, 2004). Even if the uncivil behaviour is not explicitly targeted at a person, it can induce unpleasant feelings, consistent with the notion that negative emotions arise in response to incivility (Kim & Kim, 2019). This aligns with the stressor-emotional theory, positing that encounters with incivility reliably trigger negative emotions.

In this study, negative emotion is used as a mediator between perceived student incivility and educators' subjective wellbeing. When a student is uncivil to educator during classroom, this unpleasant emotion might increase the level of educators' stress level and mitigate their wellbeing. When negative emotions are triggered, educators' cognitive responses are impacted, leading to a loss of motivation and confidence (Harmon-Jones et al., 2017), which ultimately makes them unhappy.

Hypothesis 2: There is a positive relationship between perceived student incivility and educator's negative emotion.
Hypothesis 3: There is a negative relationship between educator's negative emotion and subjective wellbeing.
Hypothesis 4: Educator's negative emotion is a mediator in the relationship between perceived student incivility and educator's subjective wellbeing.

Theoretical Background
The correlation between perceived student incivility and educator's subjective wellbeing in this research is underpinned by the Stressor-Emotional Theory, originally formulated by Fox & Spector (2006) to elucidate how workplace stress influences an employee's emotional state and conduct. According to this theory, negative evaluations are thought to elicit negative

emotions, which consequently manifest as stress responses. Student incivility serves as a potential source of stress for educators. Within the context of this study, the same conceptual framework is applied to elucidate educators' emotional reactions following encounters with student incivility in the classroom. As per the stressor-emotion theory, educators interpret instances of student incivility as hindrances, conflicts, or injustices to their subjective wellbeing, thereby posing a threat to their current state of wellbeing, goal attainment, and coping abilities. Consequently, negative stressors in the educational setting may provoke adverse emotions such as anger, sadness, fear, and shame—collectively termed negative emotions—which could culminate in detrimental workplace behaviors (Chi et al., 2015; Lazarus, 1999).

Conceptual Framework
The aim of this research is to examine the relationship between perceived student incivility and educator's subjective wellbeing through negative emotion. Figure 1 illustrates the conceptual framework.
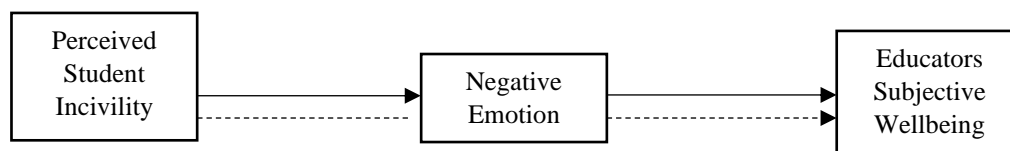

Figure 1: The relationship among Student Incivility, Negative Emotion and Educators' Subjective Wellbeing

Research Methodology
Sampling and Procedures
This study has employed the quantitative approach to test the hypotheses that have been constructed based on the objectives of the study. The population of the study is educators who are working both in the public and private universities in Klang Valley, Malaysia. As for the sample size, the study refers to Anderson and Gerbing (1984) who stated that the minimum sample size to make an appropriate estimate is 100-150 respondents. Total sets of 200 questionnaires were distributed. Out of these 200, a total of 139 were valid as a final set with a 69.5% response rate. Therefore, the sample size of 139 in this research has exceeded the requirement and is adequate to represent the population. This sample size is also suitable for the use of PLS-SEM in analyzing the data (Wolf et al. 2013). This study is survey research which employed self-governed questionnaire survey method. Questionnaire forms were distributed to educators using the simple sampling technique and the survey were conducted online using a Google Form. Majority of the respondents are female (79.8%), while 20.2% are male. Meanwhile, 43% of respondents are between the ages of 31 to 40, followed by 41 to 50 (57%),

Measurement
A structured questionnaire has been designed to include all three variables of this study, which are student incivility, negative emotion and educators' subjective wellbeing. Respondents have answered all items in the questionnaire using the scale from 1 (strongly disagree) to 5 (strongly agree). The measuring items for students' incivility has been adapted from Indiana University's (2000), Survey of Academic Incivility by using 18 items. Among the

examples of questions in this section are "Cell phone disruptions during class" and "Students challenging the lecturer's knowledge or credibility in class". Negative emotion is measured using 10 items which have been adopted from the study by Watson & Clark (1984). Among the examples of questions in this section are "To what extent do you feel distressed after experiencing students' incivility" and "To what extent do you feel upset after experiencing students' incivility". Educators' subjective wellbeing or happiness is measured using 13 items which have been adapted from the study by Miao (2009). Among the examples of questions in this section are "I am satisfied with my work" and "I have good interpersonal relationships at work"

Data Analysis and Results
This study employed Partial Least Square-Structural Equation Modeling (PLS-SEM) or SmartPLS 4.0 (Ringle et al., 2015) as the statistical tool to test both the measurement and structural models. This approach is appropriate for the study because it can handle complex models with a modest sample size (Chin & Frye, 2003). PLS-SEM is capable of explaining constructs modeled abstractly based on more concrete dimensions (Sarstedt et al., 2019). PLS-SEM requires data analysis to be performed at two stages which are (1) to test the measurement model to examine the relationship between measuring items with independent variables and dependent variables; and (2) to test the structural model to examine the relationship between independent variables and dependent variables (Tennenhaus et al., 2005). Hypothesis testing for direct relationship and indirect relationship were based on the findings from the structural model. For both stages, four procedures in SmartPLS 4.0 were applied which were PLS algorithm, bootstrapping, blindfolding and PLS predict.

Measurement Model Assessment
In the assessment of reflective measurement, three main assessment criteria are needed. These are Internal Consistency, Convergent Validity and Discriminant Validity. Internal consistency was determined using constructs' composite reliability (CR) values, whilst convergent validity was determined using item loadings and average variance extracted (AVE) values. As shown in Table 1, all loadings meet the recommended threshold of 0.708 (Hair et al., 2014); hence, all except the items with low loadings were maintained. Additionally, if the construct met the AVE requirement of 0.5, certain items with loadings less than 0.708 were retained. Following that, all constructs had CR values more than the minimum threshold of 0.7, and all AVEs were greater than 0.5 following item deletion (Hair et al. 2014). Thus, the constructs meet the criteria for reliability and convergent validity.

Table 1
Measurement Model Validation

Construct	Cronbach Alpha	Composite Reliability	AVE
Students' Incivility (INC)	0.826	0.886	0.660
Negative Emotion (NE)	0.891	0.933	0.821
Educators' Subjective Wellbeing (SWB)	0.897	0.924	0.706

Next, Table 2 depicts a method of discriminant analysis using HTMT. The result indicates that all constructs exhibit sufficient or satisfactory discriminant validity as the HTMT value is below the threshold of 0.85 (Henseler et al., 2015).

Table 2
Discriminant Validity via HTMT

Construct	INC	NE	SWB
Students' Incivility (INC)	-		
Negative Emotion (NE)	0.588		
Educators' Subjective Wellbeing (SWB)	0.754	0.694	

Structural Model Assessment
Once reliability and validity are established, hypotheses are evaluated using the structural model. At the outset of assessing the structural model, addressing lateral collinearity is crucial. To evaluate this issue, the Variance Inflation Factor (VIF) should be below 5.0 (Hair et al., 2017). The findings indicated that all inner values for the independent variables were below 5.0, suggesting that collinearity was not a concern (Hair et al., 2017).

Next, this study develops three direct hypotheses between the constructs, with one mediating hypothesis, which all hypotheses supported. In order to test the significance level, t-statistics for all paths are generated using Smart-PLS bootstrapping. Based on the assessment in Table 3, all four hypotheses have a t-value ≥1.645; thus, the significance is at a 0.05 level of significance. Specifically, perceived student incivility significantly influences educators' subjective wellbeing (β=0.335, p=0.000), followed by the relationship between perceived student incivility and negative emotion (β=0.240, p=0.006). The direct relationship between negative emotion and educators' subjective wellbeing (β=0.367, p=0.000) is also significant.

For mediating relationship shows that the indirect effect (β=0.317, p=0.000), with 95% Boot, CI Bias Corrected L (LL=0.321, UL=0.543). There is no zero between any of the confidence intervals of each of the relationships. Hence, the relationships on the mediating effect of negative emotion on the relationship between independent variables perceive student incivility and educators' subjective wellbeing are therefore supported empirically.

Table 3
Structural path analysis

Hypo-thesis	Relationship	Standard Beta	Standard Error	p-value	LL	UL	Decision
H1	INC →SWB	0.335	0.044	0.000	0.043	0.161	Supported
H2	INC →NE	0.240	0.049	0.006	0.030	0.220	Supported
H3	NE →SWB	0.367	0.094	0.000	0.014	0.389	Supported
H4	INC →NE →SWB	0.317	0.065	0.000	0.321	0.543	Supported

Note: INC: Perceived Students' Incivility, NE: Negative Emotion, SWB: Educators' Subjective Wellbeing

Regarding the level coefficient of determination (R^2), according to Hair et al. (2014), R^2 represents the amount of variance in the endogenous construct that all exogenous constructs can explain. As shown in In Table 4, the R^2 value for educators' subjective wellbeing is 34.8%, indicating a weak effect, and for negative emotion, it is 22.9%, which is below the weak threshold of 0.25 as suggested by Hair et al. (2011). In addition, the effect size is also assessed by f^2. It shows that all the variables have a small effect size on educators' subjective wellbeing. Lastly, the predictive relevance assessed by Q^2 shows that all endogenous constructs in this study had a Q^2 value larger than zero, including the educators' subjective wellbeing with 0.348 and negative emotion with 0.229. This demonstrates the exogenous constructs' ability to predict the endogenous construct.

Table 4
Effect Size, R^2 and Q^2.

Construct	f^2	R Square	R Square Adjusted	Q^2
Students' Incivility (INC)	0.119			
Negative Emotion (NE)	0.126	0.311	0.304	0.229
Educators' Subjective Wellbeing (SWB)		0.420	0.412	0.348

Discussion
This study investigated the impact of perceived students' incivility on educators' wellbeing in classroom and teaching environments. Additionally, it examined whether the relationship between perceived students' incivility and educators' subjective wellbeing is significantly mediated by educators' negative emotions.

The first hypothesis (H1), which tested the relationship between perceived student incivility and educator's subjective wellbeing, is supported in this study. Student incivility can greatly affect the classroom atmosphere and hinder the educator's teaching effectiveness. This indicates that higher levels of perceived student incivility are associated with lower levels of educator subjective wellbeing. This finding is consistent with previous research highlighting the detrimental effects of incivility on various negative outcomes, particularly individual wellbeing. These outcomes include deteriorating health conditions (Cortina et al., 2017), hindering the ability to mentally detach from work (Sonnentag et al., 2013), and negatively impacting both physical and mental wellbeing (Schilpzand et al., 2016; Sood & Kour, 2023). Furthermore, according to Figueiredo-Ferraz et al. (2012), when educators perceive high levels of stress, it leads to a decrease in subjective well-being.

The relationship between perceived student incivility and educator's negative emotion, which was tested in the second hypothesis (H2) is also supported. Incivility in the academic environment triggers a wide range of reactions: it disrupts learning, increases stress, and fosters feelings of disrespect and helplessness. Student incivility creates an unfavorable circumstance that leads to the emergence of negative emotions, which subsequently influence behavior negatively (Mesurado et al., 2018; Naeem et al., 2019). The finding of this study confirms that when educators experience uncivil treatment from students, it strains the interpersonal dynamic between them, causing educators to feel discomfort and emotionally distracted. Additionally, the negative effect of negative emotions on educators' wellbeing (H3) is supported in this study. The finding is consistent with several previous studies, demonstrating that negative emotions can lead to adverse outcomes, such as diminishing educators' wellbeing. Negative emotions, such as sadness and anger, can lead to rumination, which exacerbates stress and diminishes psychological wellbeing (Krpan et al., 2013); Sood and Kour (2023) highlights that negative emotions adversely affect both physical and mental health and according to William (2017), negative emotions are linked to increased levels of cortisol, a stress hormone, which negatively impacts both physical and mental health over time.

Hypothesis 4 (H4) which tested educator's negative emotion as a mediator in the relationship between perceived student incivility and educator's subjective wellbeing is also supported. This suggests that incivility leads to increased negative emotions, which in turn reduce educators' subjective wellbeing. The findings confirmed that when negative emotions are triggered, cognitive functions are affected, leading to a decline in educators' happiness, motivation and confidence. This disruption in cognitive and emotional balance significantly undermines educators' subjective wellbeing and effectiveness in the classroom (Meyer & Hajcak, 2019; Harmon-Jones et al., 2017). The pathway from incivility through negative emotions to reduced wellbeing remains significant (Huang et al., 2020). This study highlights the crucial role that emotional responses play in connecting incivility to broader wellbeing outcomes.

Conclusion
Student incivility in higher education has been on the rise, manifesting in behaviors such as disrespect towards educators, disruption during lectures, and non-compliance with academic norms. This trend has been noted across various educational institutions globally. Incivility in

educational settings leading to increased stress, anxiety, and burnout among educators. The impact of student incivility on educators' subjective wellbeing is significant and multifaceted, affecting educators' psychological, emotional, and professional lives. This study provides empirical evidence that student incivility triggers negative emotions in educators, subsequently diminishing their subjective wellbeing or happiness. By addressing these issues proactively, educational institutions can create a more supportive environment for educators, ultimately enhancing the overall educational experience for both educators and students.

Research Implication
The significant findings on the relationship between student incivility and educators' subjective wellbeing, mediated by negative emotion, have several important research implications. The underpinning theory in this study, namely the Stressor-Emotional Theory, builds on established frameworks for understanding emotions, the stress process, and occupational stress among employees. Hence, this study extends the existing literature by demonstrating the impact of negative student behaviors on educators' subjective wellbeing or happiness. Understanding these interactions can aid in developing theories related to workplace incivility and emotional health within educational settings.

Practically, these findings emphasize the importance of implementing interventions to reduce student incivility. Universities can introduce training programs that promote respectful behaviour among students and establish clear protocols for addressing incivility when it arises. Such measures can help mitigate the negative emotional effects on educators. Given the mediation role of negative emotions, it is essential to provide emotional support for educators. Universities should consider offering counselling services, stress management workshops, and peer support groups to assist educators in coping with the emotional repercussions of student incivility. Additionally, equipping educators with skills to manage classroom incivility through specialized training can help them handle such situations more effectively, thereby minimizing the impact on their subjective wellbeing.

Research Limitations and Future Research
The quantitative study on student incivility and its impact on educators' subjective wellbeing faces several research limitations. First, data on incivility and wellbeing often rely on self-reported measures, which can be influenced by social desirability bias or inaccurate recall, potentially skewing the results. Second, variations in university environments, student demographics, and institutional policies can lead to inconsistencies in findings, making it challenging to generalize results across different educational settings. Third, perceptions of what constitutes incivility can be subjective and vary widely among educators, complicating the development of standardized and universally accepted measures. Fourth, external factors such as community socio-economic status, parental involvement, and broader educational policies can influence both student behavior and educator well-being, adding layers of complexity to the analysis.

Addressing these limitations can enhance future research on student incivility in several promising areas. First, investigate various intervention strategies, such as mindfulness training and peer mediation programs in reducing student incivility and improving classroom dynamics; Second, to conduct comparative studies across different cultural and educational

contexts to understand how cultural norms and educational policies influence student behavior and educators' perceptions of incivility; Third, assess the role of institutional support, such as administrative policies, professional development opportunities, and mental health resources, in mitigating the impact of student incivility on educators; and Fourth, investigate students' perspectives on incivility, including their motivations for such behaviors and their views on effective prevention and intervention strategies. These research areas can provide valuable insights and inform policies and practices to create more respectful and productive educational environments.

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