

# Finding Faculty Dissatisfaction Through Incivility, Commitment, and Being Engaged

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## Abstract

Workplace incivility is defined as low-intensity aberrant conduct with an ambiguous purpose to harm the target. Uncivil conduct is a stressor that may have negative health consequences. Interpersonal abuse may be psychologically damaging to one's self-esteem. Incivility may hurt self-esteem, self-efficacy, self-confidence, and well-being. This research aims to look at the elements that contribute to teacher unhappiness. Quantitative research is a strategy for evaluating objective hypotheses by investigating the relationship between variables. These variables may then be quantified via tools, resulting in numerical data considered statistically. The final written report contains an introduction, literature and theory review, methods section, results section, and conclusion section. This study used the variance-based structural equation model approach, allowing researchers to examine the model. Marketing researchers have developed a greater interest in variance-based SEM, commonly known as partial least squares (PLS) analysis, in recent years. Our result reveals that only variable involvement contributes to teacher discontent. It explains how participation at a particular level may lead to dissatisfaction. This study contributes that incivility itself leads to detrimental and unpleasant feelings. However, incivility does not relate to unhappiness.

## Keywords

Dissatisfaction, Incivility, Commitment, Engagement, Relationships

## 1. Introduction

Faculty members are expected to perform their professional and institutional responsibilities (Lawrence et al., 2010). These responsibilities include time spent teaching, doing research, advising students, supervising students, and other types of university or professional engagement on committees and in administrative or advisory roles (Pyhalto et al., 2015). Faculty members are expected to conduct themselves professionally while carrying out their instructional responsibilities. They should familiarize themselves with the University's essential structure, the activities of the school or college in which they will serve, and the norms and regulations that will be strictly followed. Students' satisfaction with their education and supervisory relationship was related to the degree of agreement between students' and supervisors' viewpoints on supervisory activities across faculties (Pyhalto et al., 2015).

Faculty members should strive to be excellent academic community members, working together and effectively to fulfill deadlines, submit grades, and provide constructive comments on students' work. Professionalism is often handed down from generation to generation via well-known role models (Cruess et al., 1997; Wright et al., 1998; Wright et al., 2001). To attain professionalism, faculty members should actively engage in the department's and university's educational processes as committee members, student advisors, or any other position they can give the most aid. Ideally, in addition to engaging in the educational process, faculty members should retain an interest in society, which we can claim as qualified faculty members. As a result, sustaining and increasing the quality of education and research performance at universities would need the recruitment and retention of competent faculty members.

Numerous factors may influence teacher retention (Shaterjalali et al., 2021). As a result, there is an urgent need to create a positive environment through the development of an appropriate reward system, the support of academic activities, the practical enhancement of faculty autonomy, and the reduction of the intention to be transferred among human resources through the development of an appropriate reward system, the support of academic activities, the enhancement of faculty autonomy, and the reduction of the intention to be transferred among human resources through the development of an appropriate reward system, the support of academic activities, and the enhancement of faculty autonomy.

Ambrose et al. (2005) discovered variables influencing teacher satisfaction, concluding that his respondents expressed uncivil behaviors among their colleagues ranging from disinterest to outright hostility. For example, one former faculty member, whose research interests varied from those of her senior colleagues, was informed on her first day at the school that no one in her area of expertise had ever received tenure in the department in the previous 40 years. A senior colleague informed the same individual that her effort was a "waste of time" after presenting a department lecture paper. (However, the work was eventually approved for publication in a well-known journal.)

In the education sector, commitment to the organization has also been investigated. Numerous studies examined administrators and teachers in private and public secondary schools (Balay, 2000), principals' organizational commitment and environmental robustness (Hart and Willower, 1994), and the effect of principal behaviors and teacher commitment (Hart and Willower, 1994). Faculty members possess a strong sense of purpose and ownership over their job. Increased expectations for student affairs employees and the profession's impact on work/life balance may affect professional dedication. In a period of rapid change, an organization's intellectual capital must be protected to remain productive and responsive to its stakeholders' expectations (Bloch, 2001).

On the other side, faculty involvement is defined as the faculty's commitment and interest in their institution and its ideals. In today's uncertain environment, the significance of an active faculty cannot be stressed in the higher education field. A fully engaged faculty member will demonstrate a high level of commitment and excitement for their career, resulting in high-quality deliverables (Latha et al., 2020).

## 1.1 Objective

This study has the objective to investigate the relation of commitment, incivility, and engagement to faculty dissatisfaction. This study contributes to several aspects. First, we test the model of which factors influenced the faculty dissatisfaction. Second, we argue that incivility is expected behavior since it is a relatively unintentional attitude from people in the workplace. Third, we would test the research model during a pandemic where the interaction is primarily online.

## 2. Literature Review

### Self Determination Theory

Despite their well-established value, not all faculty members incorporate best practices into their classroom instruction (Stupnisky et al., 2018). This notion underpins the self-determination relationship since the most self-determined forms of motivation occur when three psychological requirements are met. These are the desires for competence (the want to effectively interact with one's environment and seek tasks somewhat above one's current abilities), relatedness (the desire for close and secure emotional bonds with significant others), and autonomy (the requirement for perceiving a sense of choice, willingness, and volition as one behaves; Ryan, 1995; Deci and Ryan, 2000). In the absence of compliance with these standards, both internal and external rules are triggered (Ryan and Deci, 2017).

Psychologists Edward Deci and Richard Ryan developed the self-determination theory of human motivation. Motivation, in this context, refers to what motivates us to behave. Self Determination Theory states that

autonomous and controlled motives differ in their underlying regulatory systems and associated experiences, and those actions may be characterized as autonomous or controlled. In contrast to motivation, which is defined by a lack of intention and motivation, autonomous and controlled motivation is directed toward a specific goal.

Legault (2017) defined the six sub-theories of self-determination theory. It starts with human acceptance of life areas such as work, relationships, education, health, sports, religion, and prejudice and stereotyping. The primary motivation is to satisfy desires, which people demonstrate as having autonomy, yet each has skills and a feeling of being attached to complete the task.

People are surrounded by regulatory styles such as non-regulation settings and various sorts of regulation such as external, introjected, identifiable, integrated, and intrinsic regulation. The perspective locus of causality is impersonal, outside, partially external, partially internal, and partially internal. People need a method to accept proper code to achieve compliance, self-control, personal significance, congruence, satisfaction, and, finally, fulfillment.

Self-determination theory is a self-explained human motivation and personality theory that states that people need autonomy, competence, and relatedness support to feel satisfied in accepting life domains such as professional life, relationships, education, health, sport, religion, and prejudice and stereotyping.

The self-determination theory is believed to provide an obvious explanation for describing the needs and motivations of individuals in a variety of live venues, including schools, teams, clinics, and families. The researchers characterize living spaces at educational institutions using the framework of self-determination theory and investigate how incivility impacts lecturers' motivation.

Because insulting and demeaning actions may diminish a person's self-confidence and ambition, workplace incivility can lead to teacher unhappiness. Researchers show how workplace incivility may harm creativity, self-efficacy, job performance, and self-control (Rosen et al., 2016; De Clercq et al., 2019).

### **Engagement**

Internal communication approaches are often designed to increase employee engagement (Jiang and Men, 2015; Karanges et al., 2014; Lemon and Palenchar, 2018; Mishra et al., 2014; Ruck and Welch, 2012). Despite a recent boom in research on engagement-related communication, the idea has remained imprecise and devoid of definition (Dhanesh, 2017). Initially, Kahn (1990) defined involvement as "how people utilize and express their bodies, minds, and emotions during role performance."

Recent communication research indicates that internal communication practitioners plan for or utilize social media as part of their internal communication strategy to share information, facilitate collaboration, and accomplish other long-term organizational goals such as increased reputation, employee engagement, and improved relationships with employees. In a 2012 Delphi survey of European internal communication practitioners (Veri et al., 2012), internal social media was the most significant challenge (followed by employee engagement).

Theoretical understanding of employee engagement continues to expand as academics investigate the characteristics of engagement and the impact of related phenomena such as stress and organizational involvement (Appelbaum et al., 2000; Wollard and Shuck, 2011). Dhanesh (2017) said, based on the situational theory of publics, that salience connects organizations and the public and that engagement should be seen as a continuum extending from collaboration to control.

### **Incivility**

Incivility may take many forms. Supervisors and colleagues are often the significant perpetrators of hostile workplace behavior and acts (Reio, 2011). Employees often believe their bosses are more knowledgeable about their concerns, and their mistreatment is seen as a red flag (Rupp and Cropanzano, 2002). As a consequence, supervisory conduct and interactions significantly influence employee employment outcomes. Constructive and helpful supervisors may contribute to forming a healthy work environment that benefits both people and organizations (Taylor et al., 2015).

On the other side, employee perceptions and experiences with rude and aggressive workplace behavior have a detrimental effect on their health and morale, causing psychological discomfort (Lim et al., 2008; Abubakar, 2018). As a result, incivility has a devastating effect on individuals and organizations.

Numerous studies conducted worldwide have shown the detrimental effects of incivility and role conflicts on the emotional well-being of individual victims, as well as the mediation of emotional tiredness, to transfer the impact on job-related outcomes (Karatepe, 2013; Hur et al., 2015; Huang and Lin, 2019).

### **Commitment**

A standard definition of organizational commitment is a "psychological link between the employee and his or her organization that reduces the individual's likelihood of willingly leaving the business" (Allen and Meyer, 1996). The present study focused on affective commitment (AC) and continuation commitment (CC) since they are the most different and has been shown to have distinct correlations with other relevant factors.

Johnson and Chang (2006) describe AC as identification with, participation in, and emotional connection to a corporation. In contrast, continued commitment refers to an employee's determination to remain with the organization despite the consequences of quitting, such as lost benefits and fewer career possibilities. On the other hand, employees with high AC mainstay with the firm want to, and employees with low continuation commitment stay because they must (Allen and Meyer, 1996).

Organizational commitment is defined as a psychological state in which workers feel a sense of loyalty to their employer (Meyer and Allen, 1997). Meyer and Allen (1991, 1997) classified commitment in an employee's connection with an organization into three distinct themes: emotional attachment to the organization, recognition of the cost of leaving the organization, and moral obligation to remain.

They proposed a three-tiered model of organizational commitment consisting of emotional dedication, normative commitment, and sustained commitment. A single employee may exemplify all three commitment components (Meyer and Allen, 1991, 1997). Solinger et al. (2008) note that the three-component model fails to satisfy the organization commitment conceptual analysis; this model can still cover the affective, cognitive, and behavioral attributes to build the construct validity and reliability.

## **3. Methods**

The purpose of this exploratory study is to determine whether the phenomena discovered have the potential for further investigation. This study's sample size is based on Roscoe (1975), who believes a suitable sample size should be greater than 30 but less than 500 people. We will distribute our questionnaire online within one month, beginning October 1st, 2021. As a result, the researchers decided to include 100 lecturers as research respondents, assuming that they would reach all of the total respondents. There are 50 lecturers involved, 50 of whom do not have an academic rank or are new professors, and 50 of whom do. The researchers used a quantitative technique in this study. They used an analysis of variance-based evidence testing method to forecast the causes of the rise in faculty dissatisfaction in terms of incivility, commitment, and engagement.

### **Instruments**

#### **Incivility**

The five items used to assess incivility were culled from a variety of studies and measure: 1) the sensation of being a part of the conversation, 2) the sensation that several people are concealing vital information, 3) the sensation that people are intruding on one's privacy, 4) the sensation that others are competing, 5) the sensation of inconsistency between actions and words from the environment, whereas

#### **Faculty Dissatisfaction**

There are five items to assess satisfaction, 1) acquiring new items from outside the business regularly, 2) aggressively collecting development ideas, 3) initiatives by the organization to establish new means for employees to share their expertise, 4) being eager to spread the word about the organization 5) Like what they're doing,

#### **Commitment**

There are five items to assess commitment, 1) no objection to working beyond regular working hours, 2) pride in the organization where they work, 3) certainty of loyalty to the organization, 4) similarity of organizational ideals to personal values, 5) pride in informing others about the company's existence.

#### **Being Engage**

They are five items adapted from UWES to measure being engaged, 1) job's perceived meaning, 2) passion for completed work, 3) inspiration for completed work, 4) feeling eager at work, 5) having energy while working, and 6) feeling joyful because they can work hard.

Following data collection, the researcher used a structural model technique to test the elements under consideration. The initial stage is to consider reliability, validity, and confirmation of the stated hypothesis. All experiments were performed with the Smart PLS tool, which has the benefit of assisting research that is still in the exploratory phase.

### Conceptual framework

Furthermore, due to the strong association between conceptual and empirical variables that became the subject of this investigation, the conceptual framework of this research is depicted in Figure 1. Based on the description above, the assumptions in this study are, hypothesis 1 is to measure whether the effect of commitment will lower faculty dissatisfaction; hypothesis 2 is to measure whether being engaged will lessen faculty dissatisfaction; hypothesis 3 is to measure whether incivility will lower burden; hypothesis 4, is to measure whether incivility will reduce the feeling of being engaged; hypothesis 5 is to measure whether incivility will increase faculty dissatisfaction; hypothesis 6 is to measure whether commitment mediates incivility to faculty dissatisfaction and hypothesis 7 is to measure whether engage mediates incivility to faculty dissatisfaction.

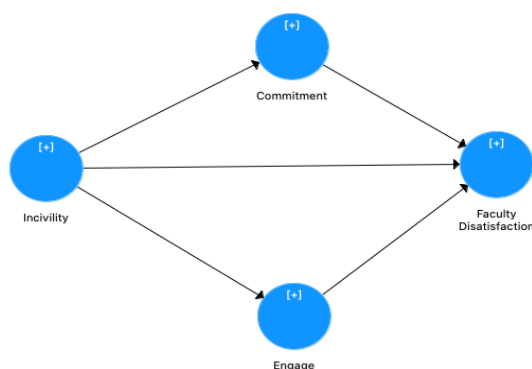


Figure 1. Research Model

## 4. Data Collection

The purpose of this study is to investigate the preliminary findings on the variables: dissatisfaction, commitment, engagement, and incivility. The researcher aims to enlist the help of several well-known colleagues to offer replies to the research survey to create an intriguing image of the case study. There are a variety of assumptions about how many samples are acceptable for research, one of which is used as a guide, and this perspective is also implemented in this study by obtaining 100 responses as a consequence of circulating a questionnaire for one month, below is respondents' profile (Table 1).

Table 1. Respondents Profile

Characteristics	Respondents	
Age	20 – 29 year	20
	30 – 39 year	10
	40 – 49 year	15
	>50 year	55
Gender	Male	40
	Female	60
Academic Rank status	Available	50
	Not available	50

Based on the above description of the respondent's profile, this study will reflect the age group, most of whom are over 50 years old and female. At the same time, there is no difference in the number of respondents for the rank level, allowing this result to represent both those who have and those who do not have academic rank status.

## 5. Result and Discussion

### 5.1 Numerical Results

To assess the findings from the data, the researcher must take several measures to guarantee that trustworthy statement item represent the suggested study model. The researchers then tested the reflecting model using the Average Variance Extracted, Composite Reliability, and Fornell Larcker criteria for the study's initial test, and the results were as follows:

Table 2. Reliability Result

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Commitment	0,918	0,945	0,941	0,801
Engage	0,973	0,975	0,978	0,881
Faculty Dissatisfaction	0,888	0,927	0,917	0,692
Incivility	0,869	0,835	0,901	0,646

The reliability test seeks to determine the extent whereby the items used as measures are consistent, in this example, in between respondent and another respondent who provides a response that is not significantly different. Through table 2, we may claim our items are all eligible to further exploration. Following verifying if such item's reliability is fulfilled since the CR and AVE values are fulfilled, then discriminant validity is confirmed as follows in table 3:

Table 3. Discriminant Validity using Fornell-Larcker Criterion

	Commitment	Engage	Faculty Dissatisfaction	Incivility
Commitment	0,895			
Engage	0,877	0,939		
Faculty Dissatisfaction	0,820	0,883	0,832	
Incivility	0,174	0,100	0,105	0,804

However, several items, including COMMIT1, which has the statement "I feel no objection if I have to work outside working hours, because the most important thing is that organizations can achieve success," then INC3 which has statement "I have the impression that a number of people do not hesitate to enter my personal space", and COMMIT4 which has statement "I believe that the organization's beliefs are similar to the principles that I proclaim", these three items cannot be included to get a value that meets the criteria because they have CR and AVE and Fornell Larcker, which does not meet the criteria.

Table 4. Path Coefficient

	P Values	Hypothesis decision
Commitment -> Faculty Dissatisfaction	0.310	Not accepted
Engage -> Faculty Dissatisfaction	0.002	Accepted
Incivility -> Commitment	0.599	Not accepted
Incivility -> Engage	0.767	Not accepted
Incivility -> Faculty Dissatisfaction	0.925	Not accepted
Incivility -> Commitment -> Faculty Dissatisfaction	0,749	Not accepted
Incivility -> Engage -> Faculty Dissatisfaction	0,735	Not accepted

From Table 4., the path coefficient shows that commitment to faculty dissatisfaction is not accepted, as well as Incivility to commitment, incivility to engage, incivility to faculty dissatisfaction. Only engage to faculty dissatisfaction is accepted.

Below is Table 5., showing the result of Rsquare is 78,9%, where considered strong model. The model of faculty dissatisfaction can be explained 78,9% from engage, incivility and commitment factors, while the remaining is explained from others.

Table 5. Rsquare

	R Square	R Square Adjusted
Faculty Dissatisfaction	0.789	0.767

## 5.2 Graphical Results

We used the self-determination theory in this research to claim that (1) incivility leads to faculty unhappiness, (2) commitment leads to faculty dissatisfaction, (3) engagement leads to faculty dissatisfaction, (4) incivility leads to commitment, and 5) incivility leads to engagement. This research presents outcomes, and we separated the debate based on the hypothesis statement. Our result of bootstrapping is on Figure 2.

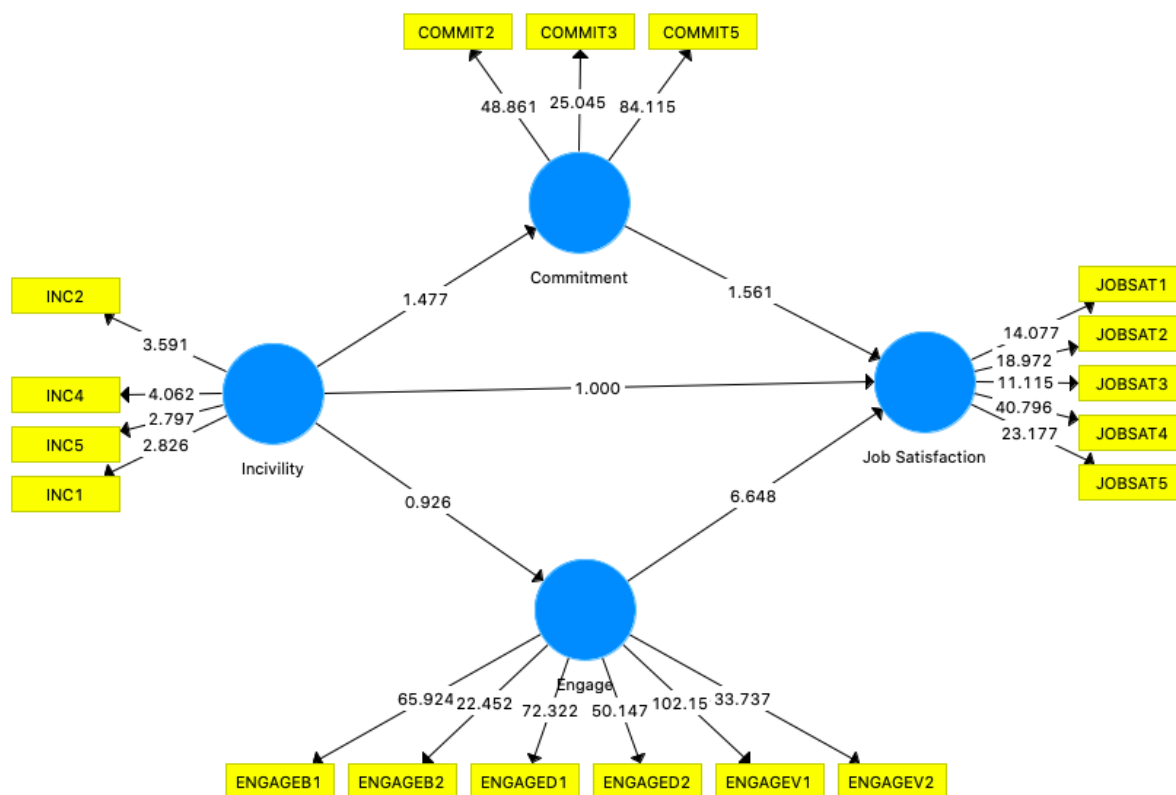


Figure 2. Result of Bootstrapping Path Analysis

Faculty members are crucial to the development and success of the organization. Therefore, it is vital for the university to please its academic members so that they are instantly dedicated to the organization. When faculty members participate in motivating, they strive to increase the performance of the organization. In an academic atmosphere, experienced faculty members may offer better outcomes and are more committed to the University, just as workers are to their employers (Baskaran, 2020).

According to research, prosocial behaviour among university faculty colleagues fosters effective academic work environments (Cipriano, 2011; Collaborative on Academic Careers in Higher Education (COACHE), 2012). Collegiality has been highlighted as a critical component of individual job satisfaction among professors in higher education (COACHE, 2012) and as a necessary component of the academic workplace (Gappa et al., 2007). Thus,

workplace satisfaction may be impacted by the dynamic interaction between job views informed by one's work ideals and job characteristics such as skill diversity, autonomy, and feedback (Hackman and Oldham, 1976; Locke, 1969). Maslow (1970) recognized social needs (such as belonging and acceptance) as a critical criterion for job satisfaction, alongside physiological, safety, esteem, and self-actualization requirements. Others have emphasized the importance of collegiality (McLelland, 1975) and interpersonal interaction (Herzberg, 1966) as predictors of job satisfaction. Internal and external job variables (e.g., achievement, recognition, and salary), demographics (e.g., gender, race/ethnicity, and academic area), and environmental conditions (e.g., student quality, organizational atmosphere) were the primary determinants of faculty satisfaction (Victorino et al., 2017).

Organizations are today confronted with a variety of organizational difficulties, including decreasing employee performance, decreased employee morale, increased absenteeism, and decreased organizational commitment (O. Rehman et al., 2012). This issue also exists in academic contexts, where a number of studies indicate that incivility is related with negative outcomes such as decreased commitment (Jackson and Maslach, 1982; Leiter and Maslach, 1988; Motowidlo and Packard, 1986; Shirom, 1989; Wright and Bonett, 1997; Wright and Cropanzano, 1998). It specified various definitions of incivility (disrespect), including rudeness, avoidance, exclusion, rejection, ignoring, and injustice (Zia-ud-Din et al., 2017).

## 5.2 Proposed Improvements

This study found that several factors thought to promote teacher dissatisfaction in the academic setting, such as incivility and commitment, do not seem to be supported. This clearly demonstrates that past research has not been proved among the participants in this study. A number of factors that represent 30% (outside of  $R^2 = 78.9$  percent) are still interesting to investigate, and a number of things that can be investigated further can be reflected in the profiles of respondents involved in this research, one of which is the background of the educational institution where the faculty member exists and allows for cultural differences, in addition to the status of faculty members, whether adjunct or permanent faculty members, which can be investigated further.

Unproductive, demotivated, and underperforming within faculty members are frequently signs of dissatisfied in academic settings. Faculty member happiness may be increased by concentrating on employee engagement, workplace culture, well-being, and employer branding. This scenario also affects academic faculty. Faculty members that are highly engaged might demonstrated to boost productivity, motivation, absenteeism, and turnover. Actively disengaged faculty create turmoil and discontent in the workplace. If the degree of involvement across the whole faculty team diminishes, even actively engaged faculty may experience a reduction in morale. A small number of actively disengaged academics may have a substantial negative influence on the workplace. Students who are linked to faculty members, as well as coworkers, will undoubtedly be affected by the situations they are subjected to. Although it is not the same as service firms in general, the environment may sense faculty member happiness. Faculty members' service to their colleagues is shown in their willingness to work together and cooperate, while faculty members' service to their students is felt via their dedication to assisting students in their studies. Surprisingly, this research indicates a truth among females over the age of 50.

## 6. Conclusion

According to the findings of this research, only involvement contributes to teacher discontent. It explains how participation at a particular level may lead to feelings of dissatisfaction. Other theories, on the other hand, are rejected, such as commitment to faculty discontent, incivility to commitment, incivility to engagement, and incivility to faculty dissatisfaction.

This study is beneficial in a variety of ways. For starters, incivility is dreadful and may be detrimental and generate unpleasant feelings in people; nonetheless, people who are exposed to incivility continue to work for the company. Second, even if a person is rude, he or she still feels linked to the people and the organization. Third, incivility does not imply unhappiness. Notably, the findings reveal that academics in Indonesia are more likely to persevere in difficult conditions and stay committed despite their dissatisfaction.

This study has limitations when it comes to future research prospects. First, we still need further confirmation from more responses. Our attained responders are still too young to be generalized by the results. Adding new provinces and profiles may assist to boost the robustness. Second, the research approach might be extended to include experiments or qualitative activities. Experimentation will need a longitudinal approach, which will aid research in gaining insight into the dynamic of incivility. The qualitative technique may increase the respondent's inner awareness about their genuine feelings of incivility, commitment, involvement, and faculty discontent.



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