SOUTH ASIAN JOURNAL OF MANAGEMENT RESEARCH (SAJMR)

Volume 15, Issue No.1

January, 2025

CHHATRAPATI SHAHU INSTITUTE OF BUSINESS EDUCATION AND RESEARCH (CSIBER), KOLHAPUR, MAHARASHTRA, INDIA

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Chhatrapati Shahu Institute of Business Education and Research (CSIBER)

South Asian Journal of Management Research (SAJMR)

Volume 15, Issue No. 1, January, 2025

Editor: Dr. Pooja M. Patil

Address:
CSIBER Press
Central Library Building
Chhatrapati Shahu Institute of Business Education and Research (CSIBER),
University Road Kolhapur, Maharashtra - 416004, India.

Role of Burnout between Classroom Incivility and Learning Engagement: A Study of Select Colleges of Chandigarh

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Abstract

In terms of education, India is a major player. One of the largest international networks of schools and institutions is found in India. Traditionally, education was delivered through Gurukula. The relationship between the teacher (Guru) and students (Shishya), was one of the most crucial aspects of education. The contemporary world, which raises the next generation, is undoubtedly deficient in moral and ethical principles. The study's objectives are to ascertain classroom incivility on learning engagement and role of burnout. Majority of previous scholarly studies concentrated on workplace incivility. Civility is essential these days, whether at workplace or in the classroom. Disruptions in the classroom and student incivility are becoming worse and more frequent. In the academic world, there have been many reports of uncivil behavior. This article has examined classroom incivility and learning engagement association among college students of Union Territory, Chandigarh, Northern India. Additionally, this study has investigated how burnout influences classroom incivility and learning engagement relationship. Standardized instruments were used to collect data from respondents. For hypotheses testing, descriptive statistics, correlation, structural equation modeling and mediation analysis were used. SmartPLS4 and SPSS 26 have been used for the analysis. It has been discovered that there is complete mediation between learning engagement and classroom incivility. No direct impact of classroom incivility found on learner's engagement. Additionally, research reveals no statistically significant variation between demographic variables and classroom incivility. Through social and recreational activities, the public—which includes parents, friends, relatives, educators and school officials—will be able to provide students with valuable guidance on how to change their uncivil behavior.

Keywords: Classroom incivility, Uncivil behavior, Burnout, Learning engagement

Introduction

India is making significant contributions to the field of education. Among the biggest global university networks and colleges are found in India. In the past, education was provided through Gurukula. Among the most important elements of education was the relationship between the Guru or instructor, and his Shishya or students. In the Gurukula, teaching and politeness were equally prized. Unquestionably, there are significant moral and ethical values issues in the present world, which raises the future generation (Moore, 2012).

Students' academic and intellectual growth is hampered by disrespect in the classroom, and their motivation to use critical thinking skills is decreased. They were acting impolitely in class, which caused interruptions to the learning atmosphere and student diversions.

During the 1970s, job burnout became a prominent notion that encapsulated a significant aspect of people's work experiences (Schaufeli et al., 2009). Freudenberger (1974) defined and used the term "burnout" originally.

When Maslach and her colleagues interviewed a variety of Californian human services workers, they encountered the word burnout. Emotional fatigue, depersonalization, and decreased personal accomplishment are commonly used to characterize burnout (Maslach & Jackson, 1981).

The Burnout definition 'students in the learning process, because of course stress, course load or other psychological factors, display a state of emotional exhaustion, a tendency to depersonalization, and a feeling of low personal accomplishment'' given by (Yang, 2004). The subject has not only broadened to encompass workplace burnout but also in the education sector (Schaufeli et al., 2002). When burnout in teachers and undergraduate students was contrasted and examined, students' scores fell between the medium and upper ranges of the burnout scale (Rahmati, 2015). Preventive actions might be implemented if it could be determined that students are susceptible to burnout.

Literature Review

Classroom Incivility

The organizational behavior literature has extensively studied incivility during the past 20 years, specifically workplace incivility (Andersson & Pearson, 1999). Boice (1996) carried out the first study on classroom incivility at New York's State University at Stony Brook, which included over 11,000 undergraduate students and 1500 faculty members. It was discovered that at the time, there had been no empirical studies on classroom disrespect. In addition to 16 faculty members (8 junior and 8 senior), 405 students took part in his study. It was clear from his research that students weren't treating each other well. This theory has never been thoroughly investigated by researchers until his study. It was discovered that the initial few days of class were more influential in causing students to be impolite than the teacher's level of expertise in the classroom. There were differences in disruptive behavior between males and females, though. In both elementary and high school, men demonstrated more violence than women (Arbuckle & Little, 2004). Also, social norms have a big impact on classroom incivility. The results of a study illustrated how important social norms are in shaping pupils' uncivil behavior in the classroom. The findings revealed that classroom interventions centered around social norms might effectively lower incidents of misconduct (Segrist et al., 2018).

Burnout

Maslach and Jackson (1981) originally described burnout as a condition characterized by depersonalization, cynicism, and mentally exhausted. Academic burnout is mostly displayed by those who encounter more classroom incivility (Bai et al., 2020). It was believed that people in various professions, such as those in education, social work, and health care, would eventually experience burnout (Schaufeli et al., 2002).

Learning Engagement

Instructors continue to emphasize the value of positive behavior and encourage involvement from their students in class. Student grades and other learning outcomes like cognitive thinking are positively correlated with student involvement (Carini et al., 2006). It was found that learning engagement affects academic achievement (Li et al., 2019). Students that are involved in class are usually less tolerant of disrespectful behavior and are more attentive and focused. On the other side, disengaged students typically don't connect intellectually with their professors and classmates, as well as to get bored or lose interest in studying, which promotes disruptive conduct (Cicotti, 2012). To avoid buildup over time, it is imperative to deal with uncivil behavior on a daily basis (Beattie & Griffin, 2014).

Classroom Incivility and Burnout

Burnout completely mediated the association of workplace incivility with initiated workplace incivility (Loh and Loi, 2018). Customer incivility and employee incivility are highly mediated by employee burnout (Kim and Qu, 2019). Anxiety and job burnout were positively connected with workplace incivility (Shi et al., 2018). Studies had shown burnout is positively impacted by incivility (Hong et al., 2016;Taylor et al., 2017).

H1. Classroom incivility has a significant and positive impact on burnout of students in select colleges of Chandigarh.

Burnout with Learning Engagement

In order to reduce burnout or improve engagement, different intervention tactics should be used, as indicated by the divergent patterns of probable causes and consequences that affect both.

(Schaufeli & Bakker, 2004). Based on the employees' subjective health impairment and active learning , the expectations and control may be anticipated (Demerouti et al., 2001). There is negative correlation between vigor, devotion, and absorption and emotional tiredness, cynicism, and decreased professional efficacy, respectively (Uludağ and Yaratan, 2010).

H2. Burnout has a significant and negative impact on learning engagement of students in select colleges of Chandigarh.

Classroom Incivility and Learning Engagement

Disengaged students are more prone to lose interest in their studies, lack intellectual connections with teachers and peers, and behave disruptively as a result (Cicotti, 2012). Higher levels of involvement were found in supportive environments compared to uncivil ones (Giumetti et al., 2013).

H3. Classroom incivility has a significant and negative impact on learning engagement of students in select colleges of Chandigarh.

Classroom Incivility, Burnout and Learning Engagement

Burnout mediates workplace incivility and work engagement relationship, and there is no visible direct connection between work engagement and workplace incivility (Setyadi et al., 2021).

H4. Burnout mediates classroom incivility and learning engagement relationship.

Theoretical Background

Attribution Theory

A book published by Heider (1958) "The Psychology of Interpersonal Relations", which contained theories on attribution. The notion of attribution enables us to comprehend the reasons behind an action or behavior.

Engagement Theory

The engagement theory is proposed by Kearsley and Shneiderman (1998). In this theory there are three foundational pillars of engagement theory. First is relate, second is create, and third is donate.

First pillar "relate" highlights the importance of student interaction and mutual trust. Partnership and exchange can foster innovative thinking among students, facilitate effective problem-solving, and support academic perseverance all at the same time. It will be necessary to vary the study techniques used in groups because students differ in terms of intelligence, knowledge, and thinking styles. This will let everyone take advantage of the strengths of others to make up for their own weaknesses and enhance their learning.

Second principle "create" which is meant by creative activity. The information era has already commenced in our culture, and everything we encounter on a daily basis are evolving. In this case, creativity is really essential. This principle is often articulated in engagement theory through the use of "Problem Based Learning".

Third principle of engagement theory is the "donate" principle in which students can tailor their studies to not just their own needs but also those of the larger community. This helps them become more compassionate and improves their own humane traits. There are more options for students' questions about social value and meaning because they are more pragmatic in their study habits today.

Research Methodology

Sampling

As per Department of Higher Education, Chandigarh Administration 2024, the total population was 43,088 students in selected five public and six private colleges of Chandigarh, India. The data is further divided into two categories based on their education level: undergraduate (N1 =37,888) and postgraduate (N2 = 5200). The size of the population was known so in determining the size of the sample, formula given by Yamane (1967) was used.

$$n = \frac{N}{(1 + Ne^2)}$$

where, N = Population

n = Sample size

e = Margin of error

$$n = \frac{43,088}{(1 + 43,088 \ (0.05)^2)} = 396.32$$

To achieve the required sample size 400 participants were contacted, out of which 320 responded. Questionnaire was sent to 36 students from each selected colleges under study. After data cleaning, which involved removing outliers and addressing missing values, the final sample size was determined to be 298. Therefore, the present study includes a final analysis based on a sample of 298 participants selected randomly from the colleges of Chandigarh. There were 178 males (60%) and 120 females (40%). The sample comprised 217(73%) students of undergraduate courses and 81(27%) students of postgraduate courses.

Measures

The study involves classroom incivility as independent variable, learning engagement as dependent variable, burnout as mediator, gender and education level as demographic variables.

Cortina et al. (2001) developed twelve-item five-point Likert Workplace Incivility Scale (WIS) which is used in this study to measure classroom incivility. Cronbach's Alpha for classroom incivility was 0.93.

Schaufeli et al. (2002) developed 17 items seven-point Likert student Version (UWES-S) scale to measure learning engagement which is used in this study. The measure categorized into three dimensions vigor, dedication and absorption. 0.77 was the value of Cronbach's Alpha for learning engagement.

Schaufeli et al. (2020) developed 12 items five-point Likert burnout scale. Cronbach's Alpha for burnout was 0.82 (see Table 1).

Table 1. Measures

Variables	Likert Scale	Items	Author	Cronbach's Alpha
Classroom Incivility	Five Point	12	Cortina et al., 2001	0.93
Learning Engagement	Seven Point	17	Schaufeli et al., 2002	0.77
Burnout	Five Point	12	Schaufeli et al., 2020	0.82

Source: Author's own compilation

Research Questions

1. How do levels of classroom incivility impact student burnout in select colleges?

2. To what extent does student burnout influence the level of learning engagement of students in select colleges?

3. How does classroom incivility affect the learning engagement of students in select colleges?

4. To what degree does burnout influence the effect of classroom incivility on student learning engagement in select colleges?

5. How do demographic factors influence the perception and experience of classroom incivility in select colleges?

Objectives

1. To examine classroom incivility and student burnout relationship in select colleges of Chandigarh.

2. To examine burnout and learning engagement relationship of students in select colleges of Chandigarh.

3. To examine classroom incivility and learning engagement relationship of students in select colleges of Chandigarh.

4. To examine the role of burnout as mediator in classroom incivility and learning engagement relationship of students in select colleges of Chandigarh.

5. To examine significant difference between demographic variables and classroom incivility.

Hypotheses

1. Classroom incivility has a significant and positive impact on burnout of students in select colleges of Chandigarh.

2. Burnout has a significant and negative impact on learning engagement of students in select colleges of Chandigarh.

3. Classroom incivility has a significant and negative impact on learning engagement of students in select colleges of Chandigarh.

4. Burnout mediates classroom incivility and learning engagement relationship.

5. Gender (male & female) has significant difference in classroom incivility.

6. Education level (undergraduate and post graduate students) has significant difference in classroom incivility.

Figure 1. Conceptual Model
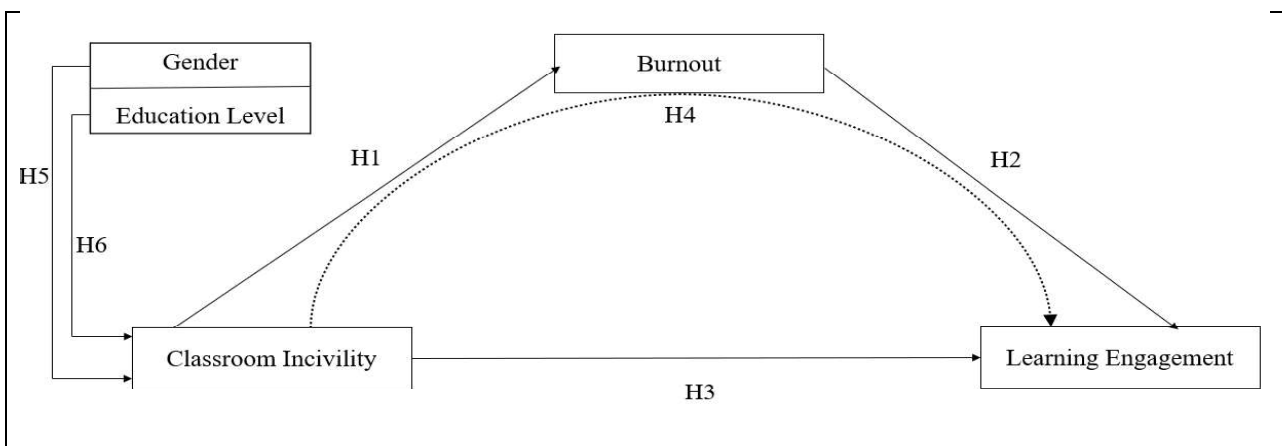
Source: Author's depiction based on literature review

Data Analysis and Results

The current study had a sample consisting of 298 students selected randomly from the colleges of Chandigarh. There were 178 males (60%) and 120 females (40%). The sample comprised 217(73%) students of undergraduate courses and 81(27%) students of postgraduate courses (see Table 2 and Table 3).

Table 2. Gender

Gender	Frequency	Percent
1	178	59.7
2	120	40.3

Source: Authors calculations based on primary data

Table 3. Education Level

Education Level	Frequency	Percent
1	217	72.8
2	81	27.2

Source: Author's calculations based on primary data

Measurement Model

The hypothesized relationships are determined by the structural model. Validity and reliability are taken into account in the measurement model (Hair et al., 2019).

Figure 2. Method for Evaluating PLS Path Model
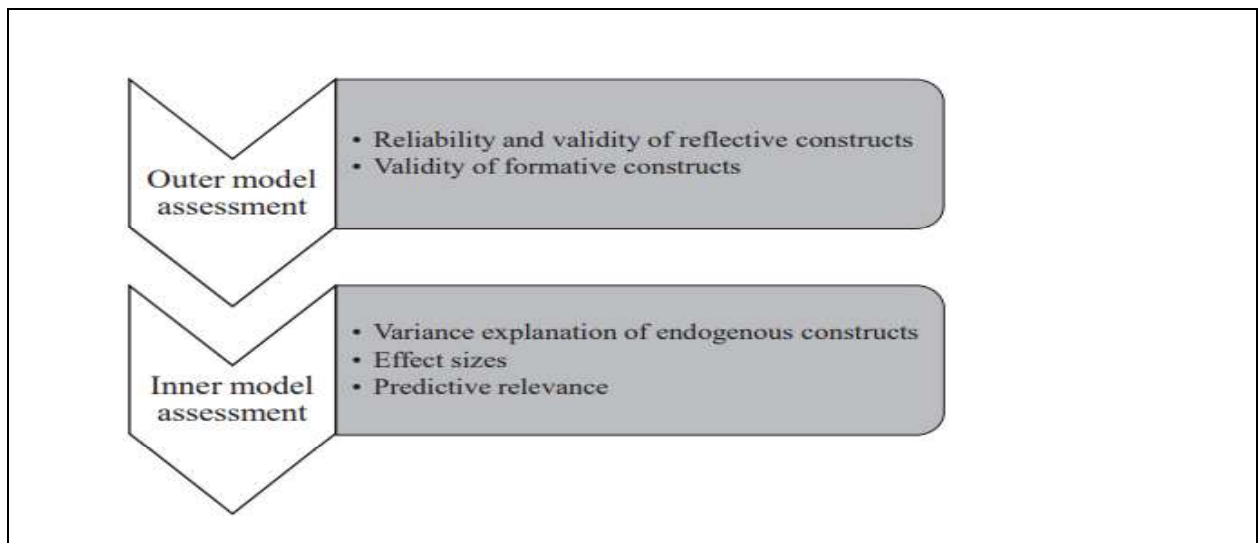
Source: A Two-Phase Method for Evaluating PLS Path Model Adapted from (Henseler et al., 2009)

Measurement Model (Lower-order Constructs)

Statistical software SmartPLS4 has been used to analyze data.

Figure. 3 Measurement Model
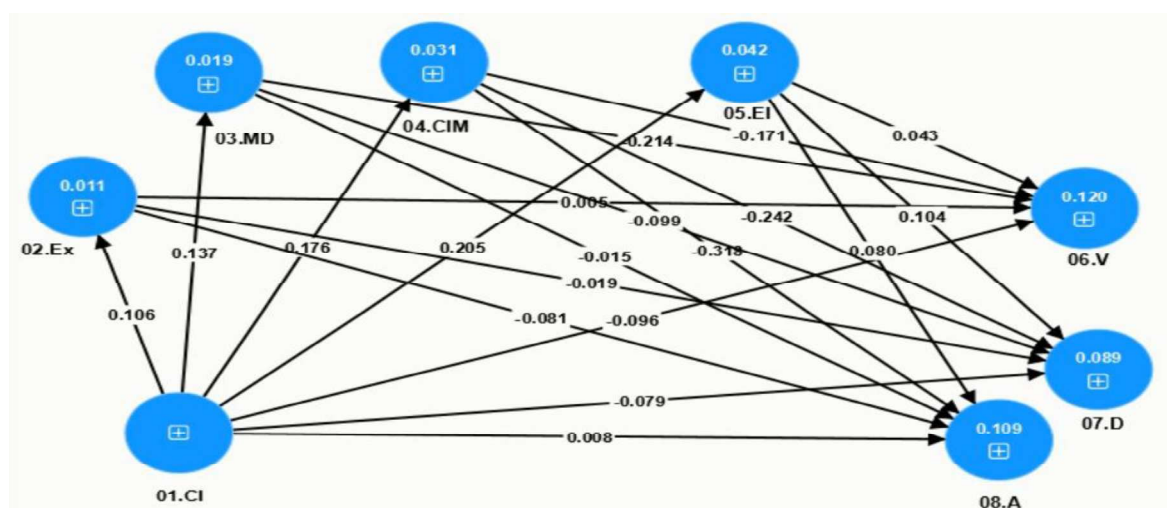
Source: PLS generated output

Note: CI=classroom incivility, Ex=exhaustion, MD= mental distancing, CIM= cognitive impairment, EI= emotional impairment V=vigor, D=dedication, A=absorption

The necessary 0.70 threshold has been attained by both Cronbach alpha and composite reliability, demonstrating their reliability.

Table 4. Factor Loading, Reliability and Validity Analysis

	Outer loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
CI1 <- 01.CI	0.69	0.93	0.94	0.57
CI2 <- 01.CI	0.70			
CI3 <- 01.CI	0.77			
CI4 <- 01.CI	0.78			
CI5 <- 01.CI	0.77			

CI6 <- 01.CI	0.76			
CI7 <- 01.CI	0.70			
CI8 <- 01.CI	0.76			
CI9 <- 01.CI	0.79			
CI10 <- 01.CI	0.80			
CI11 <- 01.CI	0.76			
CI12 <- 01.CI	0.80			
B1 <- 02.Ex	0.93	0.77	0.82	0.61
B2 <- 02.Ex	0.57			
B3 <- 02.Ex	0.77			
B4 <- 03.MD	0.87	0.67	0.79	0.56
B5 <- 03.MD	0.83			
B6 <- 03.MD	0.48			
B7 <- 04.CIM	0.87	0.82	0.89	0.73
B8 <- 04.CIM	0.88			
B9 <- 04.CIM	0.82			
B10 <- 05.EI	0.82	0.78	0.87	0.69
B11 <- 05.EI	0.90			
B12 <- 05.EI	0.77			
V1 <- 06.V	0.66	0.82	0.86	0.51
V2 <- 06.V	0.68			
V3 <- 06.V	0.69			
V4 <- 06.V	0.63			
V5 <- 06.V	0.82			
V6 <- 06.V	0.80			
D2 <- 07.D	0.85	0.82	0.84	0.55
D3 <- 07.D	0.90			
D4 <- 07.D	0.87			
D5 <- 07.D	0.78			
A1 <- 08.A	0.76	0.85	0.88	0.55
A2 <- 08.A	0.64			
A3 <- 08.A	0.52			
A4 <- 08.A	0.86			
A5 <- 08.A	0.85			
A6 <- 08.A	0.79			

Source: Authors calculations based on primary data

Note: CI=classroom incivility, B=burnout, V=vigor, D=dedication, A=absorption

Construct Validity

Convergent and discriminant validity are the means by which construct validity is demonstrated. AVE statistics are the basis of the outcomes of convergent validity. It is proven, if the value of Average Variance Extracted (AVE) in comparison of suggested value of 0.50 is greater than or equal to (Fornell and Larcker, 1981).

Indicator Multicollinearity

Table 5. Multicollinearity Statistics (VIF) for Indicators

Items	VIF
A1	1.71
A2	1.59
A3	1.40
A4	2.19
A5	2.13
A6	1.94
B1	1.46
B2	1.66

B3	1.60
B4	1.28
B5	1.46
B6	1.27
B7	2.10
B8	2.28
B9	1.53
B10	1.75
B11	1.76
B12	1.48
CI1	2.24
CI2	2.15
CI3	2.15
CI4	2.33
CI5	2.24
CI6	2.10
CI7	1.95
CI8	2.32
CI9	2.35
CI10	2.51
CI11	2.39
CI12	2.49
D2	2.48
D3	3.07
D4	2.45
D5	1.86
V1	1.45
V2	1.66
V3	1.56
V4	1.51
V5	1.84
V6	1.58

Source: Authors calculations based on primary data

Note: A=absorption, B=burnout, CI=classroom incivility, D=dedication, V=vigor, VIF= Variance Inflation Factor

Discriminant Validity

AVE square root of given construct was higher as compare to other construct's correlation. Therefore, strong evidence were there for establishing discriminant validity (Fornell and Larcker, 1981) (see Table 6).

Table 6. Fornell-Larcker criterion

	01.CI	02.Ex	03.MD	04.CIM	05.EI	06.V	07.D	08.A
01.CI	**0.76**							
02.Ex	0.11	**0.77**						
03.MD	0.14	0.44	**0.75**					
04.CIM	0.18	0.41	0.55	**0.86**				
05.EI	0.21	0.49	0.36	0.49	**0.83**			
06.V	-0.15	-0.15	-0.30	-0.28	-0.13	**0.72**		
07.D	-0.12	-0.12	-0.21	-0.27	-0.07	0.70	**0.85**	
08.A	-0.04	-0.18	-0.20	-0.32	-0.12	0.66	0.69	**0.75**

Source: Authors calculations based on primary data

Table 7. Heterotrait-monotrait ratio (HTMT)-Matrix

	01.CI	02.Ex	03.MD	04.CIM	05.EI	06.V	07.D	08.A
01.CI								
02.Ex	0.15							
03.MD	0.18	0.60						
04.CIM	0.19	0.47	0.72					
05.EI	0.23	0.63	0.54	0.61				
06.V	0.16	0.15	0.31	0.31	0.16			
07.D	0.13	0.11	0.23	0.31	0.09	0.81		
08.A	0.09	0.15	0.21	0.33	0.12	0.76	0.77	

Source: Authors calculations based on primary data

Note: CI=classroom incivility, Ex=Exhaustion, MD= Mental distancing, CIM= Cognitive impairment, EI= Emotional impairment V=vigor, D=dedication, A=absorption

Table 8. Discriminant validity- Cross loadings

	01.CI	A	D	V	Ex	MD	CIM	EI
CI1	0.69	0.02	-0.07	-0.03	-0.03	0.05	0.06	0.11
CI2	0.70	-0.02	-0.10	-0.09	0.04	0.10	0.10	0.13
CI3	0.77	-0.01	-0.06	-0.07	0.19	0.16	0.17	0.22
CI4	0.78	-0.09	-0.10	-0.18	0.09	0.12	0.06	0.16
CI5	0.77	-0.04	-0.07	-0.12	0.07	0.11	0.17	0.16
CI6	0.76	-0.05	-0.11	-0.11	0.12	0.12	0.17	0.17
CI7	0.70	0.00	-0.04	-0.10	0.08	0.07	0.15	0.15
CI8	0.76	-0.04	-0.06	-0.09	0.07	0.08	0.05	0.15
CI9	0.79	-0.05	-0.06	-0.04	0.07	0.10	0.22	0.19
CI10	0.80	-0.03	-0.16	-0.18	0.06	0.07	0.16	0.11
CI11	0.76	-0.04	-0.08	-0.11	0.04	0.07	0.10	0.13
CI12	0.80	-0.01	-0.13	-0.17	0.06	0.14	0.12	0.15
A1	-0.05	0.76	0.47	0.48	-0.19	-0.14	-0.21	-0.02
A2	0.09	0.64	0.43	0.40	-0.07	-0.06	-0.11	0.00
A3	0.03	0.52	0.28	0.30	-0.02	-0.03	-0.06	-0.02
A4	-0.05	0.86	0.51	0.50	-0.18	-0.15	-0.29	-0.09
A5	-0.04	0.85	0.65	0.62	-0.12	-0.23	-0.35	-0.18
A6	-0.06	0.79	0.64	0.58	-0.13	-0.15	-0.23	-0.12
D2	-0.14	0.57	0.85	0.61	-0.09	-0.14	-0.18	-0.01
D3	-0.14	0.62	0.90	0.67	-0.13	-0.21	-0.25	-0.08
D4	-0.06	0.59	0.87	0.58	-0.10	-0.22	-0.26	-0.08
D5	-0.05	0.58	0.78	0.52	-0.07	-0.15	-0.20	-0.08
V1	-0.12	0.36	0.47	0.66	-0.11	-0.17	-0.11	-0.07
V2	-0.02	0.44	0.41	0.68	-0.03	-0.17	-0.08	-0.01
V3	-0.07	0.41	0.45	0.69	-0.07	-0.18	-0.16	-0.09
V4	0.02	0.54	0.48	0.63	-0.02	-0.10	-0.17	-0.09
V5	-0.14	0.52	0.56	0.82	-0.10	-0.29	-0.27	-0.11
V6	-0.18	0.58	0.60	0.80	-0.22	-0.28	-0.30	-0.16
B1	0.07	-0.18	-0.13	-0.16	0.93	0.38	0.37	0.43
B2	0.13	0.05	0.04	0.05	0.57	0.26	0.22	0.35

B3	0.13	-0.10	-0.05	-0.07	0.77	0.38	0.33	0.43
B4	0.08	-0.20	-0.22	-0.28	0.46	0.87	0.52	0.37
B5	0.16	-0.14	-0.16	-0.24	0.27	0.83	0.40	0.23
B6	0.10	0.02	0.04	-0.05	0.30	0.48	0.31	0.32
B7	0.21	-0.27	-0.21	-0.25	0.43	0.54	0.87	0.41
B8	0.10	-0.27	-0.22	-0.21	0.31	0.45	0.88	0.39
B9	0.14	-0.28	-0.26	-0.26	0.32	0.42	0.82	0.44
B10	0.15	-0.08	-0.06	-0.06	0.41	0.32	0.45	0.82
B11	0.21	-0.13	-0.08	-0.14	0.44	0.28	0.43	0.90
B12	0.13	-0.07	-0.04	-0.13	0.38	0.32	0.34	0.77

Source: Authors calculations based on primary data

Figure 4. Measurement model of Higher-order constructs
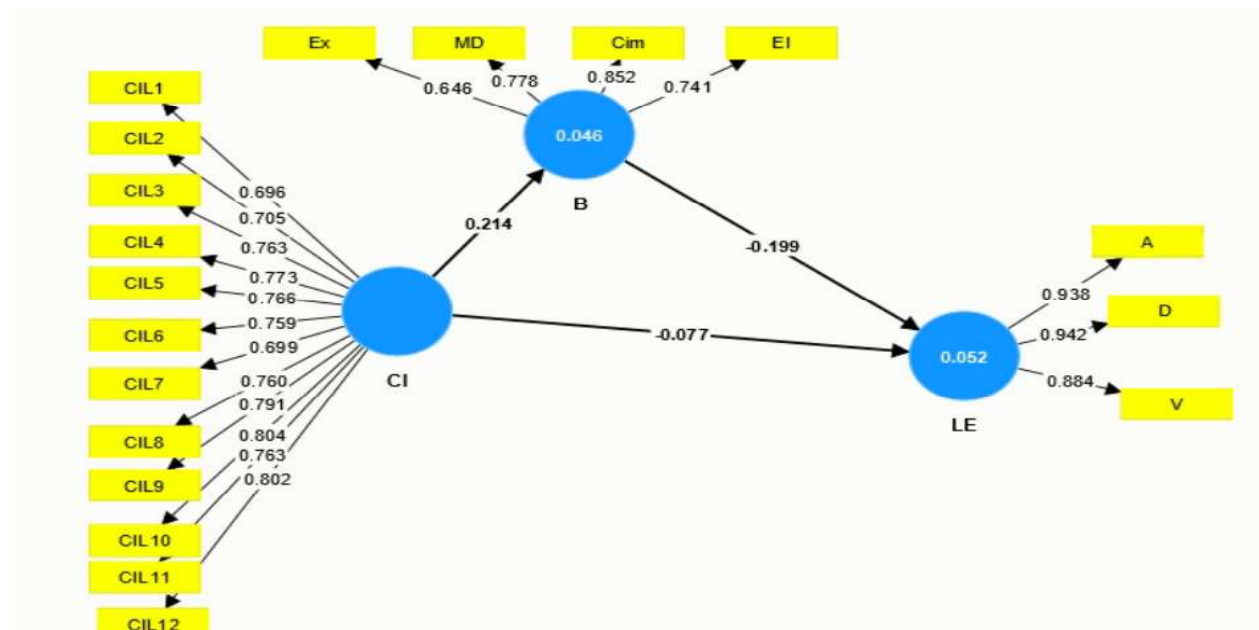
Source: PLS generated output

Note: CI=classroom incivility, B=burnout, LE=learning engagement

Table 9. Reliability and validity (Higher order construct)

	Cronbach's alpha	Composite Reliability	Average Variance Extracted (AVE)
LE	0.913	0.944	0.849

Source: Authors calculations based on primary data

Note: LE= learning engagement

Table 10. Fornell-Larcker criterion for validity

	B	CI	LE
B	**0.758**		
CI	0.214	**0.758**	
LE	-0.216	-0.12	**0.921**

Source: Authors calculations based on primary data

Note: CI=classroom incivility, B=burnout, LE=learning engagement

Table 11. Heterotrait-monotrait ratio (HTMT)-Matrix for higher order discriminant validity

	B	CI	LE
B			
CI	0.243		
LE	0.212	0.123	

Source: Authors calculations based on primary data

Note: CI=classroom incivility, B=burnout, LE=learning engagement

Table 12. Structural Model

		Beta	SD	t-value	P-values
H1	CI -> B	0.21	0.05	4.06	0.00
H2	B -> LE	-0.20	0.07	2.87	0.00
H3	CI -> LE	-0.08	0.07	1.16	0.25

Source: Authors calculations based on primary data

Note: CI=classroom incivility, B=burnout, LE=learning engagement

H1 evaluates whether burnout is impacted by CI significantly and positively. As per results CI has a significant and positive impact on burnout (β=0.21, t=4.06, p< 0.05). Hence H1 was supported.

H2 investigates whether burnout has significant and negative impact on LE. The outcome displayed that burnout has a significant and negative impact on LE (β=-0.20, t=2.87, p< 0.05). Hence H2 was supported.

H3 investigates whether CI has significant and negative impact on LE. The outcome displayed that CI has an insignificant and negative impact on LE (β=-0.08, t=1.16, p> 0.05). Hence, H3 was not supported (see Table 12).

The SEM outcome displayed a strong positive correlation between burnout and CI. Burnout and LE are significantly correlated negatively. The correlation between CI and LE is negligible. Students will get more burned out and less engaged in studying if they encounter more incivility in the classroom.

Mediation Analysis

The mediation hypothesis (H4) was tested using the mediating procedure. The results depicted significant (p>.05) full mediation (see Table 13). The total effect of CI on LE was insignificant (β=-0.120, t=1.897, p= 0.058). With the inclusion of mediator, the effect of CI on LE is significant (β=-0.043, t=2.285, p<0.05).

The direct effect was insignificant (β=-0.077, t=1.156, p>0.05). So, burnout fully mediates CI and LE relationship. Thus, H4 was supported.

Table 13. Mediation

Total Effect (CI -> LE)			Direct Effect (CI -> LE)				Indirect effect of CI on LE		
Coefficients	p-value	T-value	Coefficients	p-value	T-value		Coefficients	T-value	P-value
-0.120	0.058	1.897	-0.077	0.248	1.156	CI -> B -> LE	-0.043	2.285	**0.022**

Source: Authors calculations based on primary data

Note: CI=classroom incivility, LE=learning engagement

H5. Gender (male & female) has significant difference in classroom incivility.

For gender-based comparison of CI; an independent sample t-test was run. There were no observable variations (t(df) =296, p=0.889) in female scores (M=0.85, SD= 0.92 and male scores (M=0.86, SD=0.92) (see Table 14). The results of mean difference were insignificant (MD= 0.014, 95%, CI: -0.19 to 0.28). **Hence, H5 was not supported.**

Table 14. Classroom incivility between male and female students

| | | Mean | SD | Levene's Test | | t-test for Equality of Means | | | | |
				F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CI	Male	.86	.88	.38	.53	.14	296	0.17	-0.23	0.17
	Female	.85	.92			.13				

Source: Authors calculations based on primary data

Note: CI=classroom incivility

H6. Education level (undergraduate and post graduate students) has significant difference in classroom incivility.

The comparison of CI based on education level; an independent sample t-test was performed. No observable differences were found (t(df) =296, p=0.61) in scores for UG (M=0.76, SD= 0.87 and PG (M=1.12, SD=0.92. Mean difference results were insignificant (MD= 0.36,95%, CI: - 0.19 to 0.28) (see Table 15). **Hence H6 was not supported.**

Table 15. Classroom incivility between UG and PG students

| | | Mean | SD | Levene's Test | | t-test for Equality of Means | | | | |
				F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CI	UG	.76	.87	.25	0.61	3.19	296	0.002	0.36	0.11
	PG	1.12	.92			3.10				

Source: Authors calculations based on primary data

Note: CI=classroom incivility, UG= undergraduate, PG= post graduate

Conclusion and Recommendations

The current study's main objective was to look into the connections both direct and indirect between LE and CI. Burnout's role in indirect relationships has been investigated. It is determined that there was full mediation of burnout between the LE and CI relationship. It has been shown that CI has an impact on burnout rather than having a direct impact on learning engagement (0.21). This supports the findings of earlier research (Hong et al., 2016; Taylor et al., 2017; Shi et al., 2018). Classroom incivility has a direct impact on student well-being, as rising levels of disrespect and disruptive behavior significantly contribute to increased burnout among students. Research has shown that burnout has a profound negative effect on learning engagement (-0.20) supporting findings from previous study (Uludağ and Yaratan, 2010). This evidence highlights the urgent need to address burnout in order to enhance educational outcomes. Studies have also looked at the significant differences in CI based on gender and education level. It was discovered, there was no significant difference in classroom incivility based on male or female students. These results do not support the findings of previous studies (Boice 1996; Arbuckle & Little, 2004). Furthermore, there is no evident variation in the level of incivility in the classroom based on education level (undergraduate and post graduate) of students.

Reducing classroom incivility and enhancing learning engagement while addressing burnout requires a multifaceted approach that promotes a respectful, inclusive, and supportive environment. First, it is essential to establish clear expectations for behavior by setting ground rules that emphasize respect and collaboration, while also holding students accountable for their actions. Creating a positive classroom culture involves fostering open communication, modeling civility, and ensuring that all students feel valued and heard. Engaging students actively through interactive learning strategies, such as group work, discussions, and problem-solving activities, helps keep them invested in the material. Thoughtful incorporation of technology can also make classes more dynamic, but it is important to set boundaries to minimize distractions.

Addressing student well-being is crucial. Teachers should be mindful of signs of burnout, offer support, and encourage self-care to help students balance academic demands with personal needs. Providing timely and constructive feedback that focuses on growth, along with recognizing effort, helps maintain motivation. Additionally, developing meaningful relationships with students fosters a sense of belonging and investment in the learning process. Offering flexible learning options, such as varied assessments, can accommodate different learning styles and reduce stress. Continuously reflecting on teaching practices and seeking student input allows instructors to improve their approaches and make necessary adjustments. Finally, addressing conflicts promptly and teaching students conflict resolution skills can reduce instances of incivility, ensuring a harmonious classroom environment. By implementing these strategies, educators can foster a culture of respect, reduce burnout, and enhance overall student engagement and success

Implications of the Study

The theoretical knowledge on classroom incivility is expanded by this study. The available literature is on workplace incivility. In Indian context, there are no studies on classroom incivility. The papers cited in this study are all done in Western countries. In India, it's a need of an hour to deal with such uncivil behavior of students. Being rude to others causes weariness, mental detachment, cognitive decline, and emotional decline. And ultimately it is going to impact learning engagement of students. Through this side it is identified that incivility leads to burnout and then impacts learning engagement.

One can be directly or indirectly impacted by rude behavior. There are worse outcomes when such behavior goes unnoticed and without corrective action being done. This study draws attention to classroom rudeness for the benefit of students' wellbeing. Whether deliberate or inadvertent, incivility can have negative consequences. Although incivility can occur accidentally or on purpose, this study will force educational institutions to address these behaviors early on to prevent them from developing into more serious issues.

In the classroom, disrespect impedes students' intellectual and academic growth and lessens their motivation to use critical thinking skills throughout class. Their impolite behavior in class cause interruptions to the learning environment and causing distractions for other students. Peer support will be decreased by classroom incivility, and this will have a detrimental effect on family life, on sound sleep, mental health, and emotional well-being.

The findings also showed us that in order to minimize these issues and preserve a positive learning environment, we must deal with classroom incivility and burnout.

Limitations and Future Research Directions

One significant limitation of this study is its primary reliance on quantitative research methods. This approach tends to narrow the scope of analysis, missing out on valuable subjective insights and more nuanced perspectives that could have been captured through a blend of both qualitative and quantitative methods, ultimately enriching the findings.

Another limitation is sample size. A total of 400 participants were initially contacted, and 320 responded. Out of these, 298 were thoroughly analyzed after eliminating outliers and resolving missing values, ensuring the integrity of the findings.

Based on the findings and limitations of this investigation, future directions are suggested for further research in the same area. The current study was conducted at a single point in time, so a longitudinal study over several months or years is recommended to obtain more comprehensive results. In future research, employing interview or observation methods could help identify a range of perspectives on classroom incivility, burnout and learning engagement.

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