

## Conclusion and Discussion

This study indicated a significant correlation between the classroom incivilities and character concepts among the undergraduate students. The integrity of their character concepts can be used to predict their perception of classroom incivilities. The respect concept of the students negatively predicted their approval of classroom incivilities. These findings are nearly identical to those of Patron and Bisping (2008) who asserted that the cognitive concepts of students are related with their behaviors. However, the findings differ from the research results about undergraduate students' incivilities obtained by Altmiller (2012) and Alkandari (2011) who contended that students' sense of responsibility was relevant to whether they approved of or demonstrated uncivil behavior in class. The responsibility and self-discipline concepts in this study did not significantly predict students' approval of classroom incivilities. According to Chien (2006), the perspective regarding civic virtues in an Eastern society involves passive or inactive civic behaviors, instead of active participation in public affairs, such as condemning those who disrupt orders, that Western society emphasizes. Thus, if the character education that has been promoted in elementary or high schools for a long time prompts students to develop character concepts tending toward Eastern civic virtues, students had not been encouraged to participate in public affairs during school years; they were only asked to obey the school disciplines, not to condemn the people with violence in the context. Whether students' perceptions and approval of classroom incivilities are affected by their character concepts should be addressed.

## 參考文獻

- 李琪明 (2003)。德行取向之品德教育理論與實踐。哲學與文化，351，153-174。
- [Lee, C.-M. (2003). The theory and practice of the virtue-oriented moral. *Universitas: Monthly Review of Philosophy and Culture*, 351, 153-174.]
- 李奉儒 (2012)。道德意志薄弱及其對於道德教育的啟示。課程與教學，15 (2)，1-19。

[Lee, F.-J. (2012). Moral weakness and its implication for moral education. *Curriculum & Instruction Quarterly*, 15(2), 1-19.]

陳慧琪（2011）。探究品德教育融入綜合活動學習領域之行動研究——以「關懷」德目為核心。國立臺南大學教育學系課程與教學碩士班碩士論文，未出版，臺南市。

[Chen, H.-C. (2011). *The study of caring-based moral education merging into integrative activities learning area teaching for grade 3 and 4 students*. Unpublished master's thesis, National University of Tainan, Tainan, Taiwan.]

簡成熙（2006）。品格教育能夠促進公德嗎。課程與教學季刊，9（2），13-30。

[Chien, C.-H. (2006). Can we promote the gongde (public morality) by implementing character education? *Curriculum & Instruction Quarterly*, 9(2), 13-30.]

Alkandari, N. (2011). The level of student incivility: The need of a policy to regulate college student civility. *College Student Journal*, 45, 257-268.

Altmiller, G. (2012). Student perceptions of incivility in nursing education: Implications for educators. *Nursing Education Perspectives*, 33(1), 15-20.

Appleby, D. C. (1990). Faculty and student perceptions of irritating behaviors in the college classroom. *The Journal of Staff, Program, and Organization Development*, 8(1), 41-46.

Berger, B. A. (2000). Incivility. *American Journal of Pharmaceutical Education*, 64, 445-450.

Berger, E. (1996). K-12 Character education in Locust Valley. *The Fourth and Fifth Rs: Respect and Responsibility*, 2(2), 3-4.

Bird, C. (2010). Self-respect and the respect of others. *European Journal of Philosophy*, 18(1), 17-40.

Bjorklund, W. L., & Rehling, D. L. (2010). *Student perceptions of classroom incivility*. *College Teaching*, 58(1), 15-18.

Boice, B. (1996). Classroom incivilities. *Research in Higher Education*, 37, 453-486.

Carbonne, E. (1999). Students behaving badly in large classes. *New Directions for Teaching and Learning*, 1999(77), 35-43.

- Duckworth, A. L., & Seligman, M. E. P. (2006). Self-discipline gines girls the edge: Gender in self-discipline, grades, and achivement test scores. *Journal of Education Psychology, 98*(1), 198-208.
- Feldmann, L. J. (2001). Classroom civility is another of our instructor responsibilities. *College Teaching, 49*(4), 137-140.
- Gross, E. R. (2011). Clashing values: Contemporary views about cheating and plagiarism compared to traditonal beliefs and practices. *Education, 132*, 435-440.
- Hall, A., Holder, B., Matthews, E., McDowell, M., Pyne, L., Walker, S., et al. (1998). *Character education: Ideas and activities for the classroom*. Greensboro, NC: Carson-Dellosa.
- Hirschy, A. S., & Braxton, J. M. (2004). Effects of student classroom incivilities on students. *New Directions for Teaching and Learning, 99*, 67-76.
- Karris, M. A., & Craighead, W. E. (2012). Differences in character among U.S. college students. *Individual Differences Research, 10*(2), 69-80.
- Kiracofe, N. M., & Wells, L. (2007). Mandated disciplinary counseling on campus: Problems and possibilities. *Journal of Counseling & Development, 85*, 259-268.
- Lickona, T. (1991). *Education for Character: How our schools can teach respect and responsibility*. New York: Bantam.
- Lickona, T. (2003). The content of our character: Ten essential virtues. *The Fourth and Fifth Rs: Respect and Responsibility, 10*(1), 1-3.
- Logan, D. E., Kilmer, J. R., & Marlatt, G. A. (2010). The virtuous drinker: Character virtues as correlates and moderators of college student drinking and consequences. *Journal of American College Health, 58*(4), 317-324.
- Lounsbury, J. W., Fisher, L. A., Levy, J. J., & Welsh, D. P. (2009). An investigation of character strengths in relation to the academic success of college students. *Individual Differences Research, 7*(1), 52-69.
- Nordstrom, C. R., Bartels, L. K., & Bucy, J. (2009). Predicting and curbing classroom incivility in higher education. *College Student Journal, 43*(1), 74-85.
- Paik, C., & Broedel-Zaugg, K. (2006). Pharmacy students' opinions on civility and preferences regarding professors. *American Journal of Pharmaceutical Education, 70*(4), 1-9.

- Patron, H., & Bisping, T. O. (2008). Why students misbehave in class: An empirical analysis of classroom incivilities. *Mountain Plains Journal of Business and Economics*, 9, 61-74.
- Rogus, J. F. (1985). Promoting self-discipline: A comprehensive approach. *Theory Into Practice*, 24(4), 271-276.
- Rose, C. M., & Sharon, W. W. (2001). Classroom idea-sparkers. *Childhood Education*, 77, 222-227.
- Ryan, K., & Bohlin, K. E. (1999). *Building character in schools: Practical ways to bring moral instruction to life*. San Francisco, CA: Jossey-Bass.
- Sorcinielli, M. D. (1990). *Dealing with troublesome behaviors in the classroom*. Workshop and unpublished manuscript presented at University of Massachusetts, Amherst.
- Vehmas, S. (2011). Disability and moral responsibility. *TRAMES: A Journal of the Humanities & Social Sciences*, 15(2), 156-167.