

WHEN THE FOX GUARDS THE HENHOUSE: DARK TRIAD TRAITS AS DRIVERS OF INCIVILITY AND BROKEN KNOWLEDGE PATHS

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ABSTRACT

Academic institutions have witnessed a sharp increase in asocial behaviors such as incivility and knowledge hoarding across the globe. Such behaviors, a common type of interpersonal misconduct, undermine the collaborative spirit and disturb the harmony between students and instructors. Several variables, including social, cultural, emotional, and institutional drivers, are identified in the research as contributing to academic incivility. Despite the extant literature on the said domain, there hasn't been much empirical research on the influence of individual personality qualities, especially dark personality traits. Previous research indicates a strong correlation between core personality traits and individual behavior patterns, emotional reactions, and interpersonal conduct. While substantial research has examined the role of dark traits in areas such as leadership behavior, investment decisions, and risk-taking tendencies, there remains a significant gap in understanding

how these traits manifest in academic environments. The present study attempts to fill this gap.

Keywords: Incivility, knowledge hoarding, misconduct, dark personality traits, academic, etc.

INTRODUCTION

“Civility costs nothing and buys everything”— Mary Wortley Montagu

Over the decades, there has been a noticeable rise in the incidents of academic incivility among educational institutions (Rajagopal et al., 2024). Incivility has been one of the most common forms of interpersonal misconduct in organizations (Mensah et al., 2024). The academic environment is expected to promote learning, nurture mutual respect, and foster intellectual growth, but when incivility creeps in, the spirit of collaboration and harmony between instructors and learners is at stake.

In the realm of academics, incivility refers to behaviors that are detrimental to the learning community's well-being and harmony, which includes distractions inflicted upon learners and instructors, interference with education, demotivating teachers from teaching, and hampering the engagement process of fellow pupils (Bjorklund & Rehling, 2009; Turnipseed & Landay, 2018). It creates an environment of disdain, dispute, and discomfort (Rajagopal et al., 2024, p.2). Previous literature has highlighted numerous factors such as social, cultural, substance abuse, emotional disturbances, academic setting, and faculty attitude as drivers of academic incivility (Ibrahim et al., 2016; Rajagopal et al., 2024; Itzkovich et al., 2020; Fontenot et al., 2024). However, personality traits, particularly dark personality traits, have received limited attention among scholars and researchers. Many specific behavioral indicators demonstrate a strong correlation with their associated personality traits (Wu & Clark, 2003). Individuals' thought processes, emotions, perspectives, and modes of conduct are all shaped by their distinctive personality traits (Madhura, 2020). Extant literature has placed due emphasis on the linkage between dark personalities of individuals and their behavioral patterns in domains such as investment behavior, daily activities, leadership behavior, and risk-taking appetite; however, there is a scarcity of literature with respect to dark personality traits and their effect on academic incivility and knowledge sharing among learners.

Dark Personality Triad

Three intersecting but socially discrete aversive traits that make up the dark

triad are Machiavellianism (Mach), psychopathy (Psyc), and narcissism (Narc). Machiavellianism refers to a personality trait where individuals, in order to pursue their personal objectives, resort to measures such as deception and manipulation and develop a cynical outlook towards other people (Jakobwitz & Egan, 2006; LeBreton et al., 2018). Psychopathy, as a personality trait, is typified by selfishness, aloofness, difficulty forming deep connections with others, lack of fear and dread, shallow allure, and haste (Denogent et al., 2025; LeBreton et al., 2018). Narcissism, as a dark personality trait, is denoted by a conceited attitude, a sense of arrogance, and a voracious appetite for praise (Yousaf et al., 2023; LeBreton et al., 2018).

Academic Incivility

Disrespectful, impolite, and distracting classroom conduct, which amounts to academic incivility, poses a serious threat to the learning and academic environment of educational institutions. It undermines the foundational values of learning, teaching, and nurturing mutual respect within academic institutions. If left unchecked, it could escalate to more serious forms, detrimental to academic progression. "Academic incivility is defined as behavior incongruent with the welfare of the classroom community and may take a number of forms and levels of intensity" (Turnipseed & Landay, 2018, p.286).

Knowledge Sharing

The extent to which an individual voluntarily communicates or trades knowledge with

other individuals within an organization is referred to as knowledge sharing (Yin et al., 2023). Knowledge sharing plays an important role in the effective learning and academic upliftment of students. Sharing ideas and experiences among peers would inculcate a deeper understanding and widening of perspectives.

Dark Personality Triads and Academic Incivility

The basis for academic advancement is academic civility. Students can concentrate, engage, and learn efficiently in an appealing supportive atmosphere. Extant literature has attempted to draw a relationship between dark personality triads and academic incivility. Studies by Turnipseed & Landay (2018) and Lata & Chaudhary (2020) have shown a negative correlation between dark personality triads and academic civility. Based on the extant literature, the researcher proposed the following hypotheses:

H01: The distribution of academic incivility is the same across categories of NARC.

H02: The distribution of academic incivility is the same across categories of MACH.

H03: The distribution of academic incivility is the same across categories of PSYC.

Dark Personality Triads and Knowledge Hiding

Extant literature has portrayed a negative association between dark personality traits of individuals and their readiness to provide information and knowledge (Wang et al., 2024, Yan et al. 2024, Joshi et al. 2024). As

stated in the earlier section, knowledge sharing has a pivotal role in fostering effective learning and academic enrichment of students. Knowledge hiding refers to the deliberate and premeditated act of keeping desired information veiled from someone who needs it. Based on this, the research proposed the following hypotheses:

H01: The distribution of knowledge hiding is the same across categories of NARC.

H02: The distribution of knowledge hiding is the same across categories of MACH.

H03: The distribution of knowledge hiding is the same across categories of PSYC.

Rationale of the Study

Making sense of the psychological factors driving students' behavior within the academic setup is of paramount importance, particularly for educational institutes that are increasingly witnessing cases of academic incivility and eroding collaborative engagement. Dark personalities—Machiavellianism (Mach), psychopathy (Psyc), and narcissism (Narc)—typify socially aversive dispositions that significantly influence one's interpersonal communications, ethical decision-making, and interpersonal conflicts within groups. Despite ample research focus on dark personality triads over the last decades, limited emphasis has been placed on their influence on escalating academic incivility among students. By exploring this linkage, the study would contribute significantly to the existing knowledge base, shedding light on how these traits impact the academic climate and hinder the free flow of information among

peers. This understanding would be crucial in fostering a healthy learning space, developing targeted interventions, and promoting a positive academic culture.

Objectives of the Study

The study aims to explore the association between students' dark personality traits (Machiavellianism, psychopathy, and narcissism) and their level of academic incivility. Moreover, the study also intends to shed light on the linkage between dark personality triads and their level of knowledge sharing among the selected respondents.

Research Design

Nature of the Study

The study is both descriptive and analytical in nature. It is descriptive because it attempts to explore the current state of dark personality traits, academic incivility, and knowledge sharing among students. Moreover, the study also intends to shed light on the association between dark personality traits and academic incivility and knowledge sharing.

Selection of Study Area

The study area selected is the state of Assam. The selection is based on purposive sampling since the state hosts a considerable number of educational institutes, and no study on the stated domain of the present research has been carried out, based on a discernible review of extant literature.

Selection of Respondents

The respondents for the study were selected on a convenience basis. Due to social desirability bias and unwillingness to self-report negative actions or qualities, studies involving personality traits and incivility frequently have poor response rates. Convenience sampling improves response quality and completeness by enabling data collection from respondents who have established accessibility and trust. However, due care has been taken to select respondents from across the state to enhance the generalization of the findings. In order to obtain their informed consent, the participants were briefed on the purpose of the research and guaranteed confidentiality. A total of 130 respondents were selected for the study after discarding the incomplete questionnaires. The demographic profile of the selected respondents is given below:

Table 1: Demographic profile

Sl. No.	Demographics	Frequency
1.	Gender: Male	80
	Female	50
2.	Age : 18-20	81
	21-23	49
3.	Educational degree	
	pursuing: Graduate	96
	Post Graduate	34

Source: Primary Study

Research Instrument

In order to gather data, a structured questionnaire has been developed and made

available to the respondents. The questions use a seven-point Likert scale and are closed-ended in nature. A select number of scholars who have been conducting studies in the realm of personality traits were given the questionnaire to be pre-screened for face and content validity. The survey items were adjusted as necessary after their comments were carefully considered. To better cater to the intended audience, the questions were drafted in both Assamese and English (Appendix A) (English version).

Statistical Analysis

The reliability of the constructs in the study was tested using Cronbach's Alpha, which seemed to be satisfactory. Additionally, cross-tabulation between dark personality traits and academic incivility and knowledge sharing has been put forth to demonstrate the relationship between the said variables. The Kruskal-Wallis test has been applied to determine whether the distribution of knowledge hiding and academic incivility is the same across categories of dark personality traits. The data has been arranged on an ordinal scale and has failed to satisfy the normality test (Appendix B). For the categorization of the respondents into low, medium, and high cohorts with respect to academic incivility and knowledge sharing, percentiles have been applied (up to the 33rd percentile - Low, 33rd - 66th percentile - Medium, and above the 66th percentile - High).

Analysis and Discussion

The study highlighted a considerable number of students falling under moderate and

high levels of Narcissism, Machiavellianism, and Psychopathy, as stated in tables 3, 4, and 5. Around 35 and 32 percent of the respondents exhibit moderate and high levels of Narcissism, respectively. In the context of Machiavellianism, 42 percent and 21 percent of the respondents fall under moderate and high levels of Machiavellianism, respectively. Whereas around 37 percent and 29 percent of the respondents in the study exhibit moderate and high levels of Psychopathy, respectively.

Table 2: Internal Consistency Test (Cronbach's Alpha, α)

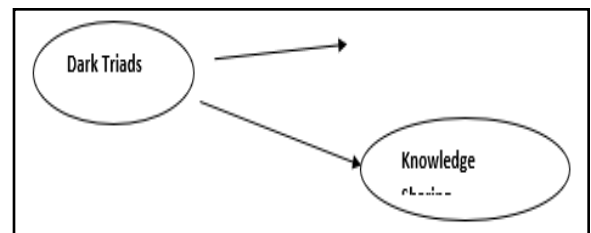
Sl. No.	Variable	Cronbach's Alpha	No. of Items
1	Narcissism	.884	9
2	Machiavellianism	.885	9
3	Psychopathy	.866	8
4	Knowledge Sharing/hiding	.932	12
5	Academic Incivility	.964	19

Source: Author's Computation

Research Model

The following research model has been used for the study.

Fig.1: Research Model



Source: Authors' compilation

Table 3: Levels of Narcissism

NARC		
	Frequency	Percent
Low	43	33.1
Moderate	45	34.6
High	42	32.3
Total	130	100.0

Source: Primary study

Table 4: Levels of Machiavellianism

MACH		
	Frequency	Percent
Low	48	36.9
Moderate	55	42.3
High	27	20.8
Total	130	100.0

Source: Primary study

Table 5: Levels of psychopathy

PSYC		
	Frequency	Percent
low	43	33.1
moderate	49	37.7
high	38	29.2
Total	130	100.0

Source: Primary study

The respondents scoring high on narcissism demonstrate a high level of knowledge hiding and academic incivility. Whereas those scoring low in the said domain exhibited a lower propensity to engage in anti-social behaviors, i.e., academic incivility and knowledge hiding (Tables 6 and 7).

Table 6: Cross tabulation between Narcissism and Knowledge Hiding

Cross tabulation						
		Knowledge Hiding				
			low	Moderate	High	Total
Narcissism	Low	Count	21	11	11	43
		% within NARC	48.8%	25.6%	25.6%	100.0%
	Moderate	Count	15	20	10	45
		% within NARC	33.3%	44.4%	22.2%	100.0%
	High	Count	9	10	23	42
		% within NARC	21.4%	23.8%	54.8%	100.0%
Total		Count	45	41	44	130

Source: Primary Source

Table 7: Cross Tabulation Between Narcissism and Academic Incivility

		Cross tabulation				
		Academic Incivility			Total	
Narcissism	Low	Count	low	Moderate		High
				% within NARC	41.9%	27.9%
	Moderate	Count	14	23	8	45
		% within NARC	31.1%	51.1%	17.8%	100.0%
	High	Count	15	4	23	42
		% within NARC	35.7%	9.5%	54.8%	100.0%
	Total	Count	47	39	44	130

Source: Primary Source

The respondents scoring high on Machiavellianism demonstrate a high level of knowledge hiding and academic incivility.

Whereas those scoring low in the said domain exhibit lower levels of academic incivility and knowledge hiding (Tables 8 and 9).

Table 8: Cross tabulation between Machiavellianism and Knowledge Hiding

		Cross tabulation				
		Knowledge Hiding			Total	
Machiavellianism	Low	Count	low	Moderate		High
				% within MACH	52.1%	35.4%
	Moderate	Count	16	17	22	55
		% within MACH	29.1%	30.9%	40.0%	100.0%
	High	Count	4	7	16	27
		% within MACH	14.8%	25.9%	59.3%	100.0%
	Total	Count	45	41	44	130

Table 9: Cross tabulation between MACH and Academic Incivility

				Cross tabulation			Total
				ACADEMIC INCIVILITY			
			low	Moderate	High		
Machiavellianism	Low	Count	22	16	10	48	
		% within MARC_	45.8%	33.3%	20.8%	100.0%	
	Moderate	Count	23	12	20	55	
		% within MARC_	41.8%	21.8%	36.4%	100.0%	
	High	Count	2	11	14	27	
		% within MARC_	7.4%	40.7%	51.9%	100.0%	
Total	Count	47	39	44	130		

Source: Primary Study

The respondents scoring high on psychopathy demonstrate a high level of knowledge hiding and academic incivility, whereas those scoring

low on the said domain exhibited lower levels of academic incivility and knowledge hiding (Tables 10 and 11).

Table 10: Cross tabulation between psychopathy and Knowledge Hiding

				Cross tabulation			Total
				Knowledge Hiding			
			low	Moderate	High		
Psychopathy_	low	Count	28	12	3	43	
		% within PYCHO_	65.1%	27.9%	7.0%	100.0%	
	moderate	Count	15	25	9	49	
		% within PYCHO_	30.6%	51.0%	18.4%	100.0%	
	high	Count	2	4	32	38	
		% within PYCHO_	5.3%	10.5%	84.2%	100.0%	
Total	Count	45	41	44	130		

Source: Primary Study

Table 11: Cross Tabulation Between Machiavellianism and Academic Incivility

			Academic Incivility			Total
			low	Moderate	High	
psychopathy _	low	Count	29	12	2	43
		% within PY-CHO_	67.4%	27.9%	4.7%	100.0%
	moderate	Count	14	21	14	49
		% within PY-CHO_	28.6%	42.9%	28.6%	100.0%
	high	Count	4	6	28	38
		% within PY-CHO_	10.5%	15.8%	73.7%	100.0%
Total	Count	47	39	44	130	

Source: Primary Study

The hypotheses put forth by the researchers in the study were tested using the independent-samples Kruskal-Wallis test. Table 12 sheds light on the statistically significant difference in the distribution of knowledge hiding and academic

incivility across the levels of narcissism. However, significant differences were found among the low-high and moderate-high categories of narcissism and not among the low-moderate levels of narcissism (Tables 13 and 14).

Table 12: Distribution of Knowledge Hiding and Academic Incivility Across Categories of Narcissism

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of knowledge hiding is the same across categories of Narcissism	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.
2	The distribution of academic incivility is the same across categories of Narcissism	Independent-Samples Kruskal-Wallis Test	.043	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Source: Primary Study

Table 13: Pair wise Comparisons of Narcissism and Knowledge hiding

Pairwise Comparisons of Narcissism					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
Low-Moderate	-6.102	8.019	-.761	.447	1.000
Low-High	-29.993	8.158	-3.676	.000	.001
Moderate-High	-23.890	8.068	-2.961	.003	.009

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same. Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Source: Primary Study

Table 14: Pair wise Comparisons of Narcissism and Academic Incivility

Pairwise Comparisons of Narcissism					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
Low-Moderate	-.680	8.015	-.085	.932	1.000
Low-High	-18.022	8.154	-2.210	.027	.081
Moderate-High	-17.342	8.064	-2.151	.032	.095

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Source: Primary Study

Table 15 sheds light on the statistically significant difference in the distribution of knowledge hiding and academic incivility across the levels of Machiavellianism. However, significant differences were found

among the low-high and moderate-high categories of Machiavellianism and not among the low-moderate levels of Machiavellianism in the context of knowledge hiding (Tables 16 and 17).

Table 15: Distribution of Knowledge hiding and Academic incivility across categories of Machiavellianism

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of knowledge hiding is the same across categories of Machiavellianism	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Academic incivility is the same across categories of Machiavellianism	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Source: Primary Study

Table 16: Pairwise Comparisons of Machiavellianism and Knowledge Hiding

Pair wise Comparisons of MARC_					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
Low-Moderate	-9.144	7.424	-1.232	.218	.654
Low-High	-30.826	9.042	-3.409	.001	.002
Moderate-High	-21.683	8.832	-2.455	.014	.042

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Source: Primary Study

Table 17: Pair wise Comparisons of Machiavellianism and Academic Incivility

Pairwise Comparisons of Knowledge hiding					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
low-Moderate	-20.011	8.115	-2.466	.014	.041
low-High	-58.565	7.969	-7.349	.000	.000
Moderate-High	-38.554	8.159	-4.726	.000	.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Source: Primary Study

Table 18 sheds light on the statistically significant difference in the distribution of knowledge hiding and academic incivility across the levels of psychopathy. However, significant differences were found among all the low-moderate, low-high, and moderate-high categories of psychopathy (Tables 19 and 20).

Table 18: Distribution of Knowledge hiding and Academic incivility across categories of psychopathy

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The distribution of knowledge hiding is the same across categories of psychopathy	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

2	The distribution of Academic incivility is the same across categories of psychopathy.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
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a. The significance level is .050.

b. Asymptotic significance is displayed.

Source: Primary Study

Table 19: Pair wise Comparisons of psychopathy and Knowledge hiding

Pairwise Comparisons					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
low-moderate	-25.292	7.858	-3.219	.001	.004
low-high	-65.642	8.373	-7.840	.000	.000
moderate-high	-40.350	8.128	-4.964	.000	.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Source: Primary Study

Table 20: Pair wise Comparisons of psychopathy and Academic Incivility

Pairwise Comparisons					
Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. ^a
low-moderate	-23.297	7.854	-2.966	.003	.009
low-high	-59.782	8.368	-7.144	.000	.000
moderate-high	-36.485	8.124	-4.491	.000	.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Source: Primary Study

CONCLUSION

The present study attempted to shed light on the influence of dark personality triads of students on their anti-social behaviors, i.e., knowledge hiding and academic incivility. The study found that the triads have a

significant influence on the participants' reluctance to share knowledge and display academic incivility. Students with greater dark trait inclinations were consistently more likely to become involved in conduct that compromises shared knowledge pathways, weakens trust, and destabilizes the academic

environment. This demands immediate self-introspection by the students and also the concerned authorities to foster a more cordial teaching-learning environment in academic institutions. The study advances the theoretical understanding of misconduct in academic institutions, highlighting personality traits as important antecedents of academic incivility and broken knowledge flows. The findings of the study reinforce the need to understand the psychological undercurrents that predominantly influence social conduct, apart from solely focusing on developing teaching pedagogy and other policy interventions.

LIMITATIONS OF THE STUDY

The geographical area on which the study is based is limited to the state of Assam. Moreover, the number of respondents taken for the study was 130. This limits the scope for generalization of the findings. Furthermore, the study lacks incorporation of mediation and moderation analysis, which might help in drawing more in-depth insights on the subject matter. Also, the study relies on self-reported data relating to sensitive information on academic incivility and dark personality traits; this puts the accuracy of the responses at stake as there might be deliberate underreporting of undesirable behavior.

Policy Implication

Early identification of dark personality traits among learners would inhibit their further escalation into undesirable behaviors

such as incivility and knowledge hiding. In this regard, policymakers could initiate mandatory periodic psychosocial screening and counseling programs. Moreover, government training modules for instructors could incorporate modules on personality traits, civility, and pro-social behavior reinforcements. This would assist instructors in detecting early red flags and devising appropriate responses in time. The role of SMC/CMC (School/College Management Committee) members would be pivotal in advocating for appropriate measures to prevent such anti-social behaviors in educational institutes.

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APPENDIX

QUESTIONNAIRE

Constructs	Item	Reference
Narcissism	People see me as a natural leader.	Schmidt, C. V. H., Roessig, S. A., Ruth, M., & Flatten, T. C. (2025). The bright side of a dark personality–How dark triad traits influence entrepreneurial passion. <i>Journal of Business Research</i> , 186, 115044.
	I like being the center of attention.	
	Many group activities tend to be dull without me.	
	I know that I am special because everyone keeps telling me so.	
	I like to get acquainted with important people.	
	I like it if someone compliments me.	
	I have been compared to famous people.	
	I am a special person.	
	I insist on getting the respect I deserve.	
	It's not wise to tell your secrets.	
Machiavellianism	I like to use clever manipulation to get my way.	Schmidt, C. V. H., Roessig, S. A., Ruth, M., & Flatten, T. C. (2025). The bright side of a dark personality–How dark triad traits influence entrepreneurial passion. <i>Journal of Business Research</i> , 186, 115044.
	Whatever it takes, you must get the important people on your side.	
	Avoid direct conflict with others because they may be useful in the future.	
	It's wise to keep track of information that you can use against people later.	
	You should wait for the right time to get back at people.	
	There are things you should hide from other people to preserve your reputation.	
Make sure your plans benefit yourself, not others.		
Most people can be manipulated.		

Psychopathy	<p>I like to get revenge on authorities.</p> <p>I get involved with dangerous situations at times.</p> <p>Payback needs to be quick and nasty.</p> <p>People often say I'm out of control.</p> <p>It's true that I can be mean to others.</p> <p>People who mess with me always regret it.</p> <p>I do not always act conform to the law.</p>	<p>Schmidt, C. V. H., Roessig, S. A., Ruth, M., & Flatten, T. C. (2025). The bright side of a dark personality—How dark triad traits influence entrepreneurial passion. <i>Journal of Business Research</i>, 186, 115044.</p>
Knowledge Sharing	<p>I'll say anything to get what I want.</p> <p>I agree to help my coworker but never really intend to.</p> <p>I agree to help my coworker but give information different from what they wanted.</p> <p>I tell my coworker that I will help them later but stall with no intention to help.</p> <p>I provide my coworker with incomplete information.</p> <p>I pretend that I do not know what they are talking about.</p> <p>I pretend that I do not know the information.</p> <p>I say that I am not knowledgeable about the topic.</p> <p>I pretend that I do not understand their questions.</p> <p>I explain that I cannot share the information due to confidentiality.</p> <p>I tell my coworker that the information is confidential.</p> <p>I tell my coworker that I am not allowed to reveal the information.</p> <p>I tell my coworker that it is inappropriate for me to share the information.</p>	<p>Connelly, C. E., Zweig, D., Webster, J., & Trougakos, J. P. (2012). Knowledge hiding in organizations. <i>Journal of organizational behavior</i>, 33(1), 64-88.</p>

Academic Incivility	Addressed somebody in an annoying manner	
	Uttered humiliating words to somebody	
	Uttered offensive words to somebody	
	Cast somebody out of the group or disregarded him/her	
	Objected/refused somebody else's ideas without reason	
	Accused somebody falsely	
	Pulled somebody into a personal discussion even though s/he did not want it	
	Ridiculed somebody else's work	
	Did not apologize even though s/he was at fault	
	Did not consider the assessments of a person in an issue in which that person is specialized	
	Left the working/resting environment untidy	
	Did not arrive at the meeting in time	
	Talked on the phone at meetings and similar environments	
	Did not fulfill his duty in common jobs	
	Interrupted others' speeches while they were talking to others	
	Went through one's private things without permission	
Shared one's private records with others without permission		
Used somebody else's things without permission		
Intervened in somebody else's private life		

Yildirim, A., Unal, A., & Surucu, A. (2013). INCIVIL BEHAVIOURS AT SCHOOL: SCALE DEVELOPMENT. *International Journal of Academic Research*, 5(3).