

Research Article

University Students' Resistance Behaviors: Sample of Anadolu University¹

Demet Sever²

Abstract

Affective problems which could affect learners in learning environment as well as teacher negatively are needed to be identified and solved. Student resistance behavior is an affective problem that is met in learning environments and effects each components of teaching-learning process mostly negative. This study aims to investigate university students' resistance behaviors which is one of the disruptive behavior in teaching-learning process. In descriptively designed study data were collected in 2013-2014 academic year autumn term via semi-structured interviews with 10 lecturers who have at least 5 years experience. During interviews lecturers basically asked to identify types of resistance behaviors, possible sources of them and suggestions for ways to overcome. Data was analyzed by using NVivo 9.0 qualitative data analysis program. According to results, most of the students have passive form of resistance like behaving irresponsibly, absenteeism, and not being interested in course. Lecturers said that primary source of resistance behaviors are students themselves. They treated resistance behaviors as destructive and exemplified their effects in classroom negatively. Communication with resistant students and their families, revealing the sources of these behaviors and being principled were the behaviors that lecturers prefers in order to prevent themselves from resistance behaviors. Directing resistant students to social and cultural activities, being role model, using various instructional methods, and developing empathy with resistant students were the common prevention suggestions of the lecturers'.

Keywords: *Student resistance, university students, lecturers, qualitative study*

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² Asst.Prof.Dr, Anadolu University, Faculty of Education, Department of Educational Sciences, dpala@anadolu.edu.tr, <https://orcid.org/0000-003-2882-8515>

Üniversite Öğrencilerinin Direnç Davranışları: Anadolu Üniversitesi Örneği

Demet Sever

Öz

Öğrencilerin öğrenme ortamlarında sergiledikleri duyuşsal sorunlar kendilerini olduđu kadar öğretmenleri de olumsuz yönde etkilemektedir. Bu yüzden bu tür sorunların belirlenerek çözüm yollarının aranması önemlidir. Öğrenci dirençleri de öğrenme ortamlarında karşılaşılan ve öğretme-öğrenme sürecinin tüm bileşenlerini olumsuz biçimde etkileyen önemli duyuşsal özelliklerden biridir. Bu araştırmada üniversite öğrencilerinin direnç davranışlarının belirlenmesi amaçlanmıştır. Betimsel bir durum çalışması olarak yapılandırılan araştırmanın verileri 2013-2014 öğretim yılı güz döneminde en az 5 yıl deneyimi bulunan 10 öğretim üyesi ile gerçekleştirilen yarı-yapılandırılmış görüşmeler ile toplanmıştır. Görüşmelerde öğretim üyelerine temel olarak öğretme-öğrenme süreçlerinde karşılaştıkları direnç davranışları, kaynakları ve olası çözüm yolları sorulmuştur. Elde edilen nitel veriler NVivo 9.0 Nitel Veri Analizi programı yardımıyla analiz edilmiştir. Araştırma sonuçlarına göre öğrencilerin genellikle sorumluluk almama, devamsızlık ve dersle ilgilenmeme gibi edilgen direnç davranışları göstermektedirler. Öğrenci direnç davranışlarını yıkıcı ve sonuçlarını olumsuz değerlendiren öğrenciler, öğrencilerin direnç davranışlarının birincil kaynağını öğrencilerin kendileri olduklarını belirtmişlerdir. Öğreticiler direnç gösteren öğrenciler ve aileleri ile iletişim kurmanın, direnç davranışı kaynaklarının ortaya çıkarılmasının ve disiplinli davranmanın direnç davranışlarını önlemede etkili olacağı düşünülmektedir. Bununla birlikte, öğrencileri sosyal ve kültürel etkinliklere yönlendirmek, rol model olmak, kullanılan öğretim yöntem ve tekniklerini çeşitlendirmek ve direnç davranışı gösteren öğrencilere karşı empatik davranmak direnç davranışlarını önlemek için alınacak önlemler arasında gösterilmiştir.

Anahtar sözcükler: Öğrenci direnç davranışı, üniversite öğrencileri, öğrenciler

Introduction

Student resistance behaviors refer to students' oppositional behaviors to teachers' compliance gaining attempts (Burroughs, Kearney, & Plax, 1989; Kearney, Plax, & McPherson, 2006). When student resistance is discussed in the literature, it is almost invariably defined as negative, subversive, and rebellious (Burroughs et al. 1989). Thus, researches that aim to identify teachers' opinions about student resistance also indicate teachers often define resistance behavior as destructive, attention-seeking, uncooperative, and impulsive (Kearney & Plax 1992; Field & Olafsen 1999). Due to teachers' negative attitude resistant students usually have felt humiliated, rejected, and demeaned (Williams, 2006). On the other hand, according to outcomes, resistance behaviors can be classified as destructive or constructive. Student oppositional behaviors become constructive when on-task behaviors are enhanced. When teacher use an instructional method which is not suitable to students' learning style or inhibit active learning, students might have expected resist constructively by giving feedback, offering advice, correcting lecture and challenging teacher's credentials (Burroughs et al., 1989; Kearney & Plax 1992; Seidel & Tanner, 2013). Weimer (2013) recommend that it would be helpful to think about resistance positively. That is, this challenge would force and motivate us to keep asking and searching for what we are doing and what could we do to keep moving forward (Weimer, 2013).

Student Resistance Conceptual Clarification

Educational literature often treats and defines "resistance", "reluctance" and "misbehavior" similar phenomena. Within the instructional context, although overlapping to some extent, student resistance differs from student misbehaviors and reluctance in that resistance behaviors can be both constructive and destructive to the learning process, whereas misbehaviors and reluctance always threaten learning (Alpert 1991; Kearney et al. 2006). Misbehaviors could be shown at a particular moment in an ongoing classroom activity. On the other hand, resistance with its various sources makes student resolutely behave. Reluctant students differ in their learning motivation from resistant ones (Whiteneck, 2005). Whiteneck (2005) states that dealing with reluctant students more difficult than resistant students. Resistant students show willingness to solve their problems, but reluctant ones prefer to wait until instructor ask them what is wrong.

Categories of Student Resistance

In a typical college classroom although 5 or 6 students resist doing something that teacher asks them to do among 30 students, this number has potential to alter substantially a classroom environment and demotivate both other students and teacher (Burroughs et al., 1989; Kearney et al. 2006; Burroughs 2007). In a learning environment student resistance can appear in different forms. Burroughs, Kearney and Plax (1989) revealed a typology that states nineteen diverse categories of college students' resistance techniques to specific teacher compliance-gaining attempts. Table 1 shows these categories and representative of student resistance behaviors.

Table 1

Compliance-Resistance Techniques and Examples

How students exhibit resistance	Sample student behaviors
Teacher advice	"Prepare yourself better so you give better lectures."
Teacher blame	"You If you weren't so boring, I would do what you want."
Avoidance	"I'll sit in the back of the room."
Reluctant compliance	"I'll come prepared but not interested at all."
Active resistance	"I'll continue to come unprepared to get on the teacher's nerves."
Deception	"I'll make up lies about why I'm not performing well in class."
Direct communication	"After class, explain my behavior."
Disruption	"I'll ask questions in a monotone voice without interest."
Excuses	"The class is so easy I don't need to stay caught up."
Ignoring the teacher	"I would simply let the teacher's request go in one ear and out the other."
Priorities	"This class is not important as my others."
Challenging the teacher power	"How does the teacher know what will be good or bad for me?"
Rally student support	"I might get other students to go along with me in not doing what the teacher wants."
Appealing to powerful others	"I would complain to the department head that this instructor is incompetent and can't motivate the class."
Modeling teacher behavior	"I would participate more if you were more enthusiastic about what you're doing."
Modeling teacher affect	"You don't seem to care about this class, why should I?"
Hostile-defensive	"I'm old enough to know how I can do in this class."
Student rebuttal	"I'm doing fine right now without changing my behavior."
Revenge	"I won't recommend this teacher/class to others."

Adapted from Burroughs et al. (1989)

Burroughs, Kearney and Plax (1989) classified student resistance technique as passive and active forms of resistance (Kearney & Plax 1992). Whereas active resistance are overt, combative and observable actions, passive resistance refers to avoidance, withdrawal or covert responses (Kearney & Plax 1992; Farland, 2001). Active resistance (direct communication, disruption, challenge the teachers' basis of power) involves straightforward approach. Students

show active resistance want to be noticed by teacher or some other power source. On the other hand, passive resistance (reluctant compliance, deception, ignoring the request) is less harmful even seldom ignored. Another research carried out Kearney, Plax and Burroughs (1991) revealed that college students mostly avoid open and aggressive confrontations with teachers. In other words, students prefer passive more than active forms of resistance techniques.

In a follow-up study in 1991 Kearney, Plax, and Burroughs aimed to find out college teachers misbehaviors that are pushed students to show resistance. This time, they focused on different categorization of student resistance which are teacher-owned and student-owned. Teacher-owned resistance strategies like teacher advice, teacher blame, appealing to powerful others, modeling teacher behavior etc. arise when students think that teacher is the source of their own resistance by behaving in appropriately with their expectations or aims (Kearney et al., 1991). When students perceive themselves as a source of resistance decisions they choose strategies like deception, ignoring the teacher, hostile defensive or student rebuttal.

Source of Student Resistance

Knowing that students using various strategies in their resistance attempts overcoming these behaviors without questioning it's source would be just workaround. That is, for permanent an effective solution sources that prompt to students to show resistance behaviors also need to be known. Many studies that had tried to find out the sources of resistance behaviors indicated that students tend to blame teachers as a primary source of their resistance behaviors. Findings show that students are less likely resist teachers who are open to different instructional methods (Field & Olafsen 1999; Seidel & Tanner 2013), use prosocial over antisocial behavior alteration techniques (Kearney, Smith, & Sorenson, 1988) immediate (Burroughs et al. 1989; Kearney et al. 1991; Kearney et al. 2006; Burroughs, 2007) fair (Chory-Assad & Paulsen, 2004; Seidel & Tanner 2013), charismatic (Goodboy & Bolkan, 2011), and liked (Lee, Timothy & Cambra 1997). There are several other reasons for resistance which are either student or teacher owned: poor self-esteem, fear, irrelevance of learning activities (Brookfield, 2006), transformative learning experience (Vetter, Reynolds, Beane, Roquemore, Rorrer & Shepherd-Allred, 2012), learner-centered approaches (Weimer, 2013), misbehaviors of teachers (Kearney et al. 1991; Zhang, Zhang & Castelluccio, 2011; Seidel & Tanner 2013), emphasis on race, class or gender (Higginbotham 1996; Moore, 1997; Haddad & Lieberman 2002; Dunn, Dotson, Ford &

Roberts, 2014; Ferber, 2014), difficulty of course content (Whiteneck, 2005; Mbuva, 2007) student burnout (Cakir, 2015) and academic status (Davis, 1992; Haddad & Lieberman 2002).

Overcoming Student Resistance

How can a teacher avoid student resistance in learning environment? Since teacher (mis)behaviors play a central role in resistance behaviors first teacher should try to change them. Diversifying teaching methods and reasoning behind his/her pedagogical choices, being immediate and maximizing fairness among students in the classroom activities could be some primary strategies for reducing student resistance (Seidel & Tanner, 2013). On the other hand, Seidel and Tanner (2013) and Plax and Kearney (1999) emphasized the importance of preventing such behaviors before students become resistant. "Providing a forum for each student to reflect on and share his or her ideas about how the course going-in the second week, mid semester, and multiple times before formal student evaluations are given at the end of the term- may help instructor identify, understand, and address student concerns about the teaching and learning in a course long before those concerns can grow into full-scale student resistance (Seidel & Tanner, 2013: 592)". Besides, Reichert (2007) stated that teachers should not affect themselves negatively by thinking that their teaching is ineffective. Instead, teachers should help students to realize their own resistance and guide them to overcome by discovering its sources. Weimer (2013: 212) offers that "resistance diminishes when you resist it and soften your firm response with the communication strategies." Goodman (2007) stated that a teacher should provide opportunities to every student for success by considering their capabilities and proficiencies in order to prevent student's resistance. Mbuva (2007) in his article mainly stated that motivation is the solution for resistant behaviors. Motivation to learn would distract students from resistant behaviors. Motivated students have greater academic performance and there is a reciprocal relationship between student's motivation and academic achievement. That is, students who are more motivated perform better and students who perform better become more motivated. Miles (2007) underlined the importance of establishing a classroom environment that is both well managed and emotionally healthy. Accordingly, he recommended some classroom management strategies which would be helpful in dealing effectively with students' resistant behaviors. Teacher should take students' opinions while structuring learning environment, always pay attention to the consistency of his/her behaviors, behave non-threatening, ensure students to have sense of belonging, trust and give responsibility, and include families in process (Miles, 2007). Vetter et al. (2012: 119-120)

recommend several guidelines to follow when encountering student resistance: “determine why student is resisting, talk to student about their responsibilities outside of school, help student understand that making mistakes is the part of the learning process, try several different strategies, engage in dialogue with colleagues about everyday moments of resistance.”

Method

The Aim of the Study

Eliminating students' resistance behaviors those have mostly detrimental effect both on learning and instruction in teaching-learning environments has vital importance in order to make instruction effective and provide a consistent learning environment for all. Accordingly, student's resistance behaviors, sources of them, and effective prevention methods should be identified in every level of education. There are very few researches on the subject of student resistance in the world. Especially in Turkey in every level of education literature there is a huge gap about this subject area. This study would be a starting point with its results. Resistance behaviors may change from level to level, from culture to culture depending on features of students, lecturers, families, teaching-learning approaches, determinative foundations of social interaction etc. This study was designed to investigate university students' resistance behaviors, sources of them, effects of them in the class, prevention methods of lecturers, and suggestions to preventing such behaviors. Later on, other studies could be done which are aiming to identify students' resistance behaviors and sources of them in other education levels. This study basically seeks answers to the following questions:

1. What kind of resistance behaviors students exhibit?
2. What can be the sources of students' resistance behaviors?
3. What could be done in order to retain students to show resistance behaviors?

Methodology

A basic qualitative study design was used in this study. Qualitative studies provide a holistic picture of a case, situation, activity, material, or fact (Fraenkel & Wallen, 1990) and bring the

researchers close to the practices and enable them to witness the actors' actions in-depth (Yıldırım & Şimşek, 2004). As indicated definitions above while all qualitative studies are dealing with meaning construction and words and feeling in that construction process, "the primary goal of a basic qualitative study is to uncover and interpret these meanings." (Merriam, 2009: 24). Since resistance is a behavior belong to students and easy to observe by teachers but not easily translated in numbers, it is found meaningful to use qualitative methods.

Sampling

In this study purposeful sampling approach was used in order to enable the researcher to select information rich cases from which can learn a great deal about the purpose of the study (Patton, 1987). Thus, participants of the study were ten volunteer lecturers in Xxx University Education Faculty who are at least 5 years of experience. Interviews were carried out by researcher according to appointments with the participants in their offices.

Data Collection Process

Data of the study were gathered in 2013-2014 Academic Year Autumn Term via semi-structured interviews. This technique lets researcher to add or omit questions or give explanations and change wording of some questions, which seem inappropriate with a particular interviewee (Fontana & Prokos, 2007; Robson, 2002; Wengraf, 2006). Depending on the permission of the participants audio recorder was used during the interviews.

Data Analysis Process

Interviews were subjected to descriptive analysis (Miles & Huberman, 1994) by using NVivo 9.0 Qualitative Data Analysis Program. In the process of analysis first transcription of the data were carried out. Then the accuracy of the casting was checked. In qualitative research, while using interview technique reading and listening of the data independently by two people from the area is important to ensure the reliability of the data (Kvale, 1996). In this study, three researchers made encoding independently under the light of research questions and identified main and sub themes separately. After completing this step researcher came together to discuss their findings by making a cause-effect relation. After negotiation on individual analysis, researchers used $\text{Agreement} / (\text{Agreement} + \text{Disagreement}) * 100$ formula in order to calculate

agreement rate and 85.7% agreement rate was achieved (Miles & Huberman, 1994). In addition, for internal validity member checking strategy was used. Member checking is an internal validity strategy that researcher solicit feedback on research findings from one or two of the participant of the interviewed or observed (Merriam, 2009; Saldana, 2013). According to this strategy after agreement on main and sub themes, the research report presented to two participant for consent. As a result of this process it is founded out that findings of the study reflects the views of the participant without any misunderstanding.

Results

Content analysis of the data suggested six main themes: students' resistance behaviors, source of resistance behaviors, activities to which students show resistance, affects of resistance behaviors in classroom, teacher behaviors in order to prevent resistance behaviors, and teacher suggestions in order to prevent resistance behaviors. Results were presented theme by theme respectively as mentioned. In addition, some examples from direct expressions of participants were used to specify common views. Participants were designated according to interview time sequence and this designation was used while giving direct expressions.

Students' Resistance Behaviors

Findings about students' resistance behaviors were summarized in Table 2.

Table 2

Students' resistance behaviors

	S
Behaving irresponsibly	6
Absenteeism	6
Not being interested in course	5
Disrupting course routine	3
Challenge the teachers' basis of power	2
Coming class unprepared	2
Refusing to comply with class rules	1

As shown in Table 2, sub-themes related with students' resistance behaviors that lecturers encounter in their classes were from the most common to rare: behaving irresponsibly, absenteeism, not being interested in course, disrupting course routine, challenge the teachers'

basis of power, coming class unprepared, and refusing to comply with class rules. Participant 4 and 7 thought that students behaving irresponsibly in learning environments and they expressed their thoughts as “P4: Students think that here is not high school, I do not want to do homework. I believe I can achieve without doing them. P7: They don't want to do activities in the class or homework. They make excuses, and if you insist then they start to cheat.” Another common thought about resistance behaviors was absenteeism. “P3: The biggest problem is they do not obey attendance rules” was one of the expression stated.

Source of Resistance Behaviors

Table 3 summarizes findings related with “source of resistance behaviors”.

Table 3
Source of Resistance Behaviors

		s
Student-Based	Habits	5
	Unrealized future plans	4
	Unfulfilled expectations	4
	Considering course content as an unimportant issue	4
	Poor self-esteem	3
	Adaptation problems to new environment	3
	Students' religious beliefs and ethnic origin	3
	Future anxiety	2
	Priorities	2
	Economic problems	2
	Competencies	2
	Need of attention	1
	Low cultural level	1
	Low success expectancy	1
Fear of failure	1	
Teacher-Based	Using unsuitable instructional methods to students' learning styles	3
	Placing academic career to forefront of instructor role	2
	Showing disrespectful behaviors to students	1
	Engrain mentality to students	1
	Undertake students' responsibilities	1
	Giving a source for the course content	1
Family-Based	Authoritarian family	3
	High expectancies of family	2
	Violence in the family	1
Other	Divorced family	1
	Malfunctioning of high schools	2
	Unfavorable physical classroom conditions	1

Students' resistance behaviors basically have three sources according to participant. They can be student-based, teacher-based and family-based. Most of the participants thought that such behaviors mostly result of students' own habits, dissatisfaction and problems in their lives.

“P3: there are some resistant behaviors based on high school and turned into habits. P6: First students should come here willing to be a teacher. But when you ask them, they said system sent them to here, his/her dream was to be a lawyer...” Participant put teachers into second place as a source of resistant behaviors. Depending on their opinions especially using unsuitable instructional methods to students' learning strategies push students to exhibit resistance behaviors. “P5: May be instructor don't use methods or techniques that students' prefer. Then they started to resist to listen...” Families also have role in this process. Authoritarian families, high expectancies of them, violence in the family and divorced families can be sources of resistant behaviors of their child. “P10: Sometimes they are in a dilemma. They are far from their family and feel independence but again feel their families' authority. Don't know what to do”. A few participants also thought that there can be other sources of these behaviors like malfunctioning of high schools and unfavorable physical classroom conditions. P1 shared her/his opinions as follows “Private education institutions annihilate the education role of the high schools. Students go to high schools just to get the diploma. Here they behave in the same perception...”

Activities to which Students Show Resistance

Findings related with activities to which students show resistance were presented in Table 4.

Table 4

Activities to which students show resistance

	s
Teacher-centered	6
Student-centered	4

More than half of the participants thought that students show resistant behaviors in teacher-centered learning process. “P6: Students usually don't pay attention to teacher-centered instruction. They come class unprepared, just sit down at the back of the class even sometimes they don't come”. On the other hand, some of the participants thought that students are more likely to show the resistance behavior in student-centered activities. “P3: They like such activities but loose the point most of the time and use materials for different purposes.”

Effects of Resistance Behaviors in Classroom

Findings related with effects of resistance behaviors in classroom were presented in Table 5.

Table 5

Effects of Resistance Behaviors in Classroom

		s
Other students	Obstructing other students' participation	7
	Creating an inappropriate model for students	6
Teacher	Decrease in motivation	5
	Feeling sad	3
	Not effected	2
Resistant students	Academic studies affected negatively	3
	Self-perception affected negatively	2
	Feel excluded	1

Participants thought that resistant students' behaviors not only affect people around but also affect them. Thus, participants' opinions about effects of resistant behaviors in classroom were grouped under three main themes considering people affected by these behaviors. Results showed other students and teachers in classroom were affected more than resistant students. Resistance behaviors obstruct other students' participation and create an inappropriate model for them. P9 who thinks student participation affected negatively shared his/her opinion as, *"I think resistant students prevent other students' participation by interrupting them or lecture."* Participants thought most of the time resistant behaviors also affect teachers negatively and decrease their motivation. *"P4: My motivation is break down. I allocate too much time and make an effort for them. Then when you see they do not pay attention or care what you are doing, I feel exhausted..."* Academic studies of resistant students is one another aspect that affected negatively. *"P2: If we look at the results of such behaviors on resistant student, their academic development will be effected negatively, and they will live feel of failure."*

Teacher Behaviors in order to Prevent Resistance Behaviors

Table 6 summarizes finding related with teacher behaviors in order to prevent resistance behaviors in their classrooms.

Table 6

Teacher behaviors in order to prevent resistance behaviors

	S
Communicating with resistant student	4
Taking advices of others (family, school counselor, colleagues etc.)	3
Revealing the sources of resistance behaviors	3
Being principled	3
Motivating students	2
Directing to school counselor	2
Relating content with everyday life	2
Being patient with resistant students	2
Developing empathy with resistant students	2
Using student-centered activities	1
Ignoring	1
Being reliable for students	1
Behaving in a respectful manner	1

As shown in Table 6 teachers usually try to communicate with resistant students, taking advices of others, revealing the sources of resistance behaviors and being principled in order to prevent resistant behaviors. P9 is the participant who tries to communicate with resistant students says: “*sometimes I prefer to talk with resistant student one to one so that I can figure out what the situation is from his/her perspective.*” P3 prefers to take advices of other and share his/her opinion as: “*If I couldn’t solve the problem by myself, then I ask school counselor, family or other people from social environment.*”

Teacher Suggestions in order to Prevent Resistance Behaviors

Themes related with participants’ suggestions in order to prevent resistance behaviors were shown in Table 7.

Table 7

Teacher Suggestions in order to Prevent Resistance Behaviors

	S
Directing students to social and cultural activities	4
Being a role model	4
Using various instructional methods	3
Developing empathy with resistant students	3
Reminding students why they are here	2
Recognizing resistant students	2
Making learner contract	1

Directing students to social and cultural activities and being a role model are two themes that participant opinions were grouped under. P6 thought that directing students to social and cultural activities can prevent resistance behaviors and shared his/her opinions as: *“Social activities can solve students' resistance. It is not necessary just to be a good teacher. Also it will help them to deal with some other things and make them busy.”* P9 supported being a role model idea to prevent resistance behaviors and said: *“Other than giving advices to resistant students, being a role model will be more helpful.”*

Discussion and Conclusion

The aim of the study was to determine the resistance behaviors of university students, sources of them, effects of them in the class, prevention methods of lecturers, and suggestions to preventing such behaviors. Answers of the lecturers for the first interview questions which aimed to identify students' resistance behaviors overlapped with the findings in the literature. That is, students mostly show passive form of resistance behaviors like behaving irresponsibly, absenteeism and not being interested in course. Burroughs, Kearney and Plax (1989) proposed that adult learners prefer passive more than active forms of resistance techniques. With passive form of resistance, students make objections behaviorally as in the case of these study, as opposed to verbally.

Although students tend to blame teachers as a primary source of their resistance behaviors, when findings related with the sources of the students' resistance behaviors taken into account it is obvious that lecturers primarily blame students. First of all, they thought students have these behaviors as habits. Unrealized future plans, unfulfilled expectations and considering course content as an unimportant issue play secondary role in showing resistance. Poor self-esteem, adaptation problems to new environment and students' religious beliefs and ethnic origin are the other sources that are student-based. Even though, there is any statement that discuss student resistance as a habit, if it is not solved permanently by the effort of the student and teacher together it would be expected that student resistance can be turn into a bad habit. Nodding (2005) states there are two types of needs in human lives. First one is inferred needs that they are not needs expressed by the individual but identified by others like parents or teachers. Second one is expressed needs that are stated by an individual with his/her decisions to self-realization. If a lecturer focus on inferred needs of target group and do not pay attention

to their expressed needs and give chance to them in order to realize future plans and expectations in the long term students feel exhausted and burnout. Cakir's (2015) study reveals student burnout has a greater impact on student resistance than teacher immediacy. Thus, teachers should generate a mutual acceptance of both inferred and expressed needs in order to prevent student resistance behaviors. The question of "what we are learning for?" has been one of the common question among students. Learners need to know the benefits and gains of the learning unit. That is, when the learning content is irrelevant and meaningless for the students, they would likely to oppose fulfill their responsibilities, disrupt or violate the classroom rules (Benson, 2010; Bryant & Bates, 2010; Kim, 2010). Lecturers stated that when students have low self-esteem about their academic abilities then they could again become resistant. Brookfield's (2006) list of reasons for resistance supports this finding. Due to fear of failure, humiliation or disapproval of teacher students often feel in adequate in learning environment and show resistance. Ambiguity always makes people nervous. Being a part of new learning environment would have the same effect on students. They would try to explore how things going on. During this period, it is important to guide and help student while identifying responsibilities and mutual expectations (Wenning, 2005). Teacher should create open and positive classroom atmosphere in which student have self-esteem, sense of belonging, and motivation (Mbuva, 2007). Dunn et al. (2014), Ferber, (2014), Davis (1992), Higginbotham (1996), and Moore (1997) shared that as well as different factors resistance behaviors originated from racial, and cultural factors as current study's findings represented. Dunn et al. (2014) carried out a study with reflections of four professors in multicultural education courses. In that study professors put forth four major areas of students resistance: race, language, sexuality, and intersectionality. Ferber (2014: 142), stated that "making race and racial inequity "visible" for those who do not see it, they often exhibit resistance." Davis (1992) described student resistance as denial of "the existence or importance of inequality." Discussion about inequalities related with race, class and academic achievement would result in resistance of unprivileged students. Similarly, Higginbotham (1996) emphasized the complexity of teaching race, class, gender, and social class issues and agrees that these may often lead student resistance. She added that whereas privileged group uses vocal resistance, members of less privileged one often prefer to silence and avoidance as resistance strategies. On the other hand, Farland (2001) argues that student resistance is more a product of the formal or informal organization of classroom setting and achievement of students than their social and cultural backgrounds. Ethnicity, race, gender, and religious beliefs are the factors in people lives that can not convertible or hard to convert. People have these characteristics either from birth or

afterwards. In learning environment discussions on these characteristics and feeling of transformation makes students anxious and resistant (Williams, 2006). That is to say, if the content of teaching and learning contradicts with the beliefs, values and mental models that student bring with them to the class, it would be not surprising to encounter with resistance behaviors.

Even though lecturers gave students leading role being source of resistance behaviors, accepted that they had a hand in it. According to results, lecturers thought that using unsuitable instructional methods to students' learning styles makes them resistant. Once more it should be said that previous studies linked resistance with teachers more than students. On the other hand, literature supported lecturers' view that disjunction of learning and teaching styles would lead student resistance (Brookfield, 2006; Vetter et al., 2012). Learners can differ in their learning preferences as well as in many other things. Learning styles have cognitive, affective, and psychological aspects changing from one learner to another. Then, how can a teacher establish an effective teaching-learning process for all? It is better to use a variety of instructional approaches all together to address students' learning styles and instructional preferences as much as possible. Nevertheless, students' learning styles can be identified via a learning style inventory or just an open-ended questionnaire would be enough.

Results stated that authoritarian families could be the source of student resistance. Although there are very few studies covering family as a sub factor of student resistance, academic or non-academic expectation of families and their emotional stress can cause resistance (Kim, 2010; Vetter et al., 2012).

As opposed to literature, more than half of the lecturers stated that students show more resistance behaviors in teacher-centered learning process. Since student-centered approaches like active learning and inquiry-oriented instruction require more work and give more responsibility "students feel they are being asked to do the teacher's work" (Weimer, 2013: 202). In addition, as students get used to be dependent learners, open-ended student-centered approaches make them anxious and resistant (Weimer, 2013; Shekhar, Demonbrun, Borrego, Finelli, Prince, Henderson & Waters, 2014). Wenning (2005) emphasized the importance of organizing climate setting in order to overcome student resistance. Accordingly, he stated that students need to comprehend their role in the class. As the time passes they gain the

understanding of the value of various inquiry-oriented approaches and resistance to inquiry eventually dissipates.

Since the participant of this study perceived student resistance as negative and destructive behaviors, when effects of resistance behaviors in class was asked they expectedly listed negative effects. Lecturers said that those behaviors both affect resistant students and others in the class. Behaviors of resistant students obstructing other students' participation and create an inappropriate model for them. They also decrease motivation of the lecturer. In addition, such behaviors effect their academic studies negatively. Gross (2016) listed three outcomes of resistance as, it undermines the morale of the class, saps teachers' spirit, and results in student failure and discouragement. Likewise, Ferber (2001) by stating transformational potential of active resistance behaviors emphasizes the power of breaking the spell of the classroom. According to Burroughs (2007), resistance behaviors in class affect students' learning outcomes. In the study he aimed to identify the relationship of teacher nonverbal immediacy and student's compliance-resistance with learning and he found out that teachers' nonverbal immediacy is important mediator of students' compliance-resistance behavior, has a significant relationship with both cognitive and affective learning as well.

Lecturers asked to exemplify the behaviors they exhibit when met with resistance behaviors in the class. Common answers were communicating with resistant student, taking advice of family, school counselor and/or colleagues, revealing the source of resistance behaviors and being principled. As Weimer (2013) and Plax and Kearney (1999) stated using effective communication strategies would help to prevent student's resistance behaviors. In addition, Burroughs et. al. (1989) and Kearney et al. (1991) indicated that students like their more immediate teachers, and dislike their nonimmediate teachers so that it seems that students are less likely to resist teachers they like and more likely to resist teachers they dislike (Lee, Levine, & Cambra, 1997). Taking advice of others and trying to find out the source of resistance behaviors are the other behaviors that lecturers showed in the case of resistance. You can not solve a problem without knowing why. Therefore, "determine why student is resisting" is the first step of Vetter et al. (2012) guidelines to follow when encountering resistance in the class. After identifying source of resistance behaviors it would be easy to come up with a solution. Taking advice of family members, school counselor and/or colleagues could be another way to prevent such behaviors and may provide some clues for the root of the resistance. Vetter et al. (2012) suggested that engaging a conversation with colleagues about student resistance would

help to place resistance into a perspective and normalize it. On the other hand, according to literature finding being principled could not be an appropriate behavior toward resistant students. As resistance behaviors are not classified as disciplinary problems, teachers' strict classroom management techniques would result in student resistance (Burroughs et al., 1989; Kearney et al., 1991).

In this study lastly lecturers' suggestions were asked in order to prevent student resistance. Directing students to social and cultural activities and being a role model were the two common answers. It was also proposed that using various instructional methods and developing empathy with resistant student would be effective ways to prevent. While there was no finding that directing students to different activities would hinder student from resistance, it could be said that such precautions would save time and postpone resistance but not would have permanent effect. Being role model proposal contains displaying exemplary behaviors for students those are desirable for them. Since students like their immediate teachers more than non-immediate ones (Kearney et al., 1988), behaving in a friendly manner would lead students tread in teacher's footsteps and become non-resistant. Seidel and Tanner (2015) also stated that decreasing social distance between teachers and students that is being an immediate teacher could prevent or reduce student resistance. On the other hand, prevention way -using various instructional methods- that was less preferred by lecturers took more place in the literature than the most preferred ones. Sometimes lecturers may think that the way they best learn could be the same for their students. Bu this is not always the case. Learning styles and preferences are the most important individual differences that should be considered in learning environments. As mentioned before students are more likely to resist learning when teaching method and their learning preferences do not overlap (Brookfield, 2006). Thus, using different teaching approaches, methods and techniques in class would give chance to address as many students' learning style as possible (Seidal & Tanner, 2015; Shektar et al., 2014). Developing empathy was another recommendation of lecturers which is a component of verbal immediacy (Richmond, 2002). As verbal or non-verbal immediacy behaviors of teachers decrease the possibility of resistance, responding to resistant students with empathy would help to prevent such behaviors.

Suggestions

“Resistance is a valuable theoretical and ideological construct that provides an important focus for analyzing the relationship between school and the wider society (Giroux, 2001: 107).” As Giroux (2001) stated although resistance mostly perceived as ambiguous, meaningless, negative, and destructive, endeavors to understand resistance as a concept and the reasons of it would give the keys of many problems in learning environment. In this study mainly university students’ common resistance behaviors, resources and effects of them, and also prevention behaviors and suggestion were tried to determine with the opinions of lecturers.

The findings showed that lecturers had negative understanding towards student resistance as indicated in the literature. Moreover, they had tendency to blame students as a main source of resistance behaviors. As a result, they mentioned that effects of resistance behaviors in class were always destructive. Although this disruption can be an opportunity for transformation, attitude of the lecturers almost eliminates the possibility of utilizing the constructive effect of resistance behaviors.

It is obvious that lecturers need to be informed about conceptual clarification of student resistance. By this way, they would be capable of turning resistance behaviors into an advantage, cope with them effectively and create a compatible learning environment for everyone.

Limitations of the Research

The present study has a number of limitations. First, as this study was carried out with a group of lecturer in Xxx University in Turkey, any generalizations to other contexts need to be made with caution. Second, the results only represented the opinions of lecturers on student resistance. Taking opinions of students would provide a comprehensive picture about the context. Future studies can overcome these limitations by involving students, utilizing quantitative methods and adopting a longitudinal methodology.

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