Resistance Behaviors of Secondary School Students: Teacher and Student Views*

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Abstract

The main purpose of this study is to examine the perceptions of secondary school teachers and students about resistance behaviors. Phenomenological design, one of the qualitative research methods, was used in the study. The participants of the study were 5 teachers working in secondary schools and 10 students studying in secondary schools. Data were collected through semi-structured interviews with teachers and focus group interviews with students. Content analysis was used to analyze the data. As a result of the analysis of the data, the following results were obtained: Teachers see the family as the source of resistance behaviors, but they resort to situations related to improving the learning and teaching process in dealing with resistance behaviors. They also pointed out the importance of teacher attitude in preventing resistance behaviors. Resistance behaviors exhibited by students are divided into two as active and passive resistance. Active resistance behaviors exhibited by students are being constantly angry and resistance to teacher authority. Passive resistance behaviors exhibited by students are reluctant compliance and disinterest during the lesson. Students pointed to teachers, friends and situations related to themselves as sources of resistance behaviors. Teachers' reactions to students' resistance behaviors were divided into two as preventive and authoritative attitudes.

Keywords:

Introduction

In the educational process, both educators and learners may encounter challenges. Students might experience academic failure, develop negative attitudes towards subjects, or exhibit absenteeism due to inappropriate teaching methodologies or adverse teacher behaviors (Koyuncu, 2017). Additionally, students may face interpersonal conflicts or issues with institutional policies. Consequently, students may manifest 'resistance behaviors', a term used in literature to describe systematic negative reactions to undesirable situations such as perceived injustice or unmet educational needs (Sarı, 2018). These behaviors can impede learning and diminish teacher motivation.

It is crucial to distinguish resistance behaviors from general classroom misconduct. Sever (2012) elucidates that resistant

students are initially motivated to learn but anxious about potential failure, whereas those exhibiting general misbehavior are often disinterested in learning. Furthermore, while general misbehavior is typically spontaneous and attention-seeking, resistance behaviors are premeditated, deliberate, and persistent (Yüksel, 2003), making them more challenging to address.

Resistance behaviors can manifest as either destructive or constructive for both students and educators. Destructive behaviors may negatively impact student learning, teacher motivation, and the overall educational process. Conversely, constructive resistance behaviors can yield positive outcomes. Examples of destructive behaviors include teacher blame, disregard for instruction, academic dishonesty, and truancy. In contrast, constructive resistance behaviors may involve students offering suggestions for course improvement, engaging in independent projects, peer tutoring, or challenging inappropriate teacher conduct (Burroughs, Kearney, & Plax 1989, as cited in Sever, 2012).

When confronted with resistance behaviors, educators should adopt a scientific approach: first defining the problem, then identifying its source, and subsequently implementing appropriate measures. The origins of resistance behaviors can be diverse, potentially stemming from disparities between students' socio-cultural backgrounds and school culture, pedagogical approaches employed by teachers, or variations in student preparedness (Yüksel, 2003). Effective prevention or management of these behaviors is contingent upon teachers' ability to accurately identify their underlying causes (Tanner & Seidel, 2013).

Yıldız and Sarı (2019) observed that teachers generally perceived resistance behaviors negatively in terms of educational processes and attempted to implement preventive measures. However, teachers often overlooked the possibility that they themselves might be the source of such behaviors, instead attributing the issue to factors such as family background, environment, student characteristics, school disciplinary systems, or curriculum design. Canoğulları (2018) found that teachers reported less frequent encounters with resistance behaviors. Koyuncu's (2017) study revealed an inverse relationship between students' problem-solving skills and their exhibition of resistance behaviors, suggesting that enhancing students' problem-solving abilities could be an effective strategy for mitigating resistance behaviors.

Sullivan et al. (2014) conducted a survey among primary and secondary school teachers to assess the frequency of negative behaviors encountered. The results indicated that teachers frequently faced low-level disruptive and defiant student resistance behaviors, often struggling to address these issues effectively. This difficulty may stem from teachers' tendency to employ strategies that assume the student is the sole source of the problem, without considering underlying causes or their own potential role in the situation.

Research indicates a low incidence of aggressive and asocial behaviors. Studies aimed to demonstrate that classroom environments tailored to diverse student needs positively influence lesson participation and reduce resistance behaviors. Sever's (2012) quasi-experimental study on inquiry-based approaches in elementary science education revealed that resistant students reported increased enjoyment of experiments and expressed desire for more hands-on activities. Teachers noted positive changes in resistant students, albeit not to the extent anticipated.

Eroğlu (2012) found that university students in vocational knowledge courses exhibited passive resistance due to negative perceptions of the course and instructors, citing issues with teaching methods, instructor relationships, and academic competence. Yüksel and Şahin (2005) observed that students with negative attitudes towards courses, teachers, and assignments displayed more frequent resistance behaviors. Yüksel (2004) identified instructors' professional characteristics, classroom social dynamics, and students' future expectations as primary factors contributing to resistance behaviors among education faculty students.

Paulsel and Chory-Assad (2004) examined the relationship between professors' antisocial behavior modification techniques and students' resistance behaviors at the university level. They found that punitive measures, student guilt, negative student-teacher relationships, and perceived teacher authority correlated with increased resistance behaviors such as teacher blame, unsolicited suggestions, and appeals to higher authorities.

Since 2004, research on student resistance behaviors has been limited, with few comparative studies incorporating both teacher and student perspectives. While some studies have examined university student behaviors, research at secondary and high school levels is scarce and primarily teacher-focused. Teachers have limited influence over resistance behaviors stemming from family, environment, curriculum, or school discipline systems. However, by observing classroom behaviors and identifying student needs, teachers can potentially mitigate resistance behaviors by adjusting their practices.

Student resistance behaviors in the classroom environment pose a significant challenge to the learning-teaching process, negatively impacting not only the resistant student's academic performance

but also potentially influencing other students. Moreover, these behaviors can decrease teacher efficiency, induce feelings of inadequacy, and lead to physical exhaustion (Alpert 1991; Spaulding 2000). Therefore, addressing resistance behaviors is crucial for maintaining a productive educational environment.

Teachers should be capable of analyzing student behaviors, distinguishing between unwanted behaviors and resistance behaviors, and developing appropriate action plans (Sever, 2012; Yıldız & Sarı, 2019).

Literature review reveals limited studies on resistance behaviors, conducted both in Turkey and internationally, involving primary school teachers (Alğan, 2020; Özgök, 2021), secondary school teachers (Yıldız & Sarı, 2019; Canoğulları, 2018; Sullivan et al., 2014; Sever, 2012), high school students (Koyuncu, 2017; Yüksel & Şahin, 2005), and university students (Eroğlu, 2012; Yüksel 2004; Paulsel & Chory-Assad, 2004).

The middle school period is crucial in students' educational journey, bridging primary education and high school, where future career decisions are made. Identifying resistance behaviors during this critical phase, fostering school-teacher-parent cooperation, and providing awareness training for teachers could be beneficial in addressing these issues. With this study, it is expected to reveal how resistance behaviors are understood from the perspective of teachers and students, to determine the resistance behaviors that teachers frequently encounter and the resistance behaviors that students frequently use, to raise teachers' awareness about resistance behaviors, to make them think about the methods they follow against these behaviors and what they can do differently, and as a result, to take a step towards ensuring effective teaching in classrooms and to reveal why students show resistance based on their views. In addition, it is hoped that this study will contribute to filling the gap in the literature and shed light on other researchers who will study on this subject.

This research aims to reveal the frequency of resistance behaviors, their potential sources, possible solutions, and whether they are preventable. It seeks to raise awareness among teachers about the underlying reasons for student resistance behaviors.

The general purpose of the study is to examine the perceptions of teachers and students in secondary schools about resistance behaviors. In line with this main purpose, answers to the following questions were sought:

- What are the opinions of teachers about the resistance behaviors shown by students?

- What are the students' views on resistance behaviors?

Method

Research Model

In this study, a phenomenological design, a qualitative research methodology, was employed. Phenomenological research aims to highlight individuals' perceptions and experiences from their own perspectives (Ersoy, 2016). The rationale for selecting a phenomenological approach in the qualitative phase of this research is to uncover the experiences of both teachers and students concerning the resistance behaviors they encounter in school settings. The focal phenomenon of this research is student resistance behaviors.

Participants

Due to Covid-19 restrictions, a convenience sample of five teachers (three female, two male) with 11-17 years of experience participated in semi-structured interviews. Three taught in medium socioeconomic status (SES) schools, two in low SES schools. All of the teachers are graduates of education faculties. Additionally, two focus groups comprising 10 students identified as resilient by their teachers were conducted. These students attended a medium SES middle school, with one 5th-grader, three 6th-graders, two 7th-graders, and four 8th-graders (two female, eight male).

Data Collection Tool

For this study, semi-structured interview forms were developed for teachers, and focus group interview forms for students. To establish validity, two experts were consulted, and the forms were revised accordingly. Teachers were asked seven and students were asked six questions about resistance behaviours. Pilot interviews were conducted with one teacher and three students before the main data collection.

Data Collection Process

Teacher interviews were conducted online via Zoom, while student focus group interviews took place in a school classroom and recorded with voice recorder All interviews were recorded with written consent. The interviews were conducted in September and October in the first semester of the 2021-2022 academic year. Teacher interviews lasted 6-17 minutes, and each student focus group session lasted approximately 13-14 minutes.

Data Analysis

Content analysis was performed using Nvivo 9 software. An independent expert analyzed the data

alongside the researcher. Themes were compared and discussed to reach consensus. Reliability was calculated using Miles and Huberman's (1994) formula, resulting in agreement rates of 87.5% for teacher interviews and 93.3% for student focus groups. Findings were organized thematically and supported by direct quotations. Five main themes were reached in teacher opinions and four main themes were reached in student opinions.

Findings

Findings Related to First Research Question

The first question of the study, was tried to be answered based on the data obtained from the interviews with teachers.

Table 1 shows the main themes obtained from the semi-structured interviews with teachers.

Table 1.
Main Themes of Teacher Opinions

Student Resistance Behaviors
Sources of Resistance
Impact of Resistance on Teachers and Students
Dealing with Resistance
Preventing Resistance

As seen in Table 1, the interviews with teachers were analyzed under the themes of student resistance behaviors, sources of resistance, effects of resistance on teachers and students, dealing with resistance and prevention of resistance. The findings obtained from the analysis of the data are explained under these main themes in the sub-sections. The themes and sub-themes were supported with direct quotations.

Student Resistance Behaviors

The findings of the question "What are the resistance behaviors your students show?", which was asked to the teachers during the interviews in order to determine what kind of student resistance behaviors they faced, are shown in Table 2.

Table 2.
Student Resistance Behaviors

Passive resistance
Lack of equipment
Not being active in class
Not doing homework
Learning disability
Non-attendance
Active resistance
Non-attendance
Being late for class
Failure to follow the rules
Demonstrate undesirable behaviors

As seen in Table 2, resistance behaviors encountered by secondary school teachers are divided into two as passive and active resistance. Passive resistance behaviors encountered by teachers are students' lack of equipment, not being active in class, not doing homework, learning disability and non-attendance. On the other hand, active resistance behaviors encountered by teachers are students non-attendance, being late for class, failure to follow the rules and demonstrate undesirable behaviors. Teachers stated that among the active resistance behaviors, non-attendanca, being late for class and failure to follow the rules were the most common; among the passive resistance behaviors, lack of equipment, not being active in class and not doing homework were the most common resistance behaviors.

> *"If they don't like music class, not participating in music-related activities. If we play melodica, not playing melodica, if we sing, not singing. In that way."(S3) (Active resistance – Non -Attendance)*

> *"And being late, especially in the mornings, tardiness to class is more common." (S1) (Active resistance - Being late for class)*

> *"There can be a lack of equipment. He brings his notebook and does not bring his book, he brings his book and does not bring his notebook."(S1) (Passive Resistance - Lack of Equipment)*

> *"Since there is some anxiety in mathematics, there are behaviors such as not raising a finger or not answering the question I ask, that is, I don't want to answer whether they know or not." (S5) (Passive Resistance - Not being active in class)*

Sources of Resistance

In order to reveal what teachers think about the reasons underlying the resistance behaviors they encounter, the findings related to the question "What could be the sources of your students' resistance behaviors?" are presented in Table 3.

Table 3.
Sources of Student Resistance Behaviors

Family-related situations
Family problems
Lack of emphasis on education
Economic reasons
Student-induced situations
Interest and ability
Attracting attention
Anxiety
Private life
Situations arising from the social environment
Circle of friends
Desire to continue old behaviors

Table 3 shows the possible causes of student resistance behaviors that emerged from the interviews with teachers. According to the teachers, the sources of resistance behaviors are related to the family,

the student and the student's social environment. Teachers mentioned family-related situations the most. Student-related situations, which were cited as the cause of student resistance, ranked second.

Regarding the family problems sub-theme of the theme of family-related situations, T1 expressed the following opinion:

"There are a lot of family problems. Because there are families with separated parents in all of our classes. Students whose parents are not separated, that is, in a very small number of classes... This of course creates problems. Because there is no place where the child stays all the time. When we ask where the child is, we see that the mother has the child. Two days later he doesn't come to school. Where is the father? This naturally makes it difficult for the child to adapt to school." (T1)

S3 stated the following about interest and ability, which is the sub-theme of the theme of student-induced situations:

"Well, in relation to my course, the fact that he has no musical talent and when he realizes that ... he doesn't want to do it. Other than that, he doesn't like it, he absolutely doesn't like music."

Regarding anxiety, which is the sub-theme of the theme of student-induced situations, S5 stated his views as follows:

"It's probably something like if you do something wrong, you know, you think you're going to be made fun of by your friends."

Regarding the course segregation sub-theme of the theme of student-induced situations, S3 expressed his views as follows:

"Not putting the music lesson in the same position as other lessons. In other words, he sees music as a simple and normal lesson."

S4 mentioned the sub-theme of the theme of situations arising from the social environment, the circle of friends, as follows:

"The circle of friends comes second. Students are very much influenced by each other. We talked about a student with a teacher friend. He said that he started listening to the lesson very well, he had a friend doing bad behaviors. When he went to another class, this one started listening to the lesson in the front row."

Impact of Resistance on the Teacher

To determine the impact of resistance behaviors on teachers, the findings related to the question "How do these resistance behaviors shown by your students affect you and other students?" are given in Table 4.

Table 4.
Impacts of Resistance on Teachers and Students

Impact of Resistance on the Teacher
Affective effects
Establishing authority
Interruption of the lesson
Different methods and techniques
Impact of Resistance on the Learner
Setting an example interruption of the lesson
Staying away from class

As seen in Table 4, the impacts of student resistance behaviors on teachers can be summarized under the titles of affective effects, establishing authority, interruption of the lesson and different methods and techniques. Teachers are most affected from an affective perspective and in establishing authority. On the other hand, resistance behaviors affect students in terms of setting an example, interrupting of the lesson and staying away from class.

The affective effects of resistance behaviors on teachers, as expressed by the teachers, are as follows:

"It affects me, it makes me sad. I mean, because if we consider that music is in every aspect of our lives, whether my student is talented or not, he/she doesn't have to be talented, but I feel sad when he/she shows resistance in this subject."(T3)

"First of all, of course, he tests our patience with this behavior. I mean, we are trying to be patient, but sometimes the smallest thing can overflow our patience."(S5)

Teachers stated the effects of resistance behaviors on teachers' authority as follows:

"It does, if you don't find a solution, when they resist, it actually becomes a war. You should not confront with the students in the classroom. I mean, you should not come to that situation, so you need to set the rules from the very beginning and introduce who you are to the student from the very beginning."(S4)

Teachers revealed how the lesson was interrupted when they encountered student resistance as follows:

"There can be interruptions in our lesson. For example, if this student persistently continues this behavior, naturally there is a disruption in our lesson. Because we are trying to eliminate that behavior of that child when we should be teaching at that moment. There is a disruption in our lesson."(T1)

S1 expressed the setting an example effect of resistance on the student as follows:

"Now, if there is a resistance behavior of other students, for example, during the class lesson, if there is a problem of not taking notes, then there may be some comfort in other children. When the homework is incomplete, after a while, the students who complete the homework may also start to lack. Results like this occur. For example, in cases of tardiness, if a student is always late in the morning and nothing is done about it, other students start to be late as well. It is perceived as if nothing will happen."

Dealing with Resistance

In order to understand the ways teachers use to deal with student resistance, the teachers were asked the question "What do you do to deal with the resistance behaviors you encounter in the classroom?". The findings are shown in Table 5.

Table 5.
Teachers' Ways of Dealing with Resistance Behaviors

Communication with family
Informing
Support from family
Communication and cooperation with other stakeholders
Communication with other teachers and administration
School counselling service
One-to-one communication with the student
Relating to real life
Understanding why
Situations related to improving the teaching and learning process
Considering individual differences
Different methods and techniques
Protecting authority
Gradual warning
Reinforcing the truth
Making feel valued
Ignoring

As seen in Table 5, in order to deal with student resistance, teachers resort to communication with the family, communication and cooperation with other stakeholders, one-to-one communication with the student and situations related to improving the teaching and learning process. Teachers frequently addressed situations related to improving the teaching and learning process.

T1 mentioned informing, which is the sub-theme of the theme of communication with the family, as follows:

> "The most important point to overcome these resistance behaviors is the cooperation between the school and the family. What I do about this is that in all the classes I attend, I directly get the numbers of the families of the children in the first lesson and I tell the children that if you don't do your homework 3 times for 3 days in a row, if you get a minus, I will call your family directly and inform your family.
>
> If I have such a problem, if I warn someone a few times or if there is a student who does not do his homework in a row, then I really call. I call in front of everyone's eyes. Since they see that I am calling, they see that I am talking to the parents, so there is not much continuation of this behavior in the class. In other words, especially if the communication between the family and the school is realized, such a problem is not experienced much."

Regarding the sub-theme of communication and cooperation with other stakeholders, S5 expressed his opinion about communication with other teachers and administration as follows:

> "It is most important that we discover why he is doing this. Why is he doing this? But for example, if he is a 5th grade student, we can start a dialog with his primary school teacher. You know, why is he exhibiting such

a behavior, did he have such a behavior before, why does it continue like this? We should also be in contact with other classmates, I mean for middle and high school. I mean, is he exhibiting this behavior only in our class or in all classes. This is also an important criterion. If he exhibits this behavior in all classes, maybe there is at least a problem with his general situation. But if it is only in my class, at least I try to solve the part about myself."

Regarding the sub-theme of one-to-one communication with the student, S3 expressed the following opinion:

> "I talk about why we should do it. For example, I try to explain why we should love music or why it is important to sing, play an instrument, take part in music lessons in some way, how important it is in our lives. I try to support these with examples from our lives." Teacher 2 exemplified considering individual differences, which is the sub-theme of the theme of situations related to improving the learning-teaching process, as follows
>
> "Let's say there is a gifted child and the activities in the classroom are very simple for him/her. Obviously, what I can do with such a child is to involve him/her in the transfer of lessons with me. I often ask him for his opinion. If I talk about Impressionism, he has already read something about Impressionism or has an opinion about it. I say, don't create a mystery, if Impressionism didn't exist. Because this is a question he can answer. What do you think would not have happened. For example, I expect him to say that Cubism wouldn't exist and I take him towards that question.".

Regarding protecting the authority, the sub-theme of the theme of situations related to improving the learning- teaching process, Teacher 4 expressed her views as follows:

> "You should not confront the child in the classroom. It should not be too long. I mean, I don't prolong it, because if the child increases resistance, you can't do anything. You have no authority. Then your control over other students will decrease and your discipline will decrease.".

Teacher 5 expressed her views about the gradual warning, which is the sub-theme of the theme of situations related to improving the learning-teaching process, as follows:

> "First of all, I think the first thing I do when I see these behaviors is to warn. First of all, I prefer to tell the majority, not the individual. For example, if a student is late, he takes his place. Children, let's be careful not to be late at school. Or if he/she is not writing his/her notebook at that moment, children, let's get everyone to open their notebooks. If a student did not receive the necessary warning, I call him/her by name and try to warn him/her. Or I walk around him/her for a while, I want to give the feeling that I am aware of you, I see that you are not doing it.".

Preventing Resistance

The findings of the question "What can be done to prevent students' resistance behaviors?", which was asked to get teachers' suggestions about what can be done before resistance emerges, are listed in Table 6.

Table 6.

What can be done to prevent resistance?

Communication with family
A common solution
Source of the problem
Extracurricular activities
Teacher attitude
Classroom rules
Active learning environment
Reinforcement

As shown in Table 6, teachers' opinions on what can be done to prevent resistance are communication with the family, extracurricular activities and teacher attitude. Teachers mostly think that teacher attitude can be effective in preventing resistance.

Regarding a common solution, the sub-theme of the theme of communication with the family, Teacher1 expressed his views as follows

> "We need to be in constant contact with the family. We need to understand the family situation, we need to know what the family situation is like, we need to know what the source of this behavior is. For example, if the child is always late in the morning, the reason for this is, of course, the family. The family doesn't get up and get ready in the morning, so the child is late. I think there will be better results if information is obtained-from the family about the reason for being late for school and if the solution is agreed upon jointly with the family."

Teacher 4 stated the following about the classroom rules, which is the sub-theme of the teacher attitude theme:

> "... If the teacher sets the rule clearly, if the teacher is determined, but it will be clear. What is my rule for resistance; one, she will not speak without raising her finger, two, she will not enter the class after you. If you do, you don't say, "Come on, just this once. For 1 month, he/she will try and force you. It's a mutual struggle. Whoever wins will stop resisting. I call the parents or we have such a problem for the first 1-2 months in the 5th grade, then the student already treats the teacher according to the teacher. They don't show the same resistance to everyone. We should not compromise. We need to be firm on some rules.".

Teacher 2 stated the following about the active learning environment, which is the sub-theme of the teacher attitude theme:

> "... Let me tell you about different paintings of the same painter, for example one we did. Picasso has periods in his art life such as his blue period and pink period. I gave a painting from one period to one group and a painting from the other period to the other group, and after the work, that is, the products, came out, I had them tell each other which period was better, which period was more productive, which period was more appreciated, and there was no one left in the class who did not participate. This kind of activities. In other words, I think it is very important that the classroom becomes a social environment to attract the child's interest. I think that's what I use the most, and I realized it when I told you about it now, making the classroom

> environment social. An uncreative drawing lesson, which I remember from my own student life, where you put a still life example in the middle and say, "Let's do this picture," and the whole class says, "Let's do that," can increase the resistance of students. So I try to make the environment social.".

Regarding reinforcement, which is the sub-theme of the teacher attitude theme, Teacher 5 expressed his views as follows:

> "In order to prevent it, for example, we can reinforce the children who do not do this behavior. Maybe, for example, if a student is late, if we do something like reinforcing the children who are not late, such as "children, for not being late" or "I am very happy, I start the lesson on time" ... I mean, if we do something like rewarding other students instead of punishing them, I think maybe we can prevent it."

Findings Related to the Second Research Question

The second question of the study, was tried to be answered based on the data obtained from the focus group interviews with the students. Table 7 shows the main themes obtained from the focus group interviews with students.

Table 7.

Main Themes Obtained from Focus Group Discussions with Students

Resistance Behaviors
Situations Causing Student Resistance
Teacher Reactions to Resistance
Students' Suggestions for Teachers to Prevent Resistance Behaviors

As seen in Table 7, the focus group interviews with students were analyzed under the themes of resistance behaviors, situations causing student resistance, teacher reactions to resistance and students' suggestions for teachers to prevent resistance behaviors. The findings obtained from the analysis of the data are explained under these main themes in the sub-sections. The themes and sub-themes were supported with direct quotations.

Resistance Behaviors

The findings of the questions "What do you like to do most in the lessons?" and "What do you do when there are things you don't like to do in the lessons?" asked to the students to determine what kind of resistance behaviors they exhibit are shown in Table 8.

Table 8.

Student Resistance Behaviors

Active Resistance
Constant anger
Complain
Resistance to teacher authority
Speaking during class
Blaming the teacher

Passive resistance
Reluctant compliance
Extracurricular activities

As seen in Table 8, the resistance behaviors exhibited by middle school students are divided into two as active and passive resistance. Active resistance behaviors exhibited by students are being constantly angry and resistance to teacher authority. Passive resistance behaviors exhibited by students are reluctant compliance and disinterest during the lesson.

Student 7 expressed his/her opinion about the blaming the teacher behavior under the sub- theme of the active resistance theme, resistance to teacher authority, as follows:

> "I don't know, either I don't understand or the teacher can't explain it properly. I mean, I don't know if my other friends understand, but that's what happens to me."

Regarding the reluctant compliance behavior, which is the sub-theme of the passive resistance theme, student 3 expressed the following opinion:

> "I try to solve the problem, and when I can't, I ask the teacher if I can take my seat. If he gives me permission, I take my seat; if not, I continue."

Regarding the disinterest, which is the sub-theme of the passive resistance theme, students expressed their views as follows:

> "I try to draw a picture of the professors, but I can't really resemble them." (student 3) "I look at the phone when I am bored, very little."(student 7)

Situations that Cause Student Resistance

The findings of the question "What do you dislike doing in the lessons?", which was asked to the students in order to reveal the situations that cause the resistance behaviors of the students, are shown in Table 9.

Table 9.
Situations Causing Student Resistance

Teacher-related situations
Taking the student to the board
Location change
Writing
Situations caused by other students
Situations arising from the student himself/herself
Field of interest
Perception of failure

As can be seen in Table 9, the reasons for the resistance behaviors exhibited by the students were handled in three groups as teacher-related situations, situations caused by other students and situations arising from the students thimself/herself. Teacher-related situations include taking the student to the board, changing the location of students and writing. The

reasons originating from the student himself/herself are his/her field of interest and perception of failure.

Regarding taking the student to the board, the sub-theme of the theme of teacher-induced situations, student 3 stated the following:

> "I don't like getting up to the blackboard to solve a problem because I can't solve it and then I feel embarrassed."

Student 2 expressed his opinion about the situations caused by other students as follows:

> "I don't like it when people in the class keep bothering me. They want a nib, they want a pencil."

Regarding the perception of failure, which is the sub-theme of the theme of reasons originating from the student himself/herself, student 7 expressed the following opinion:

> "How can I put it, I'm trying to listen to the class. Last time there was a math class and an education class. I focus, but I don't understand anything. What the teacher says goes in one ear and out the other. Let me put it this way.

Teacher Reaction to Resistance

The findings of the question "Can you explain what your teachers do about the behaviors you show when there are things you don't like in the lessons by giving examples?", which was asked to the students to determine what kind of reactions the teachers give to the resistance behaviors shown by the students, are shown in Table 10.

Table 10.
Teacher Reaction to Resistance

Preventive attitude
Taking the student to the board
Ignoring
Authoritative attitude
Low grade
Warning
Verbal Warning
Reactive Warning

As seen in Table 10, teachers' reactions to students' resistance behaviors were divided into two as preventive attitude and authoritative attitude. Preventive attitude is ignoring and taking the student to the board. Authoritative attitudes are low grades and warnings.

Regarding taking the student to the board, the sub-theme of the preventive attitude theme, student 5 stated the following:

> "Teacher, he puts me on the blackboard to keep me quiet. He tries to make me do something on the blackboard."

Regarding low grades, the sub-theme of the authoritative attitude theme, student 4 stated the following:

> "My teacher is taking it out of my grade."

Regarding the sub-theme of the authoritative attitude theme, warning, students expressed their opinions as follows:

> "When I don't like writing in class, I go to bed and the teacher gets angry. So I always pick up where I left off." (student 8)

> "When I fall asleep, they wake me up like the normal teacher does, by telling my friends or other friends wake me up because the teacher gets angry."(student 7)

> "When I talk to my friend, they separate us and change our places." (student 6)

Students' Suggestions for Teachers to Prrevent Resistance Behaviors

The findings of the question "What do you think your teachers can do to prevent you from showing these behaviors?", which was asked to the students in order to obtain information about the suggestions they would give to their teachers in order to prevent students' resistance behaviors, are shown in Table 11.

Table 11.
Students' Suggestions for Teachers to Prevent Resistance Behaviors

Making the lesson fun
Using different materials in the teaching process
Demonstrating affectionateness

As seen in Table 11, in order to prevent resistance behaviors, the students' suggestions to their teachers are as follows: making the lesson fun, using different materials in the teaching process and demonstrating affective closeness.

Student 10 expressed his views about making the lesson fun as follows:

> "I mean, teachers should be more playful. Our teachers are too harsh."

Student 2 stated the following about using different materials in the teaching process:

> "There are tests to make the lesson fun. For example, when I open tests from Eba related to the subject, they are good."

Regarding affectionateness, student 7 mentioned the following:

> "I don't get bored in class when teachers ask me questions like, "What happened to your ear?" or "Do you go to a sport?" Another teacher asked me that."

Discussion and Conclusion

The research findings indicate that educators encounter both active and passive forms of student resistance, corroborating studies by Yıldız and Sarı (2019), Gencel and Saracaloğlu (2013), Spaulding (2000), and Kearney, Plax & Burroughs (1991). Active resistance primarily manifests as non-attendance, being late for class, failure to follow the rules and demonstrating undesirable behaviours while passive resistance includes lack of equipment, not being active in class, and not doing homework, learning disability and non-attendance. Notably, teachers did not report hostile attitudes towards them. Beaman, Whelldal and Kemp's literature review (2007, as cited in Sullivan, Johnson, Owens, & Conway, 2014) suggests that frequent, albeit minor, disruptive behaviors like unsolicited talk may contribute to teacher burnout.

Analysis of focus group interviews revealed that students' resistance behaviors were categorized into active and passive forms. Teacher interviews corroborated this dichotomy, albeit with differing behavioral manifestations within each category. Teachers identified active resistance as non-attendance, being late, and failure to follow the rules, primarily challenging teacher authority. Students, however, exemplified active resistance as constant anger and complaining. Regarding passive resistance, teachers noted lack of equipment, not being active in class, and not doing homework, while students mentioned reluctant compliance and disinterest during the lesson. This classification aligns with previous studies by Yıldız and Sarı (2019), Gencel and Saracaloğlu (2013), Spaulding (2000), and Kearney, Plax and Burroughs (1991).

Students' active resistance manifests as persistent anger and defiance of teacher authority, exemplified by in-class complaints about peers and disruptive behavior, respectively. Passive resistance encompasses reluctant compliance, which may positively impact learning despite students' unwillingness, and disinterest, where students engage in unrelated activities like drawing. Resistance behaviors may stem from various factors including school environment, teacher-related issues, student characteristics, instructional context, and teacher-student communication dynamics (Kearney, Plax & Burroughs, 1991; Field & Olafson, 1999; Margonis, 2004; Hendrickson, 2012; Wells, Jones & Jones, 2014). To address resistance, teachers should first identify underlying causes (Başar, 2015). Subsequent interventions may include enhancing the learning environment, conducting motivational interviews, and fostering students' sense of belonging within the classroom and school community (Johnson et al., 1983, as cited in Osterman, 2000; Margonis, 2004; Wells, Jones & Jones, 2014).

Teachers predominantly attribute resistance behaviors to family-related factors, followed by student-specific characteristics and social environment influences. This aligns with findings from Sever (2012), while Yıldız and Sarı (2019) and Field and Olafson (1999) similarly report teachers identifying students as primary sources of resistance. Notably, teachers do not perceive themselves as potential reasons for student resistance. However, relevant literature emphasizes the significant impact of teacher attitudes and behaviors on student resistance (Hendrickson, 2012; Goodboy & Bolkan 2009; Burroughs, 2007; Margonis, 2004; Paulsel & Chory-Assad, 2004). Kearney, Plax & Smith (1986) demonstrated that teachers employing punitive strategies and maintaining distant relationships with students are more likely to encounter resistance behaviors.

Students attribute resistance behaviors to three primary sources: teacher-related situations, peer-related factors, and self-generated reasons. Contrary to teachers' perspectives, students identify teachers as significant contributors to resistance behaviors. Analyzing students' viewpoints reveals that certain classroom practices, such as being taken to the blackboard, can elevate anxiety levels. Research indicates that anxiety can lead to academic failure (Saito & Samimy, 1996; Şentürk, 2010; Dursun & Bindak, 2011; Bozkurt, 2012), potentially resulting in alienation and resistance towards the subject. Students also highlighted location change as a problematic practice. Forced relocation, particularly when paired with incompatible peers, may disrupt concentration and foster negative attitudes towards the teacher. Field and Olafson (1999) demonstrate that domineering attitudes, demanding respect, and labeling students as resisters exacerbate resistance. Teachers can foster a democratic environment by valuing students' perspectives, tolerating criticism, and encouraging active participation (Balat, Bilgin, & Unsal, 2017). Democratic practices may include involving students in setting rules (Başar, 2015) and offering choices in classroom activities, aligning with active learning principles that empower students to direct their learning processes (Kalem & Fer, 2003).

Student resistance primarily affects teachers emotionally and challenges their authority, potentially leading to feelings of inadequacy, reduced productivity, or undesirable classroom atmospheres. Goodboy and Bolkan (2009) found that negative classroom environments increase the likelihood of undesirable student behaviors, suggesting a potential cyclical effect of resistance. To mitigate this, teachers should vigilantly monitor classroom behaviors and intervene proactively to prevent the escalation of unwanted behaviors into resistance. This approach may help maintain a positive learning environment and minimize the negative impacts of resistance on

both teachers and students.

Teachers perceive resistance behaviors as affecting students through exemplification, lesson disruption, and disengagement. Özdemir (2019) classifies classroom management factors as in-class and out-of-class, with peer relationships being a crucial out-of-class social factor. Adolescent peer influence significantly shapes behavior (Demir, Görgün Baran, & Ulusoy, 2005; Medikoğlu & Dalaman, 2018), potentially propagating resistance behaviors among students.

To address resistance, teachers primarily focus on enhancing the learning and teaching process, followed by family communication. This suggests teachers' self-reflection on their role in student resistance and their efforts to implement changes. The diverse coping strategies employed by teachers indicate an awareness of students' individual differences.

Teachers should promptly collaborate with students, colleagues, and parents to identify and resolve the underlying causes of resistance before interventions become challenging. This proactive approach may help mitigate the spread of resistance behaviors and maintain a positive learning environment. Alpert's (1991) study reveals that student resistance behaviors are prevalent in classrooms where students' interests and opinions are disregarded, while effective teacher-student communication and student validation minimize resistance. However, the current study's finding that teachers primarily attribute resistance to family factors, yet prioritize self-directed interventions when addressing resistance, warrants careful consideration. This discrepancy suggests that teachers possess a fundamental awareness of student resistance and attempt to modify the learning and teaching process to align with students' interests. Nevertheless, the apparent contradiction between teachers' attribution of resistance causes and their chosen intervention strategies highlights a complex dynamic in understanding and addressing student resistance behaviors in educational settings.

Based on student perspectives, teacher responses to student resistance behaviors were categorized into preventive and authoritative approaches. Preventive strategies include engaging students by taking them to the board and forcing them to participate, while sometimes opting for non-intervention. Conversely, authoritative approaches involve verbal warnings, changing the location of students, or utilizing grade-based incentives to modify behavior. Student-reported teacher reactions diverged from those articulated by educators in interviews. Teachers indicated employing methods such as communication with family, collaboration with other stakeholders, individualized student communication, and enhancements to the teaching-learning process

to address resistance. Margonis (2004) observed that teachers who successfully mitigated resistance behaviors did so through open dialogue about students' challenges and by fostering non-hierarchical relationships. Paulsel and Chory-Assad (2004) found that punitive measures, attribution of blame, exertion of authority, and negative teacher-student dynamics exacerbated resistance behaviors. Consequently, educators should be careful when implementing authoritative strategies such as low grades or warning.

Teacher strategies for mitigating resistance encompass communication with family, extracurricular activities, and instructor attitudes. The predominant perception among educators is that their attitude plays a crucial role in resistance prevention. Goodboy and Bolkan (2004) conceptualize resistance as a student response to instructors demonstrating classroom incompetence or engaging in student humiliation. The study participants exhibited awareness of how their classroom conduct influences student behavior. Burroughs (2007) observed that positive teacher-student relationships correlate with reduced resistance behaviors. Furthermore, students' willingness to engage in lessons is associated with their cognitive and affective learning processes. This suggests that to enhance academic performance, educators may benefit from cultivating emotional connections with their students.

Recommendations

Based on the research findings, several recommendations for practice and future research can be proposed. To address student resistance behaviors, it is suggested that both pre-service and in-service teachers receive comprehensive training on active and passive resistance behaviors, as well as constructive and destructive behaviours. This training should include practical observations and strategies for prevention and management of such behaviors. Given the significant role of teacher-student relationships in mitigating resistance behaviors, seminars focusing on student developmental stages and appropriate classroom attitudes are recommended. Teachers should be encouraged to select classroom activities that align with students' readiness levels, interests, and real-life relevance, while fostering a supportive environment through positive reinforcement rather than punitive measures. A holistic approach involving school administration, colleagues, peers, and family members is advised when addressing resistance behaviors. Additionally, school counselors can contribute by conducting student training on interpersonal relationships, emotional regulation, and anger management. For future research, it is recommended to expand the study across various educational levels and geographical locations, conduct comparative studies between private and public schools, and incorporate parental perspectives to provide a more comprehensive understanding of resistance behaviors in educational settings.

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