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Gender Differences in Student Resistance towards Teachers: A Comparative Study Between Male and Female Students

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Abstract:
This study aimed to investigate the differences in resistance levels exhibited by male and female students towards their teachers. The research employed a quantitative approach with a comparative design, involving 75 students from a Junior High School named SMP Telekomunikasi Pekanbaru. The resistance levels of the students were measured using a resistance scale composed of various indicators. The validity and reliability of the research instrument were established through validity and reliability tests. The obtained data were subjected to Independent T-Test analysis to determine if there were significant differences in resistance between male and female students. The results indicated that both male and female students exhibited moderate levels of resistance towards their teachers. However, the analysis of the Independent T-Test revealed that there was no significant difference in resistance levels between the two genders ($p > 0.05$). These findings suggest that gender did not play a significant role in influencing the resistance behaviors displayed by the students. In conclusion, the study contributes to the understanding of student resistance towards teachers, indicating that both male and female students exhibit moderate levels of resistance. The absence of significant gender-based differences in resistance levels suggests that other factors, such as teaching methodologies, classroom dynamics, and student perceptions, might be more influential in shaping resistance behaviors. These results highlight the importance of fostering positive teacher-student interactions and creating an environment where students feel heard and understood, regardless of their gender.

Keywords: student resistance, teacher-student interaction, gender differences, educational setting

1.   Introduction

In the realm of education, the interaction between teachers and students plays a crucial role in shaping an effective learning environment and achieving optimal academic outcomes (Pianta & Hamre, 2009). However, the phenomenon of student resistance to teachers is a common occurrence, where students exhibit resistance or disagreement towards the authority and pedagogy of their teachers (Howard, 2003).

The resistance of students towards teachers is not a new phenomenon and has garnered attention in the educational context (Sovitriana, 2020). Nevertheless, this concept of resistance can be further defined as "the act of opposing a force; social opposition or negativity in response to orders, rules, political policies, and the like" (Kartono, Chaplin, 2014). Peter Scholtes suggests that resistance occurs not because of rejection of change per se, but rather due to opposition to the proposed change (Wibowo, 2016).

Within the Indonesian educational context, several instances of student resistance against teachers have come to light. For instance, in February 2018, a teacher at SMA Negeri

1 Torjun in Sampang, Madura, East Java, tragically lost their life due to violence inflicted by their own students within the classroom (Bere, 2022). Similar cases have occurred in Kupang, East Nusa Tenggara (NTT), where teachers have experienced violence and mistreatment from their students (Jendela Dikbud, 2019).

Previous research has also explored various aspects of student resistance against teachers such as Sever (2018) identified several forms of student resistance, including absenteeism and disinterest in school courses. Moreover, Muhlis (2019) revealed diverse manifestations of student resistance, such as speaking in a loud voice, responding to teachers in an immoral manner, and adopting a silent attitude.

However, the treatment of teachers as discussed above as a form of high resistance is concerning, considering that teachers are also individuals deserving of respect. This sentiment is reinforced by the Regulation of the Minister of Education and Culture No. 10 of 2017 which emphasizes the legal protection of educational personnel against violence, threats, discriminatory treatment, intimidation, and unfair treatment from students, parents, society, bureaucracy, or any other related parties during the execution of their duties as educators and educational personnel.

While research on student resistance to teachers has garnered attention over the past decades, there remains a gap in understanding how gender differences might influence the levels and types of resistance exhibited by students towards teachers. Several studies have indicated that there are differences in communication styles, interaction preferences, and power dynamics between male and female students. Aulya, Annisa, Ilyas, and Ifdill (2016) explored differences in aggressive behavior between male and female students. Although student resistance towards teachers seems to occur across all genders (Luthfia, 2017), a more in-depth investigation is needed to better comprehend the gender-based differences in student resistance towards teachers.

In light of these considerations, this study aims to investigate the differences in types and levels of student resistance towards teachers based on gender within the educational context of SMP Telekomunikasi Pekanbaru. Through this analysis of differences, it is anticipated that this research can provide insights into factors contributing to student resistance towards teachers and shed light on how gender factors may affect classroom interaction dynamics.

2. Method

This study employs a quantitative comparative research design. The researcher recognizes the presence of variation in student resistance between male and female students. Total sampling is the sampling method employed in this research due to its inclusion of all students from SMP Telekomunikasi Pekanbaru. When the population size is less than 100, the census approach, also known as total sampling, involves using the entire population as the sample. The total number of respondents in this study is 75 students.

Student resistance is measured using a resistance measurement scale composed of

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resistance indicators. The research instrument underwent validity testing, with a result that the critical value for N = 39 is 0.316. Additionally, reliability testing was conducted, yielding a Cronbach's Alpha value of 0.706, indicating a reliable instrument as the item value is ≥ 0.6.

The comparative research design for examining the differences in student resistance between male and female students. Through total sampling, the research aims to capture the entire population of SMP Telekomunikasi Pekanbaru, thus providing a comprehensive view of student resistance dynamics. The use of a validated and reliable resistance measurement scale ensures the accuracy and consistency of the data collected.

The collected data analyzed using appropriate statistical techniques, such as t-tests or ANOVA, to compare the levels of student resistance between male and female students. The research findings are expected to shed light on the potential gender-based differences in student resistance and contribute to a deeper understanding of the factors influencing this phenomenon.

3. Result

Based on the data collected from 75 students, it can be concluded that students exhibit a moderate level of resistance towards teachers, with a percentage of 87% (65 students) falling into this category. Students categorized as having a high level of resistance towards teachers account for 10% (8 students) of the sample. Additionally, 3% (2 students) demonstrated low resistance towards teachers. This distribution is presented in the table 1 below:

Table 1.

Students categorized of resistance toward teachers

Resistance Level	Percentage	Number of Students
Moderate	87%	65
High	10%	8
Low	3%	2

To examine the significant differences between resistance levels of male and female students towards teachers, an Independent T-test analysis is conducted. Arikunto (2010) outlines the prerequisites for utilizing the Independent T-test, which involve assessing the normality and homogeneity assumptions. The normality test aims to determine whether data is normally distributed or approximates a normal distribution pattern, making it suitable for parametric statistical analysis (Supardi, 2017). Based on the data obtained from the research, the significance values (sig.) from the Kolmogorov-Smirnov test for resistance among male and female students are 0.027 and 0.010, respectively. Both values are > 0.05, indicating that the assumption of normality is satisfied.

The homogeneity test assesses whether two or more data groups from the research sample stem from populations with equal variances (Gunawan, 2015). Homogeneous data adheres to the guideline that the significance value should be > 0.05; if it is < 0.05, the data is considered non-homogeneous. In this study, the significance value obtained from the "based

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on mean" column is 0.012, which is > 0.05. Thus, the data is considered homogeneous. The assumption tests confirm both the normal distribution and homogeneity of the data.

Based on the results of the normality and homogeneity assumption tests, parametric statistics are employed for hypothesis testing, specifically using the Independent T-test. The results of the hypothesis testing are presented in the following table:

Table 2.

Groups statistics of student's resistance

Gender	N	Mean	Std. Devistion	Std. Error Mean
Male Student	41	35.34	12.166	1.900
Female Students	34	31.26	7.573	1.298

Below is the table presenting the results of the Independent Samples T-test analysis, which was conducted to examine the equality of means in resistance levels towards teachers between two groups: male and female students.

Table 3.

Independent Samples T-test

Test	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Equal variances assumed	1.699	73	0.094	4.076	2.399	-0.705 to 8.859
Equal variances not assumed	1.770	68.09	0.081	4.076	2.301	-0.515 to 8.669

The table 3 summarizes the results for the t-test conducted on resistance levels towards teachers among male and female students. For the analysis with equal variances assumed, the obtained t-value is 1.699 with a significance (p-value) of 0.094, which is greater than the typical threshold of 0.05. Similarly, when equal variances are not assumed, the t-value is 1.770 with a significance of 0.081. In both cases, the p-values are higher than 0.05, indicating that there is no statistically significant difference in resistance levels between male and female students.

The mean difference is calculated to be 4.076, with standard error differences of 2.399 and 2.301 for the two cases respectively. The 95% confidence intervals of the difference suggest that the actual difference lies within the ranges of -0.705 to 8.859 (assuming equal variances) and -0.515 to 8.669 (when equal variances are not assumed). These results further support the conclusion that there is no significant difference in resistance levels between male and female students. Based on the analysis of the Independent T-test, the obtained significance value (2-tailed) is 0.094, which is > 0.05. Therefore, it can be inferred that there is no significant

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difference in resistance levels towards teachers between male and female students.

In conclusion, the findings indicate that students generally exhibit a moderate level of resistance towards teachers. The Independent T-test analysis shows that there is no significant difference in resistance levels between male and female students. These findings contribute to a nuanced understanding of student dynamics in relation to teacher interactions and have implications for classroom management strategies.

4.   Discussion

The findings of the present study shed light on the resistance levels exhibited by students towards their teachers, categorizing the resistance into a less favorable range. As students transition into adolescence, the significance of values, ethics, norms, morals, and culture as guiding principles for their future lives becomes apparent. However, the issue arises as to whether all students truly understand the importance of these values and morals in their interactions with teachers. This understanding might not be uniform across all students, including adolescent boys (Ali, 2010). Adolescent boys might possess a sense of maturity and believe that they have fully grasped the essence of values and morals, applying the same interaction style with their friends and teachers alike.

The characteristics of male students, as elucidated by Luthfia (2017), include tendencies towards aggression, damaging school property, creating disruptions in the classroom, finding amusement in others' mistakes, disturbing classmates, quick temper, using offensive language, and frequently engaging in physical altercations with both classmates and students from other classes or even countries. On the other hand, female students tend to be easily offended, struggle to accept others' opinions, create classroom disturbances, place blame on others for their own mistakes, prioritize extracurricular activities over studying, use offensive language, disregard teachers' advice, and sometimes appear to be fighting even though they might not be. It is unsurprising to observe resistance towards teachers, given that the characteristics mentioned above tend to focus on negative aspects.

For male students, resistance is predominantly manifested through answering teachers' questions with a raised and slightly aggressive tone, leading to their resistance being categorized as moderate. As Aulya (2016) stated, aggressive behavior among male students includes physical and verbal harm towards others, damaging property, and more. Males tend to exhibit higher levels of aggression than females, which might contribute to resistance towards teachers.

As for female students, their resistance towards teachers is also categorized as moderate, aligning with the indicators of tentative resistance. Despite their generally lower aggression levels, as reported by Aulya (2016), female students exhibited low levels of aggressive behavior, both physically and verbally, as well as in causing damage to others' property. Although females typically exhibit low aggression or negative behaviors, this does not apply to resistance towards teachers. The similarity between male and female students' resistance levels observed in this study could be influenced by gender and the environment. Sastraswati (2018) emphasized that gender is a social and cultural construct that manifests differently

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across locations (Asfarina & Hafnidar, 2023). This variation in gender dynamics might have contributed to the moderate resistance exhibited by female students.

In the researcher's view, the moderate resistance demonstrated by female students in this school, as indicated by the inertia indicator, might stem from undisclosed feelings or attitudes towards teachers. Students often refrain from expressing their issues when asked by teachers, closing themselves off and allowing these feelings to accumulate, ultimately leading to resistance. However, if the focus shifts to resistance against unjust policies, such resistance might be considered positive, and the researcher supports this form of resistance. The resistance displayed by both male and female students towards teachers is still not fully understood; whether it stems from misguided teacher guidance or inherent student characteristics remains a complex question.

The observed resistances in this school encompass actions such as showing displeasure through facial expressions, demonstrating indifference, and answering questions with a sour attitude. These indicators reflect real resistance tendencies. Students often employ the same tone and communication style with teachers as they do with their friends, although it is commonly understood that the manner of communication with teachers differs (Hafnidar, dkk, 2022). Moreover, many students were found to be untruthful when questioned by teachers about their issues.

In conclusion, the research outcomes reveal that there is no significant difference in resistance levels towards teachers between male and female students. This observation arises from the overall moderate resistance levels exhibited by both genders. While male and female students usually display differences, resistance towards teachers is not one of them, as evidenced in this study. The various resistance behaviors reported by students seem to stem from individual feelings and attitudes. This resistance serves as a challenge for the school, urging collaborative efforts among the school's counseling department, administration, and teaching staff to address this issue. Teacher interactions, communication strategies, and teaching methods need constant attention and improvement, especially for the school's counselors, who play a crucial role in shaping students' personalities. This notion resonates with Luddin's (2014) research on "Counselor Attributes and Student Resistance in Counseling," where findings suggest that student resistance is influenced by the school's insufficiently intensive and frequent counseling activities, which predominantly focus on disciplinary enforcement. Hence, school counselors are encouraged to continually innovate and come up with fresh ideas to cater to the ever-evolving student population.

Furthermore, it is essential to recognize that resistance is a dynamic aspect that might evolve over time, and that these findings could be specific to the current student cohort. Therefore, collaboration among counselors, school management, and teachers should remain a priority in reducing resistance tendencies. This research encourages educators to be proactive in fostering a positive and open school environment where students feel comfortable discussing their concerns and where their resistance tendencies can be better understood and addressed.

5. Conclusion

In conclusion, this study aimed to explore the resistance levels of male and female students towards their teachers in the context of an educational setting. The results of the research indicate that both male and female students demonstrated moderate resistance towards their teachers. The findings suggest that there is no significant difference in resistance levels between the two genders. The study revealed that resistance behaviors among students were characterized by various indicators, including changes in facial expressions, indifferent attitudes, the use of disrespectful language, and untruthful responses to teachers' questions. These resistance tendencies, although exhibited differently by male and female students, converged to moderate levels across the entire student body.

Interestingly, the research highlighted the need to consider the intricate interplay of factors contributing to student resistance. Gender differences and environmental dynamics might influence how students manifest resistance, regardless of their distinct characteristics. This emphasizes the importance of understanding resistance as a complex interaction between individual traits and external influences.

The outcomes of this study hold implications for educators, school counselors, and administrators. The findings encourage educators to adopt strategies that foster positive teacher-student interactions, promote open communication, and create a safe environment for students to express their concerns. School counselors are recommended to take an active role in addressing resistance behaviors, working in collaboration with teachers and school management to develop effective interventions.

While this research contributes valuable insights into the field of student resistance towards teachers, further exploration is required to gain a comprehensive understanding of the underlying factors. Future studies could consider factors such as family background, cultural influences, and the impact of teaching methodologies on student resistance.

In conclusion, the study underscores the significance of acknowledging and addressing student resistance in educational settings. By promoting constructive engagement and nurturing positive teacher-student relationships, schools can create an environment that supports effective teaching and learning while fostering students' personal and academic development.

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