

contact with the lecturer / tutor and the feeling of psychological discomfort in communication. Such resistance as the secondary feeling is rightly perceived as a communicative act (Kim, 2010), “an answer” to the lecturer’s resistance during the teaching process. It is motivated and empowered by the complex of factors, which can be distributed into objective and subjective ones. In the spectrum of objective parameters, we can differentiate the ever-increasing volume of the information stream, which the Ukrainian university student needs to effectively interact with, the level of digital literacy for creating zero-barrier educational process in the distant mode and work with distant (cloud) educational platforms, intensification of the content of the academic discipline, etc.

The range of subjective factors is considerably wider as it includes the entire spectrum of assessments, judgements, emotions and certain attitudes of students toward lecturers. We also need to consider the student’s individual, deep reaction to the complex of formal limitations and demands of the university related to the structure and process of learning according to the specific learning program. Similar ideas are expressed by Emile Bojesen who emphasises that resistance to education represents the combination of the barrier to the newest educational norms with the theoretical / practical imposition of any educational norms (Bojesen, 2021). All these parameters inhibit the successful implementation of the student’s individual educational trajectory lowering the level of their academic achievements, destabilizing the interaction with peers and the university academic staff, and destroying motivation for gaining knowledge and mastering skills.

The study has provided the basis for profound self-analysis of the respondents’ inner world, specification of feelings / attitudes together with related emotions. Clarity of perception of the interviewees is ensured by ranging the questions into two distinct categories: a) identificatory questions (*Do you openly discuss the moments causing the feeling of resistance with your peers? Have any of your parents’ decisions influenced your issue now?*); b) motivator questions (*Which feeling do you experience during the act of defiance? How do you express or want to express the feeling of resistance?*). Such distribution has enabled students to a) identify the presence / lack of a reaction (an act); b) process the potential / real (individual / group) type of their manifestation.

The general list of questions offered to the participants is as follows:

1. Do you feel internal resistance during your studies?
2. How often do you have this feeling?
3. Do you talk about this feeling with your trusted circle (your tutor)? Why / why not?

4. Do you discuss openly the moments evoking internal resistance with your groupmates?
Why / why not?
5. How do you express or want to express the feeling of internal resistance?
 - a) it's deep inside and let it remain there;
 - b) an internal need for decisive actions;
 - c) an immediate decisive action.
6. How do you express your internal resistance?
 - a) peaceful resistance;
 - b) decisive action;
 - c) violent act;
 - d) your own option.
7. Which emotions do you experience during your resistance?
8. How would you react if your groupmate called for a decisive act of resistance / a violent act against a certain moment in the learning process evoking the feeling of resistance in her?
9. How do you react if your groupmate commits such an act of resistance?
 - a) solidarity (we are together in this situation);
 - b) compassion;
 - c) lack of understanding;
 - d) your own option.
10. Which episodes of your studies evoke this feeling? (Describe and explain)
11. How would you ideally resolve them?
12. Would you have changed something in your past to prevent this situation from happening?
(Describe and explain)
13. Would you warn the modern school students against the mistake (moments) which evoke the feeling of resistance in you now?
14. Have any of your parents' choices impacted your problem nowadays?
15. How should the department (university) managers react to the moments, which evoke the feeling of resistance (in the ideal situation)?
16. Your gender
 - a) m;

b) f.

17. How old are you?

RESISTANCE IN EDUCATION: THREATS AND CHALLENGES

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* Обязательно

Электронная почта *

Ваш адрес эл. почты:

1. Чи відчуваєте ви внутрішній опір під час навчання? / Do you feel internal resistance during your studies?

Мой ответ

2. Як часто ви маєте це відчуття? / How often do you have this feeling?

Мой ответ

3. Чи ділитеся чим відчуттям із колом довіри / куратором? Чому так? / Do you talk about this feeling with your trusted circle / your adviser? Why / why not?

Мой ответ

4. Чи обговорюєте відкрито всі моменти, які викликають у вас відчуття опору в навчанні, зі своїми одногрупниками? Чому? / Do you discuss openly the moments evoking internal resistance with your groupmates? Why / why not?

Мой ответ

5. Як виражаєте або хочете висловити відчуття опору? / How do you express or want to express the feeling of internal resistance? :

глибоко всередині мене, хай там і лишається / it's deep inside and let it remain there

Figure 1. The Google Form questionnaire sample

The processed results (see Table 1) irrefutably prove the following: a considerable part of the respondents (43 persons, 47,3%) feel resistance during both the learning itself and the communication with the university lecturer. The frequency of experiencing this internal feeling varies from “rarely” (11 persons, 12,1%) to “sometimes / from time to time” (15 persons, 16,5%), “often” (9 persons, 9,9%) and “constantly” (4 persons, 4,4%). The answers of some respondents prove the situational nature of manifestations of this negative feeling (“every time when one has to communicate with the lecturer” (1 person), “it depends on the quantity and difficulty of the tasks” (3 persons), “when I do not understand the learning material” (1 person), “in the moment of panic” (1 person).

Table 1

How often do you have this feeling?

Feeling frequency representation	The total number of reactions (%)
Never	25 (27,5)
Rarely	11 (12,1)
Not frequently	11 (12,1)
Sometimes / from time to time	15 (16,5)
Frequently	9 (9,9)
Constantly	4 (4,4)
Other options	16 (17,5)

The scrupulous analysis of the explicitness of resistance manifestation of the participants shows that the majority of the respondents (53 persons, 58,2%) want to leave this negative feeling (together with concomitant emotions) deep in their souls. The leading factors of this decision are the statements “I think I have to deal with this on my own”, “these are my personal problems”, etc. The respondents who openly discuss these negative feelings with their trusted contacts (37 persons, 40,7%) express the positions “to be heard”, “not to accumulate the negative emotions inside”, “to get some advice and change the attitude”, “when I discuss the problem, it gets easier”, “because I trust”. Circles of trust of these students are represented as follows:

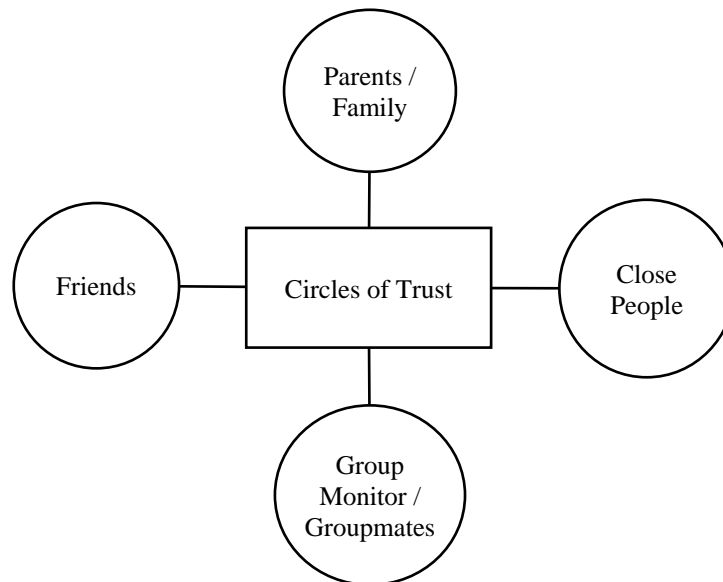


Figure 2. Circles of trust

The answers to the questions about the discussion of the moments related to the resistance with the peers experiencing similar learning conditions lead to the conclusion that the majority (45 persons, 49,5%) openly shares their negative attitudes or feelings in the group. Such communication can occur “sometimes” (7 persons, 7,7%) or “frequently / rarely” (4 persons, 4,3%).

Although the majority of the respondents are willing to leave the feeling of resistance deep in their souls (question 3), the students simultaneously express a firm internal need for decisive actions (46 persons, 50,5%) while some (11 persons, 12,1%) need an immediate decisive action. The resistance is generally represented by such forms as “anxiety” (1 person), “general negative emotional state” (1 person), “need for a conversation with somebody” (2 persons). The leading forms of internal resistance realization are “peaceful resistance” (55 persons, 60,4%) and “decisive action” (29 persons, 31,9%).

The range of negative emotions related to the feeling of internal resistance of students in their learning process is quite broad (see Table 2). This fact is further proved by the spectrum of feelings experienced by the Ukrainian university student and the subsequent inhibition of the individual educational trajectory in learning.

Table 2*Which emotions do you experience during your resistance?*

Type of emotion	The total number of respondents (%)
anger	12 (12,1)
anxiety	10 (10,9)
unable to explain	7 (7,7)
desire to restore justice	5 (5,5)
agresion	3 (3,3)
alarm	3 (3,3)
dissatisfaction	3 (3,3)
irritation	3 (3,3)
fatigue	3 (3,3)
sadness	2 (2,2)
aversion to discipline	2 (2,2)
guilt	2 (2,2)
apathy	2 (2,2)
indignation	2 (2,2)
embarrassment	2 (2,2)
disillusionment	2 (2,2)
peaceful resistance	2 (2,2)
Panic	1 (1,1)
Stress	1 (1,1)
feeling of inferiority	1 (1,1)
decline (regression)	1 (1,1)
feeling is absent	22 (25,3)

Call for active disobedience or an act of violence committed by the groupmate to solve a certain problematic moment in learning leads to different reactions of respondents varying from openly negative to loyal / positive ones. The negative reactions include “I will react negatively” (8 persons), “I will not support it” (5 persons), “ignore” (6 persons), “take it neutrally” (6 persons), “I will not understand this action” (2 persons), “I will be offended” (1 person). The positive emotions include “react calmly” (3 persons), “try to talk / find a common ground” (11 persons), “try to calm down / dissuade” (4 persons), “support” (3 persons), “compassion” (1 person). The democratic way of resolving issues is supported by 7 respondents. At the same time, some students show their distanced perception of reality (“it is their own business” (5 persons), “I need to think

about it” (2 persons) and “no reaction” (17 persons) or express their dependence on the specific situation (5 persons).

In case when the peer commits a decisive action of resistance (disobedience), it causes the internal feeling of solidarity among the majority of the respondents (33 persons) with a considerable group of the interviewees also expressing compassion to this person (29 persons). Some students do not understand this decisive action (20 persons) (see Table 3).

Table 3

Reactions when the peer commits a decisive action of resistance

Person's reaction	The total number of answers (%)
solidarity (we are together in this situation)	33 (36,3)
Compassion	29 (31,9)
lack of understanding	20 (21,9)
your own option	9 (9,9)

The main demotivating factor in meeting the requirements of the learning program and the catalyzer of resistance is the learning process. There is a number of its negative manifestations such as “excessive number of tasks to complete / insufficient time” (14 persons), “feeling of injustice” (4 persons), “unclear / vague task” (3 persons), “assessment of the completed tasks” (4 persons), “exam session” (2 persons), “disproportional distribution of the learning load during the semester” (2 persons), “the distance form of learning” (2 persons), etc. The most feasible ways of removing this resistance are “dialogue with peers / open discussion of the situation”, “clear time management in learning”, “changes in the learning load”, etc.

The manifestation of resistance, according to a considerable group of respondents (52 persons, 57,1%), is not motivated by certain actions in the past; consequently, the respondents see no need to “change something in the past to prevent the current situation”. Some admit a certain probability of the consequential nature of the resistance in learning (7 persons, 7,7%). However, 2 respondents (2,2%) expressed the idea that “everything is going as it should” (See Figure 3).

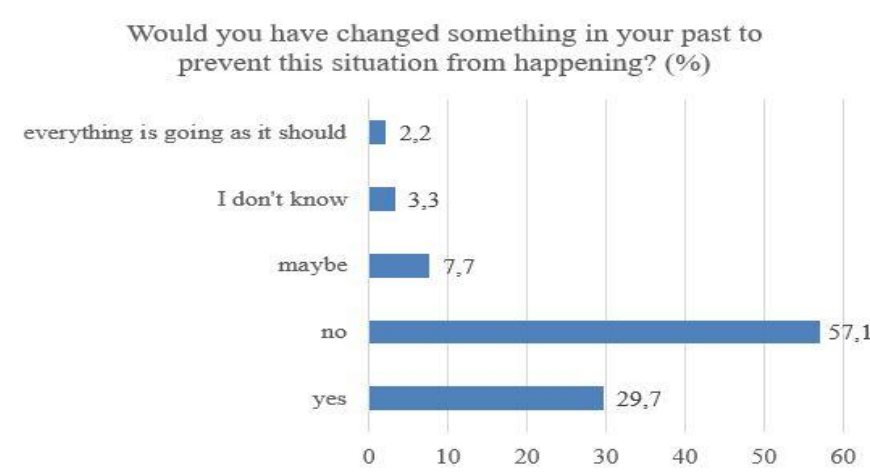


Figure 3. Reflections concerning resistance in the past

The analysis of parental pressure on certain decisions or the issue of resistance which the Ukrainian university students are dealing with nowadays shows that the majority of the respondents (52 persons, 57,1%) do not register this influence. The probability of psychological pressure is acknowledged by some respondents (3 persons, 3,3%) while other students clearly express the individual nature of their decisions (4 persons, 4,4%). To alleviate the student's resistance in learning by "discussing the question with the student", "reacting to the students' requests", "offering support and help", "giving less load", "reaching a compromise" is also a task for the department managers.

Thus, this study proves that the issue of resistance is one of the aspects of the educational process that currently needs to be removed to ensure the successful completion of the individual educational trajectory by Ukrainian university students. The catalysers of this negative feeling are an excessive number of practical tasks within the academic disciplines, disproportional amount of work to be done during the semester, and an unclear system of learning achievement assessment.

Sometimes, the distance mode of learning is mentioned as an obstacle existing due to personal psychological features and preventing that person from successfully reaching their learning aims or creating a barrier between the student and the lecturer / the peers. A considerable proportion of the respondents choose peaceful disobedience to reflect their internal resistance. However, they also express their internal willingness for decisive actions (with the affinity for certain violent actions lacking among the respondents' reactions). Among the rational ways of resolving the specified aspects, the students name the redistribution of the number of tasks,

flexibility of deadlines, constant contact with the department managers, and the latter's readiness for the constructive dialogue.

Discussion

The poll undertaken within the framework of the study has highlighted several important issues influencing the resistance of both the lecturer and the student in the learning process. It mainly has to do with the war in Ukraine, which started on the 24th of February and is lasting up to now taking the entire second semester of the academic year of 2021-2022 and the first semester of 2022-2023 at the Ukrainian universities. The war as one of the main demotivators of modern times is mentioned in the answers of the respondents. This data signifies the interconnection between the person's inner state and societal processes (Ade-Ojo & Duckworth, 2019; Neri, Lozano & Gomez, 2019; Lomba-Portela, Domínguez-Lloria & Pino-Juste, 2022). It is an important factor which prevents the students from completing the tasks in time and at a sufficient level of quality, is mentioned in the responses of the interviewees who connect it with their stable negative emotional state and, according to the scientists, the resistance dynamics (McFadden, 1995; Schultz et al., 2005).

Another important aspect of destabilization in learning and a trigger of resistance is communication and the specificity of the contact between the university lecturer and the student (Rabby, 2005; Owens et al., 2017). Interpersonal communication is an integral element of the learning process, and its disruption leads to psychological tension among the participants of the educational process (Davids & Waghid, 2018; Overberg, 2019). For instance, "the lecturer's attitude" together with the concomitant emotions (aggression, negative attitude, unwillingness to cooperate, elements of disrespect, etc.) demotivate the learning achievements and, according to some students (10 persons, 10,1%) catalyse the internal resistance.

One additional significant factor of causing resistance is the difference between the internal individual expectations of the students (deadlines, ways of communication with the lecturer, the sequence of planned task completion, etc.) and the requirements / expectations of the university lecturer (Kabir & Greenwood, 2017; Hara & Sherbine, 2018). This factor is clearly subjective as it depends on the character of both the participants of the educational process.

High social responsibility and the connection with the modern generation of Ukrainians growing and studying at secondary comprehensive / secondary vocational schools are expressed

by a unanimous desire of the respondents (54 persons, 59,3%) to warn the school students against the errors in learning which cause the feeling of resistance now. The high probability of such a warning is acknowledged by some respondents (7 persons, 7,7%) while others believe that “it is yet another step to adult life, they should learn on their own experience” (5 persons, 5,5%), “one should hone their time-management skills to avoid problems with their studies” (1 person, 1,1%).

All the described problematic aspects call for further studies both by the Ukrainian university lecturers for self-correction and making changes in their communication with the students and by the students themselves – for a better understanding of the level of psychoemotional overload of lecturers in the current difficult life and work conditions and for building new bridges in fruitful bilateral communication (Huang, 2018; Sakala & Chigona, 2020).

Limitations of the study

Certain limits of this study lie in the fact that the poll has not encompassed all the participants of the educational process at Poltava V. G. Korolenko National Pedagogical University. A promising task of the study of resistance is 1) polling the rest of the lecturers and the university students; 2) ranging the answers of the respondents majoring in humanities and sciences to locate their specific sources of resistance and developing effective ways of overcome that resistance. It is also important to overhaul the content of the pedagogical courses using the received parameters to overcome the barriers in “lecturer – student” format of communication.

Conclusions

Thus, the resistance in learning and studying is a complex multi-level process related to the basis of mental activity of Ukrainian university lecturers and students. It affects the work capacity and willingness to create the contact of both participants in the educational process lowering their self-esteem and motivation, causing anxiety, fatigue, and panic together with a number of concomitant negative emotions ranging from silent disagreement to anger and aggression. The ways of removing such barriers in the conditions of the blended (in-class / online) mode of organizing the educational process call for a separate deeper study and further scientific research.

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