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www.iojes.net

International Online Journal of Educational Sciences

ISSN: 1309-2707

The Relationship between University Students' Perceptions of Faculty Members' Undesirable Behaviors, Their Trust for Faculty Members and Class Participation

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ARTICLE INFO

Article History:
Received 15.06.2016
Received in revised form 11.09.2016
Accepted 22.10.2016
Available online 16.11.2016

ABSTRACT

The main objective of the present study is to investigate the university students' perceptions about the undesirable behaviors of the faculty members, their trust levels towards faculty members, students' class participation, and to scrutinize the relationship between these variables. Furthermore, the study aims to identify how and in which direction faculty members' undesirable behaviors affect the university students' trust for faculty members and active participation into class activities. Thus, the relationship between three variables were analyzed via structural equation modelling. Study group included 327 volunteering students who attended pedagogical formation program held in Inonu University during the summer semester of 2013–2014 academic year. "Undesirable Behavior in Faculty Members", "Confidence in Faculty Members", and "University Students Class Participation" scales were used to collect data. Findings indicated that the trust of students towards faculty members and faculty members' undesired behaviors affected students' active participation into class activities. It was concluded that the both variables explained the 16% of the variance in students' classroom participation level.

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Keywords:
Undesired behaviors of faculty members, trust in faculty members, class participation.

Introduction

As social beings, people react against the stimulants in the surrounding environment. These reactions, which could be observed by others, are called behavior. Behaviors are the overall observable or unobservable, open or covert activities executed by an organism (Senemoğlu, 2004). Socially, human behavior could be scrutinized in two groups: desirable (positive) and undesirable (negative). Desirable behaviors are positive actions that conform to social norms and expectations, whereas undesirable behaviors are those that do not comply with the situation or settings (Pala, 2005: 171; Keçici, Beyhan and Ektem, 2013: 1044).

The concept of behavior is at the center of educational-instructional activities and is the center of attention of schools and teachers who work at these schools. Education considerably includes activities that focus on behavioral change. Teachers should be role models for students as they attempt to create desired changes in student behavior. In other words, while expecting desirable behavior from their pupils, teachers should avoid undesirable behavior themselves.

Undesirable Behaviors of Faculty Members

There are certain definitions and classifications in the literature related to undesirable behavior. A study by Khandelwal (2009: 302) listed undesirable behavior as "humiliating, punishing, authoritarian,

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DOI: http://dx.doi.org/10.15345/iojes.2016.04.007

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critical behavior and sarcastic words in the form of jokes." Undesirable behavior in the context of the school could be defined as all behaviors that hinder educational efforts and affect learning and motivation of the students negatively (Kearney, Plax, Hays and Ivey, 1991; Başar, 2003: 117; Keçici, Beyhan and Ektem, 2013: 1044). Universities could be defined as organizations formed by stakeholders to reach a common goal. The stakeholders include faculty members and students as well. Within the framework of the organization of a university, faculty members and students work towards a common goal, learning, and need each other to achieve that goal (Chory and McCroskey, 1999: 2) and interact with each other in and out of classroom activities during their education. Within this interaction, faculty members and students could affect each other positively or negatively. Undesired behavior could easily be related to student behaviors. However, it could be admitted that certain behaviors of faculty members could have undesirable characteristics, and these undesirable behaviors in or out of the classroom can constitute negative models for the students.

Empirical researchers demonstrated that undesirable behavior of faculty members have a negative effect on students' motivation to learn and create an obstacle for efficient learning (Zhang, 2007: 221; Frisby et al., 2014: 111). Zhang (2007: 214) defines undesirable behavior of faculty members as learning demotivators. Goodboy and Myers (2015: 214) found that undesired behaviors of faculty members weakened learning outcomes of the students in a study they conducted. In another study, Claus, Booth-Butterfield and Chory (2012: 178) stated that students notice undesirable teacher behavior and that behavior is somehow reciprocated. Thus, it could be considered that undesirable teacher behavior, which is generally accepted to hinder learning (Goodboy and Bolkan, 2009: 205, 214), could in turn prevent the development of the targeted desired behavior among the students.

Undesirable behavior are classified in three general categories of teacher behavior that obstructs instruction in classroom or learning of the student: incompetence, indolence, and offensiveness (Banfield,2003; Kearney, Plax, Hays and Ivey, 1991; 2006;Toale,2001). While Kumral (2009: 101) listed positive faculty member behavior as preparation for the lesson, arriving on time, a good communication with the student and sharing, and appreciation of the student, respect towards the student as a human being, competence in the related field and formation, and enforcing rules in a flexible manner in courses in a study, the same study listed negative behavior as lack of communication or ineffective communication, poor field knowledge or poor formation, strict attitudes and disrespectful and belittling behavior towards students. In their study, Özdemir and Üzel (2010: 146) classified the characteristics of faculty members as internalized and non-internalized behavior and listed these characteristics under the themes of personal traits, communication skills, characteristics related to the instruction of the course, classroom management, characteristics related to the subject field and measurement and assessment characteristics.

Undesirable Behavior and Class Participation

Class participation could be defined as students sharing knowledge in the classroom and their active participation in instruction process and activities. Students' participation in the course is significant for active learning. Studies demonstrated the significance of class participation in universities (Rocca, 2010: 204). There are several studies and theories on the significance of class participation and its effect on learning outcomes in the literature. The common hypothesis of these research is the necessity of either cognitive or physical participation, or both of the student in the classroom activities to maximize learning (Rogers, 2011: 4).

It could be argued that there are different factors that affect student participation in the classroom. One of these factors is related to faculty members (Mustapha, Rahman and Yunus, 2010: 1081; Şad and Özer, 2014: 2532). A negative relationship between undesirable faculty member behavior and student interest and class participation was reported (Broeckelman-Post et al., 2015: 7). Undesirable behavior of faculty members is recognized by the students (Claus et al., 2012: 178) and has an indirect effect on class participation by the students (Goodboy and Bolkan, 2009: 215; Thweatt and McCroskey, 1998: 350). Mustapha et al. (2010: 1081) and McPherson and Liang (2007: 18) stated that the most important factor that promotes student class participation was the qualities of the teacher.

In classrooms, where learning takes place, teachers and pupils work towards the same goal – learning – and both groups need each other to achieve this goal (Chory and McCroskey, 1999: 2). The positive teacher behavior that create a perception of proximity and promote active participation in the classrooms, which are

education-instruction units, make the students feel comfortable and could help create a perception in the students that they are being supported (Frisby et al., 2014: 111). Students, which could be considered as the primary element of education-instruction process, would like to see faculty members that are academically competent, with social awareness, sincere, affectionate, good-humored and that have professional skills in the classroom (Aslan and Yakar, 2012: 1051). Thus, positive academician behavior such as smiling in the classroom, attending to the students, establishing eye contact, providing clues and sharing personal experiences (Mazer, 2013: 258), being open minded, good and polite, amiability, flexibility in enabling the discussion of ideas among pupils and accepting different views in the classroom, being empathetic, providing messages that validate participation, appreciation of the students, willingness to establish communication with students and loving students (Mottet, Martin and Myers, 2004: 116), calling students by their names, providing visual acknowledgement for their responses would stimulate students' cognitive and emotional interests, thus increasing their participation in course activities (Mustaphaet al., 2010: 1081-1083). When validating/affirmative verbal communication behavior of academicians are perceived, it was demonstrated that students learn at a higher level and effectively (Myers and Knox, 1999: 35).

Students being lectured by faculty members who display undesirable behavior feel negative effects and have less motivation to work together or interact with that faculty member. It is possible for the faculty members that display undesirable behavior to encounter anti-social classroom communication and this situation could be a sign that academic goals would not be achieved (Clauset al., 2012:174-176). Poor instructional skills and discountenance towards students would result in discouragement of students (Mustaphaet al., 2010: 1081-1083). Using humor in the classroom does not decrease the effect of negative academician behavior (Clauset al., 2012: 177). Findings of previous research demonstrated that undesirable behavior disable effective learning (Frisby et al., 2014: 111; Goodboy and Bolkan, 2009: 214-215; Goodboy and Myers, 2015: 214). Rocca (2004: 185-188) defined classroom environments where there is verbal aggression as negative environments and stated that class participation is lower in these environments and there is a reverse relationship between verbal aggression and class participation.

Verbal aggression behaviors by faculty members are perceived more negatively by students especially when they are performed in class presence. Such a situation would limit participation of the students in classroom activities. There is a negative relationship between verbal aggression by faculty members and both in and out of the classroom participation motivation of the students and their motivation to establish communication with teachers (Myers, Edwards, Wahl and Martin, 2007:502-503). Similarly, in a study by Myers and Knox(1999), it was found that recognition/perception by the students of the use of aggressive messages by faculty members had a negative relationship with active learning. Faculty members should try to understand the expectations of the students in classroom environment (McPherson and Liang, 2007: 29) and change their undesirable behavior into positive ones. Studies in the literature established that there was a relationship between the inability of faculty members to develop rapport with students and poor learning skills (Şad and Özer, 2014: 2536), and behavior of faculty members to establish rapport with students was related to class participation (Frisby, 2014: 110).

Similarly, Claus et al. (2012: 163, 175), who described undesirable behavior with examples, expressed that undesirable faculty member behavior such as dismissing the pupils early from classroom, unprepared instructions, very difficult exam questions and lack of rhetorical skills prevent student learning and faculty members who display this behavior could face negative classroom communications. Goodboy, Myers and Bolkan (2010: 17) on the other hand, found that undesirable behavior had an effect on student-faculty member communications.

Various study findings conducted in Turkey on undesirable faculty member behavior are listed below. A study by Doğanay and Sarı (2006: 15) reported that college students stated there were several faculty members in the universities that are authoritarian, threaten the students with grades, belittle and discriminate students, refuse to adapt, do not deserve the positions they occupy. In a study by Murat, Aslantaş and Özgan conducted in 2006 (p. 273), it was found that faculty members shared low levels of making the subjects interesting, explaining the course syllabus and working order, motivating the students for the course and solving student problems in relation to "enabling class participation of the students." Aksu, Çivitçi and Duy (2008: 20) reported that faculty members could not establish cordial, genuine and emphatic communications with their students in classroom environment and could not demonstrate

democratic attitudes and behavior as a result of the study they conducted. Özdemir and Üzel (2010: 146) stated that pre-service primary school mathematics teachers observed undesirable behavior such as inability to communicate with students, inability to support the students in the classroom, creating a tense classroom environment, confining themselves to the material at hand, giving bad marks on the part of faculty members. Arslantaş (2011) found that both education and science-literature faculty students found more than half of their faculty members inadequate in communications with students. In another study conducted by Bozanoğlu (2014), it was determined that members of education faculty displayed less undesirable behavior when compared to the members of other faculties.

Undesirable Behavior, Trust in Teacher-Student Relations and Class Participation

One of the concepts related to undesirable behavior and class participation is trust. Scientists have been attempting to define trust for the last fifty years (Smith, 2013: 221; Tschannen and Hoy, 1998: 335) and most agree that it is difficult to define (Bökeoğlu and Yılmaz, 2008: 212; Smith, 2013; Tüzün, 2007: 93; Yıldız, 2013). Researchers have defined trust in different disciplines (Hai-Jew, 2005: 25). Trust that is generally conceived as a concept based on honesty and righteousness is defined as a central characteristic of human relations and the foundation of human collaboration (Hai-Jew, 2005:18). While certain definitions addressed trust as a general concept, others define it based on organizational relations, and some others scrutinize it at the organizational level (Polat and Taştan, 2009: 559). Certain definitions focus on expectations from the other party, and certain others concentrate on the will to become defenseless towards the other party (Tüzün, 2007: 950). The common element in all these definitions is the existence of two parties; the trusting and the trusted parties (Polat and Taştan, 2009: 559).

Trust is a complex and multi-faceted concept. It is also difficult to identify the concept of trust since it depends of various different factors (Smith, 2013; Tschannen, Hoy, 1998: 335). It is generally accepted that trust has five characteristics of kindness, confidence, competence, honesty and openness (Hoy and Tschannen-Moran, 1999). Intra-organizational trust is the climate of confidence in the organization and summarizes the positive expectations of organization members about the individuals' intentions and behavior based on organizational roles and experiences (Tüzün, 2007: 105).

It could be observed that the concept of trust has several dimensions that were commenced to be scrutinized lately using different approaches (Polat and Taştan, 2009: 559, 562). As much as there are different perceptions in the definitions of trust, there are also different interpretations of types of trust (Tüzün, 2007: 100). Hoy and Tschannen-Moran (1999) defined trust as the voluntary defenselessness of an individual or individuals against a group that they believe to be helpful, trustworthy, expert, honest and open (Cited by Özer and Tül, 2014: 106).

The concept of trust could be defined in different dimensions (interpersonal or general) or types based on the related type of organization. Since interpersonal trust is a mutual process and the trust in an organization entails several individuals, it is difficult to develop and reinforce trust in an organization (Demircan and Ceylan, 2003: 140). Trust enables individuals to focus in their work/studies and results in more active learning/work (Tschannen and Hoy, 1998: 341). In human relationships, mutual trust is a vital element (İşcan and Sayın, 2010: 213).

Trust, which is also very significant for active school environment (Smith, 2013), could be addressed in the dimensions of teacher, administrator and student in schools (Tschannen and Hoy, 1998: 342). In a study conducted by Yılmaz and Sünbül (2009), trust in schools was assessed with the dimensions of sensitivity to employees, confidence in the administrator, communications environment, and openness to innovations. The phenomenon of trust is important for educational organizations as much as it is for other organizations. In fact, when it is considered that schools have unique characteristics and their basic input and output are humans, the existence of trust-based relationships is more important in a school environment (Özer and Tül, 2014: 107).

Universities possess an open organizational structure where different stakeholders spend efforts to achieve a common goal. Faculty members and students are the primary stakeholders in this structure. The behavior exhibited by faculty members in and out of the classroom are extremely important in creating a sense of confidence among students (Curzon-Hobson, 2002: 269). In and out of classroom behavior of faculty

members could earn or destroy students' trust in them (Corrigan, Klein and Isaacs, 2010: 63). Trust between the faculty member and the student is a requirement for active education and instruction. Intimacy of teachers to their students and having their confidence have a positive effect on classroom environment (Pogue and AhYun, 2006: 332). If students trust their teachers in an education-instruction environment, it is more probable for them to direct their attention to their teachers to guide them in their efforts to learn and respond to the efforts of their teachers to influence them (Wooten and McCroskey, 1996: 94-95). Trust relationship between faculty member and student could directly increase academic motivation (Lee, 2007: 211).

Competency, adaptation, openness, honesty of the faculty member and the willingness to assist students in overcoming their problems affects whether the student trusts the faculty member (Kale, 2013: 525). Academicians who prove to be trustworthy in student-teacher relations are perceived to have a high character (Martin, Chesebro and Mottet, 1997: 433). Sanı, Çalışkan, Atan and Yozgat (2013: 76) found that trust in faculty member significantly contributes to the trust in upper management and trust in peer dimensions.

Studies in the literature showed that undesirable behavior affect the trust in faculty members. In a study by Teven (2007: 443), it was identified that teachers that display undesirable behavior are perceived less trustworthy when compared to those that display desirable behavior. Rocca (2010: 224) determined that student trust and the faculty member itself has a significant effect on class participation of the students. As demonstrated by previous studies, undesirable behavior and the trust between student and the faculty member affect students' class participation. Thus, it could be considered significant to investigate the relationship between undesirable behavior – trust – class participation.

The purpose of the study

The main objective of the present study is to identify the student perceptions on undesirable faculty behavior, their trust in faculty members and their class participation levels and the relationships between these variables. On the other hand, the study also aims to determine how and in which direction the undesirable faculty behavior affects trust in faculty members and class participation.

Method

The present study is an associational research that scrutinized the relationships between perceptions of students who attend pedagogical formation training program on undesirable behaviors of faculty members, their levels of trust in faculty members and their levels of class participation. Associational research is conducted to describe relationships between two or more variables where the relationships are analyzed in depth (Karakaya, 2009). Thus, the relationship between perceptions of students that receive pedagogical formation training on undesirable faculty member behavior, their levels of trust in faculty members and their class participation levels is analyzed with structural equation modeling. Structural Equation Modeling (SEM) is a statistical technique that tests the processes and relationships between variables, which are observable and latent, based on a theoretical model (Byrne, 2010). Structural equation model is a confirmatory framework while it is explanatory for multivariate statistical methods at the same time (Taşkın and Akat, 2010).

Study Group

The study was carried out with pedagogical formation training program students. As all of these students were either senior or graduate and some of them had previous work experience in various educational institution, they were thought as an appropriate group for the study. The population of the study consisted of 930 students who attended the pedagogical formation training program in İnönü University in the summer semester of 2013-2014 academic year. As the population was accessible, no sample was selected and the study were planned to carried out with the whole population. Instruments were administered to all of the students and 327 students voluntarily participated in the study. After incomplete and/or incorrect forms were eliminated, 303 forms were included in the preliminary assessment. Extreme values, the data that violated single and multivariate normality assumptions were excluded in the preliminary analysis and final analyses were conducted on the remaining 288 forms. Out of these students,

183 were female (63.5%) and 105 were male (36.5%). Among them 82 worked previously as teachers in a public or private institutions (28.5%), while 206 did not (71.5%).

Data Collection Tools

In the first phase of the study, a form that included *personal information* about the students, *Undesirable Faculty Member Behavior*, *Trust in Faculty Members* and *University Students' Class Participation* scales were used as data collection tools.

Undesirable faculty member behavior scale (UFMS)

The scale was developed by Bozanoğlu (2014). It includes five factors of "*in-classroom communications* (10 items)," "*instruction management* (6 items)," "*time management* (6 items)," "*out-of-classroom communications* (4 items)," and "*classroom participation* (4 items)." For the purposes of the present study, only "*in-classroom communications*," "*instruction management*," "*time management*," and "*out-of-classroom communications*" sub-factors were utilized. Since four scale sub-factors were used in this study, second level confirmatory factor analysis (CFA) was applied to the scale. Goodness of fit indices obtained in the confirmatory factor analysis were as follows: X^2 = 1.344, df = 1, X^2/df = 1.344, GFI = 0.99, AGFI = 0.97, NNFI/TLI = 0.99, IFI = 0.99, CFI = 0.99, RMSEA = 0.036, RMR = 0.004, SRMR = 0.012. Cronbach alpha reliability coefficients for "*in-classroom communications*," "*instruction management*," "*time management*," and "*out-of-classroom communications*" sub-factors were ".70", ".70", ".81", ".69," respectively.

Trust in faculty members scale

The scale was originally developed by Özer and Atik (2014). It has one dimension and 22 items. Confirmatory factor analysis yielded the following goodness of fit indices for the present study: X^2 = 277.945, df = 186, X^2/df = 1.494, GFI = 0.90, AGFI = 0.87, NNFI/TLI = 0.97, IFI = 0.97, CFI = 0.97, RMSEA = 0.046, RMR = 0.022, SRMR = 0.045. Cronbach alpha reliability coefficient for "*Trust in Faculty Members Scale*" was ".96."

University students classroom participation scale

The scale was developed by Özer and Atik (2014). It has one dimension and 11 items. Confirmatory factor analysis goodness of fit values of the scale for the present study was as follows: X^2 = 88.041, df = 38, X^2/df = 2.317, GFI = 0.94, AGFI = 0.90, NNFI/TLI = 0.92, IFI = 0.95, CFI = 0.94, RMSEA = 0.070, RMR = 0.038, SRMR = 0.048. In this study, Cronbach alpha reliability coefficient for "*University Students Classroom Participation Scale*" was ".84."

Data Analysis

In the present study, the relationships between perceptions of students that receive pedagogical formation training on undesirable faculty member behavior, their levels of trust in faculty members and their class participation levels were analyzed using structural equation modeling. In this context, Path Analysis method, which is one of the methods used to test the model in SEM, was utilized. Path analysis aims to investigate the relations network among the observed variables (Bayram, 2010).

In SEM, two different paths are used to test the fitness of the integrated model and further related tests are conducted. These approaches defined as single stage and two-stage analysis approaches explain the holistic analysis of the model. In the single-stage approach, both structural and measurement models are spontaneously included in the analysis. The first stage of the two-stage approach includes CFA (Çelik and Yılmaz, 2013). In the present study, two-stage approach was used. Thus, initially measurement models were tested. Results obtained on measurement models are presented as confirmatory factor analysis results in data collection tools section separately for each scale.

The analyses were conducted with SPSS 21 and SPSS AMOS 21 software. Z scores were calculated with SPSS 21 software to determine whether each scale item contained extreme values. Values that were beyond the ±3 limits were considered as extreme values (Çokluk, Şekercioğlu and Büyüköztürk, 2010). Calculations demonstrated that there were extreme values in the forms of 15 participants and these forms were eliminated and SEM analysis was conducted on the remaining 288 inventory forms left. For SEM analysis, the dataset should meet single variable and multivariate normal distribution hypotheses (Bayram,

2010; Çokluk et al., 2010). Dataset single variable and multivariate distribution information is presented in Table 1.

Table 1. Single variable and multivariate normal distribution findings

Variable	min	max	skew	c.r.	kurtosis	CR
trs	1,955	5,000	-,037	-,260	-,465	-1,611
par	1,818	5,000	-,542	-3,758	,420	1,454
occ	1,000	3,750	1,223	8,471	,884	3,062
ins	1,000	4,500	,480	3,328	-,591	-2,047
tim	1,000	3,000	,697	4,829	-,513	-1,778
icc	1,000	2,300	1,404	9,729	1,252	4,338
Multivariate					2,154	1,865

Note: trs: trust in faculty members, par: class participation, occ: out-of-classroom communication, ins: instruction management, tim: time management, icc: in-classroom communication, CR.: Critical Ratio

It could be observed in Table 1 that skewness values for the variables varied between 1.404 and -.542, kurtosis values varied between 1.252 and -.591. For single variable normal distribution of the data, skewness and kurtosis values should be between +2 and -2 (Cameron, 2004). For dataset multivariate normality values, multivariate kurtosis and critical ratio values were surveyed. Multivariate kurtosis value for the dataset was 2.154 and critical ratio value was 1.865.

For the dataset to have normal distribution in structural equation modelling, multivariate kurtosis value has to be smaller than 3 (Bentler, 2005) and critical ratio should be smaller than 1.96 (Bayram, 2010). Results of the analyses demonstrated that the dataset met normal distribution hypotheses for both measurement and structural models. If the dataset contains continuous variables and display multivariate normal distribution, the most commonly used estimation model, the maximum likelihood method should be used in structural equation modeling (Boysan, 2006; Byrne, 2010). Thus, maximum likelihood method was used in the present study.

Goodness of fit values were controlled to accept the measurement and structural models in the analyses conducted. In the literature, a X^2/sd value of 3 or smaller than 3; .95 or higher GFI, AGFI, NNFI/TLI, NFI and IFI values, .97 or higher CFI value; .05 or smaller RMSEA, RMR and SRMR values are accepted as the sign of a good or perfect goodness of fit between the model and the data. A X^2/sd value of 5 or smaller than 0; .95 or higher GFI, AGFI, NNFI/TLI, NFI and IFI values, .95 or higher CFI value; .08 or smaller RMSEA, RMR and SRMR values are accepted as the sign of an acceptable level of goodness of fit between the model and the data (Bayram,2010; Byrne, 2010; Çelik and Yılmaz, 2013; Hu and Bentler, 1999; Jöreskog andSörbom, 2006; Kline, 2011; Meydan and Şeşen, 2011; Schumaker and Lomax, 2010; Şimşek, 2007). Furthermore, lower AIC, CAIC and ECVI values vis a vis the compared model indicates an acceptable model (Jöreskog andSörbom, 2006; Raykov and Marcoulides, 2000).

Findings

A path diagram was created to test the structural model formed in the context of the present study. The path diagram related to the tested model is presented in Figure 1.

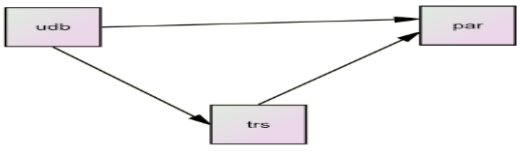


Figure 1. Tested structural equation model

Note: udb: undesirable behavior, par: class participation, trs: trust in faculty members

In the tested theoretical model, it was assumed that the endogenous variable was class participation and both undesirable faculty behavior and trust in faculty members directly and indirectly affected the endogenous variable, class participation.

In the next step, the structural equation model created in accordance with the theoretical findings expressed in the literature was analyzed with AMOS software. Significance data for t-values related to the significance of the regression coefficients for the obtained model are displayed in Table 2.

Table 2. Regression analysis results on relationships between model variables

			B	β	S.E.	C.R.(t)	P
trs	<---	udb	-1,672	-,500	,231	-7,241	***
icc	<---	udb	1,000	,650	,222	8,985	***
tim	<---	udb	2,211	,758	,219	10,077	***
ins	<---	udb	3,164	,741	,319	9,927	***
occ	<---	udb	2,493	,744	,250	9,958	***
par	<---	udb	,498	,162	,219	2,277	,062
par	<---	trs	,444	,484	,059	7,557	***

Note: B: Non-standardized Regression Coefficient, β: Standardized Regression Coefficient, SE: Regression Weight Standard Error, CR: Regression Weight Critical Ratio, P: Regression Weight Significance Level

T-values in Table 2 demonstrate that the t-value on the path between undesirable behavior and participation was insignificant (t=2,277; p>.05). In other words, the findings of this study reflect that undesirable faculty member behavior do not affect students' class participation directly, but indirectly through trust. On the other hand, the t-value for the path between trust in faculty members and class participation (t=7,557; p<.05) and the t-value for the path between trust in faculty members and undesirable faculty member behavior (t=-7,241; p<.05) were significant.

The analysis results obtained after the path between undesirable behavior and participation was deleted are displayed in Table 3. Furthermore, the residual error of in-classroom communication and instruction management sub-dimensions of undesirable behavior scale and class participation was associated.

Table 3. Regression analysis results on relationships between final model variables

			B	**β**	**S.E.**	**C.R.(t)**	**P**
trs	<---	udb	-1,664	-,500	,229	-7,262	***
icc	<---	udb	1,000	,654	,256	8,765	***
tim	<---	udb	2,179	,752	,217	10,054	***
ins	<---	udb	3,148	,741	,316	9,963	***
occ	<---	udb	2,493	,748	,249	10,025	***
par	<---	trs	,370	,403	,050	7,464	***

Table 4. AIC, CAIC and ECVI values for the final and compared model

	AIC	**CAIC**	**ECVI**
Final Model	40,746	101,364	,142
Compared Model	42,00	139,922	,146

Smaller AIC, CAIC and ECVI values observed in Table 4 when compared to the model of comparison is an indicator of the acceptable nature of the model.

Table 3 demonstrates that all paths in the final model were significant (p<.05). Analysis results showed that obtained model goodness of fit values were either perfect or good (X^2=14.746, df=8, X^2/df =1.843, GFI=0.98, AGFI=0.95, NNFI/TLI=0.97, IFI=0.98, CFI=0.98, RMSEA=0.054, RMR=0.018, SRMR=0.045). AIC, CAIC and ECVI values for the final model are given in Table 4.

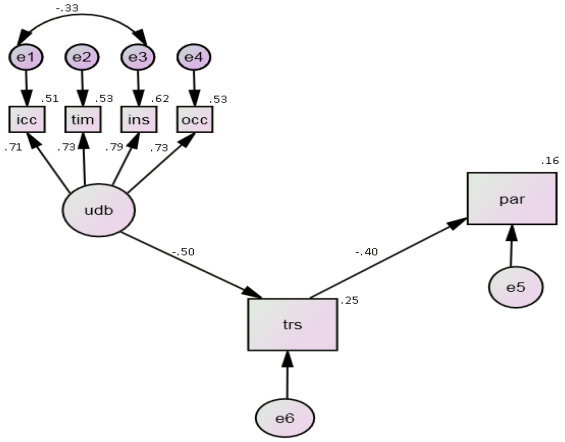


Figure 2. Final model path diagram, standardized path coefficients and determination coefficients (R^2)

According to the final model confirmed by the conducted analysis, undesirable behavior of faculty members affect trust in faculty members directly and negatively (β=-0.500; t= -7.262; p<.05) class participation through trust in faculty members and indirectly, and trust in faculty members affects class participation directly and positively (β=0.403; t= 7.464; p<.05).

Examination of the determination coefficients related to the degree of influence of external variables on each internal variable demonstrated that overall variables tested in the model explained 16% of the variance in class participation. It was also observed that undesirable behavior of faculty members explained 25% of the variance in trust in faculty members.

Discussion, Result and Recommendations

The main objective of the present study is to determine the effect of undesirable faculty behavior on trust in faculty members and students' class participation. In the present study, the relationships between perceptions of students that receive pedagogical formation training on undesirable faculty member behavior, their levels of trust in faculty members and their class participation levels were analyzed using structural equation modeling. Study results demonstrated that the trust of students in faculty members and undesirable behavior of faculty members affected students' participation in classroom activities. It was observed that the variables tested in the model explained 16% of the variance in class participation. Undesirable behavior of faculty members affect trust in faculty members directly and negatively, class participation through trust in faculty members and indirectly, and trust in faculty members affects class participation directly and positively. As the faculty members refrain from undesirable behavior, students trust them more and they participate in the class more as they trust faculty members.

Every behavior that hinders educational efforts in classroom environment is defined as undesirable behavior. Undesirable behavior disrupt classroom order and actions, prevents reaching the goals and especially causes mismanagement of time (Başar,2003: 117). The negative effect of undesirable behavior of faculty members on learning motivation of students and hinder active learning is accepted by field specialists (Zhang, 2007: 221; Frisby et al., 2014: 111). Thus, it could be argued that undesirable teacher behavior that is accepted to prevent active learning would obstruct desirable behavior changes in students.

Certain in-classroom and out-of-classroom behavior of faculty members in higher education play an effective role in both formation of undesirable student behavior and resistance behavior against teaching-learning processes (Aksu et al., 2008). To prevent behavior that effect learning environment negatively and

create resistance against learning among students, faculty members should be aware of and avoid undesirable behavior they exhibit.

Undesirable teacher behavior affects student satisfaction, motivation and cognitive learning negatively and increase resistance, while positive behavior such as fairness and intimacy decrease the student resistance and provide balance. Studies demonstrated that resistance towards teachers, trust in teachers and undesirable teacher behavior were dependent on teacher characteristics and behavior (Zhang, Zhang and Castelluccio, 2011: 451). Undesirable faculty member behavior decrease the trust the students feel towards the faculty member and the decrease in trust in turn reduces class participation of the students.

Several studies demonstrated that undesirable faculty member behavior affected the trust for faculty members. It was accepted that undesirable faculty member behavior has a negative effect on student motivation and prevents active instruction (Zhang, 2007: 221; Frisby et al., 2014: 111). In a study by Goodboy and Myers (2015: 214), it was found that undesirable faculty member behavior weakened students' learning output. In a study by Claus et al. (2012: 178), it was reported that undesirable teacher behavior was recognized by the students and it was reciprocated by certain means. Thus, it could be argued that undesirable teacher behavior that are accepted to prevent active instruction (Goodboy and Bolkan, 2009: 205, 214) would prevent desirable behavior changes among students as well.

There are different factors that affect classroom participation of students. Among these factors there are reasons that are inflicted by the faculty members (Mustapha et al., 2010: 1081; Şad andÖzer, 2014: 2532). Study findings demonstrated that undesirable behavior weaken active learning (Frisby et al., 2014: 111; Goodboy and Bolkan, 2009: 214-215; Goodboy and Myers, 2015: 214). On the other hand, Goodboy et al., (2010: 17) found that undesirable behavior affected the communications between students and faculty member. Undesirable faculty member behavior could affect different dimensions of instruction process. In a study conducted by Özer and Bozanoğlu (2014), it was determined that faculty members exhibited the most undesired behavior in instruction management and the least undesirable behavior in out-of-the-classroom communications.

On the other hand, studies identified that trust in faculty members affected class participation as well. Teven (2007: 443) found that teachers who displayed undesirable behavior were perceived as less trustworthy when compared to teachers that display desirable behavior. Rocca (2010: 224) reported that student trust and the faculty member has a significant effect on students' classroom participation. In a study conducted by Özer, Atik, Şad and Kış (2016), it was identified that trust in faculty members was a significant indicator of student participation in classroom and trust in faculty member explained 16% of the variance in class participation. Previously conducted studies demonstrate that undesirable behavior and the trust between student and faculty member affect student participation in classroom.

The results of the present study demonstrated that one of the most significant variables that affect student participation in classroom is the trust in faculty members. Student participation in class activities increases when the students trust the faculty members. And their trust for faculty members is dependent on the lack of undesired behavior in faculty members.

One of the most important factors that govern education-instruction activities and determine their quality is teacher behavior. The same way students have undesirable behavior that disturb educational activities, teachers have similar undesirable behavior as well. Teachers are primarily human managers and as all would concur, students are quite resistant against management (Glasser,1999:19;cited byİlgar,2007:119). Prejudices of teachers towards students, their negative attitudes and behavior could cause undesirable behavior in students (Duke,1978;cited byDönmezandCömert,2009:48). For an active instruction, it is necessary for the faculty members that do not wish to witness undesirable behavior among students to avoid undesirable behavior themselves for an active instruction.

Findings of the present study demonstrated that the trust students feel for the faculty members and undesirable behavior of faculty members affect the students' class participation. These results show that it could be advisable to provide information to faculty members on the relationship between undesirable behavior and the trust felt for faculty members and to provide training on classroom management.

Furthermore, future qualitative studies could be conducted to analyze the factors behind the trust or mistrust that students feel for the faculty members in depth.

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