

Faculty of Education Students' Resistance Behaviors and Self-efficacy Perceptions to Teaching and Learning Processes

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ABSTRACT The purpose of this study is to determine whether there was a significant difference between teacher candidates' academic self-efficacy beliefs and the resistance behaviors they have developed towards the teaching and learning process. This research which employed relational screening model was undertaken on the study platform composed of 248 teacher candidates attending Abant Izzet Baysal University Faculty of Education in 2012-2013 academic year. Research results show that dimension on teacher candidates' self-efficacy indicated "agreement", on the views of the Resistance Scale of the students in Faculty of Education. The scale showed a "complete disagreement", on their personal views regarding the instructors and their professional qualities as well as peer relations displayed in a "medium level of agreement" and dimension of beliefs which are related to the future benefits of education indicated "agreement". In terms of resistance behaviors in class, significant differences were observed in the department variable on the views of the instructors' professional qualities when teaching type and department variables -personal variables and its relationship with academic self-efficacy-. All of these were thoroughly investigated. Also, a negative and low level relationship was identified between teacher candidates' self-efficacy and resistance behaviors in class as well as positive and low level relationship between beliefs on future benefits of education and self-efficacy levels.