



AN INVESTIGATION OF RESISTANT BEHAVIORS OF THE TEACHER CANDIDATES TOWARD THE TEACHING CERTIFICATE COURSES*

İlke EVİN GENCEL**^a; Asuman Seda SARACALOĞLU^b

^aCanakkale Onsekiz Mart University, Faculty of Education, Canakkale/TURKEY

^bAdnan Menderes University, Faculty of Education, Aydın/TURKEY

ABSTRACT

The aim of this research was to determine the resistant behaviors of prospective teachers toward the Teaching Certificate Courses and to examine the reasons of resistant behaviors. In this study, qualitative and quantitative research methods were used. The research was carried out at Dokuz Eylül University in Turkey (N= 848). The quantitative data of the study were gathered with the “The Resistance towards Teaching Certificate Courses Scale” developed by Yüksel (2004). In order to identify the reasons of active resistant behaviors, interviews were made on voluntary basis with 42 students chosen by criterion sampling of the purposive sampling method. The derived data were interpreted with the descriptive analysis technique.

Keywords: *Teacher education, teacher candidates, student's resistance, resistance behaviors, teaching certificate courses.*

INTRODUCTION

The social advancement of the states and their developmental status in reference to the other states are directly related with the quality of their educational processes. This reality strongly verifies that special attention should be given to the prevocational training of the teachers considered as the leaders of the educational processes. Teaching is considered as a distinctive and avant-garde profession on the grounds that teachers both shape the properties of the individuals and the societies and train the personnel of other sectors. Within this context, it is considered that well-educated, qualified teachers have crucial importance in ensuring the future of societies (Semerci & Çerçi, 2005).

Teacher education has always been a controversial issue in Turkey. Different policies and programs have been implemented in teacher training since 1848 (when the first teachers' school was established) and progressive attempts to develop the teachers' qualities have always been carried on. In Turkey, teachers' training has been carried out at the faculties of education under the charge of the Board of Higher Education that took office in 1982 with the Law of Higher Education (number 2547). The reorganization of the faculties of education was brought on the agenda based upon the assertion of “Since the Faculties of Education face with problems such as structuring wrongly, positioning far from their ultimate purposes and similar ones and since they are inadequate in fulfilling the needs of the country both as qualitatively and quantitatively” (YÖK, 1998a:14) and new regulations have been put into practice since 1997-1998 school year. During this reorganization process, standardization was provided for the faculties of education and the same vocational knowledge courses with the same course credits were applied to all

* Portions of this research were presented at the First International Congress of Educational Research, 1-3 May, Canakkale, Turkey.

** **Co-Author:** ilke.evin@gmail.com

departments of faculties of education. The teaching certificate courses in all departments were designated as: Introduction to Teaching Profession, School Experience I-II, Development and Learning, Planning and Evaluation in Instruction, Instructional Technologies and Material Development, Classroom Management, Special Teaching Methods I-II and Guidance (YÖK, 1998b).

After the reorganization in teacher training in 1997, the programs were updated and non-thesis master's degree implementation was redesigned. The aim of this implementation was to update the programs and modify the defective points rather than changing the structure of 1997-1998. With this modification, the teaching certificate courses in all departments were designated as: Introduction to Educational Science, Developmental Psychology, Curriculum and Instruction, Turkish Education System and School Management, Principles and Methods of Instruction, School Experience, Measurement and Evaluation, Classroom Management, Guidance, Instruction of Technologies and Material Development, Practicing Teaching Profession, Special Teaching Methods, Theories and Approaches on Teaching and Learning (YÖK, 2007).

Training programs implemented and the competence of the instructors are significant variables in improving teachers' quality (Howard & Gordon, 1999). One of the important factors for the prospective teachers' proper development of their professional qualities is their instructors as role models; that is to say, the consistency of the instructors' behaviors with the subjects they teach in their teaching certificate courses. Another factor which has equal importance is the affective characteristics of the prospective teachers regarding their profession (Cochran, DeRuiter & King, 1993; Jenkins & Veal, 2002; Mohr & Townsend, 2002; Oral, 2004; Saracaloğlu, 1991; 1992; Şenel et al 2004).

The studies about affective characteristics of prospective teachers have mostly focused either on teaching profession or interest and attitude devoted to various course subjects (Aşkar & Çelenk, 1989; Aşkar & Erden, 1986; Can, 1992; Erden, 1995; Oral, 2004; Saracaloğlu, 1991; 1992; Sayın, 2005; Serin et al 2000; Sözer, 1996; Şenel et al 2004), however, adequate emphasis hasn't been placed on the resistant behaviors which may result in extremely negative outcomes in learning and teaching processes and also make the students resort to force. Although there are numerous studies abroad interpreting and defining the resistant behaviors of the students at different educational levels, the number of studies examining the resistant behaviors of prospective teachers toward the teaching certificate courses are very limited both in Turkey and abroad (Yüksel, 2004 a; 2004 b; 2006).

Although studies examining the resistant behaviors of students are very few in Turkey, the studies that were carried out abroad clearly show that resistant behaviors are the most significant reason for the reduction of the productivity of learning and teaching processes (Davies, 1995; Giroux, 1983; Mc Farland, 1999; 2001; Zuniga & Mildred, 2005). Besides, there are also findings of the research proving that when the students show resistant behaviors, the teachers tend to exhibit negative expectations and attitudes toward their students (Alpert, 1991; Sun, 1995).

Resistant behaviors are defined as the opposition of students to the educational activities and the thoughts and practices that are proposed to them (Yüksel, 2004). The initial studies on the resistant behaviors of students associated the resistance with the social and ethnic origin (Apple, 1979; Bowles & Gintis, 1976; Cumins, 1989; Ogbu, 1987, Willis, 1977). The subsequent studies however, stated that resistance could be independent from the social environment and be directly related to reasons such as insufficient activities within the classroom, widespread acceptance of teacher centered educational concept, inability to motivate the desires of the students to learning, irrelevance of the subjects with the real life, authoritarian attitudes of the teachers and students' personal antipathy towards their teachers (Hallinan, 1989; Weick, 1995, Yüksel, 2004 a).

Undisciplined behavior and resistant behavior are examined as two different concepts. While the undisciplined behaviors develop spontaneously within the process, the resistant behaviors are considered contemplated and planned behaviors. This distinctive feature leads to the continuity of the resistant behaviors. In addition to this, it is mentioned that resistant behaviors have more negative outcomes than the undisciplined behaviors: For example, they lead the students to exhibit violence towards their teachers, which affects both the success level of the other students and their attitudes towards the learning environment negatively. Besides, it is underlined that resistant behaviors should not be seen as totally negative behaviors, yet these behaviors may also have positive effects. As a result of students' resistant behaviors, a teacher exhibiting negative behaviors within the classroom can compensate his/her negative behaviors through self-criticism (Yüksel, 2004 b).

Students may exhibit resistant behavior in various forms such as ignoring the school and the teacher, refusing to participate in the lesson, leaving questions unanswered consciously, debating with the teacher frequently (Alpert, 1991), shirking his/her duties, speaking negatively against the teacher, behaving in a way to disturb classroom ambiance, regular nonattendance to the courses, complaining constantly, adopting deceptive attitudes towards teacher, asking questions to put the teacher into difficulty or forcing the teacher to go beyond the lesson context (Hallinan, 1989; McFarland, 2001; Yüksel, 2004a; Zuniga and Mildred, 2005). Students' resistance behaviors can disrupt a whole class and teaching-learning process (Burroughs, 2007; Zhang, Zhang & Catstellucio, 2012).

Resistant behaviors differ according to the ages and the educational level of the students. Whereas the younger students generally show the resistant behaviors verbally, students at secondary and higher education exhibit resistant behaviors in a nonverbal, passive resistance form (McFarland, 2001). Resistance peaks at adolescence, and adolescents are more rebellious than other age groups (Miller, Burgoon, Grandpre & Alvaro, 2006).

Resistant behaviors generate many negative results; for example, they decrease the productivity of the learning and teaching processes, provoke absenteeism in lessons, create conflict among students and teacher and lead to negative attitudes towards the school and education which results in a decrease in academic achievement. Active and passive resistant behaviors, which provide the basis of many problems in learning and teaching processes, are of course still effective in the educational processes of the prospective teachers. Teaching Certificate Courses takes an important place for the prospective teachers in acquisition of knowledge, skills and affective characteristics of their profession. Determining the level of resistant behaviors of prospective teachers toward the teaching certificate courses and taking the measurements to eliminate these resistant behaviors may be a solution method to increase the quality in teachers' training.

The aim of the research is to determine the resistant behaviors of the prospective teachers toward the teaching certificate courses which in which the instructors of the educational sciences department of the faculties of education lecture. Additionally, the target of this research is to make suggestions for preventing resistant behaviors and provide the conditions for training qualified teachers. This study is important as it is one of the few studies carried out in Turkey and abroad interpreting the resistant behaviors of prospective teachers. The research attempts to find answers to the following questions;

1. Do the resistant behaviors of the prospective teachers toward the teaching certificate courses show a meaningful difference in terms of their gender and their departments?
2. What are the reasons of resistant behaviors of the prospective teachers toward the teaching certificate courses?

METHOD

Participants

The participants of the study was constituted by the senior students (n= 848) of the faculty of Education. The target population included 449 female (53%) and 399 male (47%) students. In order to gather the qualitative data, interviews were made on voluntary basis with 42 students of Art Teaching, Physical Education Teaching, and Music Teaching and Foreign Languages Teaching departments.

Gathering the Data

For gathering the quantitative data, “The Resistance towards the Teaching Certificate Courses Scale”, which was developed by Yüksel (2004 a), was used. Likert type scale consists of 41 items. The choices and scoring of the scale was formed as: I Completely Agree (5), I Agree (4), I’m Uncertain (3), I Disagree (2) and I Strongly Disagree (1). The scoring in sentences with negative expressions is performed in reverse direction. Scale consists of 6 dimensions and interpretations are constructed according to the sub dimensions of the scale. These sub dimensions are named as: Opinions about the instructors, opinions about the teaching profession, opinions about the teaching certificate courses, active resistant behaviors, passive resistant behaviors and importance attributed to the teaching certificate courses. The alpha reliability co-efficient of the scale is .93. In this study, the reliability co-efficient of the scale was calculated as .94.

In order to get personal knowledge a Personal Information Form, prepared by the researchers, was used. In this form there are questions about gender, department, departmental scores in the National Student Selection Examination (NSSE), and whether the students are satisfied with their departments and the university. The quantitative data of the research were gathered via interviews with the prospective teachers, in the university offices of the researchers. For the interviews of the research, a semi-structured interview form was used in determining the reasons for resistant behaviors towards teaching certificate courses.

Analyzing the Data

Frequency and percentage values were designated in order to classify the data. Arithmetic mean was used to calculate the average of the scores received, and standard deviation was used in order to find out the distance of the distribution values to the arithmetic mean. A t test was implemented to determine whether the difference between two independent groups’ averages was meaningful. One-way analysis of variance was implemented to determine whether the difference between more than two levels of independent variables averages was meaningful. The Scheffe test was implemented to find out the origin of the difference when the difference among the averages was determined in variance analysis.

Qualitative data were analyzed by three people including an educational scientist and the writers; interview documentations were examined individually and coding keys were created separately. For reliability calculation, the formula offered by Miles & Huberman was used: goodness of fit percentage (reliability)= Number of categories that are agreed on/ Number of categories that are agreed on + Number of categories that are not agreed on. After the calculations, it is determined that the goodness of fit percentage is 100% for the 1st question, 90% for the 2nd question and 95% as the average. As the reliability calculations had been over 70%, the research was considered reliable (Miles & Huberman, 1994). In this context, the result was considered reliable for the research.

Abbreviations

TCC: Teaching Certificate Courses, PESM: Physical Education and Sports Teaching Male Student; PESF: Physical Education and Sports Teaching Female Student; FLTM: Foreign Languages Teaching Male Student; FLTF: Foreign Languages Teaching Female Student; FATM: Fine Arts Teaching Male Student; FATF: Fine Arts Teaching Female Student

FINDINGS

The resistant behaviors of the prospective teachers towards the TCC were analyzed in terms of the gender, department and satisfaction level with the department. The resistant behaviors of the prospective teachers in terms of their gender are presented in Table 1.

Table 1. Student Resistance by Gender

	n	\bar{X}	s	t
<i>Opinions on the Instructor</i>				
Female	449	25.26	7.86	4.32*
Male	399	30.02	9.24	
<i>Opinions on the domain knowledge for teaching</i>				
Female	449	18.31	7.32	3.67*
Male	399	23.57	7.96	
<i>Opinions on the TCC</i>				
Female	449	20.81	6.82	1.51
Male	399	22.77	7.11	
<i>Active Resistance Behaviors</i>				
Female	449	7.03	4.51	3.89*
Male	399	12.27	5.30	
<i>Passive Resistance Behaviors</i>				
Female	449	10.67	8.26	.83
Male	399	11.86	7.41	
<i>Importance attributed to the TCC</i>				
Female	449	7.84	3.29	.78
Male	399	8.36	3.84	

* p < .05

When Table 1 is analyzed, it is observed that there are significant differences between the opinions about the instructor and the profession, and the extent of active resistant behaviors in terms of gender. It may be said that the opinions of male students about the instructor and the profession are more negative than the female students, and in addition to this, male students show active resistant behaviors more frequently than the female students. The resistant behaviors of the prospective teachers in terms of their department are presented in Table 2.

Table 2. Student Resistance by Departments

	n	\bar{X}	s	F	Meaningful Difference
Opinions on the Instructor					
1 Primary School Education	150	26.07	8.32	21.52*	1-2; 1-5
2 English Language Teaching	84	32.43	7.44		1-9; 3-7
3 German Language Teaching	20	29.14	8.77		3-9; 4-2
4 French Language Teaching	20	25.12	9.21		4-5; 4-9
5 Art Education	74	32.56	8.78		5-7; 5-8
6 Turkish Language Teaching	100	24.11	6.67		6-2; 6-5
7 Early Childhood Education	53	24.88	10.02		6-9; 7-2
8. Computer and Instructional Technologies (CITE)	40	25.26	7.71		7-5; 7-9
9. Music Education	52	33.51	8.55		8-9; 10-6
10 Psychological Counseling and Guidance (PCG)	55	27.18	6.88		11-2; 11-5
11 Science Education	40	25.24	8.12		12-2; 12-9
12 Social Sciences Education	79	26.22	6.82		13-5; 13-9
13 Math Education	81	25.10	7.49		
Opinions on the Domain knowledge for teaching					
1 Primary School Education	150	19.71	7.34	9.42*	1-3; 1-5
2 English Language Teaching	84	20.16	7.27		1-9; 2-3
3 German Language Teaching	20	26.32	9.16		2-5; 3-6
4 French Language Teaching	20	25.23	7.92		3-7; 3-12
5 Art Education	74	26.77	7.58		4-1; 4-6
6 Turkish Language Teaching	100	19.62	6.89		4-7; 4-12
7 Early Childhood Education	53	19.38	7.14		5-9; 5-7
8. CITE	40	20.08	7.69		7-3; 7-9
9. Music Education	52	25.88	8.02		10-3; 10-5
10 Counseling and Guidance	55	20.99	7.49		
11 Science Education	40	21.01	5.97		
12 Social Sciences Education	79	19.83	7.94		
13 Math Education	81	20.25	7.21		
Opinions on the TCC					
1 Primary School Education	150	19.89	6.71	16.87*	1-2; 1-3
2 English Language Teaching	84	24.56	7.45		1-5; 1-9
3 German Language Teaching	20	24.99	7.77		2-6; 2-9
4 French Language Teaching	20	20.63	6.78		2-11; 3-6
5 Art Education	74	24.89	7.43		3-8; 3-11
6 Turkish Language Teaching	100	19.88	7.01		5-6; 5-8
7 Early Childhood Education	53	20.21	6.92		5-11; 6-9
8. CITE	40	19.86	7.56		8-9; 8-11
9. Music Education	52	24.82	7.22		
10 PCG	55	20.41	6.98		
11 Science Education	40	19.33	7.44		
12 Social Sciences Education	79	20.04	6.85		
13 Math Education	81	20.18	7.62		
Active Resistance Behaviors					
1 Primary School Education	150	5.87	3.26	8.42*	1-2; 1-3
2 English Language Teaching	84	9.24	5.67		1-5; 1-9
3 German Language Teaching	20	8.21	4.55		2-6; 2-7
4 French Language Teaching	20	7.88	6.34		2-13; 3-
5 Art Education	74	9.28	7.23		3-13; 4-1
6 Turkish Language Teaching	100	5.90	5.37		4-6; 5-6
7 Early Childhood Education	53	6.21	4.08		5-7; 5-13
8. CITE	40	7.12	5.34		6-9; 7-9
9. Music Education	52	9.78	6.71		9-13
10 PCG	55	7.21	5.98		
11 Science Education	40	7.16	4.57		
12 Social Sciences Education	79	7.08	6.03		
13 Math Education	81	6.57	4.36		

Table 2. Cont

<i>Passive Resistance Behaviors</i>					
1 Primary School Education	150	9.26	4.73	12.60*	2-4; 2-6
2 English Language Teaching	84	12.53	5.62		2-7; 2-8
3 German Language Teaching	20	10.33	5.82		2-13;3-7
4 French Language Teaching	20	8.01	6.34		3-13;4-8
5 Art Education	74	11.98	4.76		5-1;5-13
6 Turkish Language Teaching	100	8.24	5.79		6-9; 7-9
7 Early Childhood Education	53	7.99	6.08		10-13
8. CITE	40	8.54	5.44		
9. Music Education	52	12.79	4.57		
10 PCG	55	10.93	5.29		
11 Science Education	40	8.86	4.97		
12 Social Sciences Education	79	8.88	5.07		
13 Math Education	81	7.92	5.16		
<i>Importance attributed to the DKT Knowledge</i>					
1 Primary School Education	150	6.42	3.43	16.82*	1-2; 1-3
2 English Language Teaching	84	10.93	2.84		1-4; 1-5
3 German Language Teaching	20	12.12	2.19		1-9;1-10
4 French Language Teaching	20	12.19	2.58		2-6; 2-7
5 Art Education	74	11.43	2.88		2-8;2-11
6 Turkish Language Teaching	100	6.64	2.45		2-12;3-6
7 Early Childhood Education	53	6.38	1.98		3-7; 3-8
8. CITE	40	6.07	2.00		3-10;3-11
9. Music Education	52	10.19	2.58		3-12;3-13
10 PCG	55	9.26	2.33		4-6; 4-7
11 Science Education	40	6.54	2.13		4-8;4-11
12 Social Sciences Education	79	6.77	1.89		4-13;8-9
13 Math Education	81	6.92	2.47		9-119-12; 9-13

* p < .05

According to Table 2, the resistant behaviors of prospective teachers towards TCC in terms of their departments show meaningful differences in all sub dimensions of the scale. When Table 2 is analyzed, the prominent findings can be summarized as below.

In the sub dimension of opinions about the instructor, the opinions of Art, Music Education and English Language Teaching departments' students are more negative than the students of other departments, followed by German Language Teaching and PCG students. The opinions of Turkish Language Teaching and Early Childhood Education students about the TCC instructors are more positive. In the sub dimension of opinions about the teaching profession, it is seen that the students of Art Education, German Language Teaching, and Music Education and French Language Teaching departments have more negative opinions. The opinions of Early Childhood Education, Turkish Language Teaching, Primary School and Social Studies Education students about the profession are more positive than the other students.

In the sub dimension of opinions about the TCC, the ones who have the most negative opinions about the TCC are the German Language Teaching and Art Education students. These students are followed by the Music Education and English Language Teaching students. The opinions of Science, CEIT, Turkish Language Teaching and Primary School Education students are more positive than the others. The students of Music, Art Education and English Language Teaching departments show active resistant behaviors more frequently. On the contrary, the students of Primary School Education and Turkish Language Teaching departments show active resistant behaviors less frequently.

Similar results were obtained when the passive resistant behaviors towards TCC were analyzed. According to this, the students of Music Education, English Language Teaching and Art Education departments show more passive resistant behaviors, followed by German Language Teaching and PCG

students. The students who show passive resistant behaviors least frequently are the Primary School Education and Early Childhood Education departments' students. With regard to the importance given to the TCC, the ones who have the most negative opinions are French, German Language Teaching and Art Education students. These students are followed by English Language Teaching, Music and PCG students. The average grades of the students of other departments are very close to each other and these grades show TCC are given importance.

By doing interviews with 42 prospective teachers, the research aimed to identify the reasons of resistant behaviors towards TCC, and the findings are given in Table 3.

Table 3. Opinions on TCC and the Reasons of Opinions

<i>What are your opinions on TCC? What are the reasons of your positive-negative opinions?</i>	
	f
Positive Opinion	
Interest	6
Believing in the requirement	5
Willingness to become a teacher	2
Believing in the benefit for SEPS	2
Total	15
Negative Opinion	
Eager to do some other job other than teaching	8
Thinking that the instructor is under qualified	6
Thinking that the courses are not practice oriented	5
Thinking that DKT courses are unnecessary	5
Not attaching importance as much as the courses of the field	3
Total	27

As seen in Table 3, while 15 of prospective teachers who were interviewed declared positive opinions about TCC, 27 of them declared negative opinions. PESF1 and FATM3 have positive opinions about TCC and declared that they are interested in TCC. PESF1 said that "... I think these courses are very interesting. I mean, we are learning how we learn or how we can teach. I'm really interested in..." and FATM3 said that "... In these courses, we are learning about human nature actually. For my view, these are interesting subjects...I think ignoring these courses is impossible for a person who is going to be a teacher but I don't know what does someone else think...". YE4 and GSK8 declared they believe that TCC are essential. FLTM4 said that "...these courses should be learnt in order to be a good teacher..." and FATF8 said that "...as it is inherent in its name, the TCC are the ones that teach teaching. If we are going to be teachers, we should take these courses and learn them well". PESM6 and FLTF3 declared that they have positive opinions about DKT courses because they are eager to be teachers in the future. PESM6 said that "I always want to be a teacher, therefore I have positive opinions about these courses for sure..." and FLTF3 said that "...In my childhood, when I was asked what I was going to be in the future, I always replied I'm going to be a teacher. So how can I have negative opinions about these courses?...". FLTM6 and FATF5 declared that TCC are very crucial for Selection Examination for Public Staff (SEPS). FLTM6 said that "a very important exam is waiting for us: SEPS. In this exam, there are

120 questions from the TCC. We are not asked any questions about our areas. So I think it is a very big chance for us to take these courses...” and FATF5 said “I think TCC are very important for SEPS...”. PESM7 and FLTF1 who have negative opinions about TCC declared that they will not work as a teacher in the future. PESM7 said that “... I'm doing sport and I will do this professionally. Actually I'm here just to make my family happy... I don't aim to work as a teacher...” and FLTF1 said “...I think there are plenty of job opportunities related to our area. I can work as a translator, can be a tourist guide. I think it is boring to teach a language in a classroom for years. I mean, I'm not going to be teacher but it will be only written on my diploma...”. FATM4 and PESF3 declared that the instructors were insufficient when they were graduated. FATM4 said that “I think our TCC instructors need to be more educated... I think their knowledge is very out of date, belonging to ancient times...” and PESF3 said that “If our TCC instructors made the courses more enjoyable, I would think differently. However, we are being lectured in a very boring way unfortunately...”. FLTM5 and FATF4 declared that they think the teaching certificate courses are not necessary. FLTM5 said that “..I think most of these courses are not necessary...” and FATF4 said “What we have learnt in those courses are not so useful actually, these are only unnecessary knowledge loading...”. FLTM7 said “... We learn only the theory in these courses... Actually I don't learn what I'm going to do when I enter a classroom or which method I can practice...” FATM6 said “... our instructors advise us to make our students active in the classroom but actually they are not doing the same, or we are not educated about how we can make our students active in a classroom practically. We comprehend when we go to the schools that we are just having theory, not practice...”. FATM1 and PESF4 declared that TCC are not as important as the area courses. FATM1 said “..for me these courses have secondary importance. Our priority is the courses related to our areas...” and PESF4 said “..I think full knowledge about the area courses is more important for us. I don't believe that TCC are as important as our area courses...”.

DISCUSSION

In this research it is identified that the prospective teachers exhibit active and passive resistant behaviors towards teaching certificate courses and they have certain negative opinions about the profession. When the resistant behaviors of prospective teachers are examined in terms of gender, the result is generally in favor of the female students. It is striking that the level of active resistant behaviors of male students is high in all sub dimensions of the scale. It is identified that there are meaningful differences between male and female prospective teachers especially in terms of opinions about instructor and profession and the frequency of exhibiting active resistant behavior in the classroom. This finding is parallel with Yüksel's (2004 a; 2004 b) findings. Besides this, it has been also concluded in many of the studies examining the attitudes towards profession that female prospective teachers have more positive attitudes towards the profession (Çapa & Çil, 1998; Oral, 2004; Özbek, Kahyaoğlu & Özgen, 2007; Özgür, 1994). Erden (1995) associates this phenomenon with the perception that teaching as a profession is generally more suitable for women in Turkey. In this study, it may be said that the obtained results concur with the other studies when the relations between the attitudes and resistant behaviors are taken into consideration.

When the resistant behaviors are examined in terms of the departments, the obtained result is against the Art, Music, Physical Education and English Language Teaching departments. These students are followed by German Language Teaching, French Language Teaching and PCG students. It is also identified in Yüksel's (2004 a; 2004 b) studies that the students of primarily PCG and then the Fine Arts and Physical Education departments, and Foreign Languages Teaching departments to certain extent, have more negative opinions. The reason for this situation is that the students of the above mentioned departments have the opportunity to work in other jobs besides teaching. Therefore, the results that are support this idea were obtained in the interviews, which were done within the context of the qualitative part of the research. Additionally, the prospective teachers frequently declared that they would prefer to work in other jobs, not as a teacher.

In Turkey, regulations regarding teacher education have been implemented since 1997-1998 school year. During this process, it has been attempted to provide standardization in all departments of faculties of education regarding the teaching certificate courses. The regulations however remained limited either by adding certain courses to the program, removing some of them from the program or making changes in credits. It is not possible to say that extensive work has been undertaken to aid the implementation of the courses, discover the problems faced during implementation or to resolve these problems. The effects of affective characteristics in learning have been manifested in many studies. Within this context, it is also essential to carry out studies that contribute to the development of affective characteristics of the prospective teachers. The suggestions that are developed in light of these ideas and research findings are listed below:

- Prospective teachers should be adequately informed about the importance of teaching certificate courses.
- Instructors should be informed about resistant behaviors.
- The conditions of positive communication should be established and maintained during the learning and teaching processes.
- Implementation activities should be performed and the students should be motivated to be active during learning and teaching processes.
- By providing more opportunity to practice their profession, the prospective teachers must be motivated to understand their profession and to recognize the importance of teaching certificate courses.
- More extensive and detailed analyses should be carried out in departments with high resistant behavior rates such as Art, Music, Physical Education and Sports, Foreign Languages Teaching.
- Similar works should be done with different samples.

REFERENCES

- Alpert, B. (1991). Students' resistance in the classroom. *Anthropology Education Quarterly*, 22, 350-366.
- Apple, M. (1979). *Ideology and curriculum*. London: Routledge.
- Aşkar, P. & Erden, M. (1986). Öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları. Marmara Üniversitesi I. Ulusal Eğitim Sempozyumunda sunulmuş bildiri, 24-30 Kasım, İstanbul.
- Aşkar, P. & Çelenk, S. (1989). İlkokula öğretmen yetiştiren 'eğitim yüksekokulu öğrencilerinin öğretmenlik mesleğine ilişkin tutumları' konusunda yapılan araştırma. *Çağdaş Eğitim*, 136,25-28; 137, 37-40; 138, 30-34; 139, 18-21; 140, 15-18; 141, 17-21.
- Bowles, S. & Gintis, H. (1976). *Schooling in capitalist America*. New York: Basic.
- Burroughs, N. F. (2007). A reinvestigation of the relationship of teacher nonverbal immediacy and student compliance-resistance with learning. *Communication Education*, 56, 453-475.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2008). *Bilimsel araştırma yöntemleri (2. Baskı)*. Ankara: PegemA.
- Can, G. (1992). Eğitim fakültesi lisans ve öğretmenlik sertifika programlarının öğretmen adaylarında tutum geliştirme açısından etkililiği. *Ankara Üniversitesi Eğitim Fakültesi Dergisi*, 5, 35-42.
- Cochran, K.F., DeRuiter, J. & King, R. (1993). Pedagogical content knowing: An integrative model for teacher preparation. *Journal of Teacher Education*, 44,263-272.
- Cumins, J. (1989). Empowering minority students:A framework for intervention. *Harvard Educational Review*, 50 (1),18-34.
- Davies, S. (1995). Reproduction and resistance in Canadian high schools: An empirical examination of the willis thesis. *British Journal of Sociology*, 46(4), 662-687.

- Erden, M. (1995). Öğretmen adaylarının öğretmenlik sertifikası derslerine yönelik tutumları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 11, 99-104.
- Giroux, H. (1983). Theories of reproduction and resistance in the new sociology of education. A critical analysis. *Harvard Educational Review*, 52 (3), 257-293.
- Howard, R.D. & Gordon, R.C. (1999). Relationship between personality characteristics and observable teaching effectiveness of selected beginning career and technical education teachers. *Journal of Vocational and Technical Education*, 16 (1), 284-302.
- Jenkins, J.M. & Veal, M.L. (2002). Preservice teachers' pck development during peer coaching. *Journal of Teaching in Physical Education*, 22, 49-68.
- McFarland, D. (1999). Organized behavior in social systems: A study of student engagement and resistance in high schools. Unpublished dissertation thesis. University of Chicago, Department of Sociology.
- McFarland, D. (2001). Student resistance: How to formal and informal organization of classrooms facilitate everyday forms of student defiance. *American Journal of Sociology*, 107 (3), 612-678.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis. (2nd. Edition)*. London: SAGE Publications.
- Miller, C. H., Burgoon, M., Grandpre, J. R., & Alvaro, E. M. (2006). Identifying principal risk factors for the initiation of adolescent smoking behaviors: The significance of psychological reactance. *Health Communication*, 19, 241-252.
- Mohr, D. & Townsend, J. S. (2002). Using comprehensive teaching models to enhance pedagogical content knowledge. *Teaching Elementary Education*. 13 (4), 32.
- Ogbu, J. (1987). Variability in minority schools performance: A problem in search of an explanation. *Anthropology Education Quarterly*, 18, 312-334.
- Oral, B. (2004). Eğitim fakültesi öğrencilerinin öğretmenlik mesleğine ilişkin tutumları. *Eğitim Araştırmaları Dergisi*, 4 (15), 88-98.
- Saracaloğlu, A.S. (1991). Fen ve edebiyat fakülteleri öğrencilerinin öğretmenlik mesleğine yönelik tutumları. İzmir 1. Eğitim Kongresi Bildirileri Kitabı (s.565-569). İzmir: Buca Eğitim Fakültesi Yayını.
- Saracaloğlu, A.S.(1992). Beden Eğitimi Öğretmeni Adaylarının Mesleğe Yönelik Tutumları. *Spor Bilimleri Dergisi*. 3 (1), 10-26.
- Saracaloğlu, A.S. (2000). *Fen ve Edebiyat Fakülteleri Öğrencilerinin Öğretmenlik Mesleğine İlişkin Görüşleri*. İzmir: Ege Üniversitesi Edebiyat Fakültesi Yayınları, No:100.
- Sayın, S. (2005). Öğretmen adaylarının öğretmenlik mesleğine karşı tutumları ve mesleki benlik saygılarının incelenmesi. *Eğitim Araştırmaları Dergisi*, 5 (19), 272-281.
- Semerci, N. & Çerçi, A. (2005). Öğretmen yetiştirmede tezsiz yüksek lisans programı ve gelecekte beklenenler. *Eğitim ve Bilim*, 30 (136):52-60.
- Serin, O., Saracaloğlu, A. S., Serin, U. & Kesercioğlu, T. (2000). Fen grubu öğretmen adaylarının mesleğe yönelik tutumlarının karşılaştırılması. IX. Ulusal Eğitim Bilimleri Kongresi, 27-30 Eylül, Erzurum.
- Sözer, E. (1996). Üniversitelerde öğrenim gören öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 6(2), 7-21.
- Sun, A. (1995). Development and factor analysis of the student resistance to schooling inventory. *Educational and Psychological Measurement*, 55(5),841-849.
- Şenel, H.G., Demir, İ., Sertelin, Ç., Kılıçaslan, A. & Köksal, A. (2004). Öğretmenlik mesleğine yönelik tutum ve kişilik özellikleri arasındaki ilişki. *Eğitim Araştırmaları Dergisi*, 4(15), 99-109.

- YÖK. (1998a). *Eğitim fakülteleri öğretmen yetiştirme programlarının yeniden düzenlenmesi*. Ankara: YÖK yayınları.
- YÖK. (1998b). *Eğitim fakülteleri öğretmen yetiştirme lisans programları*. Ankara: YÖK yayınları.
- YÖK. (2007). *Öğretmen yetiştirme ve eğitim fakülteleri (1982-2007)*. Ankara: YÖK yayınları.
- Yüksel, S. (2004a). Eğitim fakültesi öğrencilerinin öğretmenlik meslek bilgisi derslerine yönelik direnç davranışları. *Kuram ve Uygulamada Eğitim Bilimleri*, 4 (1), 171-200.
- Yüksel, S. (2004b). Eğitim fakültesi öğrencilerinin öğrenme öğretme süreçlerine yönelik direnç davranışları. *Türk Eğitim Bilimleri Dergisi*, 2: 3, 341-353.
- Yüksel, S. (2006). Undergraduate students' resistance to study skills course. *College Student Journal*, 01463934, V40,ISS1.
- Weick, K. (1995). *Sensemaking in organizations*. Calif:Sage Publications.
- Willis, P. (1977). *Learning to labor: How working class kids get working class jobs*. New York: Columbia University Pres.
- Zhang, Q., Zhang, J. & Castelluccio, A. (2012). A cross cultural investigation of student resistance in college classrooms: The effects of teacher misbehaviors and credibility. *Communication Quarterly*, 59:4, 450-464.
- Zuniga X. & Mildred, J. (2005). Resistance in the diverse classroom: Meanings and opportunities. V 34, 1-2. http://www.aacu.org/ocww/volume34_1feature.cfm (10.04.1006).