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

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KEYWORDS Resistance Behavior. Self-Efficacy Perception. Teacher Candidate. Teaching and Learning Process

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.

INTRODUCTION

One of the effective factors in the education process-from in-class behaviors to academic performance- is the concept of efficacy addressed in Bandura's Social Learning Theory. According to Bandura (1982), self-efficacy is the self-judgment about how well individuals execute the necessary actions to deal with possible situations and about their capacities to organize and successfully execute the required activities for a specific performance. In other words, self-efficacy is the self-judgment about how to be successful when faced with difficulties; it is a concept related to knowing oneself (Korkmaz 2002). Bandura (1995) states that there are four sources of information for the self-efficacy beliefs comprised of performance outcomes (past experiences), socially modeled vicarious experiences, verbal persuasion and the individual's physical and emotional status.

The most effective source among these is the personal experiences (Hazir 2004) since self-efficacy includes the feelings that are related to the individual's own abilities, power and skills (Budak 2003). It is the trust one places in the self as well as the belief that develops in time with the help of experiences (Canturk-Gunhan and Baser 2007).

Self-beliefs about the power of an individual on personal tasks affects the individual's decision to undertake the required action as well as the selection of competence and behavior related conditions perceived at this level (Akar 2008). In this sense, compared to individuals with lower levels of self-efficacy; individuals with higher self-efficacy levels are more willing to participate in learning experiences, exert more effort on and can develop more effective strategies in the face of difficulties (Eggen and Kauchak 1999). The importance of the self-efficacy concept will be better comprehended when these explanations are examined, since it is considered that the purpose of the education process is to change the individuals' behavior through experiences. Students' self-perceptions about their competences or incompetence will be one of the fundamental factors that affect a considerable amount of their actions. Such action affects the students' learning and motivation, thus enabling them to exert more effort (Satiici 2013). Studies identify relationships between academic self-efficacy and that in-class tasks, homework, exams, preparation of reports, motivation and academic achievement (Schunk and Pajares 2005) and found that individuals with higher self-efficacy beliefs are steadfast and patient and exert greater efforts to

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achieve what they set out to do and do not give up easily when they are faced with difficulties (Askar and Umay 2001; Ekici 2009).

Studies on self-efficacy are related to a specific field profession (teaching) or the variables that are effective in the teaching and learning process and concepts such as self-efficacy for studying (Guvenc 2010), mathematics self-efficacy (Tasdemir 2012), social self-efficacy (Cubukcu and Girmen 2007), and teaching self-efficacy (Taskin and Haciomeroglu 2010; Ulper and Bagci 2012) were developed. One of the concepts developed in the context of self-efficacy is academic self-efficacy.

Academic self-efficacy is the individuals' conviction to successfully complete academic tasks (Chun and Choi 2005; Schunk 2009; Zimmerman 1995 cited in: Yilmaz et al. 2007). Based on this definition, it can be stated that academic self-efficacy is the belief or the possession of a higher or lower potential required to execute a task. Academic self-efficacy concept attracts more attention in terms of learning activities (Ekici 2009). Although the concept of self-efficacy is an important concept for all learner levels, it is believed that it should be specifically investigated in the context of teacher candidates since teacher candidates are trained to teach future generations and they may have to deal with many hardships in this process in addition to academic difficulties due to their living alone and away from their families. Efficacy perceptions that they develop are rather important to complete the educational process successfully. In other words, when teacher candidates believe that their efforts are sufficient, they become more successful in the learning process, whereas they cannot learn sufficiently and do not make any efforts to be successful during exams when they believe they are not competent (Yilmaz et al. 2007).

Another element that affects the educational process as much as self-efficacy concept is related to student behaviors since generation of a positive classroom climate is needed to establish a successful teaching and learning processes. Although creation of positive classroom environments is related to the teacher's competence, on the other hand, the effects of student behaviors should not be overlooked. Another important factor for the success of the process is the student behaviors and academic self-efficacy. School and classroom behaviors of students can be positive and negative. Although the literature includes various studies on undesirable and undisciplined behaviors, yet students' resistance behaviors are not widely studied (Yuksel 2004); but student resistance towards teaching-learning processes is a critical problem both for them and their teachers. This issue may cause student failure, complicate the actions and duties of teachers as well as negatively affect the quality of the educational process. When student resistance is not taken into consideration and resolved, there may even be serious and negative results like being violent to teachers and administrators (Yazcayir and Oktar 2009).

The concept of resistance is defined by Mc Laren (1985) as students' opposition to the legitimacy, power and meaning of the school culture during the educational process while Yuksel (2004) defines it as opposing school activities. Why do students display resistance behaviors? This question may have various answers based on many factors such as personal, psychological, socio-economic, educational environment and teachers. In general, students may display resistance behaviors when they experience incompetence and exclusion, do not regard problem behaviors as personally problematic, fear that the real cause of their problems would be uncovered (Dugan 2014). In addition to these, the facts that students come from different cultural backgrounds, different socio-economic levels and have different personalities, needs, perceptions, attitudes and so on may unavoidably cause both negative and positive behaviors in the classroom as well as resistance behaviors. On the other hand, teacher attitudes and strategies around them (such as dominant and authoritarian classroom management styles) may result into resistant behaviors. As a matter of fact, as cited by Yuksel (2004; Brookfield 1990; Alpert 1991; Cusick 1992; Pauly 1991; Spaulding 1995), several factors may cause student resistance such as teaching methods and the kind of approaches used by teachers in the educational process, lack of clear identification of teacher expectations, authoritarian teacher behaviors, lack of appropriate experiences on how to handle students, teaching topics that are above the student level, feelings of incompetence by students and lack of student affection for the teacher based on personal reasons. The students who show resistance behaviors are usually considered as the ones who are reluctant and exhibit undesired behavior. However, the student who showed re-

sistant behavior is eager to learn, while she/he carries learning anxiety. In this respect, eliminating the resistance behavior which affects the learning process negatively is highly important for the achievement of an effective learning process and not to waste the instruction time (Sever and Guven 2014). On the other hand, it should be remembered that all resistance behaviors by students are not negative and resistance behaviors should not be confused with negative behaviors. For instance, displays of resistance by students about negative situations they have experienced or faced may provide positive results in terms of correcting the process. In general, students' resistant behaviors may hinder personal learning as well as the learning of others and may even prevent teachers from undertaking teaching activities. Although teaching strategies used against undesirable behaviors (ignoring the behavior, talking with the student, isolating the student and so on) are important to prevent resistance behaviors, nevertheless, it is necessary to find out the reasons behind the behaviors.

The resistance behaviors of students may stem from perceptions of competence or incompetence that they develop concerning themselves. Self-efficacy is regarded as the most important element that provides behavior change in behavioral sciences by social-cognitive theoreticians (Hofstetter et al. 2001). Also, self-efficacy-a skill that is perceived but not observed-is an internal belief related to the answer one gives to the question of "What can I do" with the skills available under certain conditions (Snyder and Lopez 2002). While higher levels of self-efficacy beliefs affect focusing on targets, struggling in the face of hardships, developing expectations about the possible outcomes and developing effective teaching behaviors to a great extent; they also ensure better performance in tasks (Oguz 2012). In this context, it is believed that students' self-efficacy perceptions are important in positive or negative behaviors which they may display. The aim 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. In this sense, the study identifies the effects of student self-efficacy on the causes of resistance behaviors in the class and it is hoped that the findings will contribute to the improvements of the quality of educational environments. The study will also provide the opportunity to comprehend, explain and develop the concept of resistance behaviors in class by identifying teacher candidates' self-efficacy beliefs as well as determining the extent of their efforts and the extent of their strength to deal with those problems.

Purpose of the Study

The purpose of this study includes the identification of teacher candidates' academic self-efficacy beliefs and the resistance behaviors they have developed towards the educational process so as to determine whether their views based on these two variables changed according to personal attributes. In the context of this general aim, answers to questions below were sought for:

1. What are levels of the teacher candidates' academic self-efficacy beliefs and the resistance behaviors they have developed towards the educational process?
2. Is there a significant difference between teacher candidates' academic self-efficacy beliefs and the resistance behaviors they have developed towards the educational process and the following variables: type of education (daytime and evening) and department?
3. Is there a significant difference between teacher candidates' academic self-efficacy beliefs and the resistance behaviors they have developed towards the educational process?

METHODOLOGY

Research Model

The study employed relational screening model. Relational screening model aims to determine the existence of the change and/or extent of the change between two or more variables (Karasar 2009).

Study Universe

The study was undertaken on the study universe composed of 248 teacher candidates attending Abant Izzet Baysal University Faculty of Education in 2012-2013 academic year. Infor-

mation regarding the study universe is presented in Table 1. The participating teacher candidates attended 50. 4 % daytime classes whereas 49.6% attended evening classes. In terms of departments, 41.1 % attended the Turkish Teaching (TTD), 27.4% attended Mathematics Teaching (MTD) and 31.5% attended English Teaching (ETD).

Table 1: Personal information of participating teacher candidates

Variable	*Frequency (f)*	*Percentage (%)*
Type of Education		
Daytime	125	50.4
Evening	123	49.6
Department		
TTD	102	41.1
MTD	68	27.4
ETD	78	31.5
Total number of teacher candidates	248	100.0

Data Collection Tool

The scale used in data collection was composed of two sections. The first section included 5 questions about teacher candidates' personal information. Academic Self-efficacy Scale and Resistance Scale were used in this section for Faculty of Education Students.

Academic Self-Efficacy Scale was developed by Jerusalem and Schwarzer in 1981 to identify academic self-efficacy and it was adapted to Turkish by Yilmaz et al. (2007). The scale is composed of one dimension and 7 items. It also has four rank options and its Cronbach Alpha internal consistency coefficient was identified to be .79.

Resistance Scale for Faculty of Education Students was developed by Yuksel (2004) which includes 5 factors: Resistance Behaviors in Class, Personal Views of the Instructors, Personal Views regarding the Professional Qualities of Instructors, and Peer relations and Beliefs on the Future Benefits of Education. The scale is a 5-point Likert type scale with options between "completely agree" and "completely disagree". Reliability coefficient of the scale is 0.80 and the reliability coefficient of the sub factors are respectively: .80, .87, .80, .74 and .62.

Assessment of the Academic Self-Efficacy Scale was calibrated as follows: 1.00-1.75 Completely Disagree; 1.76-2.50 Disagree; 2.51-3.25 Agree; 3.24-4.00 Completely Agree. Assessment of Resistance Scale for Faculty of Education Students employed the following criteria: 1.00-1.80 Complete Disagreement; 1.81-2.60 Some Agreement; 2.61-3.40 Moderate Agreement; 3.41-4.20 Substantial Agreement; 4.21-5.00 Complete Agreement.

According to reliability analysis of this study, Cronbach's Alpha values were obtained as follows: Academic Self-efficacy Scale 0.65, Resistance Scale for Faculty of Education Students Resistance; Behaviors in Class 0.85, Personal Views of the Instructors 0.86, Personal Views regarding the Professional Qualities of Instructors 0.83, Peer relations 0.63 and Beliefs on the Future Benefits of Education 0.62.

Data Analysis

Data obtained from the research were analyzed based on the sub problems with the help of SPSS for Windows 20.00 program. Normalcy of distribution for the variables was examined via Kolmogorov-Smirnov test in order to identify which tests would be applied on the obtained data. According to Kolmogorov-Smirnov test results, it was found that all personal variables, scales and sub dimensions did not display normal distribution ($p<.05$) and therefore non-parametric tests were used. The analyses used in the study employed the use of means and standard deviation in identifying the views of teacher candidates. Mann Whitney-U and Kruskal-Wallis Test for personal variables and correlation analysis (Spearman rho) in determining the relationship between academic self-efficacy and resistance behaviors developed by teacher candidates towards the educational process in the classroom. The correlation coefficient in the study was taken as r=0.00-0.25 very weak, r=0.26-0.49 weak, 0.50-0.69 medium, 0.70-0.89 high and 0.90-1.00 very high (Kalayci 2008) and the level of significance was accepted to be .05.

RESULTS

This section presents the findings obtained in the framework of the research questions.

Teacher Candidates' Academic Self-efficacy and Their Views on Resistance Scale for Faculty of Education Students

Based on the information presented in Table 2, teacher candidates' academic self-efficacy levels indicated "agreement" with the means of

Table 2: Mean scores and standard deviations of teacher candidates' academic self-efficacy and their views on resistance scale for faculty of education students

Scales	*Dimensions*	*N*	*Standard deviation*	*Mean*
Academic Self-efficacy Scale	Academic self-efficacy	248	0.54	2.74
	Resistance behaviors in class	248	0.67	1.63
	Personal views regarding the instructors	248	1.19	2.90
Resistance Scale for Faculty of Education Students	Personal views regarding the professional qualities of instructors	248	0.82	3.14
	Peer relations	248	0.97	2.85
	Beliefs on the future benefits of education	248	0.75	3.46

$\bar{X}$=2.74 and their views on Resistance Scale for Faculty of Education Students are as follows according to sub dimensions: "complete disagreement" in Resistance Behaviors in Class dimension with =1.63; "moderate agreement" on Personal Views of the Instructors with =2.90; in Personal Views regarding the Professional Qualities of the Instructors with =3.14 and in Peer Relations with =2.85 and "agreement" in Beliefs on the Future Benefits of Education with =3.46.

Teacher Candidates' Academic Self-efficacy and Their Views on Resistance Scale for Faculty of Education Students Based on Personal Variables

While "type of teaching" -one of the personal variables- did not generate significant differences in teacher candidates' views on Resistance Scale for Faculty of Education Students in any of the dimensions (p>.05), but it presented significant differences in their views on their academic self-efficacy (p<.05) (Table 3).

In "department" variable, significant differences were identified in teacher candidates' views regarding their self-efficacy and in their views on Resistance Scale for Faculty of Education Students in the dimension of Personal Views regarding the Professional Qualities of Instructors (p<.05). Mann Whitney-U test was employed to determine the source of the difference. Test results indicated that the difference was generated from TTD and MTD (Table 4).

Relationship between Teacher Candidates' $\bar{X}$ Academic Self-efficacy and Levels of Resistance Scale for Faculty of Education Students

In Table 5, examination of correlation coefficients among the scores obtained from the sub dimensions presented a negative and low level relationship between teacher candidates' academic self-efficacy and *Resistance Behaviors in Class* (r=-.145, p<.05), *Personal Views of the Instructors* (r=-.171, p<.05), sub dimensions of

Table 3: Mann Whitney-U test for assessing teacher candidates' academic self-efficacy and their views on resistance scale for faculty of education students based on type of teaching variable

Scales	*Dimensions*	*Type of education*	*N*	*Mean rank*	*Rank sum*	*U*	*p*
Academic Self-efficacy	Academic self-efficacy	Daytime	125	108.68	13585.50	5710.50	.00*
		Evening	123	140.57	17290.50		
Resistance Scale for Faculty of Education Students	Resistance behaviors in class	Daytime	125	121.01	15126.00	7251.00	.43
		Evening	123	128.05	15750.00		
	Personal views regarding the instructors	Daytime	125	123.52	15069.50	7317.50	.82
		Evening	123	121.48	14820.50		
	Personal views regarding the professional qualities of instructors	Daytime	125	130.32	16290.50	6834.50	.15
		Evening	123	117.52	14337.50		
	Peer relations	Daytime	125	121.43	14936.50	7310.50	.64
		Evening	123	125.57	15444.50		
	Beliefs on the future benefits of education	Daytime	125	122.82	15352.50	7477.50	.70
		Evening	123	126.21	15523.50		

Table 4: Kruskal-Wallis test for assessing teacher candidates' academic self-efficacy and their perceptions on resistance scale for faculty of education students based on department variable

Scales	*Dimensions*	*Depart-ment*	*N*	$\bar{X}$	*sd*	χ^2	*p*	*Significant difference*
Academic Self-efficacy Scale	Academic self-efficacy	TTD	102	138.52	2	8.958	.01*	TTD-MTD
		MTD	68	105.13				
		ETD	78	123.05				
Resistance Scale for Faculty of Education Students	Resistance behaviors in class	TTD	102	120.42	2	.586	.74	…
		MTD	68	126.68				
		ETD	78	127.94				
	Personal views regarding the instructors	TTD	102	110.69	2	5.803	.05	….
		MTD	68	136.99				
		ETD	78	125.23				
	Personal views regarding the professional qualities of instructors	TTD	102	109.92	2	8.482	.01*	TTD-MTD
		MTD	68	142.25				
		ETD	78	126.74				
	Peer relations	TTD	102	134.55	2	5.038	.08	…..
		MTD	68	110.15				
		ETD	78	120.62				
	Beliefs on the future benefits of education	TTD	102	129.63	2	3.665	.16	….
		MTD	68	110.46				
		ETD	78	130.03				

*p<.05

Resistance Scale for Faculty of Education Students and a positive and low level significant relationship between teacher candidates' academic self-efficacy and *Beliefs on the Future Benefits of Education* sub dimension of Resistance Scale for Faculty of Education Students (r=.282, p<.01). No significant relationships were observed between teacher candidates' academic self-efficacy and Personal Views regarding the Professional Qualities of Instructors and Peer Relations sub dimensions.

DISCUSSION

According to research, although teacher candidates' academic self-efficacy levels indicated "agreement" with a mean of $\bar{X}$=2.74, it is not at the desired level. This finding is similar to the results obtained by Oguz (2012), Yilmaz et al. (2007), Tabancali and Celik (2013), Gurbuzoglu et al. (2014). The fact that teacher candidates' self-efficacy perceptions are not at the desired level determines the behaviors they will display and will influence their performances. Individuals with higher levels of self-efficacy perceptions manages events more successfully due to their beliefs for achievement (Schultz and Schultz 2007), exert greater efforts to succeed at their tasks and do not give up easily when confronted with hardships and act with patience and steadfastness (Ekici 2009; Askar and Umay 2001). Moreover, the individuals with high self-sufficiency adapt to the settlings easily while trying to overcome the given tasks and this process goes on as a

Table 5: Correlation analysis table for the relationship between teacher candidates' academic self-efficacy and their levels on resistance scale for faculty of education students

		Resistance behaviors in class	*Personal view regarding the instructors*	*Personal Views regarding the professional qualities of instructors*	*Peer relations*	*Beliefs on the future benefits of education*
Academic Self-efficacy	r	-.145*	-.171*	-.066	-.146	282**
	p	.023	.007	.304	.022	.000
	N	248	248	248	248	248

*Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed)

cycle. In other words, a student is able to succeed by trying to tackle the problem undauntedly and this makes him/her experience positive feelings and increases his/her academic self-sufficiency (Yalniz 2014). In addition, students with higher academic self-efficacy perform better in academic tasks compared to students with lower levels of self-efficacy (Edmons 2002). This is because the perception of self-efficacy is effective in the educational process and in student achievement (Kurt Gungor ve Ekici 2014). In this context, teacher candidates participating in the study did not show high levels of performance in academic tasks and were at the average level.

Examination of teacher candidates' views on the Resistance Scale for Faculty of Education Students in terms of its sub dimensions indicated "complete disagreement" in Resistance Behaviors in Class dimension (=1.63), "moderate agreement" in Personal Views of the Instructors (=2.90), in Personal Views regarding the Professional Qualities of Instructors (=3.14), in Peer relations (=2.85) and "agreement" in Beliefs on the Future Benefits of Education (=3.46).

These results present that the teacher candidates did not display resistance behaviors in class, but rather had moderate levels of resistance behaviors in terms of whether displaying resistance behaviors or not in Personal Views of the Instructors, Personal Views regarding the Professional Qualities of Instructors, Peer Relations dimensions and displayed resistance behaviors in Beliefs on the Future Benefits of Education dimension. When the sub dimensions were assessed in terms of scale items, it was found that teacher candidates did not display resistance behaviors such as talking with colleagues during classes, making fun of the instructors during class, enjoying and disrupting the classroom climate, coming to class without preparations and speaking randomly to inconvenience the instructors as resistance behaviors in the classroom. However, teacher candidates displayed moderate level of resistance behaviors in their personal views of the instructors such as not being able to stand seeing some of the instructors, not taking classes from certain instructors and feeling alienated from school due to pressures from instructors; they displayed moderate level of resistance behaviors in their Personal Views regarding the Professional Qualities of Instructors such as believing that the instructors come to class unprepared, not finding them competent in academic terms, not being motivated by the teaching methods used by the instructors and making complaints about the instructors to the dean. Similarly, in the Peer relations dimension, teacher candidates moderately agreed to the issues such as limited number of individuals in the classroom for friendship, highly superficial relationships formed in the classroom and feeling alone in the classroom. This result may be regarded as an indicator that teacher candidates experience some problems regarding their relationship with both instructors and classmates. While teacher candidates do not find the instructors completely competent in professional terms, they also do not regard them in a positive light in personal terms as well. Moderate agreement in peer relationships may be related to lack of sufficient classroom interaction and communication.

Significant differences were observed in the "type of teaching" and "department" variables in teacher candidates' views of self-efficacy in terms of personal variables ($p<0.05$). In terms of type of teaching; teacher candidates attending daytime and evening classes were found to have different views of self-efficacy. Examination of mean ranks ($\bar{x}$) shows that teacher candidates attending evening classes had higher self-efficacy perceptions compared to teacher candidates attending daytime classes.This shows that teacher candidates attending evening classes had more positive judgments regarding their abilities to undertake tasks required to overcome probable situations or regarding their perceptions about their achievements in organizing activities related to their performance. This result may have stemmed from the fact that teacher candidates who attended evening classes went to school in the evenings and paid for their education, although daytime students did not and they had more willingness to be successful in the education they were paying for. Since these teacher candidates paid a certain fee for their education, they exerted higher amounts of effort which may have resulted from seeing each other as highly competent. In terms of department variable, teacher candidates attending TTD and MTD were found to have differed from self-efficacy perceptions. Examination of mean ranks for teacher candidates' views shows that teacher candidates attending TTD had higher academic self-efficacy perceptions compared to the teacher candidates attending MTD. Comparison of departments in terms of student characteristics

shows that teacher candidates attending TTD studied social and verbal subjects and they were more comfortable in expressing themselves compared to teacher candidates attending MTD. This may have caused them to regard themselves as more competent.

In terms of department variable, teacher candidate views on Resistance Scale for Faculty of Education Students presented significant differences in the area of dimension of Personal Views regarding the Professional Qualities of Instructors ($p<.05$), but with no significant differences in the other dimensions ($p>.05$). Mann Whitney-U test which was undertaken to find the source of the difference in this dimension pointed out that the difference existed between teacher candidates attending TTD and MTD as was also the case in the academic self-efficacy. Examination of the means for teacher candidates' views showed that teacher candidates attending MTD had more resistance behaviors in the dimension of Personal Views regarding the Professional Qualities of Instructors. The type of education variable presented no significant differences in the views of teacher candidates regarding Resistance Scale for Faculty of Education Students and that teacher candidates attending daytime and evening classes had similar views. Similar to the results of the current study Yuksel (2004) also found that teaching type presented no significant differences on Resistance Behaviors in Class, Personal Views of the Instructors, Peer relations and Beliefs on the Future Benefits of Education, but identified significant differences related to Personal Views regarding the Professional Qualities of Instructors. Examination of correlation coefficients between teacher candidates' academic self-efficacy scores and the scores obtained from their views on Resistance Scale for Faculty of Education Students for all dimensions displayed various relationships. According to this finding, negative and low level significant relationship existed between teacher candidates' academic self-efficacy perceptions, Resistance Behaviors in Class ($r=-.145$, $p<.05$) and Personal Views of the Instructors ($r=-.171$, $p<.05$) dimensions. A positive and low level significant relationship existed between teacher candidates' academic self-efficacy perceptions and Beliefs on the Future Benefits of Education dimension ($r=.282$, $p<.01$). No significant relationships were found between Personal Views regarding the Professional Qualities of Instructors, Peer Relations dimensions and academic self-efficacy. In this case, the higher the academic competences of students, the lower the resistance behaviors in personal views regarding the professional qualities of instructors and belief levels about the future benefits for education. On the contrary, when the academic competences of students are lower, the resistance behaviors in personal views regarding the professional qualities of instructors and resistance behaviors in the classroom will slightly increase, but belief levels on the future benefits for education will slightly decrease.

CONCLUSION

Teacher candidates' academic self-efficacy perceptions indicated "agreement" and their views on Resistance Scale for Faculty of Education Students indicated "complete disagreement" on Resistance Behaviors in Class dimension, "Moderate agreement" on Personal Views of the Instructors, Personal Views regarding the Professional Qualities of Instructors and Peer Relations dimensions while "agreement" on Beliefs on the Future Benefits of Education dimension.

Type of teaching and department variables – personal variables-were found to display significant differences. Academic self-efficacy perceptions of teacher candidates attending ~~to~~ evening classes were higher in terms of type of teaching, but the academic self-efficacy perceptions of teacher candidates attending to TTD were higher compared to MTD students.

Department variable under Resistance Behaviors in Class dimension presented significant differences in Personal Views regarding the Professional Qualities of Instructors dimension, but had no significant effects on the other dimensions. In terms of department variable, teacher candidates attending MTD has more resistance behaviors on Personal Views regarding the Professional Qualities of Instructors.

A negative and low level of significant relationship existed between teacher candidates' academic self-efficacy perceptions and Resistance Behaviors in Class and Personal Views regarding the Instructors dimensions, while a positive and low level significant relationship existed between teacher candidates' academic self-efficacy perceptions and Beliefs on the Future Benefits of Education dimension.

RECOMMENDATIONS

The reasons for teacher candidates' displays of resistance towards the instructors' professional competences may be studied.

Teacher candidates' perceptions regarding the functionality of the information they receive may be changed positively with the help of theoretical and applied activities on the importance and benefits of their university education.

Instructors may provide environments in which students can express themselves and that are open to communication.

The reasons behind positive but insufficient self-efficacy perceptions of teacher candidates can be examined.

Undergraduate programs may be reviewed and elective classes can be added to the curriculum in order to increase teacher candidates' self-efficacy perceptions.

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