

**Assessment of Resistant Behaviors of the Candidate Teachers toward the  
Teaching Certificate Courses in terms of Different Variables**

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**ABSTRACT**

The aim of this research is to determine the resistant behaviors of candidate teachers toward the Teaching Certificate Courses and examine the reasons of these resistant behaviors. 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 candidate teachers. Teaching Certificate courses take an important place for the candidate teachers in acquisition of knowledge, skills and affective characteristics of their profession. Determining the level of resistant behaviors of candidate 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. In this study, qualitative and quantitative research methods were used. The research was carried out at Dokuz Eylül University, Buca Faculty of Education. The target population of the study was constituted by the 4th grade students of this faculty. (N= 848). The quantitative data of the study were gathered with the "The Resistance Towards Teaching Certificate Courses Scale" developed by Yüksel (2004) and t test, one-way analysis of variance and Scheffe tests were implemented in analyzing the data. Test results demonstrated that students of Art Teaching, Music Teaching, Physical Education Teaching and Foreign Languages Teaching departments had more active resistant behaviors. In order to identify the reason of this situation, 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.