

Determination of Associations between Educational Beliefs, Emotional Labor and Self-Efficacy in Teacher Candidates

Ersin Sahin

*Uludag University, Faculty of Education, Department of Educational Program and
Instruction, Bursa, Turkey*

Telephone: +90 0224 294 22 90, E-mail: ersahincan@gmail.com, ersahin@uludag.edu.tr

KEYWORDS Teacher Candidates. Educational Beliefs. Emotional Labor. Teacher Self-efficacy. Academic Achievement

ABSTRACT The purpose of the present research is the determination of associations between educational beliefs, emotional labor and self-efficacy and comparison by certain variables among teacher candidates attending different departments of the Faculty of Education. 398 students participated in the research; the students were attending Uludag University Faculty of Education in different departments. The research results showed that the teacher candidates displayed statistically significant discrepancy between their emotional bias sub-dimension scores on emotional labor and progressivism, existentialism, reconstructionism sub-dimension scores on emotional labor depending on their gender ($p < .05$); between their self-efficacy, emotional labor and educational beliefs scores depending on their class level and departments and finally, between their emotional labor scores depending on their academic achievement and departments ($p < .01$). Besides, a statistically significant positive correlation was established in the following three, the positive correlation between self-efficacy and grade levels ($p < .05$), the positive correlation between meta-cognitive awareness and departments ($p < .05$), and the positive correlation between self-efficacy and academic achievement ($p < .01$) of the teacher candidates.