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

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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.