

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.

INTRODUCTION

Today, the concept of education broadly entails all social processes that prepare a person for cultural life. In contemporary understanding of education, teacher, student, administrator, inspector, school, environment, and family are closely interacting parts of a whole. Further, schools are organizations created to ensure the integrity of these parts by realizing the functions of education and training. Primary goal and center of interest of the organization we call school is education.

The teachers carry out effective education and training functions in relation to their attitude towards learning and education, insight to support education, ability to provide solutions to problems they encounter on the road, the information, proficiency, attitude and the perspective they earned during pre-service training (Yan 2005); besides, their beliefs in shaping education opportunities they provide for students (Silvernail 1992; Altinkurt et al. 2012). To serve this purpose, depending on the qualities of behavior they need to redound in their students, it has been expected from the teachers to be aware of their beliefs towards the activities of learning and teaching. Trompenaars and Hampden (1999) viewed that beliefs are cognitions acquired as a

result of individual's relationships with the environment and consist of information on how the reality is in the time being and was in the past. Certain definitions of epistemological beliefs were made in literature: Schommer (1994) stated that they are the beliefs of an individual about the nature and on acquisition (learning) of information. Hoy and Miskel (2001) stated that beliefs are culture and shared values. Eroglu (2004) viewed that they are important factors affecting teacher candidates' behavior and judgment in a great extent. Nisbett et al. (2001) argued that they are an individual's personal interpretation of how one learns and teaches. Tezci and Uysal (2004) claimed that they are the factors affecting an individual's view on what the information is based and how this information is acquired, taught and produced depending on reality. As stated by Edwards (2003) they are the attitudes of educators reflected in their teaching approaches in hopes to increase pupils' learning and motivational levels. An et al. (2004) denoted that they are the abilities of teachers to transfer field knowledge to their students in an efficient and adequate manner. Finally, Yero (2002) pleaded that they are the judgments an individual reaches about himself, others, and the world around him.

It has been conceived that in the source of feelings lay beliefs. When the researchers con-

sidered the fact that beliefs also affected attitudes, decisions and choices, which resulted in generation of feelings, it could be said that, beliefs would be influential during the teachers' problem solving efforts when faced with simple or complex occupational situations in class and school environment. Further, the obstacles teachers' face while performing their duties could affect them emotionally, physically, and mentally, directly or indirectly, and finally could affect their professional and academic standing (Aksan 2006). In this respect, emotional labor or emotional workmanship defined as an employee's exhibition of feelings desired by the organization (Ashforth and Humphrey 1993) is deemed to be significant for the success of service organizations and, especially for academic achievement. There are different definitions of emotional labor in literature. Seer and Tinar (2004) commented that, emotional labor is to perform a duty with a certain "expression of feeling", and an effort to create a feeling in the opposite party who is the recipient of the transaction. Hochschild (1983) is of the opinion that emotional labor is the rearrangement of feelings at work to avail them for observation by other parties and facial and corporal displays performed in that respect. elik and Tupprun (2011) stated that emotional displays by employees performed to facilitate the operational goals of the corporation and customers' needs in return for payment. Boyd (2002) felt that it is a structure to steer feelings of employees and to control their emotions. Zapf (2002) defines emotional labor as the quality of emotional intercourse by an employee with business partners (customer, client, student, other employees). The recent research indicated that the key to improve interpersonal relations in a business environment is to recognize, interpret and manage the emotions (Lopes et al. 2004).

Today, in addition to improving interpersonal relations in business environments, one of the main factors resulting in success is the intention of the employees to demonstrate performance criteria designated by the standards expected of them. Those intentions could also be related to the self-efficacy of the individual on the success of his performance on duties. Self-efficacy is the total of provisions of individuals on their capacity to perform on a particular subject (Pajares and Schunk, 2001). Individuals' provisions on their capacities are related to their point of view on their sufficiency to fulfill a task successfully

(Bandura 2001). Self-efficacy is a process contributing to the planning and realization of individuals' purposes substantially (Cass et al. 2003; Aydogan 2008). The individuals can recognize what they could transfer to life from the knowledge they acquired by predicting their personal skills and talents utilizing self-efficacy (Schunk 2004).

Self-efficacy helped the teachers to realize how much effort they need to make to reach certain educational goals and how to deal with the hardships they encounter. Thus, the teachers could develop strategies to overcome difficulties they face in and out of school environment. Furthermore, even if the teachers have adequate field knowledge, as long as they are not aware of their beliefs about the learning and tutoring processes, they could not have positive feelings for their profession, could not reflect their emotions positively in practice, could not reach professional satisfaction and feel inadequate about their professional capacity, and feel hopeless, anxious and concerned about their future, and thus, could not be sufficiently productive in their learning and teaching processes while lacking self-efficacy. In parallel to the significance of the facts stated above, in the present research, it has been conceived that the determination of the correlation between educational beliefs, emotional labor, and self-efficacy of teachers is rather important. In line with this purpose, answers were sought for the following questions:

1. How do the teacher candidates' educational beliefs, emotional labors and self-efficacy perceptions distribute?
2. Do the teacher candidates' educational beliefs, emotional labors and self-efficacy perceptions vary according to gender?
3. Do the teacher candidates' educational beliefs, emotional labors and self-efficacy perceptions vary according to their class levels?
4. Do the teacher candidates' educational beliefs, emotional labors and self-efficacy perceptions vary according to their academic success levels?
5. Do the teacher candidates' educational beliefs, emotional labors and self-efficacy perceptions vary according to their monthly income levels?
6. Do the teacher candidates' educational beliefs, emotional labors and self-efficacy perceptions vary according to their departments?
7. Is there a significant relationship between the teacher candidates' educational beliefs,

emotional labors and self-efficacy perceptions?

8. Do the teacher candidates' emotional labor and self-efficacy perceptions together predict their educational beliefs?

METHODOLOGY

In the present study, the self-efficacy perceptions, emotional labors and educational beliefs of the teacher candidates studying at different departments of the Education Faculty of Uludag University were examined descriptively according to the variables of gender, grade levels, academic achievement levels and family income levels.

Study Group

The study group for this research consisted of 398 teacher candidates attending Uludag University Faculty of Education Departments of Primary Education (Primary school education, Pre-school education, Sciences education, Social studies education, Mathematics education), Foreign Languages education, Turkish education, Music education, Guidance and counseling, Physical Education and Sports out of which 221 were females with an average age of 22.3 ± 2.4 and 171 were males with an average age of 22.6 ± 1.8 . All were volunteers. Distribution of teacher candidates in the study group among departments is shown in Table 1. With the aim of determining the teacher candidates' self-efficacy perceptions, the Teachers' Sense of Efficacy Scale developed by Tschannen-Moran and Hoy (2001) and adapted by Aydin et al., (2004) into Turkish by considering the present conditions of our

Table 1: Distribution of teacher candidates in the study group among departments

<i>Departments</i>	<i>f</i>	<i>%</i>
Primary school education	85	21.7
Physical Education and Sports	43	11
Turkish education	102	26
Foreign languages education	67	17.1
Music education	8	2
Pre-school education	18	4.6
Guidance and Counseling	17	4.3
Sciences education	25	6.4
Social Studies education	6	1.8
Mathematics education	21	5.1
Total	398	100

country via carrying out the validity and reliability studies was used. The scale is a 9-point Likert-type tool determining educators' self-efficacy perception levels according to their own answers (self-reports). The lowest score to be obtained from the scale is 24 and the highest score is 216. According to this, the interval of 24-88 represented low scores, the interval of 89-153 represented average scores and the interval of 154-216 represented high scores. From the educational beliefs scale developed by Yilmaz et al. (2011) and used with the aim of determining the teacher candidates' educational beliefs, a total score is not obtained, but it is aimed to determine how much participants adopt each educational philosophy. A high score obtained from a sub-scale indicated that participants believed in and adopted the educational philosophy in that sub-scale and a low score indicated a low level belief in the mentioned philosophy. Further, with the aim of determining the teacher candidates' emotional labors, the emotional labor scale developed by Diefendorff et al. (2005) and adapted by Çukur (2009) into Turkish by considering the current conditions of our country via carrying out the validity and reliability studies was used. This scale is a 5-point Likert-type tool composed of four sub-dimensions, namely surface acting, deep acting, automatic emotion regulation and emotional deviation, and a total of fourteen questions. Increasing scores indicated that related emotional labor dimension is exhibited more.

RESULTS

It is possible to state that both male and female subjects had high self-efficacy scores and scored close on scores average on both educational beliefs and emotional labor sub-dimensions, and in both genders teacher candidates preferred progressivism belief the most and fundamentalist education philosophy the least. It is possible to determine that there is a statistically significant difference favoring the female teacher candidates in both emotional labor scale emotional deviation sub-dimension and educational beliefs scale progressivism, existantializm, reconstructivism sub-dimensions between the female and male teacher candidates ($p < .05$) (see Table 2).

Teacher candidates' self-efficacy score demonstrated significant difference on grade levels ($p > .001$). On paired comparison conducted to

Table 2: Distribution of self-efficacy, emotional labor and educational beliefs scores for teacher candidates

Variables	Dimensions	Female n=221 X	Male n=171 X
Self-Efficacy		164.9	166
Emotional Labor	Surface acting	12.2	12.1
	Deep acting	12.2	12.2
	Automatic emotional regulation	10.8	11.01
	Emotional deviation	13.1	12.2
Educational Beliefs	Progressivism	55.7	52.3
	Existentializm	30.5	28.6
	Reconstructionizm	28.6	26.9
	Perennializm	32.8	31.4
	Essentializm	17	16.3

determine the differences between grade levels between freshmen and seniors, sophomores and seniors and juniors and seniors, a significant difference favoring the senior class on self-efficacy scores was observed; senior teacher candidates scored higher scores. Emotional labor scores comparison among grade levels showed a statistically significant difference on automatic emotional regulation dimension ($p < .01$). Further, on paired comparison conducted to determine the differences between grade levels between freshmen and sophomores, freshmen and juniors, freshmen and seniors and juniors and senior teaching candidates respectively ($p < .01$; $p < .001$; $p < .05$ respectively), a statistically significant difference was found favoring senior teacher candidates (see Table 3).

Table 3: Comparison on self-efficacy, emotional labor and educational belief scores for teacher candidates using Mann-Whitney U-test

Variables	Dimensions	Female n=221 X	Male n=171 X	P
Self-efficacy		197.3	195.4	.869
Emotional Labor	Surface acting	200.3	191.5	.448
	Deep acting	198.6	193.7	.675
	Automatic emotional regulation	196.4	196.5	.989
	Emotional deviation	208.2	181.3	.019
Educational Beliefs	Progressivism	206.3	183.7	.049
	Existentializm	208.7	180.7	.014
	Reconstructionizm	206.7	183.2	.041
	Perennializm	204.4	186.2	.114
	Essentializm	202.3	188.9	.247

A statistical level significant difference was found in educational beliefs reconstructivism and perennializm dimension scores ($p < .01$; $p < .001$ respectively). On paired comparison conducted to determine the differences between grade levels between freshmen and seniors, sophomores and seniors, juniors and seniors on reconstructionizm a significant difference was found favoring senior teaching candidates; between freshmen and seniors, sophomores and seniors, juniors and seniors on perennializm ($p < .05$; $p < .01$; $p < .001$ respectively) a significant difference was also found favoring senior teaching candidates. Significant difference was noted for academic achievement levels on both emotional labor automatic emotional regulation sub-dimension scores ($p < .001$) and progressivism sub-dimension scores of teacher candidates ($p < .01$) for academic achievement levels. In paired comparison implemented to distinguish the source of differences between emotional labor automatic emotional regulation sub-dimension scores; academic achievement favoring 2 between 2 and 3 ($p < .05$); favoring 2 between 2 and 4 ($p < .01$); favoring 3 between 3 and 4 ($p < .05$); favoring 3 between 3 and 5 ($p < .01$ respectively) (see Table 4).

In paired comparison implemented to distinguish the source of differences between progressivism sub-dimension scores and academic achievement scores, significant differences were found; favoring 5 between 2 and 5 ($p < .05$), favoring 5 between 3 and 5 ($p < .01$ respectively). Significant difference for family income on emotional labor sub-dimensions of surface acting, deep acting and automatic emotional regulation ($p < .05$; $p < .05$; $p < .001$ respectively). In paired comparison implemented to distinguish the source of differences between emotional labor sub-dimension scores and family income levels, significant differences were found in surface acting sub-dimension favoring 3 between 2 and 3 ($p < .05$); in deep acting sub-dimension favoring 4 between 2 and 4 ($p < .05$); in automatic emotional regulation favoring 1 ($p < .001$) between 1 and 2 and between 1 and 3 ($p < .05$), favoring 2 ($p < .001$) between 2 and 3, favoring 4 ($p < .05$) between 2 and 4, favoring 5 ($p < .05$) between 2 and 5, favoring 4 ($p < .001$) between 3 and 4 and finally favoring 5 ($p < .05$ respectively) between 3 and 5 (Table 5).

The teacher candidates' emotional labor deep acting sub-dimension scores differed significantly as a function of the departments they attend

Table 4: Comparison on self-efficacy, emotional labor and educational belief scores for teacher candidates for grade levels using Kruskal-wallis test

Variable	Dimensions	Grade Levels				df	p	Paired comparison
		Freshman n=62	Sophomore n=104	Junior n=112	Senior n=114			
Self-efficacy		179.3	195.6	169.3	233.2	3	.000	1-4 .004 2-4 .008 3-4 .000
Emotional Labor	Surface acting	174.4	207.9	206.9	187.8	3	.167	1-2 .002
	Deep acting	171.8	206.0	210.2	187.6	3	.108	1-3 .000
	Automatic emotional regulation	150.2	209.5	217.4	189.1	3	.001	1-4 .020 3-4 .045
	Emotional deviation	208.2	210.1	196.8	177.3	3	.140	
Educational Beliefs	Progressivism	207.4	201.2	175.2	207.0	3	.126	1-4 .048
	Existentialism	197.7	208.8	175.9	204.7	3	.128	2-4 .011
	Reconstructionism	191.9	186.1	178.7	225.8	3	.010	3-4 .002
	Perennialism	195.	186.4	166.6	235.3	3	.000	1-4 .039
	Essentialism	182.4	187.7	203.7	205.0	3	.443	2-4 .001 3-4 .000

Table 5: Comparison on self-efficacy, emotional labor and educational belief scores for teacher candidates for academic achievement using Kruskal-wallis test.

Variable	Dimensions	Academic achievement					p	Paired comparison
		1.80 & lower n=5	1.80-1.99 n=52	2.00-2.49 n=126	2.50-2.99 n=108	3.00 & higher n=44		
Self-efficacy		221.4	154.1	163.4	175.5	172.6	.460	
Emotional Labor	Surface acting	117.9	178.8	180.5	161.4	140.9	.088	2-3 .029
	Deep acting	180.3	164.2	175.6	166.7	152.2	.711	2-4 .001
	Automatic emotional regulation	146.6	209.5	178.7	150.2	133.9	.000	3-4 .016 3-5 .008
	Emotional Deviation	243.1	166.7	167.0	172.4	152.8	.357	
Educational Beliefs	Progressivism	174.3	174.5	155.6	159.7	215.3	.008	2-5 .032 3-5 .001
	Existentialism	209.9	185.4	164.5	153.5	187.7	.126	
	Reconstructionism	206.0	164.9	166.2	161.9	187.0	.556	
	Perennialism	225.9	180.7	165.5	157.0	180.1	.301	
	Essentialism	161.5	168.0	171.4	169.9	153.8	.883	

to (p<.05). In the paired comparison implemented to determine the source of difference between emotional labor sub-dimension scores and the departments they attend, significant differences were found in deep acting sub-dimension favoring 1 (p<.05), between 1 and 2; favoring 3 (p<.05) between 2 and 3; favoring 10 (p<.001) between 4 and 10; favoring 10 (p<.001) between 7 and 10; favoring 10 (p<.001 respectively) between 8 and 10. Research scores out that there is significant difference on teaching candidates' educational beliefs between progressivism and existentialism sub-dimension scores and departments they at-

tend to (p<.05; p<.001). In the paired comparison implemented to determine the source of difference between educational beliefs sub-dimension scores and departments teaching candidates attend to, significant differences were found in progressivism sub-dimension favoring 1 p<.001 between 1 and 2; favoring 3 p<.001 between 1 and 3; favoring 1 between 1 and 4, 1 and 5, 1 and 7, 1 and 8 (p<.05; p<.001; p<.001; p<.05 respectively). In existentialism sub-dimension significant differences were found favoring 1 between 1 and 3, 1 and 4, 1 and 5, 1 and 7, and 1 and 8; (p<.001; p<.05; p<.05; p<.001; p<.05); favor-

Table 6: Comparison on self-efficacy, emotional labor and educational belief scores for teacher candidates for family income levels using Kruskal-Wallis Test

Variable	Dimensions	Family Income (TL)					Paired comparison		
		0-150	150-250	260-350	351-450	450 & p higher			
Self-efficacy		219.1	180.1	199.4	212.8	184.9	.201		
Emotional Labor	Surface acting	198.2	159.2	201.8	206.9	211.5	.026	2-3 .012	
	Deep acting	228.3	170	189.6	214.6	196.5	.040	2-4 .005	
	Automatic emotional regulation		233.6	144.8	181.4	220.9	216.7	.000	1-2 .000
									1-3 .011
									2-3 .024
									2-4 .000
									2-5 .000
							3-4 .025		
							3-5 .021		
Educational Beliefs	Emotional deviation	207.1	204.1	204.9	187.9	183.6	.552		
	Progressivism	217.9	202.6	187.3	204.6	185.6	.429		
	Existentializm	211.3	206.1	181.7	208.2	189.0	.367		
	Reconstructionizm	197.1	179.4	203.9	214.7	189.8	.364		
	Perennializm	224.8	184.2	196.3	205.9	186.8	.284		
	Essentializm	215.7	162.8	201.6	212.9	197.3	.044		

ing 9 between 7 and 9 ($p < .05$ respectively) (see Table 6).

Statistically significant positive correlation between self-efficacy and progressivism sub-dimension scores ($r = .283$, $p < .01$); between self-efficacy and educational beliefs existentializm sub-dimension scores ($r = .243$; $p < .01$); between self-efficacy and reconstructionizm sub-division scores ($r = .296$, $p < .01$); between self-efficacy and perennializm sub-dimension scores ($r = .277$, $p < .01$); between self-efficacy and emotional labor deep acting sub-dimension scores ($r = .149$, $p < .05$); and between self-efficacy and emotional labor emotional deviation sub-dimension scores ($r = .207$, $p < .01$) for teaching candidates (see Table 7).

Regression weights and critical ratios high and significant correlation between the predictor variable essentializm sub-dimension scores, and self-efficacy variables with labor variables of surface acting, deep acting, automatic emotional regulation and emotional deviation ($F = 12,065$ $p < .001$). Comparative order of importance for predictor variables on essentializm is automatic emotional regulation and deep acting. T test results on significance of regression factors show that only automatic emotional regulation and deep acting are important (significant) predictors on essentializm educational belief. Other variables do not have a significant effect. Regression analysis showed the following regression equations (mathematical model) on pre-

dition of teachers' essentializm educational belief: Essentializm = $8.259 + .055$ surface acting + $.173$ deep acting + $.400$ automatic emotional regulations + $.085$ emotional deviation + $.001$ self-efficacy. Five variables mentioned account for 15% of the total variance in progressivism together. $R = 0.368$ $R^2 = .135$) (see Table 8 & 9).

Table 8: Correlation and 'p' values for self-efficacy, emotional labor and educational beliefs scores for teaching candidates

Correlation	Correlation value	p value
Self-efficacy ↔ Progressivism	.283	.01
Self-efficacy ↔ Existentializm	.243	.01
Self-efficacy ↔ Reconstructionizm	.296	.01
Self-efficacy ↔ Perennializm	.277	.01
Self-efficacy ↔ Deep acting	.149	.05
Self-efficacy ↔ Emotional deviation	.207	.01

DISCUSSION

From the results of the present study, it was observed that the self-efficacy perception scores of both the female and the male teacher candidates were high, the score means of the emotional labor and educational beliefs sub-dimensions were close to each other and both genders preferred the philosophy of progressivism most and the essentialist educational philosophy least. These results are similar to those obtained by Yapici (2013); Altinkurt et al. (2012); Gülsen

Table 9: Multiple regression weights, standard errors, critical ratios, 't' and 'p' values on predicting educational beliefs of teaching candidates

Variables	B	Std Error	Standardized Beta ($\hat{\beta}$)	t	p
Constant	8.25	2.33		3.53	.000
Surface acting	.055	.088	.036	.627	.531
Deep acting	.173	.086	.105	2.01	.044
Automatic Emotional Regulation	.400	.080	.287	5.01	.000
Emotional Deviation	.085	.093	.046	.914	.361
Self-efficacy	.001	.011	.006	.135	.893
R = 0.36 R ² = .135 F _(5, 386) = 12.06 p = 000					

Predictor variable: Essentializm

and Karaduman (2010); Duman and Ulubey (2008); Tekin and Üstün (2008). Based on these results, it can be stated that the teacher candidates were inclined to contemporary educational beliefs and have adopted different educational beliefs together. Significant difference was determined in favor of female teacher candidates between the scores obtained by the teacher candidates from the emotional deviation sub-dimension of the emotional labor scale according to gender. Further, the results obtained from the study made by Begenirbasi and Basim (2013) support this gender difference as well. According to researchers (Adelmann 1995; Kruml and Geddes 2000; Morris and Feldman 1996; Wharton 1993 cited by Çukur 2009), emotional deviation points to the difference between emotions which a laborer exhibits or reflects since s/he thinks appropriate within the framework of exhibition rules and those which s/he feels heartily but refrains from reflecting. According to this, it can be stated that the female candidates avoided reflecting their essential emotions which they feel about their profession in practice more than their male counterparts. This might be related to the fact that cultural values are perceived differently from region to region.

Significant differences were determined in favor of female teacher candidates between female and male teacher candidates' progressivist, essentialist and reconstructivist educational beliefs. Thus, it is possible to state that female teacher candidates are more likely to prefer

contemporary educational philosophies and plan their class activities relevant to these philosophies than male candidates. From the study results by Aypay (2011) demonstrates similar findings. In contrast, other these studies (Yılmaz and Tosun 2013; Biçer et al. 2013; Altinkurt et al. 2012; Gülten 2010; Levent 2009; Izgar and Dilmaç 2008; Oksal et al. 2006; Terzi 2005) indicate that teachers' and teacher candidates' epistemological beliefs do not differ significantly depending on their gender. Survey findings establish that self-efficacy of teacher candidates do not differ based on their gender. From the study results by Capri and Celikkaleli (2008); Altuncelik et al. (2005) and Gercek et al. (2006) seem to support that conclusion. However, from the results of the study by Erisen and Çeliköz (2003) exhibited that male teacher candidates have more professional self-efficacy as compared to female candidates.

A significant difference was noted in the favor of senior teacher candidates' self-efficacy depending on grade levels. The results of the study by Köse and Dinç (2012) demonstrated similar findings. The senior class teacher candidates got higher scores. Thus, it can be deducted that senior candidates have a better judgment about their own capacities and a better perception towards improving their professional performances when compared to other classes as a result of advantages presented by longer exposure to vocational applications enabling their knowledge on teaching and the maturity that acquire in their previous years until they become seniors. In comparison of emotional labor scores of candidates against grades, a significant difference was found favoring senior teacher candidates. Passive deep acting is also referred as automatic emotional regulation, emotional harmony, or exhibition of natural or "real" emotions by other researchers (Hochschild 1983; Zapf 2002; Mann 1999; Rafaelli and Sutton 1987; Ashforth and Humphrey 1993; Diefendorff et al. 2005 cited by Çukur 2009). Thus, it can be deducted that the senior teacher candidates could display their emotions towards the vocation more naturally and control their excitement better as compared to others because of their higher level of experience. The survey displayed a significant difference in favor of senior teacher candidates on reconstructivism and perennialism educational beliefs. From the study results on the teacher candidates by Baykal et al. (2013), Karabulut and

Ulucan (2012) and Apay (2011) also pointed out that candidates' educational beliefs differ based on their grade levels; in addition, findings of alternative studies by other researchers (Tekin and Üstün 2008 ; Yapici 2013 ; Bozaslan 2012 ; Tanju et al. 2011; Karaduman and Gülten 2010 ; Okut 2009 ; Çoban 2002) indicated that teachers and teacher candidates adopt eclectic views and alternating philosophies simultaneously. When we consider that applications and educational practices on teaching profession for both philosophies are significantly different, it is possible to assert that the beliefs of teaching candidates differ significantly as well. Automatic emotional regulation for emotional labor of teacher candidates differs significantly in favor of candidates with lower academic standing. Thus, the teacher candidates with lower academic achievement can express their emotions more naturally and display a more natural behavior in accordance with their feelings as compared to other candidates. This is a remarkable finding. Automatic emotional regulation and emotional deviation and work and family conflict dimensions affected individuals' psychological distress according to a research by Çelik and Turunç (2011) on teachers.

Hence, that finding can be predicted by surveying the correlation between the past lives, domestic experiences and views about teaching profession of teacher candidates.

The significant difference was displayed on progressivism educational beliefs favoring teacher candidates with higher academic achievement. Thus, it can be argued that teacher candidates with higher academic achievement are more inclined to adopt educational practices of contemporary educational philosophy and believers of such professional practices. From the study results by Okut (2011) also exhibited that the teachers who do not display interfering behavior are inclined to progressivism more than others are. Within the emotional labor of teacher candidates, significant difference is observed favoring candidates with higher family income for surface acting, deep acting, and automatic emotional regulation dimensions. According to different researchers (Brotheridge and Grandey 2002; Brotheridge and Lee 2003; Hochschild 1983 cited by Çukur 2009) surface acting is defined as expression of an emotion that an employee does not feel within corporate or vocational display rules; not expression (suppression) of emotions or quantitative alteration (enhancement, reduction,

etc.) of emotions. In deep acting, the employee, instead of adjusting the emotions he feels (or does not feel) according to the order of their reflection to behavior as in surface acting, makes an effort from the beginning to pick out the emotions that he was supposed to feel. Thus, it can be argued that teaching candidates express their emotions less naturally as their family income levels increase as compared to others and they tend to reflect emotions necessary for business even though they do not feel them and force themselves to experience these emotions. It can be taken into consideration that this situation could be related to their former experiences and cultural differences obtained from family. In fact, a research by Hastings (2004) found the teacher candidates often experience emotions like guilt, responsibility, frustration, sympathy, anxiety, agitation, content, etc., and to fulfill their tasks "functionally" they usually regulate and especially mask their negative emotions. Further, a research by Begenirbas et al. (2013) found that surface acting behavior has mediation effect on neurosis and emotional exhaustion relation, in addition to from the study results by Ünlü and Yürür (2011), which deducted deep behavior of individuals increase their intentions to perform duty and performance, as another from the study results by Yürür et al. (2011) showed that individuals who perceived their opponents fairly exhibited deeper behavior than others. On the contrary, it is remarkable that the findings reflect emotional labor automatic emotional regulation for teacher candidates is favorable towards lower family income. Accordingly, the teacher candidates with lower family income express their emotions more naturally than others express, and are inclined to display natural behavior based on their momentary emotions.

The significant differences were found on emotional labor of teacher candidates based on deep acting and on educational beliefs based on progressivism and existentialism sub-dimensions. Accordingly, it could be stated that teacher candidates in mathematics department adopt deep acting behavior more than other candidates. Candidates in this group are more likely to be inclined towards ordering their tasks through investing their time in planning ahead. The scores for progressivism and existentialism sub-dimensions for teacher candidates in all departments differed significantly favoring classroom teachers. This finding is parallel with these other re-

searchers (Aypay 2011; Deryakulu and Büyüköz-türk 2005; Terzi 2005; Braten and Stromso 2005; Palmer and Marra 2004 cited in Demir and Akinoglu 2010). It can be stated that classroom teacher candidates adopt contemporary educational beliefs better than candidates in other departments do. This case could be a result of the implementation of new primary school programs and interpretation of such in higher education syllabus as well as the presentation and practice opportunities provided for teaching candidates on research, application, experiment, and experiences towards learning and teaching techniques that are more contemporary. A significant correlation was found between self-efficacy and progressivism, existentialism, reconstructionism, perennialism educational beliefs; and between deep acting and emotional deviation emotional labor of teaching candidates. Thus, as self-efficacy sense of teacher candidates' increase, they develop more predominant beliefs towards a preference for vocational practices, which are based on contemporary educational views. The capacity of teacher candidates for perceiving themselves more successful vocationally may enforce their beliefs to successfully fulfill the activities based on such philosophies. Accordingly, additional study by Izgar and Dilmaç (2008) and Gürol et al. (2010) demonstrated a positive significant correlation between epistemological beliefs, educational beliefs, and self-efficacy sense of teacher candidates. From the results of the study, Ilgaz et al. (2013) found a positive significant correlation between self-efficacy sense of teacher candidates and their preference on contemporary views but a negative adverse correlation between their preference for traditional philosophies and self-efficacy sense. However, it could be argued that as self-efficacy levels of teacher candidates increase, they tend to avoid expressing their real emotions more, feel emotional conflicts, and force themselves to feel emotions necessary to pursue their vocation despite the fact that they do not really feel those emotions. This could be the result of teacher candidates' former experiences and cultural differences they were subjected to. Hence, from the study results by Sumsion (2000) indicated that the teachers are under direct control to administer their emotions based on vocational socialization processes or ever-increasing administrative guidance; they also are influenced by the general expectations of the society on the subject. It has been expect-

ed from the teachers to assume the role of a "parent" for the fulfillment of general wellness of children. According to the study by Winograd (2003, cited by Çukur 2009), teachers withhold negative (anger, sadness, etc.) and positive (enthusiasm, joy, etc.) "excessive" emotions towards their pupils in addition to being compassionate and interested towards them since there are quite distinct sensation (display) rules in teaching profession. Employees are expected to act within standards and in a professional manner the most when perceiving them exhibits from the study results by Türkay and Ünal (2011). However, from the another study results by Kaya and Özhan (2012) demonstrate that as the level of employees to reflect deep and sincere behavior increase, their depersonalization levels decrease, and their personal sense of success increase.

Automatic emotional regulation and deep acting emotional labor sub-dimension scores of the teacher candidates significantly predict their essentialism educational beliefs. Accordingly, candidates who express their emotions naturally or authentically, the way they feel at that point in time, prefer essentialism, as they are more inclined to traditional educational views. Albeit not universal, that finding may be considered as a reflection of candidates' former experiences and cultural value judgments obtained in family.

CONCLUSION

Teacher candidates' self-efficacy levels on gender, on both females and males are high. Teacher candidates adopt different educational beliefs more together. Emotional divergence scores for female teacher candidates are higher than male candidates. The female teacher candidates embrace contemporary educational beliefs more than male candidates. Self-efficacy levels for teacher candidates do not differ based on gender. The self-efficacy levels for senior teacher candidates are higher than candidates in other grade levels. Automatic emotional regulation emotional labor for senior teacher candidates is higher than candidates in other grade levels. The teacher candidates with lower academic achievement have higher automatic emotional regulation emotional labor than candidates with other levels of academic achievement. Teacher candidates with the highest academic achievement adopt progressivist beliefs. Teacher candidates with higher family income are inclined to emo-

tional labor of surface acting, deep acting and automatic emotional regulation. The teacher candidates in mathematics department are inclined to deep acting emotional labor more than candidates in other departments. A significant positive correlation is established between self-efficacy and prograssivizm, and with the existentialism, reconstructionizm and perennializm educational beliefs; and between self-efficacy and deep acting, emotional deviation emotional labor for teacher candidates. Automatic emotional regulation and deep acting emotional labor sub-dimension scores significantly predict essentialism educational beliefs.

RECOMMENDATIONS

Counseling support can be provided during pre-service training for the female teacher candidates to increase their awareness for their genuine emotions towards the profession and to reflect those positively. During the implementation of higher education programs, it could be proposed that male teacher candidates would be more exposed to knowledge and practice on qualities and efficiencies of contemporary educational philosophies. Since there are not many studies examining the correlation between self-efficacy and gender available, it could be argued that more studies are needed using distinct sample groups. It could be proposed that to promote self-efficacy awareness of candidates in other grade levels, higher education syllabuses could consider adding related electives and practices. Regular counseling support can be provided starting from lower grade levels for teacher candidates to improve recognition of their emotions at an early stage and enable proper reflection of those emotions in their workplace. For the low levels candidates in different grades, presentations introducing different philosophical beliefs could be introduced. Extracurricular counseling support can be provided for teacher candidates with lower family income and lower academic achievement to increase recognition of their emotions and to enable them to control natural behavior in vocational activities. Elective classes and activities can be organized to introduce contemporary educational philosophies to the teacher candidates with lower academic achievement. Further, for the candidates in different departments, presentations introducing different educational beliefs and emotional labor could be

introduced. Additional researches could be suggested on different sample groups since there are not several studies in Turkey exposing the predictive correlation pattern between educational beliefs and emotional labor of teacher candidates.

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