



PREDICTIVE POWER OF SELF-EFFICACY AND ACADEMIC INVOLVEMENT ON ACADEMIC SATISFACTION IN TEACHER CANDIDATES*

*Mustafa BULUŞ***

ABSTRACT

The need to understand the nature of the relations between various theories and thus to explain the differences in the quality of students' behaviours is important for educational activities. In light of this perspective, the purpose of this study was to investigate the role of the teacher candidates' self-efficacy and academic involvement on academic satisfaction. The descriptive survey model was used in the study. The participants were 336 third (n = 113) and fourth (n = 223) grade undergraduate students included 90 male and 246 female studying in different majors at the Faculty of Education in Pamukkale University. Teacher Self-Efficacy, Akademik Involvement and Academic Satisfaction Scales were used to gather the data. The bivariate correlation coefficients and stepwise regression analyses were performed to analyze the data to answer the questions conducted in the study. Results showed that the academic satisfaction level of the candidate students is positively related with the sense of efficacy concerning instructional strategies, student engagement and academic involvement. In addition, regression analyses indicated that the contribution of self-efficacy and academic involvement together to the variance of academic satisfaction is significant. The best predictors of academic satisfaction were found as all there dimensions of the sense of efficacy and academic involvement. The findings presented many important cues for the evaluation of the effectiveness of educational environments, programs and learning behaviours of the students. In the study, implications of the findings were discussed and suggestions were given for educators and researchers.

STRUCTURED ABSTRACT

Introduction

The students' life quality, their well being and academic performance are effected by plenty of factors such as their

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** Doç. Dr. Pamukkale Üniversitesi Eğitim Fak. İlköğretim Bölümü Okulöncesi Eğitimi ABD, El-mek: mbulus@pau.edu.tr



developmental characteristics and tendencies, social, cultural and educational frames that surround them from far to near. Satisfaction is an important relational part of this dynamic and for that reason, factors affecting satisfaction has been a major concern for researchers in both academic and non-academic settings.

Satisfaction in academic settings, has been defined as the level of satisfaction students attained from some college-related variables such as academic department, online courses, campus-wide, college experience, quality of instruction, major curriculum, advising, assessment, the quality of the university education, the contribution of that education to students professional life and the relationships between the students and the colleagues. Researches show that students with high level of satisfaction are likely to exert more effort in their educational studies and get high grades with the effects of their positive characteristics and environment.

Although academic satisfaction has been searched with many factors related with academic settings, very little researches have been done about its relationship with personal variables such as self efficacy and academic involvement together. Also there is no research documenting the predictive power of self-efficacy and academic involvement on academic satisfaction. Research findings and their implications show that personal variables also have significantly predictor role in cognitive, emotional and behavioral reactions of students in and out of school settings and function as active frames during their process of self-regulation. For that reason, educational psychologists and educators need to understand whether the various theories provide insights into different constructs and thus explain the difference in the quality of students' behaviours during the process of learning and development. Following this view, to verify the nature of the relations between the teacher self-efficacy, academic involvement and academic satisfaction become an important concern in the present study.

Of these constructs teacher self-efficacy refers to the "teachers' beliefs about their ability to have a positive affect on student learning and their achievement". With the framework of Social cognitive theory, researchers have been studying on the teacher self-efficacy construct and cited a wide spread of findings their implications and suggestions.

Similar with the conceptualizations and research implications about self efficacy, students' involvement in university activities is also considered advantageous to their overall educational experiences. It is also useful for researchers, college and faculty administrators to design their investigation of student development and more effective learning environments. For that reason, involvement has become a powerful concept in higher education. According to the student involvement theory, academic involvement is one of the specific forms of student involvement as out of class activities, honors programs, student-faculty interaction, athletic involvement etc.

As discussed in literature, many findings and implications show the role of self efficacy and involvement in students performance, well being and personal tendencies. Researches also demonstrate that due to its affects on both individual and organizational performance, the

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students' academic satisfaction level and the factors affecting it, is an important concern to university administration as well as academic and educational planners. Following this view, in this study, it is aimed to verify the nature of the relations between the teacher self-efficacy, academic involvement and academic satisfaction. Parallel to these relationships to examine the contributions (predictive power) of the teacher self-efficacy and academic involvement on academic satisfaction becomes the primary goal of the present study. It sought to specifically answer the following questions:

1. Do teacher self efficacy and academic involvement correlate with academic satisfaction?
2. Do teacher self efficacy and academic involvement predict academic satisfaction together?

Method

The descriptive survey model was used in the study. The participants were 336 third (n = 113) and fourth (n = 223) grade undergraduate students included 90 male and 246 female studying in different majors at the Faculty of Education in Pamukkale University. Teacher Self-Efficacy, Academic Involvement and Academic Satisfaction Scales were used to gather the data. The bivariate correlation coefficients and stepwise regression analyses were performed to analyze the data to answer the questions conducted in the study.

Results

Results showed that the academic satisfaction level of candidate students is positively related with the sense of efficacy concerning instructional strategies, student engagement and academic involvement. In addition, regression analyses indicated that the contribution of self-efficacy and academic involvement together to the variance of academic satisfaction is significant. The best predictors of academic satisfaction were found as all three dimensions of the sense of efficacy and academic involvement.

Discussion and Conclusion

In this study, it was aimed to examine the contributions of the teacher candidates' self-efficacy and academic involvement on their academic satisfaction. Also the reliability and validity of the Academic Involvement Scale was tested for a sample of Turkish candidate students.

The results of the study, in general, confirmed the predictions. First of all, close relationships were found between teacher self efficacy, academic involvement and academic satisfaction. Second, regression analyses showed the contributions of teacher self-efficacy and academic involvement on academic satisfaction. In that sense it was seen that efficacy concerning instructional strategies, student engagement, classroom management and academic involvement were the primary predictors of academic satisfaction. Finally, the results confirmed the prediction that the Academic Involvement Scale is a reliable and valid instrument to identify the level of the efforts students took part in their learning activities and academic works.

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In light of the results obtained in this study it could be said that as the level of efficacy concerning instructional strategies, student engagement, classroom management and academic involvement increases the level of academic satisfaction increases too. Paralel to these implications, the findings of this study demonstrate that as intrinsic perceptions, the candidate teachers' beliefs in their implementation of alternative strategies, abilities to help the students to engage in learning activities and the capacity to tackle with disruptive or nosiy students in their classroom, the extent to which they work hard at their studies, the time they spend for studying, the degree of interest in their courses and good study habits have predictive power on academic satisfaciton.

Concequently, although there are many factors that affect satisfaction, in this study, academic satisfaction is assumed to be a dependent variable on teacher self efficacy and academic involvement. The results concludes that, the proposed two factors (teacher self efficacy and academic involvement) were found to be important and were positively predicted student satisfaction. Therefore, the findings from the analyses can serve as cues for the planning processes of the universities, for the evaluation of the effectiveness of the colleges, departments and programs. In this sense, to increase teacher candidates' academic satisfaction level, the colleagues should stimulate them to develop their sense of efficacy concerning the implementation of alternative instructional strategies, the student engagement in learning activities and effective classroom management skills. Further, the results imply that the instructors must strengthen their students qualified efforts and habits for their academic works so that their academic satisfaction increases. In short, the results point out the importance of the quality of university life for academic satisfaction.

Key Words: Academic satisfaction, Teacher self-efficacy, Academic involvement, Teacher candidates

ÖĞRETMEN ADAYLARINDA ÖZ YETERLİK VE AKADEMİK KATILIMIN AKADEMİK DOYUMU YORDAMA GÜCÜ

ÖZET

Farklı kavramsal çerçevelerin birbirleriyle ne tür bir ilişki içinde olduklarının bilinmesi hem gerekli eğitsel anlayışın oluşması hem de öğrenme süreçlerinde öğrencilerin davranışlarındaki farklılıkların nedenlerinin anlaşılması açısından önemlidir. Bu perspektiften hareketle bu çalışmada öğretmen adaylarında akademik doyumunu yordamada öz yeterlik ve akademik katılımın rolü incelenmiştir. Çalışma tarama modelinde betimsel bir araştırma niteliğindedir. Araştırmaya Pamukkale Üniversitesi Eğitim Fakültesi'nde farklı bölümlerde öğrenim gören 336 üçüncü (n = 113) ve dördüncü (n = 223) sınıf öğrencisi katılmıştır. Katılımcıların 90'ı erkek, 246'sı kızlardan oluşmuştur. Veri toplama araçları olarak Öğretmen Öz Yeterlik, Akademik Katılım ve Akademik Doyum Ölçekleri kullanılmıştır. Verilerin analizinde değişkenler arasındaki olası ilişkileri belirlemek için

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Pearson korelasyon, özyeterlik ve akademik katılımın birlikte akademik doyumunu yordama gücü için de adımsal regresyon (stepwise regression) teknikleri kullanılmıştır. Korelasyon analizleri akademik doyumun öz yeterliğin öğretim stratejilerini kullanma ve öğrenci katılımını sağlama boyutları ve akademik katılım ile pozitif yönde ilişkili olduğunu göstermiştir. Ayrıca yapılan regresyon analizleri sonucunda öz yeterlik ve akademik katılımın birlikte akademik doyum değişkenliğini anlamlı olarak yordadığı görülmüştür. Buna göre akademik doyumun en güçlü yordayıcılarının öz yeterliğin üç alt boyutu ve akademik katılım olduğu gözlenmiştir. Bu sonuçlar, eğitim ortamlarının, programaların ve öğrencilerin öğrenme davranışlarının etkililiğinin değerlendirilmesinde dikkate alınabilecek birçok önemli ipuçları sunmuştur. Çalışmada elde edilen bulgular eğitsel doğurguları açısından tartışılmış ve ilgililere önerilerde bulunulmuştur.

Anahtar Kelimeler: Akademik doyum, Öğretmen öz yeterliği, Akademik katılım, Öğretmen adayları

Introduction

The students' life quality, their well being and academic performance are effected by plenty of factors such as their developmental characteristics and tendencies, social, cultural and educational frames that surround them from far to near. Satisfaction is an important relational part of this dynamic and for hat reason, factors affecting satisfaction has been a major concern for researchers in both academic and non-academic settings.

In general, satisfaction is defined as the emotions resulting from the inner and the external attributions of an individual related to one's activities (Ellis, 1984; as cited in., Lathem, 1998). Satisfaction in academic settings, has been defined as the level of satisfaction students attained from some college-related variables such as academic department (Corts, Lounsbury, Saudargas, & Tatum, 2000), online courses (Heiman, 2008), campus-wide (Benjamin & Hollings, 1997), college experience (Elliott & Healy, 2001; Peters, 1988; Billups, 2008), quality of instruction (Aman, 2009), major curriculum (Tessema, Ready, & Yu, 2012), advising (Corts et al., 2000; Elliott, 2003; Olson, 2008), assessment (Kane, 2004; Ross, Batzer, & Bennington, 2002), the quality of the university education, the contribution of that education to students professional life and the relationships between the students and the colleagues.

In the literature, besides academic factors as mentioned above, academic satisfaction has been studied in relation to many other important variables such as environmental supports, perceived goal progress (Lent, Sibgley, Sheu, Schmidt, & Schimidt 2007), personality characteristics (Logue, Lounsbry, Gupta, & Leong, 2007), the student's feeling of 'belonging' and perceptions of the institution's responsiveness and concern (Gibson, 2010), value orientations (Keup, 1999), personality, social support and student engagement (Bono, 2011), academic performance (Martirosyan, Saxon, & Wanjohi, 2014). All these researches show that students with high level of satisfaction are likely to exert more effort in their educational studies and get high grades with the effects of their positive characteristics and environment.

Although academic satisfaction has been searched with many factors related with academic settings, very little researches have been done about its relationship with personel variables such as self efficacy and academic involvement together. Also there is no research documenting the predictive power of self-efficacy and academic involvement on academic satisfaction. Research findings and their implications show that personel variables also have significantly predictor role in

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cognitive, emotional and behavioral reactions of students in and out of school settings and function as active frames during their process of self-regulation as documented also in this study. For that reason, educational psychologists and educators need to understand whether the various theories provide insights into different constructs and thus explain the difference in the quality of students' behaviours during the process of learning and development. Following this view, to verify the nature of the relations between the teacher self-efficacy, academic involvement and academic satisfaction become an important concern in the present study.

Of these constructs teacher self-efficacy refers to the "teachers' beliefs about their ability to have a positive affect on student learning and their achievement" (Ashton, 1984), "the extent to which the teacher believes he or she has the capacity to affect student performance" (Bergman, McLaughlin, Bass, Pauly, & Zellman, 1977), "teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran & Woolfolk-Hoy, 2001) and theoretically based on social cognitive theory, developed by Bandura (1977).

Social cognitive theory (Bandura, 1977) assumes that people are the products of the dynamic interplay between the environmental influences, their current and past behaviors and internal personal factors such as cognitive, affective, and biological processes. Paralel with this view, Bandura (1977) suggest that the behavior of an individual is based on two basic factors. These are self-efficacy ("beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments") and outcome expectancy ("the individual's estimate of the likely consequences of his or her actions") (Bandura, 1997). So, it could be said that an understanding of a behavior will be easy with an analysis of both self-efficacy and outcome expectancy factors. The idea focused in this theory that our beliefs in our abilities strongly affect our behavior, motivation, and ultimately our success or failure has been supported by the Bandura's other researches (1982, 1986, 1993, 1997) in last two decades.

Using this theoretical framework, researchers have been studying on the teacher self-efficacy construct and cited a wide spread of findings, their implications and suggestions. In some of these studies teacher self efficacy has been found to be related to academic achievement (Moore & Esselman, 1992; Anderson, Greene & Loewen, 1988; Ashton & Webb, 1986; Ross, 1992), motivation (Maehr & Pintrich, 1997; Pintrich & Schunk, 1996; Schunk, 1991), self-regulated learning (Pajares, 1996; Schunk, 1991; Zimmerman, 1995; Yusuf, 2011), teacher burnout (Skaalvik & Skaalvik, 2010), self-concept (Guskey, 1988), emotional intelligence, psychological well-being and attitudes (Salamı, 2010), type A personality traits, stress sources and job satisfaction (Gamsız, Yazıcı & Altun, 2013) and learner autonomy support behaviors (Akçıl & Oğuz, 2015). All these studies show that individuals' self efficacy beliefs determine how they think, how they motivate themselves and how they behave as also stated by Bandura (1994).

Similar with the conceptualizations and reserach implications about self efficacy, students' involvement in university activities is also considered advantagous to their overall educational experiences. It is also usefull for researchers, college and faculty administrators to design their investigation of student development and more effective learning environments (Astin, 1999). For hat reason, involvement has become a powerful concept in higher education. According to Astin's Student Involvement Theory (Astin, 1999; p.518), "involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience". Astin (1999; p.518) has been argued that "a highly involved student is one who devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students". The theory postulates basicly that "the amount of student learning and personal development associated with any educational program is

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directly proportional to the quality and quantity of student involvement in that program” (Astin, 1999; p.519). In this line, “the greater the student’s involvement in college, the greater will be the amount of student learning and personal development” (Astin, 1999; p.529). Therefore “the most important application of the student involvement theory for education is that it encourages the instructors and administrators to focus less on content and teaching techniques and more on what students are actually doing” (Astin, 1999; p.526).

According to the theory, academic involvement is one of the specific forms of student involvement as out of class activities, honors programs, student-faculty interaction, athletic involvement etc. Academic involvement is defined

“as a complex of self-reported traits and behaviors as the extent to which students work hard at their studies, the number of hours they spend studying, the degree of interest in their courses and good study habits. Being academically involved is strongly related to satisfaction with all aspects of college life except friendships with other students. This pattern reinforces the hypothesis that students who become intensely involved in their college studies tend to become isolated from their peers and, consequently, are less susceptible to the peer group influences that seem critical to the development of other dimensions. On the other hand, they experience considerable satisfaction, perhaps because of the many institutional rewards for good academic performance” (Astin, 1999; p.525).

Besed on this theoretical framework, researchers have been cited a wide spread of findings and their implications. Literature reveal that when students feel connected to their university or college through involvement, they feel better about their experience and tend to stay through to graduation (Astin, 2001). Students create their identity and become autonomous when they become engaged and involved in out of class activities (Astin, 2001). Involvement in some type of activities increases confidence, leadership and interpersonal skills (House, 2000). Learning is enhanced when interaction between new students and their peers, faculty, and staff increases (Banta, 2001). Student satisfaction also improved with student involvement in student life functions (Astin, 2001). Involvement teaches communication skills, professional development issues, and group dynamics (Trevas, 1996). Finally, involvement may increase the level of perceived social support which is related to greater life satisfaction, positive attitudes toward seeking psychological help, which in turn, resulted in greater intention to seek psychological help (Topkaya & Büyüköze Kavay, 2015).

In short, an important reality for higher education is that all instructors and administrators are looking for ways to create institutional effectiveness and efficiency so that their students could become holistic professionals who are both involved and academically educated (Hutley, 2004). As stated by Armentrout (1978) “activities have great educational values”. So higher education institutions must engage students in a variety of learning experiences with all forms of involvement to develop holistic students prepared for their future endeavors (House, 2000).

As discussed above, many findings and implications show the role of self efficacy and involvement in students performance, well being and personal tendencies. Researches also demonstrate that due to its affects on both individual and organizational performance (Decenzo & Robbins, 2010), the students’ academic satisfaction level and the factors affecting it, is an important concern to university administration as well as academic and educational planners. But in literature, no researches have been done about its relationship with self-efficacy and academic involvement together. Following this view, in this study, it is aimed to verify the nature of the relations between the teacher self-efficacy, academic involvement and academic satisfaction. Paralel to these

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relationships to examine the contributions (predictive power) of the teacher self-efficacy and academic involvement on academic satisfaction becomes the primary goal of the present study. It sought to specifically answer the following questions:

1. Do teacher self efficacy and academic involvement correlate with academic satisfaction?
2. Do teacher self efficacy and academic involvement predict academic satisfaction together?

Method

Research Design

While conducting the research which aimed to investigate the predictive power of self-efficacy and academic involvement on academic satisfaction in teacher candidates from different majors, the descriptive survey model was used.

Participants

A total number of 336 third (113) and fourth (223) grade teacher candidates enrolled in the different department of Faculty of Education at Pamukkale University, Denizli, participated to the study. The sample included 90 male and 246 female whose ages ranged from 22 to 35 years old.

Measures

Academic satisfaction scale. It is a self-report test including 5 items designed to assess students' academic satisfaction and developed by Schmitt, Oswald, Friede, Imus, & Merritt (2008). Students must indicate the level of agreement with each item, which were scored on a 5-point Likert response scale from 1 (Strongly Disagree) to 5 (Strongly Agree). They report adequate internal consistency of the measure with a coefficient alpha of .81 (Schmitt et al., 2008). The scale was adapted to Turkish by Balkis (2013). To test the psychometric characteristics for the Turkish sample, the scale were administered to 160 undergraduate students. For the structural validity of the instrument, the 5 items were factor analyzed, using principal-components analysis with varimax rotation. Results of this analysis showed that the scale had one factor, accounting for 63.70 % of the common variance (eigenvalue =3.19). The internal consistency coefficient alpha was found to be .86 for the Turkish sample.

Teacher self-efficacy scale (TSES). In the study, the long and Turkish version of the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) was used. The TSES is composed of 24 items, assessed a 9-point rating scale which ranges from 1-Nothing, 3-Very little, 5-Some influence, 7-Quite A Bit, and 9-A great deal. The instrument included three subscales with each including 8 items: efficacy for instructional strategies (EIS), efficacy for student engagement (ESE) and efficacy for classroom management (ECM). The TSES was adapted into Turkish by Çapa, Çakiroğlu, & Sarıkaya (2005). They confirmed the three-factor structure through confirmatory factor analysis (CFA) and Rasch analysis. The coefficient alpha values were .82 for ESE, .86 for EIS, and .84 for ECM.

Academic involvement scale (AIS). The scale was developed by Huang (2007) and measures how frequently students took part in in-class and out-of-class learning activities and academic works. It includes 5 items which were scored on a 4-point scale: never (1), rarely (2), sometimes (3), often (4). The factor analysis yielded one general factor that represented overall academic involvement (AI). The cronbach alpha for the scale was found as .61. In this study the scale was adapted to Turkish by the researcher. First of all, the English version of the scale was translated into Turkish by the author. All items of scale that were translated into Turkish were

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edited by a field expert and then translated into English again by another English Language expert. In order to avoid shifts in meaning during adaptation into Turkish culture, three language experts were consulted and the questionnaire was finalized by content area specialists.

Internal Consistency Reliability: To test the psychometric characteristics for the Turkish sample, the scale was administered to 336 undergraduate students. The reliability analysis showed that the item-total correlations (r) ranged from .37 to .46 (Table 1). The internal consistency coefficient alpha (α) for all the items were found as .66.

Exploratory Factor Analyses: For the structural validity of the instrument, the 5 items were factor analyzed, using principal-components analysis with varimax rotation. All items were loaded on one factor which accounted 42% variance for the scale with an eigenvalue 2.121 (Table 1). These results showed that the factor structure of the Turkish version of the AIS was consistent with that of the original and thus appropriate to use for Turkish candidates.

Table 1
Item Total Correlations (r) and Factor Loadings for Academic Involvement Scale

Items	r	Factor Loadings
1	.39	.62
2	.37	.60
3	.41	.65
4	.42	.66
5	.46	.70

Confirmatory Factor Analyses: The supportive evidences for the scale was established by using some fit indexes as confirmatory solutions. For this purpose confirmatory factor analyses within the framework of AMOS 7.0 (Arbuckle, 2006) was conducted on the same data. The CFA results for the model were: The CFA results for the new analysis were: $\chi^2=11.225$ ($df = 5$, $p < .047$, $N=336$), $X^2/df = 2.245$, $RMSEA=0.061$, $SRMR=0.033$, $CFI=0.97$, $TLI = 0.94$, $IFI=0.97$, $NFI=0.95$, and $GFI=0.99$. All of these fit indexes indicated that the model provided a good fit to the data.

Data Analysis

Previous researchers have found that teacher self efficacy, academic involvement and academic satisfaction are relational. For that reason first, bivariate correlation analyses were conducted to identify possible relationships between these constructs. Second, to explore the contributions of both teacher self efficacy and academic involvement in academic satisfaction, stepwise regression analysis were performed with the teacher self efficacy and academic involvement scales as the independent variables and the academic satisfaction scale as the dependent variable.

Results

Correlation Analyses

Pearson correlation analyses were performed to analyze the relations among self-efficacy, academic involvement and academic satisfaction. Results showed that the academic satisfaction level of the candidate students is positively related with the sense of efficacy concerning instructional strategies, student engagement (respectively, $r = .24$, $.24$) and academic involvement ($r = .18$) (Table. 2).

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Table 2
Correlations Between Teacher Self Efficacy, Academic Involvement and Academic Satisfaction

Variables	EIS	ESE	ECM	AI	Mean (x)	Sd.
Academic Satisfaction	.24**	.24**	.08	.18**	17.5	4.2
Mean (x)	28.7	28.2	28.3	12.6		
Sd.	5.7	4.8	4.9	2.9		

*p<.05, **p<.01, ***p<.001

Regression Analyses

Multiple regression analyses were used to analyze the predictive power of self-efficacy and academic involvement on academic satisfaction, as the academic satisfaction level was the dependent variable, self-efficacy and academic involvement were independent variables. Regression analyses indicated that the contribution of self-efficacy and academic involvement together to the variance of academic satisfaction is significant (R^2 (.11), $F = 9.960$, $p < .01$). According to these results the best predictors of academic satisfaction were all there subtests of the sense of efficacy and academic involvement.

Table 3
Summary Statistics for Variables Predicting Academic Satisfaction

Variables	R	R2	S.Coefficients Beta	t	F	Sig.
Step 1	.298	.089			10.757	.000***
EIS			.205	3.110		.002**
ESE			.213	3.144		.002**
ECM			-.147	-2.186		.030*
Step 2	.328	.107			9.960	.000***
EIS			.193	2.951		.003**
ESE			.201	2.984		.003**
ECM			-.169	-2.507		.013*
AI			.142	2.643		.009*

*p<.05, **p<.01, ***p<.001

Discussion and Conclusion

In this study, it was aimed to examine the contributions of the teacher candidates' self-efficacy and academic involvement on their academic satisfaction. Also the reliability and validity of the Academic Involvement Scale was tested for a sample of Turkish candidate students.

The results of the study, in general, confirmed the predictions. First of all, close relationships were found between teacher self efficacy, academic involvement and academic satisfaction. Second, regression analyses showed the contributions of teacher self-efficacy and academic involvement on academic satisfaction. In that sense it was seen that efficacy concerning instructional strategies, student engagement, classroom management and academic involvement were the primary predictors of academic satisfaction. Finally, the results confirmed the prediction that the Academic Involvement Scale is a reliable and valid instrument to identify the level of the efforts students took part in their learning activities and academic works.

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In light of the results obtained in this study it could be said that as the level of efficacy concerning instructional strategies, student engagement, classroom management and academic involvement increases the level of academic satisfaction increases too. These results, when compared, are partially consistent with earlier findings reported by Lent et al. (2007), Tessema et al. (2012), Astin (1999), Pace (1984), Astin (1993), Huang & Chang (2004), Kuh et al. (1991), Pace (1990), Pike & Killian (2001), Pike, Kuh, & Gonyea (2003), Handelsman, Briggs, Sullivan, & Towler (2005), Ojeda, Flores, & Navarro (2011). All of these studies, in common, indicate that students learn, develop, get higher grades for their courses and thus become satisfied in many ways with a positive self efficacy perception and quality efforts directed to academic activities and related surroundings.

Parallel to these implications, the findings of this study demonstrate that as intrinsic perceptions, the candidate teachers' beliefs in their implementation of alternative strategies, abilities to help the students to engage in learning activities and the capacity to tackle with disruptive or noisy students in their classroom, the extent to which they work hard at their studies, the time they spend for studying, the degree of interest in their courses and good study habits have predictive power on academic satisfaction.

In literature, as noticed by Ojeda et al. (2011), few studies have focused on academic satisfaction as an education research variable. "Nevertheless, academic satisfaction is a crucial factor worthy of study since it is a major basis in determining student well-being and optimal academic achievement" (Pinugu, 2013; p.34). "Academic satisfaction can also be used as an indicator for internal system evaluations of educational institutions by assessing how students perceive their educational experiences" (Aldosary, 1999; as cited in., Pinugu, 2013; p.36). For these necessities, studies conducted about academic satisfaction in higher education can serve many valuable outcomes and implications for educators and universities.

Consequently, although there are many factors that affect satisfaction, in this study, academic satisfaction is assumed to be a dependent variable on teacher self efficacy and academic involvement. The results conclude that, the proposed two factors (teacher self efficacy and academic involvement) were found to be important and were positively predicted student satisfaction. Therefore, the findings from the analyses can serve as cues for the planning processes of the universities, for the evaluation of the effectiveness of the colleges, departments and programs. In this sense, to increase teacher candidates' academic satisfaction level, the colleagues should stimulate them to develop their sense of efficacy concerning the implementation of alternative instructional strategies, the student engagement in learning activities and effective classroom management skills. Further, the results imply that the instructors must strengthen their students' qualified efforts and habits for their academic works so that their academic satisfaction increases. In short, the results point out the importance of the quality of university life for academic satisfaction.

Finally, it can be said that, this study expands previous research in the factors affecting candidate student's satisfaction by focusing on self efficacy and academic involvement. It adds to literature on students' satisfaction in that, unlike most prior research studies, I empirically tested the predicting power of teacher self efficacy and academic involvement using a large participant size. Hence, it can also be concluded that the study has important theoretical and practical implications.

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