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The study of relationship between academic self-efficacy, goal orientation and hope with school satisfaction of students

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Abstract
The present study examined the relationship between self-efficacy, goal orientations and hope with school satisfaction, and determine the share of each variable in predicting student satisfaction with school in high school female students. The research method was descriptive and correlations study. The population of the study was all second-grade high school female students (N = 902) of Javanrud city in Iran. According to Krejcie and Morgan's suggested table, 269 students from this statistical population were selected as the subject sample by cluster random sampling method, and answered Academic self-efficacy Scale, Goal orientation Scale, Hope Scale, and Multidimensional Life Satisfaction Scale ((MSLSS). The structural Pearson's correlation coefficient and stepwise multiple regression analysis method was used to examine the data. The data were analyzed by SPSS26 and AMOS26 software. The study's findings indicated that academic self-efficacy, mastery-approach orientation and hope have a positive and significant correlation with school satisfaction (P= 0/01). Furthermore, the correlation between mastery- avoid orientation and school satisfaction was negative and significant (p=0/05), whereas there was no significant correlation between performance-avoid orientation and school satisfaction. The results of regression analysis indicated that academic self-efficacy, goal orientation and hope significantly predict 27% of satisfaction with the school. So, it can be concluded that, enhancing the academic self-efficacy and hope in students leads to more their school satisfaction.

Keywords: Hope scale, polythene utilization, adults

Introduction
The purpose of education is to help the full development of the personality of the students and help them to learn and understand knowledge and norms accepted by society and ultimately help their talents flourish. Since students spend a significant part of their daily life in school, this environment has a great impact on different periods of their lives (Usaini, Abubakar & Bich, 2015) [52]. Therefore, the level of students' satisfaction and dissatisfaction with the school environment can play a key role in achieving these goals in education. The social cognitive model of psychological well-being assumes that life satisfaction is affected by three variables: satisfaction with a particular area (school satisfaction), purposeful activities, and personality traits (Ojeda, Flores, & Navarro, 2011) [34].
Satisfaction with school is an important aspect of students' lives that affects not only academic stress, school support, positive youth development (PYD) (Dou, Shek & wong, 2022) [15] but also high academic performance and optimism (Sepehrianazar, Modirkhamene & Alizadeh, 2017) [44] and students' academic achievement (Dala & Sharma, 2023) [11]. The results of Telef (2021) [51] study indicated that school satisfaction and optimism were predictors of the happiness of secondary school students. School satisfaction refers to students' positive experience of school (Hubner, Gilman & Suldo, 2007) [22] and the teacher-student relationship (Coelho & Aglio, 2019) [10], Which leads to increases student learning productivity (Varasteanu, & Iftime, 2013) [54] and has a positive and significant relationship with life satisfaction (Dos, 2023) [13]. On the other hand, dissatisfaction with school can lead to a tendency to undesirable behaviors such as drug use (Vanden Bree, & Pick worth, 2005) [53]. The term school satisfaction entered the research literature in the 1970s. Researchers used Bandura's cognitive and social approach (1986, cited by Blanco, 2011) [7] to predict related personal and environmental factors affecting students' satisfaction with school.

Such as, Lent and Baron (2008) [27] who have proposed the fourth model of social cognitive theory with a focus on educational satisfaction and its dimensions. In this context, some researcher studied classroom atmosphere, teaching methods and assessment (Randolph, Kangas & Ruokamo, 2010) [40], feeling of belonging to schools, the effect of teacher-student bond, participatory school life and sense of safety in schools (Karimat *et al.*, 2003 cited by Simões, Matos, Tomé, *et al.*, 2010) [46]. Simonsen & Rundmo (2020) [47] studied on 794 first grade students and showed that the teachers' social identity plays an important role in students' school satisfaction. Abed Moghadam and Balaghat (2016) [1] investigated personal factors of life satisfaction such as self-efficacy. Results study of Azila-Gbettor, Mensah, and Abiemo (2022) [6] showed self-efficacy positively predict student's satisfaction with academic program.

Self-efficacy is a key construct of Bandura's social and cognitive theory, which refers to an individual's beliefs about his / her ability to do work and activity. Beliefs in self-efficacy have a direct impact on the amount of energy spent on activities and resistance to obstacles. Therefore, academic self-efficacy (ASE) is another variable that has been addressed in the present study.

Academic self-efficacy refers to an individual's beliefs about managing their learning behavior, mastering academic content, and to fulfill academic expectations (Bandura, Pastorelli, *et al.*, 1999 cited by Ahmadi, 2020) [55, 3]. Studies indicated that academic enthusiasm and persistence (Malekian & Pali, 2023) [28], academic buoyancy of students (Farid and Ashrafzade, 2021) [20], educational performances (Sharma & Nasa, 2014) [45], Problem solving beliefs (Duran & Ercan, 2020) [16] and academic achievement (Meng & Zhang, 2023) [31] have a positive relationship with academic self- efficacy. In the words of AL-Baddareen, Ghaith & Akour (2015) [5] academic self-efficacy plays a key role in increasing metacognition, and gives students more confidence in their academic backgrounds. As a result, their anxiety and stress are reduced (Mulyadi, Rahardjo, & Heru basuki, 2016) [33], and motivated to achieve their goals (Orgun & Karaoz, 2014) [35]. Afzali, Ebrahimi, Mehdipourmaralani & *et al.*, (2014) [2] studied on 373 students and showed that academic self- efficacy is a significant predictor of school satisfaction. Lent and colleagues (2008) [27] studied on 300 Portuguese students and showed that there is significant correlation between academic self- efficacy and goal orientation with school satisfaction. Study of Lent, Taveira & fiquera, (2017) showed similar results with 373spanish students. Hosseinchari, Ghezehbigloo & Jowkar (2019) [21] showed that academic self-efficacy predicts academic buoyancy by mediating role of goal orientation (type of approach mastery).

Goal orientation is third variable in this study. Suprayogi, Ratriana, Wulandari (2019) [50] studied on 199 first & second grade students, their study showed that academic efficacy and goal orientation has significant impact to the academic achievement. Findings indicate that success in the field of education, requires the use of appropriate and adaptive motivational model, which is one of the basic aspects of goal orientation (Cobb, 2010) [9]. Goal orientation theory is a social- cognitive theory of motivation that addresses why people choose a particular goal and how to do related tasks. Different goal orientation in educational environments lead to different positive and negative outcomes (Sepehrianazar, Babaee, 2014) [43]. Goal orientation should not be equated with the specific goals that educational situations provide for activities. Goal orientation is merely the motivator for learning a particular task and reflects the basis of his/her criteria for judging his/her performance (Pintrih, 2000) [37]. Researchers emphasized that there are two types of goal orientation: mastery orientation and performance orientation (Dweck, 2000) [17]. Elliot, Fonseca, Moller (2006) [19] argue that mastery and performance goals are each divided into approach and avoidance goals. A person with mastery-approach oriented compare current and prior his/her achievement, improve his/her competencies in homework and engages himself / herself in challenging tasks (Kaplan, Martin & Maehr, 2007) [24]. Radmanesh & Bakhshayesh (2019) [39] showed mastery-approach oriented has a negative effect on procrastination. In mastery-avoidance oriented, one tries to avoid mistakes. Fear of not understanding, fear of failure in learning and forgetfulness are the characteristics of this type of orientation (Elliot & Mc Gregor, 2001) [18]. Performance-approach oriented, emphasizes on confirming the performance and gaining the favorable judgment of others about personal actions, and performance-avoid oriented students are interested in avoiding appearing incompetent or stupid (Sepehrianazar *et al.*, 2014) [43]. Maree & Maree (2013) [29] with study of 6,860 students showed that there is a clear relationship between goal orientation and hope. Also, research shows the relationship between hope and life satisfaction (Raats, Adams, Savahl, *et al.*, 2018; Du, Bernardo & Yeung, 2015; Davis, 2005) [38, 14, 12]. Akbari & Mehravar Giglou (2022) [4] studied on 256 students. Their findings show the effect of hope & life satisfaction in student motivation for achieving mental health. Pekrun, Cusack, Murayama *et al.*, (2014) [35] studied on 153 high school students and showed that goals orientation is a significant mediators of the influence of feedback instruction on emotions.

According to the mentioned definitions and research results, the question arose whether hopeful students are more satisfied with school than other students? Therefore, another variable examined in this study is hope. Hope is one of the topics in the field of positivist psychology. The definition of hope can differ depending on the person doing the talking. Snyder, a specialist in positivist psychology, postulated that hope is a cognitive-motivational structure that has three components: goals, pathways thinking, and agency thinking. Hope theory explains how people use the pathways and agency of thinking that motivate hope to achieve the goal (Snyder, 2002) [49]. Goals refer to approaching life in a goal-oriented way. Pathways thinking refers to finding different ways to achieve a goal despite existing obstacles, and agency thinking refers to the determination or power of planning to achieve one's goal (Sepehrianazar, Mohamadiazar, Mohanna, 2016) [42]. Hui & Sun (2010) [23] examined the relationship between hope, self-esteem and school satisfaction in 760 Chinese-Korean elementary students. Their study showed that hope has a positive and significant relationship with students' satisfaction with school. But, the relationship between self-esteem and academic satisfaction was significant only in third grade elementary school girls. Cici (2017) [8] in a study with 842 Chinese students showed that hope is a significant mediator between teacher support and school satisfaction.

The mentioned theories and research background show the importance of students 'satisfaction with school and its effect on many components, variables and different aspects of students' lives. Therefore, Current research to examine the variables related to school satisfaction and determine the contribution of each variable in predicting it. This awareness

will help families, communities, education and researchers to identify ways to increase student satisfaction with school.

Aims

The aims of this study are to investigate the relationship between academic self-efficacy, goal orientation and hope with school satisfaction

The second objective of this study was to determine the share of each variable in predicting student satisfaction with school.

In order to obtain these goals, following hypotheses were tested:

There is a significant relationship between academic self-efficacy and school satisfaction. There is a significant relationship between goal orientation and school satisfaction. There is a significant relationship between hope and satisfaction with school.

What is the role of the variables of academic self-efficacy, hope and goal orientation in predicting school satisfaction?

Methods

In the current study, correlational method served as the research methodology.

Participants

The statistical population of this research is made up of female second year high school students of public schools in Javanroud city in Iran (N=902).

The sample of study were randomly selected by multi-stage cluster sampling from different schools. In this way, First, four high schools were selected from 8 high schools. Second, four classes were selected from each school. According to Krejcie and Morgan table, 269 students selected as the final sample from this statistical population and answered the questionnaires. They were 15 years old and had a moderate economic situation. The data were analyzed by SPSS26 and AMOS26 software.

Tools

Multidimensional life satisfaction Scale (MSLSS): This scale was developed by Scott Hobner in 1991 and revised in 2001. This scale is suitable for the age group of 8 to 18 years and measures five important areas of students' lives (satisfaction with family, friends, school, living environment, and self) with 6-degree Likert scale from strongly agree to strongly disagree. In the present study, the school satisfaction subscale (questions 4 to 17) was used. The lowest score on the subscale is 8 and the highest score is 48. The creators of the test reported the reliability of test as 0.70 and 0.90 (Hubner *et al.*, 2007) [22], Mazaheri, *et al.* (2011) [30] 0.90. In this study the reliability coefficient of school satisfaction subscale was 0.89.

Academic self-efficacy scale

Patrick *et al.*'s (1997) academic self-efficacy scale was used to evaluate students' understanding of their competence in doing class assignments. This scale includes 5 items on a 5-point Likert scale (completely disagree = 1 to completely agree = 5). Midgley, Maehr, Hruda & *et al.* (2000) [32] reported Cronbach's alpha of scale as 0.78. The reliability of the scale in Farid and colleagues's study (2021) [20] was 0.93. The reliability of the scale in this study was 0.78.

Goal orientation scale: To evaluate the students' Goal orientation, Elliot & Gregor (2001) [18] was used. This scale includes 12 self-report items, 5-point Likert-type scale (very true=5 to very untrue =1). Sepehrianazar *et al.* (2014) [43] reported the reliability coefficient of mastery orientation and performance orientation 0.92 and 0.80 respectively. In the present study, Cronbach's alpha for mastery approach, mastery-avoidance, and for performance-avoidance was 0.81, 0.84

Hope scale: To evaluate the students' hope level, Snyder (1991) [48] was used. This Scale includes 2 subscales; agency of thinking (4 items) and pathways thinking (4 items), 8-point Likert-type scale (1= definitely false, to 8 = definitely true). Snyder *et al.* (2002 cited by Kermani, Khodapanahi and Heydari, 2013) [49, 25] reported the reliability of paths and agency thinking as 0.74 and 0.81, respectively. In the present study, Cronbach's alpha test for total hope scale, factor thinking and path thinking were 0.78, 0.71 and 0.73, respectively.

Data collection

Data was analyzed with descriptive and inferential statistics such as Pearson's correlation coefficient and stepwise multiple regression analysis method by SPSS26

Ethical Considerations

The participants were informed about the purpose of the research and its implementation stages. All students were told that there was no need to write their first and last name and that answers would be kept confidential. Study followed all usual ethics guidelines for research in humans. The study was carried on in the context of an academic research supervised by Urmia University.

Findings

The descriptive indices of the studied variables are shown in Table 1.

Table 1: The descriptive indices of variables (n=269)

Variable	Mean	standard deviation	skewness	kurtosis
Academic Self- Efficacy	20.51	3.28	-0.80	0.47
mastery-approach	25.62	3.28	-0.84	0.47
mastery-avoidance	7.39	3.12	-0.40	0.18
performance-avoidance	7.36	3.14	-0.10	0.42
pathways thinking	16.28	2.70	0.48	-0.63
agency of thinking	15.71	2.79	0.85	0.33
Hope	31.99	4.89	-0.03	0.06
School Satisfaction	35.64	8.67	0.10	-0.04

Table1 Shows the mean and standard deviation of school satisfaction (35.64±8.67) academic self-efficacy (20.51±3.28), hope (31.99±4.89) and Goal orientation. Also, according to the above table, the highest average of the goal orientation is related to the mastery-approach (25.62,±3.28).

Based on the skewness and skewness in Table 1, the distribution of research variables is normal.

The correlation matrix of research variables is presented in Table 2 to examine the relationship among the variables.

Table 2: Correlation matrix of the research variables

	Variables	1	2	3	4	5	6	7	8
1	Academic Self- Efficacy	1							
2	agency of thinking	0.35**	1						
3	pathways thinking	0.40**	0.58**	1					
4	Hope	0.42**	0.88**	0.89**	1				
5	mastery-approach	0.52**	0.42**	0.38**	0.45**	1			
6	mastery-avoidance	-0.02	-0.08	0.01	-0.03	-0.27**	1		
7	performance-avoidance	-0.09	-0.03	-0.01	-0.02	-0.17**	0.15*	1	
8	School Satisfaction	0.41**	0.28**	0.32**	0.34**	0.47**	-0.14*	-0.02	1

*p<0.05, **p<0.01

According to Table 2, mastery-approach have highest and mastery-avoidance have lowest correlation with school satisfaction.

Multiple regression analysis (stepwise) was performed to find out which of the variables is the best predictor of school satisfaction (Table 3).

There is no correlation between the avoidance performance orientation and school satisfaction. Therefore, the avoidance performance orientation was not included in the regression calculation. For analysis the multiple regression, in the first step, the mastery-approach orientation, in the second step, mastery-approach orientation and self-efficacy and in the third step, mastery- approach orientation, self-efficacy and pathways thinking entered into the equation. The other variables were removed from the equation because they did not reach a significant level.

Table 3: Summary of the multiple Regression Analysis of School Satisfaction According to Variables

Step	Model	SS	DF	MS	F	P	R	R2	R2Δ
1	Regression	4540.61	1	4540.61	77.53	0.001	0.47	0.22	0.22
	residual	15637.12	267	58.56					
2	Regression	5244.31	2	2622.15	46.70	0.001	0.51	0.26	0.04
	residual	14933.42	266	56.14					
3	Regression	5481.20	3	1827.06	32.94	0.001	0.52	0.27	0.01
	residual	14696.53	256	55.45					

The results of the multiple regression analysis in Table 3 show that the F is significant (F3, 265 = 32.94 & P= 0.001). Predictive variables of mastery-approach orientation, academic self-efficacy, pathways thinking (R^2 = 0.27), explain 27% of the variance of the school satisfaction. And the rest of the changes of the criterion variable are explained by other variables that are not considered in this study and are not included in the model.

Table 4 illustrates the best predictors of School Satisfaction.

Table 4: The result of the multiple regression analysis for predictors of School Satisfaction

Variables Indicator	B	SE	ß	T	P
Constant	6.63	3.32	1.99	0.04	
mastery-approach orientation	0,78	0.15	0.32	5.18	0.04
academic self-efficacy	0.49	0.16	0.18	2.92	0.004
pathways thinking	0.37	0.18	0.12	2.06	0.04

Base on Table 4, the mastery-approach orientation (P = 0.04, Beta = 0.32) is the strongest and the pathways thinking (P = 0.04, Beta = 0.12) is the weakest predictor of school satisfaction in the sample group.

Discussion

The results of the first hypothesis of the present study on the relationship between academic self-efficacy and school satisfaction showed that this relationship is positive and significant (r=0.41). These findings are consistent with the results of research by Hosseinchari *et al.* (2019) [21], Lent *et al.* (2017) [26], Abed Moghadam *et al.* (2015) [1], Lent and colleagues (2008) [27], and Afzali & *et al.* (2014) [2]. In the aforementioned studies, there is a significant relationship between self-efficacy and school satisfaction, so that with the increase of self-efficacy, school satisfaction also increases. Thus, the findings support previous research showing a relationship between school satisfaction and academic self-efficacy. To explain this finding, we can also refer to Bandura's social cognitive approach which, shows the interaction between person, environment and behavior. Also, based on the model of Lent and colleagues (2008) [27], we can expect high success in school from a student with high academic self-efficacy. They have a sense of competence and evaluate themselves as efficient, in selecting goals and achieving them (Orgun, and colleagues, 2014) [35]. They use methods that increase their sense of competence (Afzali *et al.*, 2014) [2]. The findings indicate that students with high self-efficacy beliefs voluntarily participate in learning activities and put in more effort, thus

experiencing better performance and greater academic success. As a result of success, they have a positive evaluation of themselves and their academic activities, and this leads to academic success and positive feedback from school staff, especially teachers, which will be effective in school satisfaction. Therefore, students who like school are those who are more likely to have higher academic self-efficacy. School satisfaction improves performance and learning, mental health and stability of students, which is useful for continuing to achieve long-term goals.

Another finding of the present research in testing the second hypothesis showed that the correlation between school satisfaction with mastery-approach orientation goals was positive (0.47) and with mastery-avoidance goals was negative (-0.14). Therefore, this form of goals has the ability to predict school satisfaction along with academic self-efficacy. But the correlation between performance-avoidance goals and school satisfaction was not significant.

These findings are consistent with the results of research by Lent *et al.* (2017) [26], Lent and colleagues (2008) [27]. Kharazi *et al.* (2002) [56] also showed in their research that mastery goals are related to various dimensions of health such as behavior, cognition and adaptive emotions, perseverance, high self-efficacy and the use of effective learning strategies. All these factors also affect school satisfaction. Findings of Pekran *et al.* (2014) research also indicate that mastery goals are related to the classroom environment and school feedback. In explaining this finding, it can be stated that students with mastery-approach orientation goals believe that competence is flexible and not fixed. Therefore, these people try harder and get the desired results, so, they are more satisfied with school. But people with mastery-avoidance goal orientation tend to learn and master to avoid negative outcomes (such as lack of skills and lack of understanding of academic subjects). These people are afraid of mistakes and failure, they consider not understanding and forgetting the curriculum as a sign of their incompetence and avoid it. As a result, they avoid challenging tasks. Therefore, challenging environments increase students' anxiety and decrease their satisfaction with school.

Findings from the third hypothesis test showed that there is a relationship between students' hope and satisfaction with school. The present finding is consistent with the studies of Cici (2017) [8], Hui and colleagues (2010) [23].

This finding suggests that hope motivates people to succeed and strive for more. People with high hopes may have stronger motivation and more energy to pursue their goals. Hopeful students put more effort into learning than hopeless students, and this effort leads to greater academic success. Therefore, the feeling of success in school causes satisfaction with school.

The results of the multiple regression analysis showed that academic self-efficacy, goal orientation (mastery) and hope (pathways thinking) significantly predict school satisfaction. This finding is consistent with the research results of Abed Moghadam and colleagues (2015) [1], Cici (2017) [8], Hui and colleagues (2010) [23], Lent *et al.* (2017) [26]. According to Deci and Ryan's self- determination theory, one of the psychological needs of humans is the need for competence (Desci and Ryan, 1985, cited in Reeve, 2005) [41]. Therefore, if the environment meets this need of people, they find the environment desirable. If the school environment meets the students' need for competence and success, they evaluate themselves as efficient, this psychological need is met and as a result, the satisfaction with the school increases in these students.

The findings also showed that the mastery-approach goals positively predict school satisfaction.

To explaining this finding, it can be said that people with mastery-approach goals are interested in increasing their abilities, considering homework as challenges to gain competence. So, if a school provides this opportunity for the students, their satisfaction with the school increases.

Based on the results of multivariate regression, hope positively predicts school satisfaction.

Hope causes positive emotions, increased motivation and a positive attitude towards educational activities. Hopeful students are more energetic about their academic tasks, which leads to success in school and increased satisfaction with the environment.

The results complement similar findings on school satisfaction around the world.

It is hoped that the findings of this study help policymakers, teachers and parents invest in increasing school satisfaction of adolescents and support them effective at school and at home.

Recommendations & Limitations

Regarding the limitations of this study, it can be said that the present study was conducted only for female students, so it is not possible to generalize the results to male students. Despite the mentioned limitations, considering the results of the research, it is suggested that the present study be conducted for male students and students from other regions. It is also suggested that researchers look at other variables that can increase students' satisfaction with school. According to the results of the present study, academic self-efficacy and hope are related to school satisfaction, so it is suggested that schools provide opportunities for students to feel successful and thus develop higher hope and self-efficacy.

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