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## **A Study of Student-Teachers Satisfaction with Academic Support Services and its Relation with their Academic Self-efficacy: The case of Woldia College of Teachers Education**

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### **Abstract**

Student satisfaction at educational institutions has become an important component of quality assurance. The main purpose of the present study was to investigate satisfaction of student teachers with academic support services and its relationship with academic self-efficacy. A sample of 341(207 male and 134 females) students participated in the study. Questionnaire and focus group discussion were employed to gather data. Measures of satisfaction with student support services and college academic self-efficacy scales were administered. Both quantitative and qualitative data analyses techniques were used. The result of the study showed that a) the majority of Students' level of satisfaction on academic support services and their academic self-efficacy is high across program type and year level, b) at  $P < 0.05$  level, there was direct and positive relationship between satisfaction and academic self-efficacy, c) there was significant difference between males and females on measures of satisfaction but no statistical difference on academic self-efficacy measures, there was no significant academic self-efficacy difference among the three batches but there was difference on measures of satisfaction at 95 % confidence level, d) No significance difference was found between regular and extension trainees on both satisfaction and academic self-efficacy measures, e) there was significance difference on measures of satisfaction with student support services but not on college academic self-efficacy measures among departments. Based on the finding it was recommended that the college should improve academic support services so as to increase student's satisfaction and there by improve their academic self-efficacy.

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Student, Satisfaction, Academic support services, academic self-efficacy.

### **Introduction**

Student satisfaction at educational institutions has become an important component of quality assurance. The concept Student-teachers satisfaction indicates the effectiveness of all aspects of the educational experience and its goal is that all students who complete a course express satisfaction with course rigor and fairness, with instructors and peer interaction as well as with other

support services (Orpen, 1990). The support that educational institutions provide can be academic or non-academic. The term academic support may refer to a wide variety of instructional methods, educational services, or school resources provided to students (DeShields, Kara & Kaynak, 2005). Academic support encompasses a broad array of educational strategies, including tutoring sessions, supplemental courses, summer learning experiences, after-school programs,

teacher advisors, and volunteer mentors, as well as alternative ways of grouping, counseling, and instructing students. Academic support may be provided to all kind of students in a school. State and federal policies may require schools to provide academic support to certain student populations, such as identified special-education students, or schools may voluntarily create support programs to address specific performance results or trends, such as large numbers of dropouts, course failures, behavioral problems, (Demaray & Malecki, 2002).

Another important factor related to satisfaction of students is academic self-efficacy which relates to choosing a task, persisting on it, and exerting effort (Bandura, 1997; Multon, Brown, & Lent, 1991). A factor that has been identified as crucial for the development of students' sense of academic self-efficacy is the support they receive from their institutions. Institutional support is more effectively delivered and received if it is not isolated from, but integrated with, the content of college course and classroom learning. Effective learning strategies tend not to be permanently adopted and routinely applied by students in different subject areas if they are developed within isolated and insulated "learning skills" workshops or "study skills" courses (Gamson, 1993; Weinstein & Underwood, 1985).

Many academic institutions have begun to re-examine their academic support strategies. This re-examination often has focused on the role of academic support services in the institutions. Because proper academic support services can lead to students satisfaction (Moore, 2009).

A study conducted on ten major constructs such as teaching, administrative/management support, transportation, library, computer labs & general labs, accommodation, medical; sports, prayer/religious facilities, and class room facilities reflected student dissatisfaction with many core services & facilities like teaching, administrative support, library, labs, accommodation, medical, and sports, while satisfaction has been reported only in three augmented areas like transportation, class room and prayer facilities. Quite interestingly, no significant differences of opinion have been recorded among male or female respondents.

As a whole the study indicated dissatisfaction of university students on educational services offered by Pakistani universities (Muhammad, Ali, Imran & Muhammad I. 2011).

A study done on academic satisfaction and its relation to internal locus of control indicated the existence of relationship among the variables and significant differences between males and females on academic Satisfaction Scale. (Muhammad, 2016). A Survey of Graduate Students' Satisfaction at Addis Abeba University showed that that there is a high level of dissatisfaction among students particularly regarding infrastructural requirements and helpfulness of staff in various sections of the university, (Dawit,2009).

Although there has been some efforts to fulfill material and human resources so as to address the needs of student-teachers at college, the Amhara region education bureau indicated that the overall college trainees' COC result is far below the expected. The 2015 annual and 2016 semi-annual report of WCTE indicated that the overall achievement of student-teachers academic achievement is below the institutional goal, this might indicate the academic support services including instructional support provided by the college in general and instruction in particular may not be satisfactory to the students. Generally, low performance of students. The lack of locally conducted research particularly at teachers college level in the region and low attention of both national and international studies on trainees satisfaction with academic support services and their relation with self-efficacy have prompted the need for the present study within Woldia college of teachers education context. Hence the major objective of this study is to explore and describe trainees satisfaction with academic support services and its relation with their academic self-efficacy.

To this end, the research addresses the following questions:

What is the level of students' satisfaction with academic support services ?

What is the level of students; academic self-efficacy ?

Is there significant relationship between students satisfaction with academic support serves and their academic self-efficacy?

Is their significance difference between satisfaction of students with academic support services and academic self-efficacy with respect to their sex, program type, year level and department ? What are the strategies that help to improve student's satisfaction with academic support services and their academic self-efficacy ?

## **Research Method**

### **Research Design**

The present Study used correlational type of descriptive design that utilize questionnaires and focus group discussion (FGD) to obtain data from the respondents. This design enabled the researcher to establish the relationships and differences among the chosen variables used in the research work.

### **Population and Sampling**

#### **Description of the population**

The population for this study comprised fresh, junior and senior trainees from Woldia College of Teacher Education (WCTE). In this college, there were around 3423 students registered in six departments (Language, mathematics, natural science, social science, education and aesthetics) attending regular and extension program. In the regular program, totally there were 2038 trainees attending from 1<sup>st</sup> to 3<sup>rd</sup> year assigned in 52 sections. But in the extension program there were 1385 trainees attending from 1<sup>st</sup> to 3<sup>rd</sup> year attending in 41 sections. Hence the total population was 3423 students.

#### **Sampling technique and sample size**

To identify the samples of the study from all year levels, departments and program types, stratified sampling technique was employed. From the regular program, among 2038 trainees, 198 (123 males and 75 females) participants, and from the extension program, among 1385, trainees, 143 (84 males and 59 females) participants were selected using simple random sampling techniques from each year levels and departments according to their proportion. There for the total sample included 341 students. Students who participated in the focus group discussion were 10.

#### **Instrumentation**

Two major instruments were used to gather data for this study. These were questionnaire and focus group discussion.

#### **Questionnaire**

The survey questionnaires involved demographic characteristics of respondents and two standardized scaled sub-instruments which are discussed as follows.

#### **Trainees satisfaction with academic support scale (TSWASS).**

Most of the items in this scale, were adapted from Noel-levitz (2013) and some of the items were prepared based on literature and experience of the researcher. All of the items were used to measure the levels of the students' satisfaction with various academic support services. The scale is a 45 item likert scale with options ranging from very dissatisfied (1) to very satisfied (5). The scale included six sub-scales (advising/counseling sub-scale, instruction and assessment sub-scale, library service sub-scale, tutorial service sub-scale, 1 to 5 study group service sub-scale and registration service sub-scale). The scale has a cronbach alpha of 0.901.

#### **College Academic Self-Efficacy Scale (CASES)**

This instrument was adopted from Owen & Froman (1988) and it is used to assess student's belief that they can master the material and skills thought at college. The CASES was used in order to measure students' levels of perceived academic self-efficacy. The reason to choose CASES is that it is unique in that the instrument investigates feelings of academic self-efficacy as a whole as opposed to measuring academic self-efficacy in specific areas. The scale contained 33-item with five-point Likert-scale ranging from very high to very low. The scale has a cronbach alpha of 0.772.

#### **Focus Group Discussion**

The focus group discussion included issues related to experiences of trainees about academic support services, their level of satisfaction on those services provided for them and their suggestions for their college to bring satisfaction on academic support services.

#### **Pilot testing**

To conduct pilot test, the researcher distributed 50 pilot questionnaires to randomly selected students. Besides completing the pilot questionnaire, respondents were invited to provide feedbacks regarding the pilot test. After collecting respondents' feedbacks, the researcher carefully read the suggestions provided by the respondents and made few corresponding adjustments to the questionnaire items.

Moreover, to measure internal consistency of scaled items involved in the questionnaire Cronbach's alpha coefficient was calculated and the result of every item

ranged from 0.523 to 0.853 for satisfaction items and from 0.692 to 0.784 for academic self-efficacy items confirming the reliability of the scores on both instruments. Items whose correlation coefficients below 0.30 were rejected. Items were provided to one expert on the area for item judgment validation and some modifications were made for the final items.

### **Data Analysis**

In the present research, the independent variables (academic support services and demographic informations) and dependent variables (students satisfaction and their self-efficacy) included in the research questions, are subjected to in-depth data analysis. In analyzing the data, SPSS version 20 was used and four main analyses were conducted:

**Reliability -** Coefficient alphas was calculated for the scores of each item and scale in order to assess the internal consistency reliability of the CASES scores for the total sample, academic self-efficacy scale was measured by Cronbach's alpha coefficient.

**T- Test –** to test the level of trainee's satisfaction with academic support services in between males and females and program types

**ANOVA –** to test differences in satisfaction with academic support services among year levels and departments.

**Pearson- product moment correlation** to measure the relationship among satisfaction with academic support service variables and academic self-efficacy of student-teachers.

### **Results and Discussion**

The purpose of this study was to explore student teachers satisfaction with academic support services and their relation with academic self-efficacy at WCTE. In this part first, the demographic characteristics of the samples are presented.

Then results obtained using simple descriptive statistical methods are presented. After that inter-correlation among independent variables in the study are presented.

Next, the result of correlation between dependent and independent variables are presented. Finally, the result of ANOVA and independent t-test is displayed.

### **Demographic characteristics of the samples**

The pi-chart indicates the gender composition of participants. We can understand that the majority of participants (207, 60.7%) are males and the rest participants (134, 39.3%) are females. In relation to year level the majority were involved from 1<sup>st</sup> year (177, 51.9%), 2<sup>nd</sup> and 3<sup>rd</sup> year students comprised 28.2% and 19.9% respectively.

From the first bar-graph 1, we can understand that 198 (58.1%) participants were from the regular program and 143 (41.9%) were from the extension program. Out of the regular program 123 (36.1%) were males and 75 (21.9%) were females. Out of the extension program 84 (24.6%) were males and 59 (17.3%) were females.

From bar graph 2, one can understand that, the majority of respondents (47, 13.78%) were taken from aesthetics departments, whereas the least numbers were taken from mathematics departments. Generally, samples were taken proportionally.

Table 1 displays the mean score of satisfaction with student support services and academic self-efficacy based on year level and program types. One of the research questions raised in this study was "what is the level of student-teachers satisfaction with academic support services and academic self-efficacy?"

Accordingly, using the total mean score of satisfaction ( $m=3.30$ ) as a base, we can say that the satisfaction level of first and second year students in both regular and extension students is high. Because their measure of satisfaction ( $m=3.31$ ,  $m=3.34$ ,  $m=3.36$ , and  $m=3.35$  respectively) are higher than the grand mean ( $m=3.30$ ). On the other hand, the satisfaction level of third year students in both programs is found to be low. Because their means 3.11 and 3.23 respectively are lower than the grand mean ( $m=3.30$ ).

From the same table, we can also realize that for both programs, first and third year students' level of academic self-efficacy is high, because their mean scores (3.41, 3.31 and 3.34 respectively) are higher than the total mean (3.26). While the academic self-efficacy measure of third year extension students is on average, academic self-efficacy measure of second year students in both programs is lower than the grand mean. So we can say that second year students level of academic self-efficacy is low. Table 2 shows that based on mean comparisons against the total means for each sub-scale, second and

third year regular students level of satisfaction on advising is low but the rest batches satisfaction level is high. Concerning trainees satisfaction with instruction and assessment services, while second and third year trainees in both programs show low satisfaction level, first year trainees in both programs are found to be satisfied.

With regard to library, tutorial and registration service, second year students in both programs and third year extension students satisfaction level is higher, but first year students in both programs and third year regular students satisfaction levels are lower, because their mean score is lower than the grand mean in three of the services respectively

Concerning satisfaction with one to five study group, first year students in both programs and second year regular students score higher mean than the total mean indicating that their satisfaction level is high. On the contrary, second year extension and third year students in both programs, level of satisfaction is low for the fact that their mean score is lower than the total mean. Third year regular students are more dissatisfied as compared to other batches. While counseling service is the most satisfying, registration is the least satisfying service.

From table3, we can understand that there is direct and positive correlation between satisfaction with student support services and academic self-efficacy, implying satisfaction with academic support services predicts students self-confidence. In order to see correlations among sub-scales of satisfaction and academic self-efficacy, further inter-correlation was conducted and the result is presented in the following table.

Table 4. shows that all the independent variables has medium level of correlations among each other except library with registration, registration with 1 to 5 study group and advising with 1 to 5 study group and registration showing low correlations with each other services. Correlation among independent variables sub-scales and dependent variable shows that except with registration and library services, academic self-efficacy has medium level of correlation with advising, instruction, tutorial and one to five study group services.

#### Gender Differences on Satisfaction and Academic Self-Efficacy (T-Test)

Another research question raised was to see whether there was mean difference between male and female

trainees in both academic self-efficacy and satisfaction with student support services. The following table shows the differences.

In table 5, an independent T-test is calculated to see the satisfaction difference between males and females. From the table, one can read that the mean score of males is higher than the mean score of females. The t-test result also shows that there is significance difference between males and females at P0.05 level, indicating that males are more satisfied than females in those student support services.

From similar table, we can understand that there is no significance difference between male and female trainees in their academic self-efficacy even though there is slight difference in their mean score.

Another independent t-test was carried out to see if there is significance difference between regular and extension trainees. The result is indicating in the following table.

From table 6, we can understand that the mean score of regular and extension trainees on satisfaction with student support services is equal. The t-test result also shows statistically there is no significance difference at  $p < 0.05$  level in between the two programs.

Similarly, academic self-efficacy difference was calculated in between the two programs. The result indicates that at  $p0.05$  level, there is no statistical academic self-efficacy difference in between regular and extension students, because the observed value(0.55) is greater than  $p$  value(0.05).

Table 7 shows the ANOVA summary table for dependent variable differences among year level. From the table one can read that, there is no statistical satisfaction difference among year levels, because the calculated value is greater than  $p$  value.

From the same table, we can understand that, there is statistical mean difference among year levels on college academic self-efficacy measures. Because, the  $p$  value (0.05) is greater than the calculated value(0.000). To identify the batch which makes the difference, Tukeys multiple comparison is computed and the result is described here under.

From table 8, Tukeys multiple comparison of year levels on academic self-efficacy showed that, 1<sup>st</sup> and 3<sup>rd</sup> year students have positive and significant academic self-

efficacy differences as compared to 2<sup>nd</sup> year students. 2<sup>nd</sup> year students have a negative and low academic self-efficacy value.

Table 9 depicts departmental differences on measures of satisfaction and academic self-efficacy. As we can see, there are no college academic self-efficacy differences among departments, because, the value sig 0.551 is greater than P value (0.05).

The table also shows the existences of departmental differences on measure of trainee's satisfaction with student support services. From the table we can see that, at p 0.05 levels, there is significance difference among the five departments on trainee's satisfaction with student support services. To identify the department that accounts for the difference, Tukeys multiple comparison was computed. The result is depicted in the following table.

On the above table 10, Tukeys multiple comparison of departments on trainees satisfaction with student support services showed that, trainees in language department were significantly satisfied than natural science and social science department students but no difference as compared to other department students. From the table we can also see that, social science department students are more satisfied than natural science students. But no satisfaction difference with math, language, aesthetics and education department students.

### **Analysis of Focus Group Discussion**

Focus group discussion (FGDS) was conducted to add data and strengthen the findings obtained from the questionnaire based quantitative data. During the discussion, the following questions were presented orderly and the results of the FGD are presented as follows.

Describe the general experiences you have with student support services like advising/counseling, tutorial, instruction and assessment, library, one to five study group and registration

The discussion on this issue indicated that the majority of participants have the same opinion. They indicated that they get advising services during registration time and sometimes in their class-room. Tutorial service is given rarely and it is given by few instructors for few days. The instructional service is somewhat good and their

instructors have good subject matter knowledge. But gaps are observed in the assessment method. They indicated that their instructors prepare questions that lacks fairness and don't match students' readiness. The library is open but gives low service due to inadequate supplementary materials.

They also mentioned that they are organized in one to five study group and they mostly use it for doing assignments but mostly regular students are using it for academic support purpose as compared to extension students.

What do you say about the level of students satisfaction about the services they got from the above lists ?

The majority of respondents indicated that they are somewhat satisfied with the instructional process and advising and counseling services even though counseling services lacks consistency and carried out with less commitment by the instructors. They also agreed that tutorial service is at third point in satisfying students even though it focuses on females. The majority of them felt that they are not satisfied with registration, library and one to five study group service, Because of the fact that the registration time doesn't go in line with the college plan.

Is there any difference in getting adequate service among departments, between males and females and regular and extension students ?

Concerning this question, all of them agreed that there is no more difference among departments, because few instructors in each department show commitment in providing some type of student support services.

Special service is given neither for males or females and neither for regular nor for extension students. But few participants felt that regular students get better services in advising and one to five study groups. The majority of them also assumes that regular students get better student support services than extension students.

What do you think the college should do to improve provision of academic support services for students?

Discussion on this issue also brings some helpful ideas. As participants indicated, if there is adequate academic support service, students feel happy and achieve better grades. To achieve this purpose, the majority of participant on this issue came up with the opinion that:-

The college administrators should make sure that advisors are assigned to every section in each department and also confirm whether the advisors do their duty or not.

The college should also assure the fairness of assignments and exam questions and make appropriate follow up. Some instructors should stay up to the end of each period and support students appropriately during the instructional process. Provide adequate and appropriate reference materials in the library so that it serves all students regardless of their medium of instruction. Encourage instructors to provide tutorial services for slow learners. Appropriate orientation should be given to students concerning the relevance and advantage of getting the services provided to them.

To strengthen one to five study group, special focus should be given to those subjects that students found difficult and the service should have consistency. Registration should be on time and according to the college calendar, errors on student name should be corrected soon and id number should be renewed on time.

Concerning the level of students satisfaction, the total mean score was taken as a bench mark and scores that were found higher than the grand mean are considered as high and scores that were found below the grand mean are leveled as low.

As observed on table 1, using the total mean score of satisfaction( $m=3.30$ ) as a base, it was found that the general satisfaction level of the majority of students(1<sup>st</sup> and 2<sup>nd</sup> year)except third is high on measures of academic support measures. This finding is in line with Dawit *et al.*,(2017) and low lana(2002) which conclude that majority of the students are satisfied with the services provided to them. On the other hand, the satisfaction level of third year students in both programs is found to be low. This finding supports a research done by mohammed *et al.*,(2011) which indicated senior students dissatisfaction with many core services like

teaching, administrative support, library, labs, accommodation, medical, and sport services.

To examine the issue in more detail, mean calculations of satisfaction sub-scales was computed(see table 2). Accordingly concerning trainees satisfaction with teaching and assessment services, while second and third year trainees in both programs show slightly higher satisfaction, first year trainees in both programs are found to be satisfied. With regard to library, tutorial instructional and registration service, second year students in both programs and third year extension students satisfaction level is higher supporting research finding reported by Dawit *et al.*, (2017).

Concerning satisfaction with one to five study group, first year students in both programs and second year regular students score higher mean than the total mean indicating that their satisfaction level is high.

On the contrary, second year extension and third year students in both programs level of satisfaction is low for the fact that their mean score is lower than the total mean, this result agrees with findings of low lana(2002) which reveals that first and sophomore students needs and expectation are not complicated and they easily satisfied with student support services. But, senior students become reluctant and feel dissatisfaction with more of the services provided to them and they don't bother instruction and assessment specially if their grade is based on norm reference.

In a similar manner, when we see the students level of academic self-efficacy, the majority of students except 2<sup>nd</sup> year is high. But academic self-efficacy measure of second year students in both programs is low implying further investigation..

Correlational analyses was carried out to see the relationship between the given variables. From table 3, we can see that there is direct significant relationship between satisfaction with student support services and academic self-efficacy( $r=.596$ ).

**Table.1 Mean scores of satisfaction and academic self-efficacy measures based on year level and program type**

Year level	program		Satisfaction measures	Efficacy measures
First	Regular	N	102	102
		Mean	3.31	3.41
	Extension	N	75	75
Mean		3.34	3.31	
Second	Regular	N	59	59
		Mean	3.36	2.99
	Extension	N	37	37
Mean		3.35	3.07	
Third	Regular	N	37	37
		Mean	3.11	3.34
	Extension	N	31	31
Mean		3.23	3.26	
Total		N	341	341
		Mean	3.30	3.26

**Table.2 Mean score of satisfaction with ASS measures sub-scales on year level and program type**

Year level	program type	Satisfaction with ASS measures					
		Advising/ counseling	Instruction and assessment	tutorial	library	1 to 5 study group	registration
First	Regular - mean	3.3305	3.5812	3.2908	3.2964	3.6716	3.1529
	N	102	102	102	102	102	102
	Extension mean	3.2781	3.5524	3.3522	3.3119	3.7667	3.1173
Second	N	75	75	75	75	75	75
	Regular mean	3.2082	3.2809	3.5311	3.4032	3.6667	3.4678
	N	59	59	59	59	59	59
Third	:Extension mean	3.2896	3.2973	3.4347	3.3971	3.5270	3.4811
	N	37	37	37	37	37	37
	Regular mean	3.0734	2.9961	3.3784	3.2207	3.3559	3.0270
Total	N	37	37	37	37	37	37
	Extension mean	3.4332	3.3226	3.4624	3.3275	3.2151	3.1871
	N	31	31	31	31	31	31
Total	mean	3.2748	3.4051	3.3866	3.3238	3.6002	3.2246
	N	341	341	341	341	341	341

**Table.3 Correlation between Dependent and Independent Variables**

Variables	Satisfaction wsss	As efficacy
Satisfaction wsss	1	.596
As efficacy	.596	1

**Table.4 Inter Correlation among Dependent and Independent Variables**

	Advising	Library	Instruction	tutorial	1 to 5 group	registration	efficacy
Advising	1						
Library	.526	1					
Instruction	.506	.498	1				
tutorial	.509	.503	.563	1			
1 to 5 group	.320	.526	.430	.463	1		
Registration	.348	.371	.439	.456	.292	1	
Efficacy	.510	.022	.491	.410	.470	.270	1

**Table.5 Gender Mean Differences on Satisfaction and Academic Self-Efficacy (T-Test)**

variable	Sex	Mean	sd	T	sig
satisfaction	Male	3.36		2.64	0.01
	female	3.18			
	male	3.29		1.21	0.23
efficacy	female	3.21			

**Table.6 Program Mean Differences On Satisfaction And Academic Self-Efficacy (T-Test)**

variable	program	Mean	T	Sig
satisfaction	Regular	3.27	.03	.97
	Extension	3.27		
efficacy	Regular	3.27	.59	.55
	Extension	3.24		

**Table.7 ANOVA summary table showing satisfaction and efficacy differences in year levels**

variable	groups	Sum of squares	df	Mean square	f	sig
satisfaction	Between groups	1.569	2	.785	1.992	.138
	With in groups	133.150	338	.394		
	Total	134.719	340			
efficacy	Between groups	7.916	2	3.958	13.210	.000
	With in groups	101.271	338	.300		
	Total	109.188	340			

**Table.8 Tukeys Multiple Comparison of Batches on Efficacy**

Year levels	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
1 <sup>st</sup> year		.35241*	
2 <sup>nd</sup> year	-.35241*		-.28699*
3 <sup>rd</sup> year		.28699*	

**Table.9 ANOVA Summary Table Showing Satisfaction and Efficacy Differences Across Departments**

variable	groups	Sum of squares	Df	Mean square	f	sig
satisfaction	Between groups	5.896	5	1.179	3.273	0.007
	With in groups	66.295	184	0.360		
	Total	72.191	189			
efficacy	Between groups	.854	5	0.171	0.625	0.681
	With in groups	50.294	184	0.273		
	total	51.148	189			

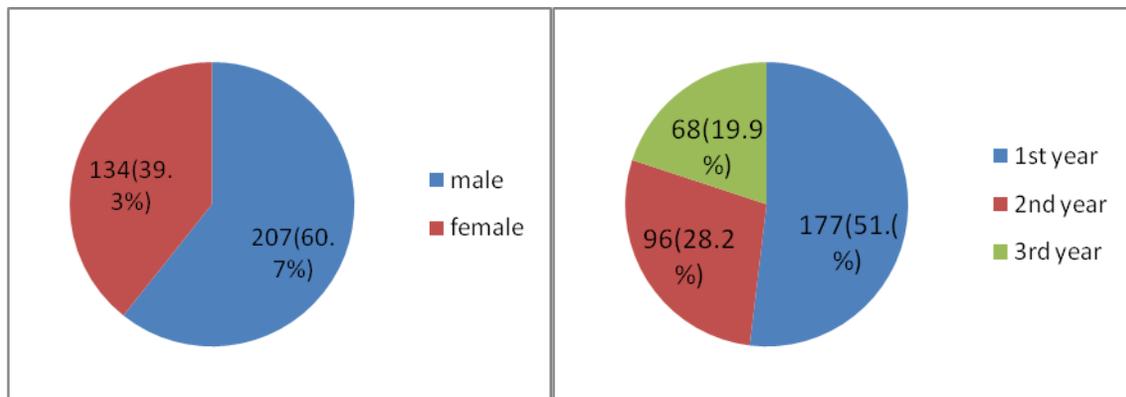
P<0.05

**Table.10 Tukeys multiple comparison on satisfaction of trainees by department**

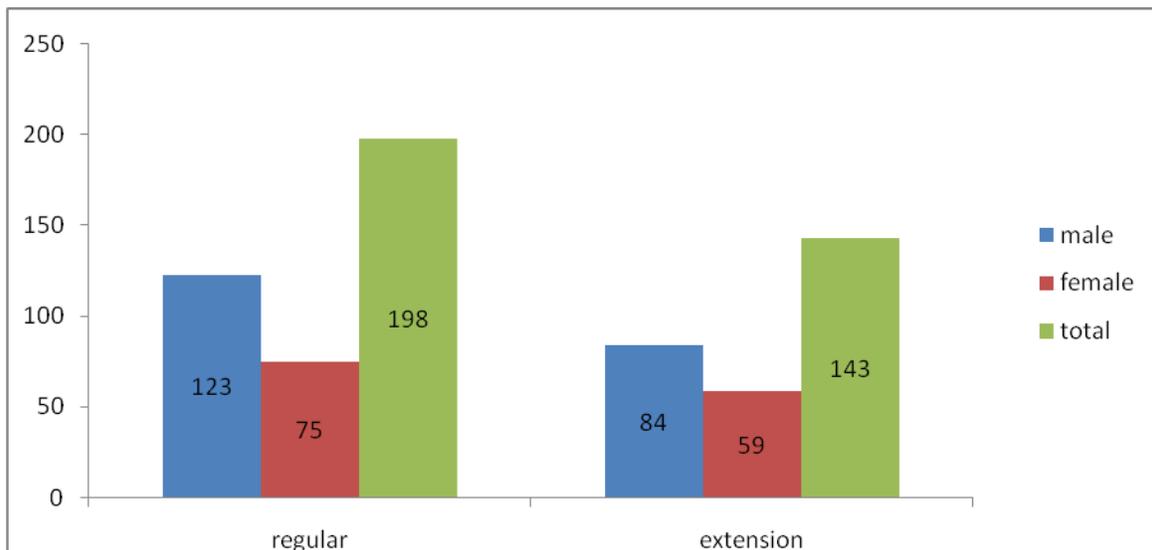
Department	language	math	N. Science	S. Science	Aesthetics	Education
language	-	.	.51619*	*	.33087*	-
maths	-	-	--	-	-	-
N.science	-.51619*	-	-	-.43160	-	-
S.science	-	-	.43160*	-	-	-
Aesthetics	-.33087*	-	-	-	-	-
education	-	-	-	-	-	-

significant at P<0.05. The values in the table are mean differences

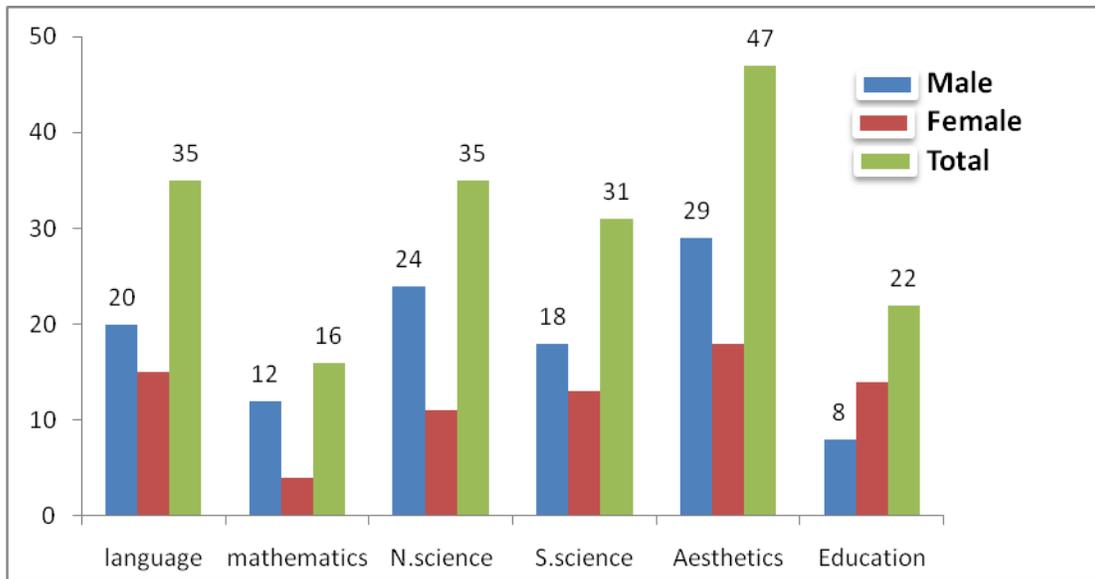
**Pie-chart.1 Respondents by sex and year level**



**Bar graph.1 Respondents by study program**



**Bar graph.2** Respondents by department



Concerning inter-correlations among satisfaction sub-scales and efficacy, the values in table 3.1 indicated that all the independent variables has medium level of correlations among each other except library with registration, registration with 1 to 5 study group and advising with 1 to 5 study group and registration showing low correlations with each other services. Correlation among independent variables sub-scales and dependent variable shows that except with registration and library services, academic self-efficacy has medium level of correlation with advising, instruction, tutorial and one to five study group services. These findings are supported by Linnenbrink and Pintrich(2002).They found that academic self-efficacy is positively related to students satisfaction with their college services and experiences.

Independent t-test analyses were carried out in order to see satisfaction and academic self-efficacy differences in between gender, and between regular and extension trainees. The result showed that the mean score of males is higher than the mean score of females. The t-test result also shows that there is significance difference between males and females at  $P < 0.05$  level, indicating that males are more satisfied than females in those student support services. This finding matches with Chee, Pino, and Smith 2005) and Momanyi, Og oma and Misigo,(2010) Because according to these author’s report there is gender significance difference, but unlike this finding their report indicated females were found to be more satisfied than males. The explanation given was that

females tend to feel more supported by departments and instructors.

The other variable tested using independent t-test was academic self-efficacy difference in between gender. Here the test result showed no statistical difference between males and females on academic self-efficacy. This might be due to the fact that no special support or treatment was made for either males or females. This finding is in contrary with Pajares, (1996) finding. According to his research result, there is gender difference on self efficacy measures and the differences are confounded by a number of factors. First, these differences often are nullified when previous achievement is controlled Boys and girls also have a tendency to adopt a differing stance when responding to self-efficacy instruments. Researchers have observed that boys tend to be more self-congratulatory in their responses whereas girls are more modest (Wigfield *et al.*, 1996).

The mean score of regular and extension trainees on measures of satisfaction with student support services is equal. The t-test result also shows statistically there is no significance difference at  $p < 0.05$  level in between the two programs. Similarly, academic self-efficacy difference was calculated and the result indicates that at  $p < 0.05$  level, there is no statistical academic self-efficacy difference in between regular and extension students, because the observed value(0.55) is greater than p value (0.05). Similarly the ANOVA test result showed that

there was no statistical satisfaction difference among year levels. This finding is also nearly similar with Dawit *et al.*, (2017). Because in their study. They found that no significant variation was seen regarding satisfaction due to year level and program types.

From table 6, we can understand that, there is statistical mean difference among year levels on college academic self-efficacy measures. Because, the p value (0.05) is greater than the observed calculated value(0.000). This finding is similar with Spreng and Mackoy, (1996) which indicated that faculty continues to be the most significant influence on student experience related to year level, confidence and satisfaction in universities

Table 8, depicts departmental differences on measures of satisfaction and academic self-efficacy. There are no college academic self-efficacy differences among departments. Because, the value sig 0.551 is greater than P value (0.05). This finding is supported by results of focus group discussion. The majority of respondents explained that there is no department that offered special treatment or support that can change students effort and achievement.

The present finding(except for social and natural science departments) agreed with Several authors who have identified the impact that departmental practices have no student satisfaction difference (Cameron & Ettington 1988; Hartnett & Centra 1977; Umbach & Porter, 2002). According to the authers, while the assumption was made that students majoring in their preferred departments would likely be more satisfied with their college experience due to an increased amount of attention and interaction with department members/advisors. This finding suggests students interest should be taken in to consideration while assigning to different departments and departments need to evaluate their level of interaction and the amount of attention they give to their department trainees.

### Recommendations

Based on the finding, the following conclusions were made. Concerning academic support services, satisfaction level of first and second year students in both regular and extension programs is high. But the satisfaction level of third year students in both programs is found to be low. Concerning academic self-efficacy measures, Except for 2<sup>nd</sup> year students, there is high academic self-efficacy level for 1<sup>st</sup> and 3<sup>rd</sup> year students. This result enables us to conclude that the majority of students satisfaction level on academic support services

and their academic self-efficacy levels are high in both year level and program types. But graduating regular students are dissatisfied on academic support services

There is direct and positive association between satisfaction with student support services and their academic self-efficacy. So we can conclude that satisfaction of trainees with student support services predicts their academic self-efficacy..

From An independent t-test result we found that there is gender difference on satisfaction with student support services. Therefore, the college in general and departments in particular need to take strong measures in providing adequate academic support services to both sexes.

The present research finding also shows that statistically there is no significance difference at  $p < 0.05$  level in between regular and extension programs on both measures of satisfaction on academic support services and academic self-efficacy.

The result of the present study also showed the existences of significant difference among the five departments on trainees satisfaction with student support services. Based on this finding, we can conclude that all departments are not serving their department students in a manner that can satisfy the trainees in all major student support services. Hence the college in general and departments in particular need to revise and improve their practices of delivery of academic services so as to improve students' satisfaction regardless of gender and year level which in turn can improve their academic self-efficacy. Satisfaction of students on non-academic support services need to be investigated.

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