

The Effect of Psychological Well-Being on Academic Satisfaction of Graduate Students in Accounting with the Moderating Role of Self-Efficacy¹

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Research Paper

INTRODUCTION

If a university wants to be successful in generating knowledge and wealth, it must care about and benefit from graduate students. Therefore, the issue of their psychological well-being should be given special attention. Because these students are more prone to losing their mental well-being than other people in the community. Psychological well-being represents the dimensions of positive mental health that increase self-efficacy and through it, the positive functioning of individuals can be measured. In addition to enhancing psychological well-being, self-efficacy can also affect students' academic satisfaction.

Therefore, the purpose of this research was to investigate the effect of psychological well-being on the academic satisfaction of graduate students in accounting with the moderating role of self-efficacy. The use of psychological concepts and theories in accounting research has always been in the spotlight. The present study is also among the interdisciplinary research (accounting and psychology) that has used the concepts of psychological well-being derived from the school of cognitive psychology and self-efficacy by social cognitive theory. According to research studies, no research in Iran has been done in this field so far.

MATERIALS AND METHODS

This research is considered correlational research and concerning the purpose, it is considered applied research. In terms of data type, this research is quantitative and according to the time of research, the present research is cross-sectional. The collection of basic information has been

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done through a combination of library and field methods. The statistical sample of the study includes 497 graduate students of accounting at the Islamic Azad University throughout the country in 2021 who were selected by the non-random sampling method of the available type. The standard questionnaire was used in this research. Also, research hypotheses were tested by modeling structural equations using PLS software.

RESULTS AND DISCUSSION

The results show that in testing the first hypothesis, psychological well-being has a positive and significant effect on the academic satisfaction of accounting graduate students at the 95% confidence level. That is, with the increase in psychological well-being, the academic satisfaction of accounting students increases. Because according to the school of positivist psychology, psychological well-being emphasizes the positive aspects of the individual life of individuals, so that when people face problems, they purposefully plan and focus on overcoming these problems. Therefore, accounting students with psychological well-being concerning proper mental health have good personal growth, self-acceptance, and autonomy that can better deal with problems logically these characteristics affect individual performance and scientific progress. In other words, it affects their academic satisfaction. Therefore, the results of this study were obtained by Anbari et al. (2013), Sweidel (1996), Diener (2005), Pua et al. (2015), Arqueroa et al. (2015), Lipson and Eisenberg (2018) have a nonlinear equation. In the second hypothesis test, psychological well-being has a positive and significant effect on the self-efficacy of graduate students in the field of accounting at the 95% confidence level. That is, with increasing psychological well-being, the self-efficacy of accounting students increases. Since the dimensions of psychological well-being are related to the main factors of self-efficacy, accounting students with high psychological well-being have a high level of self-efficacy and careful planning by increasing cognitive processing and increasing self-confidence. With the benefit of high mental health, they are more inclined to use new methods in teaching and learning. Therefore, the findings of this study are in indirect correlation with the findings of Ahmadi Sarkhoni et al. (2013), Pajares and Schunk (2002), Arqueroa et al. (2015), and Gull (2016). In the third hypothesis test, self-efficacy has a positive and significant effect on the academic satisfaction of graduate accounting students at the 95% confidence level. That is, with increasing self-efficacy, the academic satisfaction of accounting students increases. Self-efficacy is effective in the behavioral and motivational patterns of accounting students and leads to more confidence in individual abilities and increases their greater confidence in learning. Therefore, the feeling of high self-efficacy of accounting students, causes these students to succeed in academic

achievement and enjoy higher academic satisfaction by using appropriate skills in the learning process. Therefore, the achievement of this research is in indirect alignment with the findings of Naeemi et al. (2015), Farhadinia et al. (2015), Rahimi et al. (2015), and Ogunyemi et al. (2007). In testing the fourth hypothesis, psychological well-being affects the academic satisfaction of graduate students in the field of accounting through self-efficacy, which is statistically significant. That is, self-efficacy plays a mediating role in the relationship between psychological well-being and academic satisfaction of graduate accounting students. Therefore, it is concluded that poor self-efficacy in accounting students leads to cognitive impairment and ultimately harms their academic performance, and achievement. On the other hand, accounting students with a high level of self-efficacy, due to having good psychological well-being, better personal performance, and academic achievement, and as a result, enjoy higher academic satisfaction. Therefore, the findings of this study are in indirect correlation with the findings of Barimani (2020), Pajares and Schunk (2002), and Domenech Betoret et al. (2017).

According to the obtained results, it is suggested that universities, as the custodians of providing appropriate and quality educational services, take a fundamental step to strengthen the psychological well-being and also to ensure the mental health of graduate students. Because psychological well-being is directly related to individual performance and the scientific and research progress of this group of students. Therefore, students who have psychological well-being, strengthen their self-confidence, and self-acceptance, increasing their ability to cope with problems and successful communication with others in this group of students and thus a positive effect on their academic satisfaction. Have. Universities must make the necessary plans and operational measures to solve the educational and research problems of graduate students, provide the basic preparations for educational and research needs, and establish a healthy and anxiety-free environment for education. Because the effective measures of these factors, strengthen the psychological well-being of students and through this Students will have a good judgment of their abilities, which will increase self-efficacy and motivation to learn and thus increase their academic satisfaction.

CONCLUSION

The findings of the present study are important because the academic satisfaction of graduate students in accounting is affected by their psychological well-being. Also, self-efficacy plays a mediating role in the relationship between psychological well-being and academic satisfaction of accounting graduate students. Therefore, since at the postgraduate level, the structure of teaching and education changes and leads to the increase

of knowledge, the problems and issues related to the psychological well-being of students, cause their dissatisfaction and frustration with education and in addition to disrupting their academic performance, it reduces the effectiveness of the country's higher education system. Therefore, by conducting this research, it is possible to identify the psychological well-being, self-efficacy, and academic satisfaction of postgraduate accounting students and suggest to senior managers of Islamic Azad University, based on the findings, effective programs to increase satisfaction. To formulate and implement the academic and effective use of psychological well-being and self-efficacy beliefs of graduate students.

Keyword: Psychological Well-being, Self-Efficacy, Academic Satisfaction, Modeling Structural Equations.

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