



Predicting Life Satisfaction: Self-Efficacy and Cynical Attitudes

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Abstract

This study aimed to investigate the effect of self-efficacy and cynical attitudes on life satisfaction. Participants, including 330 college students of whom 66.97% were women in the 18-36 age range ($M = 21.20$, $SD = 1.91$), from different academic departments and class levels of a state university in Middle Anatolia, completed the Self-Efficacy Scale, the Cynical Attitudes Towards University Scale, the Life Satisfaction Scale and the personal information form. In data analysis, correlation and regression analysis were utilized. The correlation analysis indicated significant relations between self-efficacy, cynical attitudes towards university, and life satisfaction. Self-efficacy and cynical attitudes towards university explained 17% of the variance in life satisfaction. The results were discussed in the light of information obtained from related literature and some suggestions for further studies were provided.

Keywords: Satisfaction, cynical attitudes, self-efficacy, students.

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Yařam Doyumunun Yordanması: Öz Yeterlik ve Sinik Tutumlar

Öz

Bu çalıřma, öz yeterlik ve sinik tutumların yařam doyumunu üzerindeki etkisini incelemeyi amaçlamaktadır. Çalıřmaya katılan Orta Anadolu'daki bir devlet üniversitesinin farklı akademik bölüm ve sınıf seviyelerinden, 18-36 yař aralıęında (Ort. = 21.20, ss = 1.91), % 66.97'si kadın olan 330 üniversite öęrencisi Öz Yeterlik Ölçeęi, Üniversiteye Yönelik Sinik Tutumlar Ölçeęi, Yařam Doyumu Ölçeęi ve kiřisel bilgi formunu doldurmuřtur. Veri analizinde korelasyon ve regresyon analizi kullanılmıřtır. Korelasyon analizi, öz-yeterlik, üniversiteye yönelik sinik tutumlar ve yařam doyumunu arasında anlamlı iliřkiler olduęunu göstermiřtir. Öz yeterlik ve üniversiteye yönelik sinik tutumlar, yařam doyumundaki varyansın % 17'sini açıklamıřtır. Sonuçlar, ilgili literatürden elde edilen bilgiler ışıkında tartıřılmıř ve ileride yapılacak çalıřmalar için bazı öneriler sunulmuřtur.

Anahtar Kelimeler: Memnuniyet, sinik tutumlar, öz yeterlik, öęrenciler.

Introduction

Life satisfaction, in which individuals compare their situation according to certain standards, is the cognitive/judgmental dimension of subjective well-being. Concerning the subjective nature of the evaluation, the importance of areas can be specific to each individual. Therefore, to determine the life satisfaction, the general life evaluations of individuals should be considered instead of collecting satisfaction in certain areas¹. Since life satisfaction is directly related to the subjective well-being concept, it is possible to indicate that happiness is a macro-level concept that also includes life satisfaction. Nevertheless, these two concepts differ significantly from each other; while happiness is more affective, life satisfaction is more cognitive. Life satisfaction includes judgments of the realization of individuals' needs, goals, and wishes. As the gap between the perception of achievements and standards decreases, life satisfaction level increases. The life satisfaction of an individual is evaluated under different domains like health, money, close relationships, etc. Therefore, the satisfaction of individuals in vital life domains such as needs, goals, and wishes are specifically important for life satisfaction. In calculating life satisfaction, scores of different life domains are summed by considering the importance ratings of each domain. In life satisfaction, subjective evaluation is dominant, which means that an individual evaluates his/her life according to some standards that are put by the society or the individual self^{1 2 3}.

Many previous studies have been conducted to test life satisfaction with various variables. Some of the variables can be listed as *self-esteem*^{4 5 6}; *emotional*

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- 1 Ed Diener – Robert A. Emmons – Randy J. Larsen – Sharon Griffin, “The satisfaction with life scale”, *Journal of Personality Assessment*, volume 49, number 1, 1985, pp. 71-75.
 - 2 James E. Maddux, “Subjective well-being and life satisfaction: An introduction to conceptions, theories and measures”, In J. E. Maddux (Ed.), *Subjective well-being and life satisfaction*, New York, Routledge, 2018, pp. 3-31.
 - 3 M. Joseph Sirgy, *The psychology of quality of life: Hedonic well-being, life satisfaction, and eudaimonia*, 2nd ed., Springer, 2012.
 - 4 A. Rezan Cecen, “Üniversite öğrencilerinde yaşam doyumunu yordamada bireysel bütünlük (tutarlılık) duygusu, aile bütünlük duygusu ve benlik saygısı”, *Eğitimde Kuram ve Uygulama*, volume 4, number 1, 2008, pp. 19-30.
 - 5 Ed Diener – Marissa Diener, “Cross-cultural correlates of life satisfaction and self-esteem”, *Journal of Personality and Social Psychology*, volume 68, number 4, 1995, pp. 653-663.
 - 6 Shawn O. Utsey - Joseph G. Ponterotto – Amy L. Reynolds – Anthony A. Cancelli, “Racial discrimination, coping, life satisfaction, and self-esteem among African Americans” *Journal of Counseling and Development*, volume 78, number 1, 2000, pp. 72-80.

*intelligence*⁷; *Facebook usage*⁸; *religion*⁹; *personality traits*¹⁰; *loneliness*¹¹; *stressful life events*¹² and *depression*¹³.

In addition to these listed variables, life satisfaction is also related to *self-efficacy*^{14 15 16 17} and *cynicism*^{17 18}. That is the reason that these two variables are taken in this research as predictor variables. Social psychology is defined as a scientific field that studies how people influence and interact with each other and how they think about others¹⁹. Based on this definition, the psychological processes

- 7 Benjamin Palmer – Catherine Donaldsen – Con Stough, “Emotional intelligence and life satisfaction” *Personality and Individual Differences*, volume 33, number 7, 2002, pp. 1091-1100.
- 8 Sebastian Valenzuela – Namsu Park – Kerk F. Kee, “Is there social capital in a social network site? Facebook use and college students’ life satisfaction, trust, and participation”, *Journal of Computer-Mediated Communication*, volume 14, number 4, 2009, pp. 875-901.
- 9 Chaeyoon Lim – Robert D. Putnam, “Religion, social networks, and life satisfaction” *American Sociological Review*, volume 75, number 6, 2010, pp. 914-933.
- 10 Ulrich Schimmack - Phanikiran Radhakrishnan - Shigehiro Oishi – Vivian Dzokoto – Stephan Ahadi, “Culture, personality, and subjective well-being: Integrating process models of life satisfaction” *Journal of Personality and Social Psychology*, volume 82, number 4, 2002, pp. 582-593.
- 11 David Mellor – Mark Stokes – Lucy Firth – Yoko Hayashi – Robert Cummins, “Need for belonging, relationship satisfaction, loneliness, and life satisfaction”, *Personality and Individual Differences*, volume 45, 2008, pp. 213-218.
- 12 Shannon M. Suldo – E. Scott Huebner, “Does life satisfaction moderate the effects of stressful life events on psychopathological behavior during adolescence?”, *School Psychology Quarterly*, volume 19, number 2, 2004, pp. 93-105.
- 13 Duru Gündoğar – Songül Sallan-Gül – Ersin Uskun – Serpil Demirci – Diljin Keçeci, “Üniversite öğrencilerinde yaşam doyumunu yordayan etkenlerin incelenmesi”, *Klinik Psikiyatri*, volume 10, 2007, pp. 14-27.
- 14 Fahimeh Alipour – Davoud Taghvaei, “Predicting life satisfaction based on self-efficacy and social support”, *The Turkish Online Journal of Design, Art and Communication*, special edition, 2016, pp. 1471-1481.
- 15 Masaud Ansari – Sajid A. Khan, “Self-efficacy as a predictor of life satisfaction among undergraduate students”, *The International Journal of Indian Psychology*, volume 2, number 2, 2015, pp. 5-11.
- 16 Firdevs S. Cakar, “The relationship between the self-efficacy and life satisfaction of young adults”, *International Education Studies*, volume 5, number 6, 2012, pp. 123-130.
- 17 Burhan Capri - Osman M Özkendir - Berdan Özkurt – Fazilet Karakuş, “General self-efficacy beliefs, life satisfaction and burnout of university students”, *Procedia- Social and Behavioral Sciences*, volume 47, 2012, pp. 968-973.
- 18 Ana-Maria Cazan – Laura-Elena Nastasa, “Emotional intelligence, satisfaction with life and burnout among university students”, *Procedia - Social and Behavioral Sciences*, volume 180, 2015, pp. 1574 – 1578.
- 19 David G Myers, *Sosyal Psikoloji*, çev.-ed. S. Akfırat, Nobel Akademik, 2015.

of influencing, interacting, and thinking cannot be treated independently from the context. All these processes take place in a specific context, and this context affects the psychological processes of individuals.

Self-determination theory, which explains psychological processes that support the optimal functioning of an individual²⁰, assumes that to understand human motivation, it is necessary to know competence, autonomy, and relatedness, and this theory is noteworthy in understanding life satisfaction. Autonomy means the control of an individual over his/her behavior, competence means belief in one's capabilities/effectiveness and relatedness means interacting with other people or belonging to an individual or a group²¹. It is a theory of human motivation, development, and wellness, which not only focuses on motivation as predictors of performance and well-being outcomes but also on social conditions that affect psychological needs. It is assumed that some psychological needs predict psychological well-being among cultures, and therefore these must be fulfilled for effective human functioning²². It is possible to say that psychological needs determine the required conditions for growth, integrity, and well-being. Social context that supports needs satisfaction leads to higher well-being and general satisfaction. According to this theory, needs satisfaction, which also means the experiences of competence, is necessary for life satisfaction. In short, it can be said that the social context of an individual that encourages competence provides life satisfaction²¹. However, when a basic psychological need is not satisfied, and the social context is not supportive enough, it can result in negative outcomes such as cynical attitudes²³. It can be seen that the concepts of self-efficacy and cynical attitudes are important in understanding life satisfaction within the scope of this theory.

20 Richard M Ryan – Edward L. Deci, “Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being”, *American Psychologist*, volume 55, 2000, pp. 68–78.

21 Edward L. Deci – Richard M Ryan, “The ‘what’ and ‘why’ of goal pursuits: human needs and the self-determination of behavior”, *Psychological Inquiry*, volume 11, number 4, 2000, pp. 227-268.

22 Edward L Deci – Richard M Ryan, “Self-determination theory: A macro theory of human motivation, development, and health”, *Canadian Psychology*, volume 49, number 3, 2008, pp. 182-185.

23 Kimberley J Bartholomew – Nikos Ntoumanis – Richard M Ryan – Cecilie Thøgersen-Ntoumani, “Psychological need thwarting in the sport context: Assessing the darker side of athletic experience”, *Journal of Sport & Exercise Psychology*, volume 33, 2011, pp. 75–102.

Based on self-determination theory, self-efficacy appears to be important in predicting life satisfaction, that will be addressed in this study. Self-efficacy, defined as individuals' beliefs or confidence in their coping skills²⁴, can help an individual in dealing with problems²⁵. It is not surprising that there are lots of studies that report self-efficacy as strongly and significantly related to life satisfaction in the positive direction^{26 27 28 29 30}. High self-efficacy may support satisfaction with life by providing individuals with belief in their self-resources and by enabling them to face problems with the help of self-confidence levels³¹.

In determining life satisfaction levels, besides individuals' beliefs in their skills, their attitudes towards the proximal environment are crucial. While the concept of cynicism was first discussed in terms of perceived incompatibility between business expectations and real experiences, student cynicism has also begun to take place in the literature. Student cynicism is a negative attitude that arises from negative beliefs with frustrations rooted in the failure of universities

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- 24 Albert Bandura, "Self-efficacy", *Encyclopedia of human behavior*; In V. S. Ramachandran (Ed.), volume 4, Academic Press, 1994, pp. 71-81.
- 25 Kaspar Burger – Robin Samuel, "The role of perceived stress and self-efficacy in young people's life satisfaction: A longitudinal study", *Journal of Youth and Adolescence*, volume 46, number 1, 2017, pp. 78–90.
- 26 Özkan Cıkrıkçı – Hatice Odacı, "The determinants of life satisfaction among adolescents: The role of metacognitive awareness and self-efficacy", *Social Indicators Research*, volume 125, number 3, 2016, pp. 977–990.
- 27 Eui K Kim – Michael J Furlong – Erin Dowdy, "Adolescents' personality traits and positive psychological orientations: Relations with emotional distress and life satisfaction mediated by school connectedness", *Child Indicators*, volume 12, 2019, pp. 1951-1969.
- 28 Maria L Martínez-Martí – Willibald Ruch, "Character strengths predict resilience over and above positive affect, self-efficacy, optimism, social support, self-esteem, and life satisfaction", *The Journal of Positive Psychology*, volume 12, number 2, 2017, pp. 110–119.
- 29 Barbara L Salas – Virginia Y Rodríguez – Carmen T Urbieto – Esther Cuadrado, "The role of coping strategies and self-efficacy as predictors of life satisfaction in a sample of parents of children with autism spectrum disorder", *Psicothema*, volume 29, number 1, 2017, pp. 55-60.
- 30 Torgeir Sørensen - Peter la Cour – Lars JDanbolt – Hans Stifoss-Hanssen – Lars Lien – Tatjana Schnell, "The Sources of Meaning and Meaning in Life Questionnaire in the Norwegian context: Relations to mental health, quality of life, and self-efficacy", *The International Journal for the Psychology of Religion*, volume 29, number 1, 2019, pp. 32–45.
- 31 Fatma Yıldırım – İnci Ö İlhan, "Genel öz yeterlilik ölçeği türkçe formunun geçerlilik ve güvenilirlik çalışması", *Türk Psikiyatri Dergisi*, volume 21, number 4, 2010, pp. 301-308.

to meet the expectations of the students^{32 33 34 35}. Individuals with cynical attitudes believe in self-fulfilling prophecy and behave in such ways to increase the likelihood of getting negative social feedback and decreasing self-esteem, thereby exhibiting behaviors that serve to reduce life satisfaction³. While the perception of academic support of students and satisfaction with the school were positively correlated to the general happiness, disorder or disturbance of perception of the school was negatively related to general happiness levels of the students³⁶.

The aforementioned studies showed that life satisfaction has been studied in many various contexts and cultures from different scientific fields as antecedent, mediator, or outcome variables. In this study, it is examined as an outcome variable concerning self-efficacy and cynical attitudes. It is impossible to examine the life satisfaction of individuals independently of their environment. In shaping their behaviors, individuals' self-efficacy levels are essential. Individuals not only affect their environment but also be affected by it; therefore, the context is an essential factor in life satisfaction. University environment and attitudes towards this environment where adolescents spend most of their time are considered to be important in determining their life satisfaction levels. For this reason, the predictor role of self-efficacy and cynical attitudes on life satisfaction is examined. As far as we know, no studies have been carried out on the predictor role of self-efficacy and cynical attitudes on life satisfaction which is the contribution of this paper to the literature. Additionally, considering these three variables together will contribute to the literature academically. This study is expected to enrich our knowledge by determining the variables that predict life satisfaction since the life satisfaction of individuals is broadly important to the wellbeing of the individuals and the welfare of the country.

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- 32 Jennifer H Brockway – Kieth A Carlson – Steven K Jones – Fred B Bryant, “Development and validation of a scale for measuring cynical attitudes toward college”, *Journal of Educational Psychology*, volume 94, number 1, 2002, pp. 210-224.
 - 33 Gamze Kasalak – Mehmet Özcan, “Öğrenci sinizmi: Üniversiteye yönelik sinik tutumlar ölççeğini türkçe’ye uyarlama, geçerlik ve güvenirlilik analizi”, *Journal of Higher Education & Science/Yükseköğretim ve Bilim Dergisi*, volume 8, number 1, 2018, pp. 127-135.
 - 34 Xueyan Wei – Rongrong Wang – Elizabeth Macdonald, “Exploring the relations between student cynicism and student burnout”, *Psychological Reports: Employment Psychology & Marketing*, volume 117, number 1, 2015, pp. 103-115.
 - 35 Riccardo G Zuffo – Maria E Maiolo – Michela Cortini, “Student cynicism: An initial Italian validation of C.A.T.C.S. (Cynical Attitudes Toward College Scale)”, *Procedia – Social and Behavioral Sciences*, volume 84, 2013, pp. 283-287.
 - 36 Su-Yen Chen – Luo Lu, “Academic correlates of Taiwanese senior high school students’ happiness”, *Adolescence*, volume 44, number 176, 2009, pp. 979-992.

Methods

Participants: In this research, participants were selected by convenience sampling, which is a nonprobability sampling technique. With this technique, researchers can easily access the participants (Aziz, 2014). For this study, 330 college students from different departments (Anthropology, Archeology, Geography, Philosophy, History, and Turkish Language & Literature) of Science and Arts Faculty of a state university in Middle Anatolia (Turkey) voluntarily participated. Most of the participants were women (66.97%). The mean age of participants was 21.20 years, and the standard deviation was 1.91. The age range was between 18 and 36. The class distribution of the participants is as follows: first class (39.82%), second class (33.74%), third class (19.76%), and fourth class (6.68%). The vast majority of the participants (66.97%) willingly chose the department, and (80.9%) willingly chose the university. Most of the participants (66.15%) were satisfied with the department, and (55.08%) were satisfied with the university.

The sample size is calculated with the help of Yamane's³⁷ formula:

$$n = \frac{N}{(1 + N \cdot e^2)}$$

In this formula, n is the sample size, N is the population size, and e is the error of 5 % points. Using this formula, the required sample size for this study can be calculated as:

$$n = \frac{1727}{(1 + 1727 \cdot (0.05)^2)}$$

$$n = 324.78$$

This formula showed that the sample size of this study ($n = 330$) is adequate psychometrically.

Data Collection Tools: In this study, three scales and one personal information form were used. More information about scales and form may be seen below.

Life Satisfaction Scale: This scale was developed by Diener and others¹ and adapted to the Turkish language by Dağlı & Baysal³⁸. It consists of 5 items and

37 Taro Yamane, *Statistics: An introductory analysis*, 2nd ed., Harper and Row, 1967.

38 Abidin Dagli – Nigah Baysal, “Yaşam doyumu ölçeğinin Türkçeye uyarlanması: geçerlik ve güvenilirlik çalışması”, *Elektronik Sosyal Bilimler Dergisi*, volume 15, number 59, 2016, pp. 1250-1262.

one factor. A five-point Likert scale was used in evaluation (1: *Strongly disagree*, 3: *Neither agree nor disagree*, and 5: *Strongly agree*). Higher scores reflect higher life satisfaction. In Dağlı & Baysal's⁴³ study, Cronbach's Alpha internal consistency coefficient was .88, and the test-retest reliability coefficient was .97. In this study, the Cronbach's Alpha internal consistency coefficient was .75, and the split-half reliability coefficient was .72.

Cynical Attitudes Towards University Scale: This scale was developed by Brockway and others³² and adapted to the Turkish language by Kasalak & Özcan³³. It consists of 18 items and four factors. A five-point Likert scale was used in evaluation (1: *Strongly disagree*, 3: *Neither agree nor disagree*, and 5: *Strongly agree*). Higher scores reflect higher cynical attitudes towards the university. In Kasalak & Özcan's³³ study, Cronbach's Alpha internal consistency coefficient was .83. The total score of this scale was used in the current study. The Cronbach's Alpha internal consistency coefficient was .79, and the split-half reliability coefficient was .71.

Self-Efficacy Scale: This scale was developed by Sherer and others³⁹ and adapted to the Turkish language by Yıldırım & İlhan³¹. It consists of 17 items and three factors. A five-point Likert scale was used in evaluation (1: *Strongly disagree*, 3: *Neither agree nor disagree*, and 5: *Strongly agree*). Higher scores reflect higher self-efficacy. In Yıldırım & İlhan's³¹ study, Cronbach's Alpha internal consistency coefficient was .80. The total score of this scale was used in this study. The Cronbach's Alpha internal consistency coefficient was .83, and the split-half reliability coefficient was .76.

Personal Information Form: This form was developed by researcher to get demographic information as age, department, class, etc.

Procedure: Before data collection, necessary permissions after ethical scrutiny were obtained from the university. The data were collected via the paper-pencil method by researchers. The participants were informed about the nature of the study and an informed consent form was signed by each participant. Participation in the study was voluntary. The participants were asked to respond to the questionnaires with their first and natural responses. The questionnaires which were applied to the students out of college hours were completed individually.

39 Mark Sherer – James E Maddux – Blaise Mercandante – Steven Prentice-Dunn – Beth Jacobs – Ronald Rogers, “The self-efficacy scale: Construction and validation”, *Psychological reports*, volume 51, number 2, 1982, pp. 663-671.

Data Analysis: In the analysis process, correlation and regression analysis (using SPSS version 25) were performed. Before performing these analyses, the frequency distributions of the scales were checked for normality and outliers were removed.

Results

Harman's single factor test can be used to test the common method bias. The findings have shown that there is no common method bias (explained variance of 13.54%) in this study.

Table 1. Means, Standard Deviations and Correlations

Variables	N	M	SD	1	2	3
1. Self-Efficacy	330	3.60	.62	-		
2. Cynical Attitudes	330	3.02	.58	-.20*	-	
3. Life Satisfaction	330	2.99	.83	.22*	-.40*	-

* $p < .05$

Table 1 shows that there was a positive significant relation between life satisfaction and self-efficacy ($r = .22, p < .05$). On the other hand, there was a significant negative relation between life satisfaction and cynical attitudes ($r = -.40, p < .05$). Also, there was a significant negative relation between self-efficacy and cynical attitudes ($r = -.20, p < .05$).

Table 2. Regression analysis results

Predictors	β	p	Adj.R ²
Self-Efficacy	.14	.01	17%
Cynical Attitudes	-.37	.00	

$p < .05$

As shown in Table 2 self-efficacy ($\beta = .14, p < .05$) positively and cynical attitudes ($\beta = -.37, p < .05$) negatively predict life satisfaction.

Discussion and Conclusion

The main purpose of the present study was to show the predicting role of self-efficacy and cynical attitudes towards university on life satisfaction. The results of the correlation analysis showed that whereas self-efficacy and life satisfaction have a positive correlation, cynical attitudes towards university has a negative

correlation with life satisfaction. Self-efficacy and cynical attitudes explain 17% of the variance in life satisfaction.

The current study provides valuable information for the literature on how self-efficacy and cynical attitudes towards university affect life satisfaction. The positive correlation between self-efficacy and life satisfaction is consistent with previous findings in the domestic and international literature^{15 16 27 28}. This result shows that the relationship between self-efficacy and life satisfaction is independent of culture. The negative correlations between self-efficacy and cynical attitudes towards university are also parallel to many studies in the literature^{17 40}. Similarly, the negative relation between cynical attitudes towards university and life satisfaction is also culture-independent as many studies showed parallel findings³⁶.

Higher levels of perceived social support and self-efficacy may enhance an individual's satisfaction with life by enabling better coping skills via supportive relationships⁴¹. Students, living away from their hometown, family, and social groups, get the social support they need by socializing with each other. Therefore, this supportive environment has positive effects on life satisfaction. Lower self-efficacy leads to lower levels of satisfaction with life. Students generally have huge expectations from university life, but they might come across some problems with their education, accommodation, or social life. The participants of this study are living in a small city with limited cultural and social facilities, and they are studying at a university that rarely organizes social, artistic, and cultural activities. Therefore, students whose expectations are not met may have higher cynical attitudes towards university, and this may influence their life satisfaction adversely. Moreover, as life satisfaction is environment-dependent⁴², it is logical that cynical attitudes towards university and life satisfaction have a reversed significant relation. In other words, individuals with cynical attitudes toward university have low satisfaction with life³.

Although the results of the current study are consistent with previous research findings, the study is limited to certain factors. Firstly, it is a cross-sectional de-

40 Zeinab Rahmati, "The study of academic burnout in students with high and low level of self-efficacy", *Procedia- Social and Behavioral Sciences*, volume 171, 2015, pp. 49-55.

41 Donna L Coffman – Tammy D Gilligan, "Social support, stress, and self-efficacy: College Student", *Retention*, volume 4, 2002, pp. 53-66.

42 Richard J Estes, "The search for well-being: From ancient to modern times", *The pursuit of human well-being: The untold global history*, In R. J. Estes - M. J. Sirgy (Eds.), Springer, 2017, pp. 3-30.

sign that provides data collected at a given point in time. To get more information, longitudinal studies can be performed in further studies. Secondly, the scales did not include open-ended questions that could provide more detailed data. Thirdly, the sampling method, which was a non-probability sampling that uses non-randomized methods to draw the sample, do not permit to generalize the findings⁴³. Fourthly, the researchers do not have any information regarding the socio-economic status (SES) of the students since SES is known as an important variable affecting life satisfaction⁴⁴.

Since this study is limited to the resources/opportunities of the researchers, the participants were comprised of students of one faculty in a state university. This may lead to some concerns about sample representativeness and a bias against the results⁴⁵. Nevertheless, it is well known that most studies conducted in social psychology used undergraduates as research subjects. While undergraduates of North America and Western Europe tend to be wealthy and well educated, it is not always the case in Turkey wherein most cities have a university that every individual with a high school diploma has a big chance to have a university education. Therefore, the student population in this study might reflect the general population in the area.

The other important point to mention here is the social desirability bias that could affect the responses of the participants. It is possible that the participants did not honestly respond to the questionnaires and they might have interpreted the items differently so these could have significant effects on findings. For instance, while some may have underreported, others may have overstated their responses. As the participants of this study are the members of collectivistic cultures, it is expected that they do not show their negative attitudes as negative emotions threaten their in-group harmony⁴⁶.

In conclusion, this study showed consistent findings with previous literature. It can be obtained from the findings that the social world of individual shapes his/

43 Ilker Etikan, "Comparison of convenience sampling and purposive sampling", *American Journal of Theoretical and Applied Statistics*, volume 5, number 1, 2016, pp. 1-4.

44 Vincent V Louis – Shanyang Zhao, "Effects of family structure, family SES, and adulthood experiences on life satisfaction", *Journal of Family Issues*, volume 23, number 8, 2002, pp. 986-1005.

45 Jon A Krosnick, "Survey research", *Annual Review of Psychology*, volume 50, 1999, pp. 537–67.

46 David Matsumoto – Seung H Yoo - Johnny Fontaine, "Mapping expressive differences around the world: The relationship between emotional display rules and individualism versus collectivism", *Journal of Cross Cultural Psychology*, volume 39, number 1, 2008, pp. 55 – 74.

her psychological processes. The findings extend the current information about students' self-efficacy and cynicism and their effect on students' life satisfaction.

Accordingly, if universities increase the number of social activities and improve cultural facilities, it will help to reduce cynical attitudes, and to increase self-efficacy and life satisfaction. Further studies should consider some individual differences such as emotional intelligence, trait mindfulness or resilience level, which may enhance the coping reservoir of individuals, and also, they should pay attention to build comprehensive models that will help to understand the link between self-efficacy and life satisfaction better. Furthermore, collecting data from different universities and various faculties of the universities would enhance the generalizability of findings.

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