CORRELATIONAL STUDY BETWEEN SELF–EFFICACY AND STUDENT SATISFACTION: THE COVID–19 ENDEMIC PERIOD

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ABSTRACT

The COVID–19 pandemic has endured for nearly two years and is transitioning into an endemic phase. This shift has resulted in numerous modifications, especially within the education sector. These alterations encompass a move from remote teaching and learning to in–person instruction, revision to the curriculum, and a blended model for administrative support. These changes have an impact on self–efficacy and student satisfaction. Based on this phenomenon, this research aims to find the correlation of self–efficacy in university student satisfaction during the COVID–19 endemic period in Jakarta. The recent study uses a quantitative, non–experimental correlation approach involving an online survey with 514 participants. The survey utilized two different scales to measure self–efficacy (α=0.668) and student satisfaction (α=0.583). Before conducting the research, a comprehensive ethical review was undertaken to ensure the appropriate risk management and protection of participant rights throughout the study. Through careful analysis, they utilized both correlation and regression methods. It was discovered a positive correlation between self–efficacy and student satisfaction (r=0.275) which indicated the higher self–efficacy the higher student satisfaction will be.

Keywords: *Covid–19 endemic, self–efficacy, student satisfaction.*

1. PREFACE

As the COVID–19 pandemic shifts into an endemic phase, the education sector has had to adapt to a hybrid model of teaching and learning (She et al. 2021). However, this transition period has the potential to impact student satisfaction as highlighted by Statistics Indonesia (2022) and Herwin et al. (2022). In higher education, prioritizing student satisfaction is crucial as it directly impacts their perception of the institution's price and overall reputation (Than & Khaing, 2022). Additionally, student satisfaction levels can significantly impact individuals, affecting their engagement, persistence, and self–efficacy (Ugwuanyi et al. 2020; Hwang & Wao, 2021).

Hwang and Wao (2021) research on student satisfaction with academic engagement found that students who were satisfied academically (23%), socially (33%), and overall with their university (28%) were more likely to engage in the academic process. Farrés-Tarafa (2021) noted that students with the higher self–confidence tend to have a higher level of satisfaction in their studies, while She et al. (2021) found that self–efficacy found that self-efficacy correlates with student engagement in their study of 1504 Chinese students. Ugwuanyi et al. (2020) also stated that self–efficacy can influence satisfaction by 63% (R^2 = 0.630). Than and Khaing (2022) conducted meta-analysis research on student satisfaction, and stated that internal factors of motivation, college experience, and self–efficacy can influence student satisfaction. Meanwhile,

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internal factors like age and gender do not influence student satisfaction. However, Cho and Jang (2021) stated that gender influences student satisfaction.
Previous research on student satisfaction has often focused on only one university (Ugwuanyi et al. 2020; She et al. 2021; Herwin et al. 2022), and research on self–efficacy and student satisfaction has mainly involved elementary and junior high school students. Based on the above explanation, this study aims to investigate the role of self–efficacy in student satisfaction during the COVID–19 endemic for students in Jakarta.

2. RESEARCH METHOD

A survey was carried out on 538 participants but the valid data is 514 university students who were presently enrolled in Jakarta. The participant's age ranged between 19 to 23 years old and completed at least one year of study. Among the participants, 250 (48.6%) were male and 264 (51.4%) were female. The age group distribution revealed that 32 (6.2%) were 19 years old, 72 (14.0%) were 20 years old, 143 (27.8%) were 21 years old, 144 (28%) were 22 years old, and 123 (23.9%) were 23 years old. Moreover, 241 (46.9%) of the participants attended state universities while 273 (53.1%) attended private universities. The sampling technique used in data collection was purposive sampling to determine participants based on predetermined criteria by collecting data using a survey.

The measuring instrument used in research to measure the self–efficacy variables is the General Self-efficacy Scale (GSES) developed by Schwarzer and Jerusalem (1995) with 10 favorable items using a Likert scale with a range of: (a) Not at all true; (b) Barely true; (c) Moderately true; and (d) Exactly true. Cronbach's alpha of the measuring tool is 0.668. The measuring tool used to measure student satisfaction variable is the Course Satisfaction Scale developed by Bayrak et al. (2020) with a total of 10 favorable items using a Likert scale with a range of: (a) Strongly disagree; (b) Disagree; (c) Neutral; (d) Agree; and (d) Strongly agree. Cronbach's alpha of the measuring instrument is 0.583.

In analyzing the data, we employed the SPSS 24 statistical software. The first step involved assessing the normality of the data distribution through a normality test. Subsequently, correlation tests were conducted between self–efficacy and student satisfaction. We also performed further analyses by administering various tests based on participants' demographics, such as gender and age, with a particular emphasis on variables related to self–efficacy and student satisfaction.

3. RESULT AND DISCUSSION

The normality test utilizing the Kolmogorov–Smirnov (K–S) technique on 514 participants showed that the self–efficacy and student satisfaction variables had insignificant outcomes. This indicates that the data was not normally distributed. Therefore, non–non-parametric statistics were conducted in the data analysis process. Table 1 presents this information.

Table 1
Normality Test Result

Variable	Statistics	df	Sig.
Self–Efficacy	0.160	514	0.000
Student Satisfaction	0.268	514	0.000

Since the data was not normally distributed, the correlation between self-efficacy and student satisfaction was carried out using the Spearman Rho technique. Table 2 shows a positive correlation between self-efficacy and student satisfaction.

Table 2
Correlation Test Result

Variable	N	M	SD	1	2
Student Satisfaction	514	4.1950	0.35792		0.275**
Self–Efficacy	514	3.5311	0.31308	0.275**	

According to the test results of the regression test analyzing self-efficacy and student satisfaction, ~~it~~ is found that self-efficacy has a significant impact on student satisfaction. The R–R-squared value of 0.221 and a substantial influence of 22.1% are displayed in Table 3. The result indicates, the higher the self–efficacy is, the higher student's satisfaction. This implies, that when an individual has belief in their capacity and potential to perform which are necessary to produce certain attainments or goals, students will tend to have satisfaction.

Table 3
Regression Model Result

Model	R	R Squared	Adjusted R Squared	Std. Error of Estimate
1	0.471	0.221	0.220	0.31613

Upon conducting a thorough analysis of various tests utilizing the Kruskal–Wallis technique to scrutinize participant gender and age demographics, notable differences were observed in the variables of student satisfaction and self-efficacy, dependent on both age and gender (as presented in Table 4). This research also compared the empirical mean of self–efficacy and student satisfaction between male and female participants (Tables 5 & 6).

Table 4
Additional Analysis Result

Demographic	df	Asymp Sig	
		Student Satisfaction	Self– efficacy
Gender	1	0.001	0.003
Age	4	0.000	0.000

Table 5
Mean Result by Gender

Variables	Hypothetical Mean	Empirical Mean	
		Male	Female
Self–efficacy	2,5	3,5825	3,4825
Student Satisfaction	3	4,2524	4,1406

Table 6
Mean Result by Age (in years old)

Variables	Hypothetical mean	Empirical Mean				
		19	20	21	22	23
Self–efficacy	2,5	3,1602	3,3698	3,5219	3,5877	3,6667
Student Satisfaction	3	3,8715	4,0957	4,2494	4,2168	4,2484

This study aims to find the correlation between self–efficacy and student satisfaction. The test results obtained in this study found a positive correlation between self–efficacy and student satisfaction (r = 0.275). The results obtained in this research are in line with previous research which states that self-efficacy and student satisfaction have a positive correlation (Prifti, 2020; Than & Khaing, 2022). When students have good self-efficacy, this can be related to student engagement, satisfaction with the lectures they are undertaking, persistence in completing

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lectures, and life satisfaction (Hwang and Wao, 2021; Akanni, 2022; Lee, 2023), all of which This aspect is related to student satisfaction.

The findings in this research for regression analysis is $R^2 = 0.221$, which indicates the impact of self-efficacy on student satisfaction by a value of 22.1%. The results obtained are in line with previous studies conducted by Than and Khaing (2022) state that self–efficacy affects student satisfaction. Moreover, Ugwuanyi et al. (2020) discovered that self–efficacy accounts for the majority of the influence on student satisfaction of 63%. According to Table 4 regression test result, students' self-efficacy has a significant impact on their satisfaction ($p = 0.000$). This study reinforces prior discoveries on the relationship between these two factors while also revealing that self-efficacy contributes to 22.1% of student satisfaction. The result aligns with Ugwuanyi et al. (2020) study, which found that self-efficacy accounts for 63% of student satisfaction. However, the present research results diverge due to other unexplored variables, including motivation and college experience.

The results obtained from additional analysis found that there were significant differences between gender and age in student self-efficacy and satisfaction. The results of the difference test based on the mean value obtained showed that male participants had a higher mean value in the variables of self-efficacy ($M = 3.5825$) and student satisfaction ($M = 4.2524$) compared to female participants in self-efficacy. ($M = 3.4825$) and student satisfaction ($M = 4.1406$).

Meanwhile, based on age, it was found that the highest mean result for the self-efficacy variable was in the participant age group of 23 years ($M = 3.6667$). As age increases, a person becomes more able to make adjustments to the work or tasks given, which is related to self-efficacy (Madson et al. 2022). A similar statement was also conveyed by Habib (2020) who stated that self-efficacy is related to a person's increasing age.

The results obtained in this research regarding student satisfaction are in line with research by Cho and Jang (2021) which states that gender can influence student satisfaction. However, this is different from Than & Khaing's (2022) statement which found that age and gender were not predictors of student satisfaction. Based on the results of different tests based on the mean, the results obtained can also strengthen the statement regarding the relationship between self-efficacy and student satisfaction.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings, it can be inferred that self-efficacy plays a crucial role in determining student satisfaction. This is supported by the positive correlation ($r = 0.275$) between self-efficacy and student satisfaction, suggesting that self-efficacy accounts for 22.1% ($R = 0.221$) of the variation in student satisfaction. Furthermore, the study identified significant disparities in self-efficacy ($p = 0.000$) and student satisfaction ($p = 0.003$) across various genders and age groups, underscoring the significance of these factors. For self-efficacy and student satisfaction based on gender demographics, male participants have a higher mean than female participants. For the age participant demographic, the participant group of 23 years old has the highest mean in self–efficacy ($M = 3.6667$) and for the student satisfaction, the participant group of 21 years old has the highest mean in student satisfaction ($M = 4,2494$).

This study utilized a non-experimental research design. However, for future research on a similar topic, an experimental design could be considered. Additionally, further research could be conducted with participants from small towns or rural areas. Based on the results obtained, it

shows that self-efficacy correlates with student satisfaction. So, it can be suggested that universities hold seminars or training for students about how to maintain or increase self-efficacy aimed at achieving student satisfaction.

Another implication is to provide seminars or training for lecturers and higher education staff on the importance of student satisfaction for the institution itself. These implications could help universities enhance their academic programs and improve the overall satisfaction of their students.

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