ACADEMIC SELF-EFFICACY AND ACADEMIC SATISFACTION AMONG HUE UNIVERSITY STUDENTS

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Abstract

This study aims to investigate the level of academic self-efficacy, the level of academic satisfaction, and the relationship between academic self-efficacy and academic satisfaction among Hue University students. A total of 771 students participated in the questionnaires about academic self-efficacy and academic satisfaction. Descriptive statistics, correlation analysis, and One-way ANOVA analysis were performed to answer three research questions. Research results indicate that students have moderate levels of academic self-efficacy and are basically academically satisfied. Academic self-efficacy is positively correlated with academic satisfaction. The results of the study supplement the theoretical and practical basis of academic self-efficacy and academic satisfaction and the relationship between the two factors. The findings of this study can be used as a basis for developing measures to enhance academic satisfaction among university students.

Keywords: Academic self-efficacy; academic satisfaction; university students; Hue University.

1. Introduction

According to Bandura, self-efficacy is the term used to describe a person's self-confidence in their ability to complete a task (Liu et al., 2020). A subcategory of self-efficacy called "academic self-efficacy" pertains to students' assessments of their own aptitude and their capacity to carry out and accomplish the defined learning objectives (Bandura, 1978). One of the most important elements influencing persistence and academic success among university students is academic self-efficacy (Fakhrou & Habib, 2021). High academic self-efficacy promotes positive personal expectations about learning task results; conversely, it also reduces the individual's negative experience of the learning task process (Liu et al., 2020). Previous

studies reported that university students had low levels of academic self-efficacy (Altermatt, 2019; Grøtan et al., 2019; Odaci, 2011). These results were found in a sample of Turkish, Norwegian, and Midwestern university students.

Academic satisfaction is the term used to describe the subjective assessment of the entire educational process, and it is described as a psychological condition that follows from the affirmation or rejection of students' expectations regarding their academic reality (Ramos et al., 2015). One of the top satisfaction domains in college students' lives is academic satisfaction (Lent et al., 2017; Zalazar-Jaime et al., 2022). Several previous studies have emphasized the importance of academic satisfaction for life satisfaction and well-being (Garriott et al., 2015; Sheu et al., 2016). Accordingly, academic satisfaction can increase an individual's level of well-being and life satisfaction. Previous studies have shown different levels of academic satisfaction among university students. For example, it is found that students are basically satisfied with their academic experience at university (Balkis, 2013; Nguyễn Thị Hà et al., 2022; Walter et al., 2020). However, other research has shown that students' satisfaction with the institution was low (Walter et al., 2020).

To determine the association between academic self-efficacy and academic satisfaction, previous investigations were conducted. These investigations involved subjects from various grade levels and age ranges and were conducted in a variety of settings. In general, previous studies have revealed that academic self-efficacy is positively correlated with learners' academic satisfaction (Azila-Gbettor et al., 2022; Doménech-Betoret et al., 2017; Jan, 2015; Koca et al., 2023; Ojeda et al., 2011). Factors such as academic motivation (Bedel, 2015; Chau & Cheung, 2018; Lin et al., 2022; Malkoç & Kesen Mutlu, 2018; Naseer & Rafique, 2021; Taheri-Kharameh et al., 2018), academic engagement (Abdulwahhab & Hashim, 2020; Caraway et al., 2003; El-Sayad et al., 2021; Huaman et al., 2022; Shin, 2019; Zhen et al., 2017), meaningfulness of study (Azila-Gbettor et al., 2022), and academic achievement (Hanham et al., 2021) can explain the relationship between academic self-efficacy and academic satisfaction.

In Vietnam, except for the study by Đặng Nguyễn Thiên An et al. (2020) on academic self-efficacy of students at Ho Chi Minh City University of Education and the study by Nguyễn Thị Hà et al. (2022) on the academic satisfaction of students at Hue University of Education, there is still a lack of studies on self-confidence and learning satisfaction as well as the

relationship between them in university students. This study aims to investigate the level of academic self-efficacy, the level of academic satisfaction, and the relationship between academic self-efficacy and academic satisfaction among Hue University students. Therefore, this study aims to answer the following three research questions: (1) what is the level of academic self-efficacy of students at Hue University? (2) What is the level of academic satisfaction of students at Hue University? and (3) how is academic self-efficacy related to academic satisfaction?

2. Methods

2.1. Participants

The data was collected in February 2023 through an in-person classroom survey. The number of questionnaires distributed was 1023, the number of questionnaires collected was 1012, and the number of valid questionnaires was 771. The final data included 771 Hue University students (M_{age} = 20.20 ± 1.152) participating in this study. The majority of the research sample was female (76.4%); second-year students accounted for 32.3%; third-year students accounted for 27.4%; fourth-year students accounted for 40.3%; there were no first-year students.

2.2. Measurement tools

The General Self-Efficacy Scale (GSE) was developed by Schwarzer and Jerusalem (1995). The GSE is a self-report scale consisting of 10 items used to measure academic self-efficacy among Hue University students. The scale is scored on a four-point Likert scale (1 = "not at all true", 4 = "exactly true"), with an overall mean score ranging from 1 to 4. Scores greater than 3.5 are considered to be high academic self-efficacy; scores between 2.5 and 3.5 are considered to be moderate academic self-efficacy; and scores below 2.5 are considered to be low academic self-efficacy (Schwarzer & Jerusalem, 1995). In this study, α = 0.91.

The Academic Life Satisfaction Scale (ALSS) was developed by Schmitt et al. (2008). The ALSS is a self-report scale consisting of 5 items used to measure academic satisfaction among Hue University students. A five-point Likert scale (1 = strongly disagree", 5 = strongly agree") was used, with the higher the overall mean score indicating the more academically satisfied students were. In this study, α = 0.92.

2.3. Data Analysis

We used the SPSS 20.0 software package for all data analysis. Descriptive statistics (mean and standard deviation; number and prevalence) were used with the academic self-efficacy, academic satisfaction, age, school level, and gender variables. Correlation analysis was performed to test the linear relationship between academic self-efficacy and academic satisfaction. A One-way ANOVA analysis was performed to examine the differences in academic satisfaction scores between students with different academic self-efficacy levels.

3. Results

3.1. Academic self-efficacy among Hue University students

Table 1 presents the level of academic self-efficacy among Hue University students. According to Table 1, the average item score ranged from 2.67 to 3.15. The item "It is easy for me to stick to my aims and accomplish my goals" has the highest score, and the item " I can usually handle whatever comes my way" has the lowest score. Overall, Hue University students have a moderate level of academic self-efficacy (M = 3.03, SD = 0.45 with M < 3.5). While the majority of students have moderate academic self-efficacy (82.88%), a few students have low or high academic self-efficacy (6.87% and 10.25%).

Table 1. Academic self-efficacy among Hue University students

Item	Range	M ± SD
1. I can always manage to solve difficult problems if I try hard enough	1 - 4	3.12 ± 0.61
2. If someone opposes me, I can find the means and ways to get what I want.	1 – 4	3.01 ± 0.63
3. It is easy for me to stick to my aims and accomplish my goals.	1 – 4	3.15 ± 0.66
4. I am confident that I could deal efficiently with unexpected events.	1 – 4	3.00 ± 0.66
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	1 – 4	3.01 ± 0.64
6. I can solve most problems if I invest the	1 – 4	3.10 ± 0.62

Item	Range	M ± SD
necessary effort.		
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	1 – 4	3.03 ± 0.66
8. When I am confronted with a problem, I can usually find several solutions.	1 – 4	3.04 ± 0.59
9. If I am in trouble, I can usually think of a solution	1 – 4	3.06 ± 0.60
10. I can usually handle whatever comes my way.	1 – 4	2.67 ± 0.74
Academic self-efficacy	**1 - 4**	**3.03 ± 0.45**

Group	n	%
Low academic self-efficacy ($\bar{X} < 2.5$)	53	6.87
Moderate academic self-efficacy ($2.5 \leq \bar{X} \leq 3.5$)	639	82.88
High academic self-efficacy ($\bar{\bar{X}} > 3.5$)	79	10.25

3.2. Academic satisfaction among Hue University students

Table 2 presents the level of academic satisfaction among Hue University students. Table 2 presents the level of academic satisfaction among Hue University students. According to Table 2, the average item score ranged from 3.75 to 4.07. The item "I'm satisfied with the intelligence of my teachers here" has the highest score, and the item "I'm happy with the amount I learn in my classes" has the lowest score. Overall, the level of academic satisfaction among Hue University students was 3.87 (SD = 0.78).

Table 2. Academic satisfaction among Hue University students

Item	Range	M ± SD
1. All in all, I am satisfied with the education I can get in this school	1 - 5	3.83 ± 0.89
2. I'm satisfied with the intelligence of my teachers here	1 – 5	4.07 ± 0.88
3. I'm satisfied with the extent to which my education will be useful for getting future employment	1 – 5	3.83 ± 0.91
4. I'm happy with the amount I learn in my classes	1 – 5	3.75 ± 0.89

5. I'm satisfied with the extent to which attending this school will have a positive effect on my future career	1 – 5	3.87 ± 0.91
Total	**1 - 5**	**3.87 ± 0.78**

3.3. *The relationship between academic self-efficacy and academic satisfaction among Hue University students*

Table 3 presents the level of academic satisfaction among students with different levels of academic self-efficacy. The one-way ANOVA analysis of variance showed that there was a difference in academic satisfaction among students with high, moderate, and low academic self-efficacy ($F_{(2, 769)}$ = 17.287, $p < 0.001$). According to Table 3, students with high academic self-efficacy have the highest academic satisfaction scores (M = 20.10, SD = 5.41), and students with low academic self-efficacy have the lowest academic satisfaction scores (M = 16.43, SD = 5.50). The post-hoc test indicated that the level of academic satisfaction of the group of students with low levels of academic self-efficacy is significantly lower than that of the group of students with moderate and high levels of confidence ($p < 0.001$). However, there is no significant difference in the level of academic satisfaction between the group of students with moderate levels of academic self-efficacy and the group of students with high levels of academic self-efficacy ($p > 0.05$). Correlation analysis indicated that academic self-efficacy was positively correlated with academic satisfaction in Hue University students (r = 0.264, $p < 0.001$).

Table 3. The relationship between academic self-efficacy and academic satisfaction among Hue University students

Academic self-efficacy levels	Academic satisfaction				
	M ± SD	**$F_{(2, 769)}$**	**p**	**Post-hoc tests**	
				Comparison	p
Group 1: Low academic self-efficacy	3.29 ± 1.11	17.287	< 0.001	Group 1 < Group 2	< 0.001
Group 2: Moderate academic self-efficacy	3.90 ± 0.68			Group 1 < Group 3	< 0.001
				Group 2 < Group 3	> 0.05
Group 3: High	4.02 ± 1.08				

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academic self-efficacy					
Bivariate Correlation: r = 0.264**, p < 0.001					

4. Discussion

To answer research questions 1 and 2, we calculated the mean scores and standard deviation for academic self-efficacy and academic satisfaction among Hue University students. The study results indicated that:

Hue University students have a moderate level of academic self-efficacy (M = 3.03). This result is consistent with some previous studies on university student samples from other countries (Altermatt, 2019; Grøtan et al., 2019; Odaci, 2011) and in Vietnam (Đặng Nguyễn Thiên An et al., 2020). Using the same scale as this study, previous studies reported mean academic self-efficacy scores of 2.96 (Đặng Nguyễn Thiên An et al., 2020). This study has also shown that more than 93% of students have medium and high levels of academic self-efficacy. This rate is higher than the study by Grøtan et al. (2019) (83.8%) on a sample of students in Norway. According to previous studies, mental health problems and academic support from peers may be related to levels of academic self-efficacy among students (Altermatt, 2019; Grøtan et al., 2019).

Previous studies reported that university students have academic satisfaction. In this study, we found that Hue University students are basically satisfied with their academic experience at university. This result is consistent with some previous studies on Turkish (Balkis, 2013) and Vietnamese students (Nguyễn Thị Hà et al., 2022). However, some previous studies found that university students have low levels of academic satisfaction (Walter et al., 2020). Therefore, our findings are not consistent with the findings of Walter et al., (2020) on a sample of Brazilian university students. According to previous studies, academic self-efficacy (Azila-Gbettor et al., 2022; Doménech-Betoret et al., 2017; Jan, 2015; Koca et al., 2023; Ojeda et al., 2011), academic motivation (Chau & Cheung, 2018, Peters et al., 2012), academic engagement (El-Sayad et al., 2021; Huaman et al., 2022; Shin, 2019), and academic procrastination (Balkis, 2013) may be related to levels of academic satisfaction among students.

To answer question 3, we performed correlation analysis and a one-way ANOVA analysis. Research results show that academic self-efficacy is positively correlated with

academic satisfaction, and students with higher academic self-efficacy have higher academic satisfaction levels; conversely, students with lower academic self-efficacy have lower academic satisfaction levels. This result is consistent with some previous studies (Azila-Gbettor et al., 2022; Doménech-Betoret et al., 2017; Jan, 2015; Koca et al., 2023; Ojeda et al., 2011). Based on previous studies, we explain that high academic self-efficacy often has positive expectations and reduces negative experiences for learning task results (Liu et al., 2020). On the other hand, individuals with a higher academic self-efficacy often find learning meaningful (Azila-Gbettor et al., 2022) and are more motivated to learn (Lin et al., 2022; Taheri-Kharameh et al., 2018). Therefore, students with higher academic self-efficacy report higher academic satisfaction.

5. Conclusion

Using survey data from 771 students from Hue University, this study revealed that (1) students have a moderate level of academic self-efficacy; (2) students are basically satisfied with their academic experience at university; and (3) academic self-efficacy is positively correlated with academic satisfaction, and students with higher academic self-efficacy have higher academic satisfaction levels; conversely, students with lower academic self-efficacy have lower academic satisfaction levels. The results of this study have important theoretical and practical implications. Theoretically, this study adds to the understanding of academic self-efficacy and academic satisfaction as well as the relationship between the two factors among Hue University students. In practice, the findings of this study can be used as a basis for developing measures to enhance academic satisfaction among Hue University students. According to this study, measures to improve students' academic satisfaction should focus on enhancing students' academic self-efficacy. To help university students improve their academic self-efficacy, university lecturers can do the following: (1) help students lay out a specific learning strategy and have them verbalize their plan. As students proceed through the task, ask them to note their progress and verbalize the next steps; (2) establish specific, short-term goals that will challenge the students yet are still viewed as attainable; (3) compare student performance to the goals set for that student, rather than comparing one student against another or comparing one student to the rest of the class.

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SỰ TỰ TIN VÀ SỰ HÀI LÒNG TRONG HỌC TẬP CỦA SINH VIÊN ĐẠI HỌC HUẾ

Tóm tắt:

Nghiên cứu này nhằm mục đích điều tra mức độ tự tin học tập, mức độ hài lòng trong học tập và mối quan hệ giữa sự tự tin trong học tập và sự hài lòng trong học tập của sinh viên Đại học Huế. Tổng cộng có 771 sinh viên tham gia trả lời bảng câu hỏi về sự tự tin trong học tập và sự hài lòng trong học tập. Thống kê mô tả, phân tích tương quan và phân tích phương sai ANOVA được thực hiện để trả lời ba câu hỏi nghiên cứu. Kết quả nghiên cứu cho thấy sinh viên có mức độ tự tin học tập ở mức trung bình và có sự hài lòng trong học tập. Sự tự tin học tập có mối tương quan thuận với sự hài lòng trong học tập. Kết quả nghiên cứu bổ sung cơ sở lý luận và thực tiễn về sự tự tin học tập, sự hài lòng trong học tập và mối

quan hệ giữa hai yếu tố. Những phát hiện của nghiên cứu này có thể được sử dụng làm cơ sở để xây dựng các biện pháp nhằm nâng cao sự hài lòng trong học tập của sinh viên.

Từ khóa: Tự tin học tập; hài lòng trong học tập; sinh viên; Đại học Huế