

GENERAL SELF-EFFICACY AND COURSE SATISFACTION  
IN ONLINE LEARNING: A CORRELATIONAL STUDY

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ABSTRACT

A correlational study was conducted to determine the relationship between student's general self-efficacy and course satisfaction using the Sherer General Self-Efficacy Scale (SGSES) and the Strachota Student Satisfaction Survey (SSSS). Demographic information collected provided information about age, gender, academic level, and number of online courses taken. Differences in the demographic information and self-efficacy were observed as well as correlations among the questions within the SGSES and the SSSS. Younger female students reported higher levels of self-efficacy with the majority of total respondents having completed four or more online courses. Correlations between effort and capability in self-efficacy were found as well as future enrollment and learning needs. Instructor presence had a significant impact on overall course satisfaction and future enrollment. No significant relationship between general self-efficacy and course satisfaction was noted in this study. Further research is needed to strengthen the current findings and delve further into the relationship of general self-efficacy and course satisfaction.