

Research Paper

Social Connectedness, Academic Self-efficacy and Life Satisfaction among International and Domestic College Students from India

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ABSTRACT

The major objective of the study was to find out the social connectedness, Academic Self-efficacy and Life Satisfaction among International and Domestic College Students from India. The study was to assess the relationship between social connectedness, Academic Self-efficacy and Life Satisfaction among International and Domestic College Students from India. Also, study was also to find-out whether there is significant difference in social connectedness, Academic Self-efficacy and Life Satisfaction among International and Domestic College Students from India. A sample of 149 young college students were taken ranging between 18-25 of age. A self-prepared data schedule was given to gather demographic details. The Social Connectedness Scale- Revised (SCS-R) developed by Lee and Robbins, Academic Self Efficacy Scale developed by Gafoor and Ashraf (2007) and The Satisfaction with Life Scale (SWLS) by Diener, Emmons, Larsen, and Griffin (1985) were used to assess. The findings indicated that social connectedness and academic self -efficacy and life satisfaction have a low positive correlation among International and Domestic College Students from India. Also, there is no significant difference in social connectedness, Academic Self-efficacy and Life Satisfaction among International and Domestic College Students from India. Implications are discussed.

Keywords: *Social Connectedness, Academic Self-efficacy, Life Satisfaction, College Students, Indian International Students, Indian Domestic Students*

Educational Migration of students for higher education either to another state or country has become very normal in our society. The major objective is the improvement of students' quality of life (Obire, 2020). Education being the most powerful source of money and prosperity, people tend to make choices between whether to migrate for education from the start or acquisition of education in their home country or place and then move to another country as part of their occupation. On these circumstances social connectedness act as a guarding factor and social cure for multitudinous internal health social connectedness is a sense of belonging to a group, family, or community. "Social connectedness" is vastly defined as a state of feeling close to another person or other

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people It's an integral part of good O'Rourke, H.M., & Sidani, S, 2017, Haslam, C., Cruwys, T., Haslam, S.A., & Jetten, J, 2015).

In an interview based on how young adults view social connectedness and access resources, the interviewees frequently mentioned social media, newspapers/television, websites, personal communication, and informal/unresearched sources of information. Interestingly, some young adults felt they had better access to newspapers/TV and personal use compared to older generations. Young adults over the age of 18 were more likely to name social media as a resource that older adults did not have access to, while others thought that all have access to social media today (Visible Network Labs. 2022).

As the survey conducted by Boston University clearly states that there is an influence of social connectedness and academic performance of students also this finding is supported by another research which shows that social connectedness was positively associated with academic self-efficacy (Yuen & Datu, 2021).

Academic self-efficacy is the term used to describe students' attitudes and beliefs about their abilities to succeed academically, as well as their confidence in their capacity to complete academic assignments and successfully learn the subject (Chun DH, Ertmer PA, 2000). Academic self-efficacy is the conviction that a person can effectively complete a task at a particular level or reach a particular academic objective (Gresham, 1988; Bandura, 1997; Eccles & Wigfield; Elias & Loomis; Linnenbrink & Pintrich; Schunk & Pajares; 2002). The beliefs that students form about their academic ability are likely to influence the types of choices they make, the environments they choose, and the types of choices they make. It is often the case that students often engage in activities in which they feel effective while avoiding those in which they feel less competent.

Allen. J. and Robbins S.B (2008) studied the relationship between psychological distress, dysfunctional interpersonal behaviour, and social connectedness. They proposed that dysfunctional interpersonal behaviours would act as a mediator between social connectedness' direct detrimental effect on psychological distress and psychological discomfort. They found that academic performance had significant effects on likelihood of retention and transfer, with greater first-year academic achievement being a result of academic self-discipline. Future research directions are suggested.

Honicke T. and Broadbent J. (2016) investigated the relationship between academic success and academic self-efficacy across a 12-year period. The results showed a moderate correlation, with goal orientations, deep processing techniques, and effort modulation being mediators and moderators. Further investigation is needed to establish causality and uncover the intricate interactions between academic self-efficacy, performance, and motivational and cognitive factors.

Social connectedness and academic self-efficacy, both has proved to have positively correlated to life satisfaction. Life satisfaction is the cognitive, global appraisal of life as a whole (Shin and Johnson 1978) and one of the most established indicators of happiness, well-being, and positive functioning in young people (Suldo et al. 2006). In fact, empirical studies have shown that it is positively related to a range of positive personal, psychological, behavioral, social, relational, and intrapersonal outcomes. (Proctor et al. 2009). Life satisfaction is considered an element of subjective well-being (SWB; along with positive

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affect and negative affect) and is therefore separate from, but related to, psychological well-being as defined by Ryff and Keyes (1995). There is evidence that, at least for adults, the domains of subjective well-being and psychological well-being are separate but nonetheless linked (Keyes et al. 2002; Linley et al. 2009).

Gary Blau et al. (2016) conducted research on social connectedness by comparing the mean levels of life satisfaction and social connectedness, analyzing their relationship, and checking for an increase in their means for two undergraduate populations. The findings showed that NIC students had greater levels of life satisfaction and social connectivity than ICS students. Beyond the factors that were taken into account, social connectedness significantly influenced life satisfaction in both populations. For the BC sample, social connectivity and life happiness significantly increased.

According to a study by Chen. A. S., Lin. G., and Yung. (2021) based on Overseas Students' Life Satisfaction and the Effects of Social Connectivity, Cultural Intelligence, and Socioeconomic Status. The study looked at the relationship between social connectedness and pleasure with one's life abroad. Online surveys were used to gather information from Taiwanese students who are studying overseas. Social connectedness was positively related to cultural intelligence (CQ). CQ was also partially mediated by the moderating effect of socioeconomic status (SES).

Thus, studying social connectedness in college students is important to understand the factors that promote positive development and well-being in young people. By fostering social connectedness, we can help prevent negative outcomes and foster positive outcomes for youth in both the short and long term. Also, the study of academic self-efficacy is important because it can help educators and policymakers understand how to support students to develop positive beliefs about their academic abilities, which can lead to improved academic performance, endurance, motivation, and mental health. These two factors as research evidences states have a relationship with life satisfaction.

METHODOLOGY

The study used descriptive survey method for data collection to study the relationship between social connectedness academic self-efficacy and life satisfaction among domestic and international college students from India. Also, to compare between social connectedness academic self-efficacy and life satisfaction among domestic and international college students from India. The sample consisted of 149 participants aged between 18-25 years. With the purposive sampling technique, the data was gathered.

Objectives

- To find whether there is any relationship between social connectedness and academic self-efficacy among domestic and international college students from India.
- To find whether there is any relationship between academic self-efficacy and life satisfaction among domestic and international college students from India.
- To find whether there is any relationship between social connectedness and life satisfaction among domestic and international college students from India.
- To compare between social connectedness and academic self-efficacy and life satisfaction among domestic and international college students from India.

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Hypotheses

H1: There is a significant relationship between social connectedness and academic self-efficacy among domestic and international college students from India.

H2: There is a significant relationship between academic self-efficacy among domestic and international college students from India.

H3: There is significant relationship between social connectedness and life satisfaction among domestic and international college students from India.

H4: There is significant difference in social connectedness and academic self-efficacy and life satisfaction among domestic and international college students from India.

Tools Used

- **The Social Connectedness Scale (SCS):** The Social Connectedness Scale- Revise (SCS-R) developed by Lee and Robbins to evaluate an individual's emotional distance or connectedness between themselves and other people. There are 20 items on the Social Connectedness Scale. Each item is graded from 1 (Strongly Disagree) to 6 (Strongly Agree) on a 6-point Likert scale.
- **Academic Self Efficacy Scale:** Academic Self Efficacy Scale developed by Gafoor and Ashraf in 2007 assessing the academic self-efficacy. Test-retest correlation coefficient:.85 (N=30); Split-half scale reliability:.90 (N=370). The inclusion of representative items from each of the construct's dimensions (learning process, reading, comprehension, memory, curricula, time management, teacher-student relationship, peer relationship, utilisation of resources, goal orientation, adjustment, and examination) as well as expert assessments of the face validity helped to ensure the validity of the content. Validity in conjunction with the "General Self-Efficacy Scale" (Matthias & Ralf Schwarzer, 1979). $r=.68$ (N=58).
- **The Satisfaction with Life Scale (SWLS):** The Satisfaction with Life Scale (SWLS) measures global cognitive judgments regarding satisfaction with one's life. Respondents rate their agreement or disagreement with each of the five items on the scale using a seven-point Likert scale (from 7 = Strongly agree to 1 = Strongly disagree). 31 - 35 Extremely satisfied, 26 - 30 Satisfied, 21 - 25 Slightly satisfied, 20 - Neutral, 15 - 19 Slightly dissatisfied, 10 - 14 Dissatisfied, 5 - 9 Extremely dissatisfied.

Procedure

The samples were collected through google survey form. The participants were given consent form and questionnaires, asked to fill as quickly as possible and to respond honestly. The responses of the participants were assured to be used only for the research purpose of the study. The responses were collected and grouped in the excel. Later, the data was analyzed using the SPSS statistics software.

RESULTS AND DISCUSSION

The results are discussed hypothesis-wise as follows.

H1: There is a significant relationship between social connectedness and academic self-efficacy among domestic and international college students from India.

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Table 1 Correlation between Social Connectedness and Academic self- efficacy among domestic and international college students from India.

Variables	N	Mean	SD	r
Social Connectedness	149	103.611	12.0566	.320**
Academic self- efficacy		136.84	19.353	

Note: **. Correlation is significant at the 0.01 level (2-tailed).

The above table 1 shows the correlation between social connectedness and academic self-efficacy among domestic and international college students from India with N=149 which is significant at (p<0.01) level. The correlation coefficient results shows that there was a low positive correlation between social connectedness and academic self -efficacy (r=.320, p<0.01), that is as social connectedness increase the academic self- efficacy also has a chance to increase. Therefore, the hypothesis was accepted as it states that there is a significant relationship between social connectedness and academic self-efficacy among domestic and international college students from India.

The above results are consistent with the literature. Many studies have already found a relationship between social connectedness and academic self-efficacy. In a study conducted by Yuen and Datu in 2021 studied on the topic Meaning in life, connectedness, academic self-efficacy and personal self-efficacy: A winning combination. The findings show that, purpose in life is strongly correlated with their degree of academic self, as well as their level of connectedness to their parents, school, peers, and teachers. The connection between social connectedness and academic self-efficacy among college students has also been found to be influenced by technology. Research done by Niu et al. (2020) discovered that social media use among Chinese college students was positively related to social connectedness and academic self-efficacy.

H2: There is a significant relationship between academic self-efficacy and life satisfaction among domestic and international college students from India.

Table 2 Correlation between Academic self- efficacy and Life Satisfaction among domestic and international college students from India

Variables	N	Mean	SD	r
Academic self- efficacy	149	136.84	19.353	.220**
Life Satisfaction		21.74	6.528	

Note: **. Correlation is significant at the 0.01 level (2-tailed).

An analysis of Table 2 shows that the correlation was calculated for the variable academic self-efficacy and life satisfaction with N=149 which is significant at (p<0.01). The correlation coefficient results shows that there was low positive correlation between Academic self-efficacy and life satisfaction (r= .220, p<0.01). Therefore, the hypothesis was accepted which states that there is significant relationship between academic self-efficacy among domestic and international college students from India.

Supervá, P. U., Bordás, C. S., and Lorente (2020) examined the connections between academic goal orientation, optimism, and life satisfaction in adolescent students as well as the potential mediating function of goal orientation in these relationships. The results of the study reveal significant correlations between optimism related variables, goal orientation

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and life satisfaction. Goal orientation was also discovered to play a beneficial mediation function on optimism and life happiness. On the flip side, S.S. Kim and J.H. Park (2020) found that among Korean college students, academic self-efficacy was negatively correlated with life satisfaction among students who reported high levels of academic stress. The study found that high academic self-efficacy among these students can lead to increased responsibility and pressure to do well, which ultimately leads to lower life satisfaction. It is also possible that the direction of causality may vary in different contexts, with high academic self-efficacy leading to increased life expectancy in some cases and decreased life expectancy in others.

H3: There is significant relationship between social connectedness and life satisfaction among domestic and international college students from India.

Table 3 Correlation between Social Connectedness and Life Satisfaction among domestic and international college students from India.

Variables	N	Mean	SD	r
Social Connectedness	149	103.611	12.0566	.460**
Life Satisfaction		21.74	6.528	

Note: **. Correlation is significant at the 0.01 level (2-tailed).

The table 4.3 shows the correlation between social connectedness and life satisfaction. As the correlation coefficient result shows that there was a significant positive correlation between Social connectedness and Life Satisfaction ($r=.460$, $p<0.01$), that is as social connectedness increases life satisfaction increases. Therefore, the hypothesis which states that there was significant relationship between social connectedness and life satisfaction among domestic and international college students from India is accepted.

The above results are consistent with the literature. According to T. R. Ciarrochi et al. (2016) looked into the relation between university students in Australia's social networks and life satisfaction. The study found that higher social connectedness was significantly associated with higher life satisfaction. The study also found that the relationship between social connectedness and life satisfaction was mediated by positive affect (positive emotions such as happiness and joy). A study by H. Choi and H. Kim (2019) found that social connectedness was positively related to life satisfaction among Korean college students.

H4: There is significant difference in social connectedness and academic self-efficacy and life satisfaction among domestic and international college students from India.

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Table 4.4 Independent Sample t-test for significant difference in social connectedness and academic self-efficacy and life satisfaction among domestic and international college students from India.

	Current place of living	N	Mean	SD	SE	t	p
Social Connectedness	International	74	102.797	11.4855	1.3352	1.089	.556
	Domestic	75	104.933	12.4329	1.4356		
Academic self-efficacy	International	74	135.31	18.126	2.107	0.957	.388
	Domestic	75	138.35	20.502	2.367		
Life satisfaction	International	74	22.51	6.536	0.760	1.445	.936
	Domestic	75	20.97	6.472	0.747		

Note: Significant at 0.05

An analysis of Table 4 shows the Independent Sample t-test conducted to compare the differences in social connectedness and academic self-efficacy and life satisfaction among domestic and international college students from India.

For the variable Social Connectedness, the results show that the value ($t=1.089$, $p>0.05$) which reveals that there was no significant difference in the scores of social connectedness based on the current place of living. Therefore, the hypothesis was rejected which states that there is a significant difference in the scores of social connectedness based on the current place of living. A visible difference in the social connectedness in the two groups of the given population is not seen. Social connectedness in a very broader perspective is influenced by many different factors. Researches have shown that present place of living can be one among the factors. One is cultural differences, everything in the new community may be very unfamiliar to the students. This unfamiliarity may result in lack of participation in students. Also, in abroad when we look into the educational system it is different from what they would have been followed in their own place.

Also, the variable academic Self- efficacy, the results show that the there was no significant difference in in the scores of Academic Self-efficacy based on the current place of living as the t value= 0.957 and $p>0.05$ indicates. Therefore, the hypothesis was rejected which states that there is a significant difference in the scores of academic self-efficacy based on the current place of living.

The results show that the value ($t=1.445$, $p>0.05$) indicates that there was no significant difference in the scores of life satisfaction based on the current place of living. Therefore, the hypothesis was rejected which states that there is a significant difference in the scores of life satisfaction based on the current place of living. It is a subjective metric that is influenced by several factors, including personal circumstances, beliefs, values, and societal expectations. According to research, life happiness is linked to a number of advantageous

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outcomes, such as improved physical and mental health, stronger resilience, and higher levels of productivity. It has been demonstrated that positive psychology practices like gratitude exercises, mindfulness, and positive self-talk can boost life satisfaction and general wellbeing.

CONCLUSION

On the basis of the research questions, the following findings are reached.

- There is a significant relationship between social connectedness and academic self-efficacy among domestic and international college students from India.
- There is a significant relationship between academic self-efficacy among domestic and international college students from India.
- There is significant relationship between social connectedness and life satisfaction among domestic and international college students from India.
- There is no significant difference in social connectedness and academic self-efficacy and life satisfaction among domestic and international college students from India.

Implications

In the current study, it is observed that there was a low positive correlation between social connectedness, academic self-efficacy, and life satisfaction among the domestic and international college students from India. Therefore, it shows that there was a relationship between these variables in the student's life. The social connectedness can help them to build a strong connection with people around and thereby creating a sense of belongingness. Also, as the academic self-efficacy increases the performance of the students in the academic level also increases. All these factors contribute to the satisfaction with life.

Limitations/ Suggestions

Even though every attempt was taken to perform the study in a systematic manner certain limitations must have influenced the study currently performed. The investigator was able to identify some of the major limitations are as follows:

The data was collected through google forms and hence there are chances that participants must have manipulated the responses submitted for the current study that must have influenced the results. Also, the sample taken (149) consisting of both Domestic and Indian international college students is low due to very limited period of time. In addition, comparing the college students who is currently living with the significant others and who is studying in other state and also abroad may give clearer picture while comparing them.

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Conflict of Interest

The author(s) declared no conflict of interest.

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