

A STUDY ON THE RELATIONSHIP BETWEEN SELF-EFFICACY AND CLUB SATISFACTION AMONG STUDENTS IN THE FOLK-DANCE CLUB AT HUNAN INSTITUTE OF TECHNOLOGY XIANGTAN COLLEGE

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Abstract: This study aims to understand the status of self-efficacy and club satisfaction among students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College. It also explores the impact of different demographic characteristics on these variables and the interaction between them. Researchers employed the Self-Efficacy Scale and Club Satisfaction Scale as survey tools, conducting a questionnaire survey among students in the Folk-Dance Club. A total of 210 valid questionnaires were obtained, with an effective response rate of 89.74%. The study utilized descriptive statistical analysis, difference analysis, independent sample t-tests, ANOVA, and correlation analysis to investigate the current status and influencing factors of self-efficacy and club satisfaction among these students.

The findings reveal that students in the Folk-Dance Club exhibit high levels of learning ability self-efficacy and learning behavior self-efficacy. In terms of club satisfaction, students demonstrate high satisfaction with teamwork, role division, and influence, while their satisfaction with the club's development prospects is moderate. There are significant differences in self-efficacy among students of different genders, grades, and majors, but no significant difference between student leaders and non-leaders. Regarding club satisfaction, significant differences are observed among students of different genders and grades, but not among students of different majors or between student leaders and non-leaders. A significant positive correlation exists between self-efficacy and club satisfaction. Based on these findings, it is recommended that clubs provide systematic skill enhancement training, create more practical opportunities, pay attention to the needs of different groups, and adopt differentiated management strategies. Additionally, support from the school, such as funding, venue resources, and professional guidance, should be provided to enhance the club's influence on campus.

Keywords: Folk-Dance Club, Self-Efficacy, Club Satisfaction

Introduction

1. Research Background

With the continuous deepening of educational reforms and development in China, the number of college students has increased dramatically. Influenced by complex environments such as society, schools, and families, the levels of self-efficacy among contemporary college students vary significantly. Self-efficacy refers to an individual's subjective confidence in their ability to achieve a specific goal or accomplishment. It represents an overall confidence in facing challenges posed by a complex and changing environment or engaging with new tasks.

Folk-Dance is a form of physical education that combines gymnastics, ethnic culture, dance, and movement. It serves both entertainment and fitness purposes through musical rhythms. Research has shown that active participation in Folk-Dance can effectively enhance physical health, alleviate stress, and promote coordinated physical and mental development. Due to its strong visual impact, rhythmic nature, and infectious music, Folk-Dance is easy to learn, diverse in style, and highly practical. It can be conducted anytime and anywhere without being constrained by venues or equipment, better showcasing the charm of contemporary college students (Kızılkoca, 2021).

In recent decades, many higher education institutions have established Folk-Dance clubs and offered related courses in sports dance. The development of folk-dance clubs has been well-received by students; however, with ongoing reforms and developments in college physical education, these clubs have remained largely unchanged, lacking innovation and vitality. Meanwhile, reduced learning motivation among modern college students has led to decreased interest and participation in Folk-Dance clubs (Kızılkoca, 2021).

Folk-Dance clubs in colleges and universities generally face challenges such as declining participation and lack of innovation. Therefore, exploring the relationship between satisfaction and self-efficacy can provide precise intervention targets for optimizing club operations. Folk-Dance can enhance college students' self-efficacy and promote their mental health.

2. Research Problems

What is the current status of self-efficacy among students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College?

What is the current status of club satisfaction among these students?

Are there differences in self-efficacy among students with different demographic backgrounds in the Folk-Dance Club?

Are there differences in club satisfaction among students with different demographic backgrounds in the Folk-Dance Club?

Is there a correlation between self-efficacy and club satisfaction among students in the Folk-Dance Club?

3. Research Significance

This study aims to explore the current status of self-efficacy and club satisfaction among students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College, analyzing differences and influencing factors. By comparing students' performance in learning ability self-efficacy, learning behavior self-efficacy, teamwork, role division, development prospects, and influence across different demographic backgrounds, this study reveals challenges students face in learning Folk-Dance and proposes practical suggestions for promoting Folk-Dance teaching.

At the theoretical level, understanding students' self-efficacy is crucial for comprehending their motivational dynamics in learning. Self-efficacy influences students' learning attitudes and performance and is closely related to their academic achievements. By analyzing the self-efficacy and club satisfaction of students learning Folk-Dance at Hunan Institute of Technology Xiangtan College, this study contributes to a more comprehensive understanding of the potential impact of folk-dance learning on students' personal growth and provides empirical support for further development of self-efficacy theory. From a practical perspective, as a form of cultural heritage, how to more effectively attract students to participate in and benefit from Folk-Dance is an important topic in current teaching.

Research Objectives

To explore the current status of self-efficacy among students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.

To explore the current status of club satisfaction among these students.

To explore differences in self-efficacy among students with different demographic backgrounds in the Folk-Dance Club.

To explore differences in club satisfaction among students with different demographic backgrounds in the Folk-Dance Club.

To explore the correlation between self-efficacy and club satisfaction among students in the Folk-Dance Club.

Literatures Review

1. Definition of Self-Efficacy

The concept of self-efficacy was first proposed by Albert Bandura, a renowned psychologist at Stanford University, in 1977. Influenced by cognitive psychology, Bandura (1986) introduced the concept of self-efficacy and proposed the "triadic reciprocal determinism," which refers to the interaction among individuals, environments, and actions. In research on self-efficacy, Bandura (1986) and other scholars have used various terms to describe it, such as "sense of self-efficacy," "perceived self-efficacy" (Bodys-Cupak et al., 2016; Guiney et al., 2014), "efficacy beliefs" (Green et al., 2017; Handtke & Bögeholz, 2019), and "self-efficacy expectancy" (Maddux et al., 1986).

2. Connotation of Self-Efficacy

According to Bandura's dimensional division of self-efficacy, the dimensions of folk-dance self-efficacy can be categorized into level, strength, and generality. The level dimension is divided based on task difficulty, ranging from basic tasks to daily academic tasks and those requiring higher skills and confidence. The strength dimension is categorized based on the confidence intensity of efficacy, from tasks with weaker confidence to those with high confidence. The generality dimension is divided based on the applicability of efficacy, ranging from broadly applicable to multiple situations to specific contexts (such as dance courses or classroom interactions).

3. Learning Ability Self-Efficacy

Learning ability self-efficacy (Academic Self-Efficacy) is a specific extension of Bandura's self-efficacy theory (1977) in the learning domain. It refers to students' beliefs in their ability to successfully complete academic tasks, master disciplinary knowledge, and achieve expected academic accomplishments (Bandura, 1977). Learning ability self-efficacy is a specific manifestation of self-efficacy in the learning domain, reflecting students' expectations and beliefs about their ability to perform and overcome difficulties in learning activities. Research by Xu & Zou (2022) indicates a significant positive correlation between learning ability self-efficacy and academic achievements. Students with high self-efficacy tend to exhibit higher academic motivation, more positive learning attitudes, and better academic performance. In educational practice, the concept of learning ability self-efficacy has been widely applied. Teachers enhance students' self-efficacy by designing challenging learning tasks, providing positive feedback and encouragement, and guiding students to set specific learning goals (Yesni R D et al., 2020).

4. Learning Behavior Self-Efficacy

Learning behavior self-efficacy is a specific extension of self-efficacy theory in the educational domain, focusing on students' beliefs in their ability to execute learning behaviors and achieve goals. This concept was proposed by Bandura in 1977, who argued that self-efficacy is an individual's subjective judgment of their ability to complete specific tasks, rather than their actual skill level. Cheryan et al. (2017) found that learning behavior self-efficacy not only affects students' academic performance but also is closely related to their academic motivation, learning strategies, and engagement. For students in Folk-Dance clubs, learning behavior self-efficacy is equally significant. In dance learning, students need to continuously practice, and overcome difficulties and challenges to improve their dance skills. Teachers can enhance students' self-efficacy by designing challenging dance movements, providing positive feedback and encouragement, and guiding students to set specific learning goals.

5. Measurement of Self-Efficacy

The study of self-efficacy originated from Bandura's (Albert Bandura) social cognitive theory and has evolved into a core concept widely applied in fields such as education, management, and mental

health over time. Schunk's self-efficacy scale, which consists of a single dimension with 10 items, is the most commonly used in academic circles for measuring self-efficacy. Klassen & Tze (2014) included personality as a measurement dimension of self-efficacy in their research. For teaching, especially physical education or dance, Wang's (2024) self-efficacy subscale is representative. Therefore, the self-efficacy subscale is divided into learning ability self-efficacy and learning behavior self-efficacy, totaling 22 items. The general self-efficacy scale aligns with the psychological assessment standards for college students, is highly operable, and is widely adopted in the current field of school sports psychology research, with authority. The scale comprises 22 items using a Likert five-point scoring method, where individuals rate from "completely disagree" to "completely agree." Higher scores indicate higher levels of self-efficacy, while lower scores indicate lower levels.

6. Research on Demographic Background Variables and Self-Efficacy among Folk-Dance College Students

As a traditional art form, Folk-Dance holds unique cultural heritage significance. Learning dance plays a crucial role in the development of college students' self-efficacy (Xiaobin et al., 2021). Studies suggest that gender differences may stem from the socialization process and different gender roles (Baik & Park, 2024; Do, 2019). The relationship between grade and self-efficacy is often related to learning experiences and ability development. Lower-grade students, due to their recent entry into professional studies, tend to exhibit lower self-efficacy, especially in technically demanding dance movements or performance situations (Kim & Kim, 2020). The variable of whether serving as a class leader is closely related to students' social roles and sense of responsibility. Students serving as class leaders often handle more organizational tasks, which enhances their communication and leadership skills, thereby boosting their self-efficacy.

7. Club Satisfaction

Club satisfaction is an important psychological indicator that measures students' satisfaction with club activities, management, and the fulfillment of their own needs. It has become a core topic in research on college clubs. Club satisfaction reflects students' subjective perceptions and emotional experiences regarding various aspects of the club (Foroughi et al., 2021). It influences students' participation enthusiasm and sustained investment. Early scholars' research on club satisfaction mostly focused on the relationship between the diversity of club activities and the matching of student needs. Scholars believe that when clubs can provide rich and interesting activities that align with students' interests, students' satisfaction is high (Deb et al., 2019). In the research process, scholars have incorporated club nature, club type, club activities, club future development, and club influence into the definition of club satisfaction (Wang et al., 2023).

8. Teamwork

As an important platform for college students' extracurricular activities, college clubs can promote students' comprehensive development. Teamwork is an important dimension of club

satisfaction (Sprecher, 2002). It influences club members' sense of belonging, participation, and sustained investment. Research indicates that teamwork is the foundation for the effective operation of clubs, referring to the collaborative consciousness and behaviors among club members to achieve common goals, emphasizing interaction, mutual assistance, and shared responsibilities among members (AlMulhem, 2020; Sprecher, 2002). Teamwork in college clubs includes unity, mutual assistance, and collaboration among club members, as well as a sense of responsibility and identity towards the club. These factors collectively shape the club's cohesion and enhance club members' satisfaction (Toklucu et al., 2022).

9. Role Division

Role division within college clubs is the foundation for their effective operation (Nichols, 2019). It is related to the club's management efficiency, members' role cognition, and satisfaction levels. Role division refers to the reasonable setting of positions and responsibilities for club members based on different functional needs to ensure the orderly conduct of club activities and the smooth achievement of goals. Role division can improve the club's work efficiency, enhance members' sense of responsibility, promote their identity with the club, and thus enhance club satisfaction (McClendon et al., 2016; Nichols, 2019).

10. Development Prospects

The development prospects of college clubs are important indicators for measuring their long-term growth potential and sustained influence (Kondrateva & Nadezhda, 2019). They influence club members' identity and satisfaction with the club. The development prospects of a club are reflected in its cultural construction, sustainability, the shaping of its characteristics, and clear development positioning. These factors collectively determine whether the club can continuously attract members, achieve self-renewal, and enhance its influence on campus. A club with clear goal planning, distinctive cultural characteristics, and sustainable development capabilities can enhance members' sense of participation and belonging, as well as their satisfaction and loyalty to the club (Kondrateva & Nadezhda, 2019; Shmurygina et al., 2015)

11. Influence

The influence of college clubs is an important indicator for measuring their extensive recognition and actual effects on campus cultural construction, student development, and social interaction (Nichols, 2019). It significantly impacts club members' sense of belonging, honor, and overall satisfaction (Sari et al., 2024). Club influence is manifested in the club's popularity and recognition within the school, as well as its event dissemination effects, social resource integration capabilities, and promotional effects on member growth (AlMulhem, 2020).

12. Research on the Relationship between Self-Efficacy and Club Satisfaction

The relationship between self-efficacy and club satisfaction has become an important topic in research on college clubs. Self-efficacy originates from Bandura's social cognitive theory (Bandura,

1986). It refers to the judgment of their ability and confidence to complete tasks in specific contexts. Individuals with high self-efficacy tend to actively participate in activities, overcome difficulties, and achieve success, while those with low self-efficacy are prone to avoidance behaviors, and lack persistence and motivation (Bodys-Cupak et al., 2016; Handtke & Bögeholz, 2019). In the context of college clubs, students' self-efficacy influences their depth and breadth of participation in club activities and is also related to their overall satisfaction with the club (Rho & Song, 2022).

Methodology

This study is a quantitative research project. A questionnaire survey of students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College analyzes and compares the self-efficacy and club satisfaction of students with different backgrounds. Data analysis and conclusions are drawn from the levels of learning ability self-efficacy and learning behavior self-efficacy. Club satisfaction is investigated and data is collected from dimensions such as teamwork, role division, development prospects, and influence. During the research process, descriptive analysis, frequency, percentage, mean, and standard deviation are used to determine the demographic background variables of college students and their self-efficacy in learning folk dance. Then, t-tests and ANOVA are used to compare differences in students' self-efficacy across different backgrounds.

The questionnaire used in this study was in electronic form and was distributed to a total of 234 students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College. Given the relatively small population, all students were selected as the sample. Therefore, 234 students from the Folk-Dance Club at Hunan Institute of Technology Xiangtan College were selected for this study. The questionnaire was distributed electronically to these students, with a total of 234 questionnaires sent out and 210 valid questionnaires recovered, yielding an effective response rate of 89.74%.

Results

1. Reliability and Validity Analysis

The Cronbach's Alpha coefficients for each dimension of the questionnaire indicate that the items measuring self-efficacy do not need adjustment, and the self-efficacy scale exhibits extremely high reliability. Yang et al.'s (2015) scale for measuring college students' club satisfaction, which includes dimensions such as teamwork, role division, development prospects, and influence, was used. The reliability test employed internal consistency testing, yielding results of 0.919, 0.851, 0.767, 0.804, and 0.757 for the total questionnaire and the four factors of teamwork, role division, development prospects, and influence, respectively. These data indicate good reliability for the questionnaire.

The KMO value is 0.906, which is greater than 0.9, indicating that the scale in this questionnaire is highly suitable for factor analysis. Bartlett's sphericity test is used to examine the independence among variables. When the significance level is less than 0.05, it suggests that the variables are

correlated, and further factor analysis can be conducted. The Bartlett test results show a chi-square value of 3829.775 and a corresponding P-value of 0.000, which is less than 0.05. Therefore, the Bartlett sphericity test is significant, indicating that factor analysis is appropriate. The cumulative variance explanation rate after rotation reaches 70.281%, which is greater than 50%, suggesting that the questionnaire has high validity. The total variance explanation shows that the eigenvalues of the public factors, which are the sub-dimensions of self-efficacy, are greater than 1, and their total variance explanation is 70.281%. Generally, a total variance explanation greater than 60% is considered acceptable, so further interpretation can proceed. All three dimensions set in the questionnaire can be extracted, indicating good structural validity.

2. Demographic Distribution of Respondents

The study included a total of 210 respondents. In terms of gender, males accounted for 48.1% (101 individuals), and females accounted for 51.9% (109 individuals), showing a relatively balanced gender ratio. Regarding grade distribution, sophomores and juniors had the highest numbers, accounting for 29.5% (62 individuals) and 26.2% (55 individuals), respectively. Freshmen and seniors were relatively fewer, accounting for 25.2% (53 individuals) and 19.0% (40 individuals), respectively. In terms of majors, students in liberal arts, sciences, engineering, and management accounted for 18.6%, 14.8%, 13.3%, and 12.4%, respectively. Students in other majors accounted for the largest proportion, at 41.0%, indicating that the club attracted students from various academic backgrounds. Regarding whether they were class leaders, 45.2% of the students were class leaders (95 individuals), while 54.8% were not (115 individuals). This proportion suggests that although the proportion of class leaders is relatively high, not all club members are class leaders. These data provide a preliminary understanding of the distribution characteristics of different groups within the club, laying the foundation for further analysis of the relationship between students' self-efficacy and club satisfaction.

3. Current Status of Self-Efficacy Development among Students in the Folk-Dance Club at Xiangtan Institute of Technology

From the descriptive statistics of self-efficacy among students in the Folk-Dance Club at Xiangtan Institute of Technology, it can be seen that the scores for learning ability self-efficacy and learning behavior self-efficacy are 3.53 and 3.55, respectively, with standard deviations of 0.842 and 0.763. These scores fall within the range of 3.41 to 4.20, indicating a high level.

4. Current Status of Club Satisfaction among Students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College

In the dimension of teamwork, students' average satisfaction is 3.56, with a standard deviation of 0.821. In the dimension of role division, the average satisfaction is 3.67, with a standard deviation of 0.852. In the dimension of influence, the average satisfaction is 3.60, with a standard deviation of 1.014. The scores for these three dimensions are all at a high level. In the dimension of development prospects, students' average satisfaction is 3.43, with a standard deviation of 0.963, which is at a moderate level.

The club's satisfaction is high in terms of teamwork, role division, and influence but relatively low in terms of development prospects.

5. Statistical Analysis Results of the Data

SPSS software was used to conduct independent sample t-tests and ANOVA to analyze the differences in self-efficacy and club satisfaction among students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College across different demographic backgrounds. Pearson correlation analysis was used to explore the relationship between self-efficacy and club satisfaction among these students, yielding research results to test the hypotheses.

Table 1 Verification Results of Research Hypotheses

	Research Hypothesis	Result
H1	There are demographic differences in self-efficacy among students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Partially Supported
H1a	There are differences in self-efficacy between male and female students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Not Supported
H1b	There are differences in self-efficacy among students of different grades in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Supported
H1c	There are differences in self-efficacy among students of different majors in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Supported
H1d	There are differences in self-efficacy between student leaders and non-leaders in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Not Supported
H2	There are demographic differences in club satisfaction among students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Partially Supported
H2a	There are differences in club satisfaction between male and female students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Supported
H2b	There are differences in club satisfaction among students of different grades in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Supported
H2c	There are differences in club satisfaction among students of different majors in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Not Supported
H2d	There are differences in club satisfaction between student leaders and non-leaders in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Not Supported
H3	There is a significant correlation between self-efficacy and club satisfaction among students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College.	Supported

Discussion

1. Current Status and Differences in Self-Efficacy among Students in the Folk-Dance Club at Xiangtan Institute of Technology

Students in the Folk-Dance Club at Xiangtan Institute of Technology exhibit high levels of learning ability self-efficacy and learning behavior self-efficacy, and this efficacy is closely related to the club's collective activities and training formats. However, there are significant differences in self-efficacy across different demographic backgrounds. Specifically, gender has no significant impact on self-efficacy. In terms of grades, self-efficacy gradually increases with grade level but declines in the senior year. Engineering students have higher self-efficacy while being a class leader has no significant impact.

2. Current Status and Differences in Club Satisfaction among Students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College

Students have high satisfaction with teamwork, role division, and influence but relatively low satisfaction with development prospects. There are also significant differences in club satisfaction across different demographic backgrounds. In terms of gender, male students have higher satisfaction than female students in teamwork, role division, and development prospects, while female students have higher satisfaction in the dimension of influence. In terms of grade, students in different grades have relatively similar satisfaction levels in teamwork, role division, and development prospects, but freshmen have the highest satisfaction in the dimension of influence. In terms of majors, there are no significant differences in satisfaction scores across the four dimensions among students in different majors. In terms of being a class leader, there are no significant differences in satisfaction between class leaders and non-class leaders.

3. Relationship between Self-Efficacy and Club Satisfaction among Students in the Folk-Dance Club

There is a significant positive correlation between students' self-efficacy and club satisfaction. The stronger the self-efficacy, the higher the club satisfaction. This positive relationship may stem from the fact that enhanced self-efficacy leads to greater student investment and a more positive attitude toward club activities. Club managers can indirectly improve students' club satisfaction by enhancing their self-efficacy, such as by organizing skill-enhancement workshops and providing more participation opportunities. Although the causal direction of this relationship is not yet clear, this finding provides effective strategies for improving student satisfaction and engagement.

Conclusion

1. Research Overview and Conclusions

This study summarizes the research on self-efficacy and club satisfaction among students in the Folk-Dance Club at Hunan Institute of Technology Xiangtan College. A questionnaire survey, reveals

differences in self-efficacy and club satisfaction across demographic variables, including the impact of gender and grade. However, majoring and being a class leader have no significant impact on self-efficacy or club satisfaction. Additionally, the study finds a significant positive correlation between self-efficacy and club satisfaction.

2. Research Limitations

Despite revealing important associations, this study still has limitations. The sample is limited to a specific region and school. The data rely on students' self-reports, which may be influenced by the social desirability effect, where students tend to present more positive attitudes in their responses, thus affecting the authenticity of the data. This study employs a cross-sectional design, collecting data at only one point in time, and therefore cannot deeply explore the causal relationship between students' self-efficacy and club satisfaction. Further longitudinal research designs, combined with diversified data collection methods such as interviews or behavioral observations, are needed to understand the dynamic relationships among these variables.

3. Suggestions and Implementation Strategies

To enhance students' self-efficacy and club satisfaction, it is recommended that clubs provide systematic skill enhancement training, create more practical opportunities, optimize management models, pay attention to the needs of different groups, and adopt differentiated management strategies. Meanwhile, the school should provide appropriate support to the club, such as funding, venue resources, and professional guidance, and strengthen publicity and recognition to enhance the club's influence on campus. These strategies will help improve the club's attractiveness and cohesion, provide a better growth platform for students, and enable the club to become an important carrier for promoting students' comprehensive development.

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