

MEASURING CONFIDENCE IN AN ACADEMIC STUDY



AMBER HASSAN
211011-003

A thesis submitted in partial fulfillment of the requirement for the
degree of BBA

Department of Management Sciences
Bahria Institute of Management and Computer Sciences

Bahria University Islamabad
2004

Table of Contents

ABSTRACT	II
ACKNOWLEDGEMENT	III
DEDICATION	IV

CHAPTER	PAGE No.
---------	----------

I.	INTRODUCTION.....	1
	Broad Problem Area	
	Rationale of the study	
	Problem Statement	
	Theoretical Framework	
	Objectives of the Study	
	<u>Hypothesis of the Study</u>	
	Definition of the terms	
II.	LITERATURE REVIEW.....	14
III.	METHOD.....	32
	Sample	
	Instruments and Measures	
	Procedure	
IV	RESULTS AND DISCUSSION.....	35
V	CONCLUSION AND RECOMMENDATIONS.....	46

REFERENCES

APPENDIX

ABSTRACT

Guided by the work of Bandura on self-efficacy, this study sought to determine the differences in students' expectations of higher education which could be explained by differing levels of confidence. Academic confidence is influenced by gender and predicts academic performance. The present study examined confidence and performance in academic context.

An Academic Confidence Scale (ACS) was used for the survey to explore differences between two student groups (male and female). Questionnaire (primary source) supplied data. T-test applied to the data supported the result that female and male students displayed significant difference in confidence and performance.

Academic confidence and academic achievement provide an explanation for high inconsistency in performance with respect to both genders. Rejection of H_0 is the paper's major finding due to (t-value for these two was greater than two and significance (2 tailed) was less than .05). It means that there is difference in the academic confidence and academic performance with respect to the genders. It means that there is difference in the confidence and performance due to gender difference. Recommendations are based on the results inferred.