

Academic Behavioural Confidence of First-entering Mathematics and Science University Access Program Students

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ABSTRACT The current study seeks to gain insight into the Academic Behavioural Confidence (ABC) of first-entering university access program students intending to enroll for mathematics and science degree programs at a historically disadvantaged campus that was incorporated into a historically White university. The study adopts a quantitative-descriptive (survey) design. The respondents, 169 university access program students, completed the questionnaires on their own, at the same time and the author was present to respond to concerns raised. This measure ensured that respondents did not collude and give responses that were not authentic and secured a hundred percent return on the questionnaires. The study found that a significant difference can be expected amongst individuals than between groups of different ages, gender groups whilst a lesser difference can be expected between different home languages. On the whole, a significantly high level of academic behavioural confidence was discovered for the respondents. This clearly indicates that, should the ceteris paribus principle apply, these students are likely to perform well academically.