

ABSTRACT

This study was designed to examine the difference in the perception of MBA students' self-efficacy in connection with gender and age as well as the relationship between MBA students' self-efficacy and their academic achievement in a two-year business administration course, Master of Business Administration (MBA) Day/Evening Program at Graduate School of Business (GSB) in Assumption University (AU). A close-ended survey was administered to 220 MBA students to measure their self-efficacy during January Trimester of Academic Year 2006.

Three hypotheses were investigated in the study. First, a potential connection between age and MBA students' perception of self-efficacy was examined to determine whether differences existed in self-efficacy among MBA students among different age group. Second, a potential connection between gender and MBA students' perception of self-efficacy was also assumed to determine whether differences existed in self-efficacy between male and female. Finally, the relationship between MBA students' perception of self-efficacy and their academic achievement in MBA program at GSB of AU was investigated. MBA students' average grade point (GPA) in September Semester of Academic Year 2005 was used as the measure of academic achievement. The results were processed by SPSS program using Descriptive Statistics and Inferential Statistics including Kruskal-Wallis test, Mann Whitney test and Spearman Rho Correlation.

The study found that most students had moderate to high self-efficacy in the MBA program. The main findings indicated that there were no significant differences in the perception of MBA students' self-efficacy in connection with age and gender. In addition, a high significant positive relationship between self-efficacy and academic achievement in MBA program was found out.

Recommendations were presented to educators on how they can help MBA student to achieve academic success by enhancing their self-efficacy. Based on the theories about self-efficacy, the first recommendation was to improve students' perceived ability to learn the material taught in MBA program. The second recommendation was to regard the vicarious experience as the approach to enhance students' self-efficacy and academic achievement. The third recommendation was to provide encouragement and in-depth informative feedback to increase students' self-efficacy. In addition, the personal past performance accomplishments and the learning goals, as the main influential source affecting self-efficacy, should be used to develop students' academic achievement.