

ROLE OF INSTITUTIONAL ENVIRONMENT IN ENHANCING CONFIDENCE AMONG FEMALE STUDENTS AT UNIVERSITY LEVEL

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**ROLE OF INSTITUTIONAL ENVIRONMENT IN ENHANCING
CONFIDENCE AMONG FEMALE STUDENTS AT UNIVERSITY
LEVEL" WAS THE FOCUS OF THE CURRENT STUDY**

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With The Name of Allah

The Most Beneficial & Most Merciful

DECLARATION

It is certified that this M.phil thesis titles **Role of institutional environment in enhancing confidence among female students at university level" was the focus of the current study"** comprises an original research. Its contents have not been submitted in full or in part for the requirements of any other degree and are not currently being submitted for any other degree or qualification. To the best of my knowledge and belief, this thesis does not contain any material published or written previously by another person, except where due references are made to the source in the text of the thesis. It is further certified that help received in the preparation of the thesis and all the applied sources of information either printed, electronic or personal have been acknowledged at the appropriate places.

Fatima Khalid

MP-EDU-25

DEDICATED

I dedicated this effort to my Dearest Parents and Siblings without their prayers, love, support & motivation I won't be able to complete or achieve this success and honor

And

Also loved to dedicated this work to my supervisor Dr. Uzma Munawar for their guidance, expertise, and mentorship. Their dedication to my growth as a researcher and their invaluable advice have been instrumental in shaping this thesis. I am grateful for their patience, encouragement, and unwavering commitment to my academic development.

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ABSTRACT

The primary goal of the study was to determine how the institutional environment affects university students' confidence. The study was restricted to female undergraduate students from Women University and Bahauddin Zakriya University who were majoring in the social sciences (BS Education and Economics) and natural sciences (BS Botany and Zoology). The population was consisted of all undergraduate students at the Women University and Bahauddin Zakriya University. A list on the websites of both institutions showed that there were 355 female students studying natural sciences (BS Botany and Zoology department) and 248 female students studying social sciences (BS Education and Economics department). The sample for the study was selected using the stratified random sampling technique. 196 students in 355 departments of natural science and 152 students in 248 departments of social science made up a sufficient sample. Thus, the study's sample consisted of 196 students from the scientific sciences and 152 students from the social sciences. A self-created questionnaire was employed in this investigation. The questionnaire was made of twenty-seven items and three criteria. There were three sections to the questionnaire. The first portion, which consists of nine items and has a moderate mean score of 3.07, assesses the laws and policies of institutions. The second section comprised ten statements aimed at assessing female students' awareness of their personal strength and confidence-building; the mean score for this section was 3.29. The third section comprised eight statements designed to identify an institutional setting where female students feel appreciated and included; the mean score for this section was 3.56. For every questionnaire, validation and pilot testing were done. The data was supplied by the students themselves. Descriptive statistics, including mean, standard deviation, and percentage, were used to analyse the acquired data once it had been tabulated. Null hypothesis testing also involved the use of deductive statistics, such as the T-test.

Chapter – 1

INTRODUCTION

Teaching strategies, institutional norms, attitudes, practices, and behaviour, as well as formal laws, rules, and regulations, make up the institutional environment. Access to information regarding both formal and informal learning activities is made possible by institutional settings. The academic success of students is significantly influenced by the institutional environment. A popular research area for many years has been the institutional environment. Teachers, policy officials, and institutions are becoming more aware of various concerns within the institutions. Teacher modifications in teaching methods and resource distribution can be aided by student performance data. Given that education is essential to both individual productivity and economic growth, it aids policymakers in developing and putting into practice methods to increase educational effectiveness.

Students' academic performance is positively impacted by an improved learning environment, and negatively impacted by an unfavourable learning environment. The report also recommended that schools strive to keep their institutional services and that there should be a lot of connection between students and teachers. Teachers should excite all pupils (Chukwuemeka, 2013). Braxton, 2000; Tross et al., 2000). Students' academic performance and advancement in academic accomplishment are positively impacted by their institutional environment (Wenglinsky, 2001).

The learning, grooming, significant position in society, and ethical and emotional growth of students have all been controlled by the institutional environment. In a school setting, children participate in constructive activities that are helpful, compassionate, accountable, truthful, and polite. They also learn how to resolve behavioural issues and refrain from using foul language and violence. This study highlights how beneficial education is for ensuring one's survival in the community. The educational atmosphere fosters the development of students' character and their ability to interact respectfully with adults both inside and outside of the classroom. Which pupils have positive school experiences and grow to be more

engaged, interested, and motivated learners? These pupils engage in many activities and communicate with their professors (Eric, 2005).

Another research looked at how crucial it is for students to feel more connected to the institution and motivated, even if academic performance and the institutional environment are also very important (Arul & Vimala, 2012; Onukwo, 2004). The elements of the institutional environment are described in the research. One of the elements that impacted students' academic success was the institution's location. Sometimes schools are situated in the middle of a city, where activities disrupt the instruction of the pupils, or they are close to a loud place. Academic achievement of students is contingent upon the institutional environment, provided that institutions meet requirements related to placement, school location, and school atmosphere (Barry, 2005). Significance of this study was based on teaching skill, climate, financial status and student performance (Hoy, Kottkamp & Rafferty, 2003).

According to Darling-Hammond & Snyder (2001), for example, reducing the size of the class might improve learning, and having access to appropriate research tools and teaching resources could improve understudy success overall. They emphasised the way in which social connections enhance and improve students' creative skills. They describe an intuitive environment in which students are encouraged to commit to fundamental leadership skills and accomplishment, supported in their endeavours, and given the freedom to choose their responsibilities. Student learning outcomes are significantly influenced by the environment of the school and peers. Educational establishments are seen as second homes and are essential to students' academic lives.

Instructors and the headmaster are always willing to assist students; they provide assignments, inspire hard effort, and support their learning (Denial & Felix, 2014). It is believed that teachers have a crucial role in enhancing training and understudy performance (Engin-Dermir, 2009). However, basic problems with the attitudes and dispositions of the teachers, as well as the irresponsibility of the understudies, were pointed out in their reports. They put forth a small amount of effort into the educational setting (Duruji, Azuh, & Oviasogie, 2014). As shown the significance of physical and staff assets assumed as significant in students outcomes/result producing (Abbasi & Mir, 2012).

Understanding of the instructor's ideas and concepts is improved by the calibre and effort put in by the teachers, the academic achievements of the understudies, and their instructional tactics (Heineken, 2010). According to Engin Demir's 2009 study, in order to promote learning, teachers should use appropriate demonstration of methodologies, administrations, and basic electronic segments. The various degrees of University Bedürfnisse are met by the demand for an extensive teaching and learning method. The degree to which faculty, students, and institutional foundations collaborate has a significant impact on students' academic achievement.

The business sector's private educational institutions are also putting parents and students in difficult social, psychological, and economic circumstances. Status queue Adan, M. Ansari, A. M., and Yasmeen, B. (2022). An analysis of Punjab University Lahore's institutional environment's effects on academic performance at the higher education level The current educational systems in society have also resulted in sub-divisions among pupils, as noted by the Bulletin of Business and Economics, 106. Furthermore, socioeconomic status is a significant factor (Romer, 1993; Durden & Ellis, 1995; Newman-portage, Lloyd & Thomas, 2009; Haider and Ali, 2015; Ali, 2015; Ali, 2018; Ali and Bibi, 2017; Sajid and Ali, 2018; Kassem et al., 2019; Senturk and Ali, 2021; Roussel et al., 2021). The main goals of this study were to determine the relationship between institutional environment and academic performance of university students, as well as to evaluate the impact of the institutional environment on the academic performance of University of the Punjab, Lahore students. One of the most powerful motivators and behaviour regulators in people's daily lives is thought to be self-confidence.

Organizational Structure

Female administrators seem to be marginalised while male administrators are promoted by the higher education system's structure and organisation. Men of Caucasian descent have historically held leadership positions in higher education administration. In higher education, women still struggle to succeed without running into obstacles since males still occupy the majority of senior leadership posts. males's dominance in the distribution of academic funding, including wages and promotions, is another reason why women are lagging behind males in this regard. According to Bonawitz (2009), males have held executive, president, and dean roles in American higher education for longer periods of time and in greater proportion than women.

To put it plainly, males still make choices based on gender norms, which favours appointing men to positions of leadership in higher education. Women have historically held fewer leadership and professor roles in higher education. There are still very few women at the top, despite the fact that women have made great strides towards gaining equal rights and access to the advantages that men have in the United States, such as the right to vote, the right to an education, and the right to equal pay at work. Women have gone a long way, gained greater visibility in the workforce, increased enrollment in institutions, and gained some traction in universities thanks to the women's movement, affirmative action, feminism, and their strong work ethics and talents.

Although there are female administrators and academic members on college campuses, women are not often seen in positions of great authority and responsibility, like president or provost. Trends in enrollment suggest that women will continue to outweigh males in postsecondary education attendance and degrees obtained. The trends in enrollment also suggest that women are obtaining degrees at a rate that is either equal to or higher than that of males, yet there is still a gender gap in academic executive leadership roles. According to data from the American Council on Education (2013), women made up 58% of bachelor's degrees and 45% of doctoral degrees awarded to students in US higher education institutions.

Although women make up 57% of faculty and mid-level administrative staff jobs, studies reveal that they are still underrepresented in leadership roles at the highest levels of administration (American Council on Education, 2012). Moreover, fewer than half of full-time academic posts are held by women. This is explained by the "good old boy" network or the need to maintain things as they are. Male academic CEOs like to collaborate with peers who share their interests.

The issue that gender prejudices against women in higher education restrict the number of women in executive leadership positions was validated by Ballenger's research. Since a diverse student body looks to the leadership for direction and role modelling of appropriate behaviour, educational institutions must create a leadership schema that more accurately reflects this variety. According to Madsen (2012) and Tomas et al. (2010), the faculty tenured track is the main route to important executive leadership posts in higher education. It leads to appointments as department chair, dean, and other positions.

Achieving the status of full professor allows women to take on leadership roles in faculty governance, increases their national prominence within their respective fields, and is a conventional need for moving up the leadership ladder (O'Connor, 2015). But as of 2012, just 31% of executive vice presidents and 38% of chief academic officers/provost posts were held by women (American Council on Higher Education, 2013).

Research on women's disproportionate advancement to senior academic ranks provides part of the reason for women's persistent disproportionate participation in high level administrative leadership jobs. According to King and Gomez (2008), "women are more likely to serve in central academic affairs roles (e.g., associate provost or dean of graduate studies) that are typically staff rather than line positions, across institution types." Gender prejudice has been reported by women who have advanced through the administrative career ladder, even though they have done so effectively (Timmers, Williamsen, & Tijdens, 2010).

Not only do we have a relatively small number of female Provosts, but the demographic data also shows that the majority of these ladies are Caucasian females. Regretfully, inadequate information exists on the leadership qualities and experiences of women who aspire to hold the position of Chief Academic Officer in the higher education system, owing to the underrepresentation of women in this capacity.

Self-confidence

Competence knowledge and performance are interrelated concept and they are the key success for individual in their career. Due to the lack of each one can face many challenges their lives. Students with the lack of any of these may face various challenges in achieving intended outcomes which have been set out by their respected institutions or the goals they have for themselves. The lack of self-confidence in students may not only create problem for students but for institutions areas of thereof and in effective implementation of curriculum.

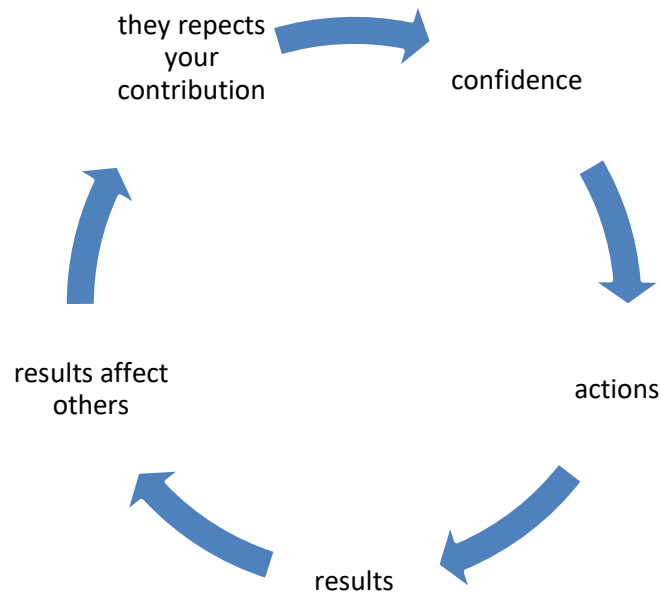
The majority of the present problem in the educational system may be attributed to poor self-confidence, which caused many students to participate insufficiently and make inadequate development after spending a lot of time in class. According to Norman and Hyland (2003), confidence plays a role in learning and can impact students' engagement and advancement. Benabou & Tirole (2002) assert that

self-assurance is a powerful motivator and may influence behaviour in people. A student's level of self-confidence may be defined as their sense of assurance in their ability to effectively complete various tasks both inside and outside of the classroom in order to learn.

On the other hand, when the researcher talks about the influence of self-confidence on the learning process, what she really means is that learning differs depending on whether pupils feel confident or not. According to Houwer, Holmes, and Moors (2013), learning is essentially a series of behavioural modifications brought about by human experiences. Learning is described as a long-lasting shift in a person's behaviour by Taylor & Mackenney (2008, p. 263).

The act of involving students in activities and allowing them to gain knowledge by sharing experiences or receiving instruction from the teacher is how they further describe learning. The belief or faith a student has in their ability to do a task effectively is known as self-confidence (Kanza, 2016). Perkins (2018) states that self-efficacy, self-esteem, and self-compassion are the three characteristics that might alter an individual's degree of self-confidence. Self-confidence is linked to success, accomplishments in school, conciliation, and a person's well-being, among other things.

Loop of confidence



1.1 Statement of the problem

Despite the fact that self-assurance is a factor that explains why it increases students' drive to learn. For pupils who lack confidence, there are a variety of obstacles. One major issue that students continue to face, according to Benabou & Tirole (2002), is that they are vulnerable when it comes to learning because they lack confidence, which can have a negative impact on any student's capacity to learn. The present study aimed at “Role of institutional environment in enhancing confidence among female students at university level”.

1.2 Objectives of the study

- To ascertain how university students' confidence is bolstered by their institutional surroundings.
- To evaluate that the rules and the norms are fair, just, and equitable for all participants in institution.
- To recognize an environment of institution where female students feel included and valued.

1.3 Hypotheses

H01: There is no substantial difference between the opinion of social and natural sciences students' regarding role of the institutional environment in enhancing confidence.

H02: There is no substantial difference between the opinion of social and natural sciences students' regarding evaluate laws and policies of institution.

1.4 Significance of the Study

Institutions that have inclusive policies and practices promote gender equality, creating a supportive environment for female students. This can include anti-discrimination policies, equal access to resources, and gender-neutral facilities .Having female representation among faculty and leadership positions can serve as role models for female students, boosting their confidence and aspirations .Institutions that provide support services, such as counseling, mentorship, and women's centers, can help female students navigate academic and personal challenges, increasing their self-assurance. Courses and programs related to gender studies can empower female students by addressing issues they face, fostering critical thinking, and building a sense of community.

Creating safe spaces and a culture of respect can make female students feel more secure and comfortable, which is essential for building confidence. Providing equal opportunities for internships, research, and leadership roles can help female students develop their skills and confidence, knowing they have the same career prospects as their male peers. Educational programs and awareness campaigns about gender issues and empowerment can boost female students' self-esteem and help them overcome challenges. Enhancing the confidence of female students not only benefits them individually but also contributes to a more equitable and diverse academic environment, ultimately enriching the entire educational experience.

1.5 Delimitation of the study

The study was delimited to

- Women University and Bahauddin Zakriya University.
- Female undergraduate students of the social sciences (BS Education and Economics department) and natural sciences (BS Botany and Zoology department) of the Women University and Bahauddin Zakriya University.

1.6 Research techniques

The present study employed the subsequent research approach.

1.7 Population

All undergraduate students at the Women University and Bahauddin Zakriya University made up the population. A list on the websites of both institutions showed that there were 355 female students studying natural sciences (BS Botany and Zoology department) and 248 female students studying social sciences (BS Education and Economics department).

1.8 Sample and sampling technique

The research sample was chosen using the stratified random selection technique. In the 248 social science departments, 152 students and the 355 natural science departments, respectively, comprised the suitable sample. This means that 196 students in the natural sciences and 152 students in the social sciences made up the study's sample.

1.9 Research Tool

Data were collected using a self-developed questionnaire following a comprehensive analysis and examination of relevant literature.

1.10 Data collection

A personal visit was made to the researcher. Data was gathered by distributing the questionnaire to undergraduate students

Chapter – 2

REVIEW OF RELATED OF LITERATURE

2.1 Institutional environment

The formal laws, rules, and regulations, instructional strategies, institutional norms, values, practices, and behaviour are all components of the institutional environment. Information regarding both formal and informal learning activities is accessible through the institutional setting. The institutional setting has a significant impact on how well students succeed academically. The institutional environment has been a frequently debated study subject for a long time. Policy makers, educators, and institutions are becoming more aware of a variety of concerns related to institutions. A student's performance can influence a teacher's lesson plan and determine which resources should be made available.

Policy makers may use it to develop and implement initiatives to increase the efficacy of education, since both economic growth and individual efficiency are greatly aided by education. Students' academic performance is positively impacted by an improved learning environment, and negatively impacted by an unfavourable learning environment. The report also recommended that schools strive to keep their institutional services and that there should be a lot of connection between students and teachers. All pupils should be motivated by their teachers (Chuk wuemeka, 2013). The Cooperative Institutional Research Programme discovered that whereas several aspects influence understudy accomplishment, the two most crucial ones are the institutional setting and motivation (Turner & Bowen, 1999). Higher Education Administration highlights the critical component of confirmation of determination as an approach to appreciate scholastic success, assessed by the normal level point (McGrath & Braunstein, 1997: Tross et al., 2000: Braxton, 2000).

Students' academic performance and advancement in academic accomplishment are positively impacted by their institutional environment (Wenglinsky, 2001). The learning, grooming, significant position in society, and ethical and emotional growth of students have all been controlled by the institutional environment. The educational setting encourages pupils to participate in constructive activities that benefit them. Students who receive assistance from their school

environment grow to be kind, considerate, accountable, truthful, and well-mannered. They also learn to deal with behavioural issues and refrain from using foul language and violence. This study highlights how beneficial education is for ensuring one's survival in the community.

The educational atmosphere fosters the development of students' character and their ability to interact respectfully with adults both inside and outside of the classroom. Which pupils have positive school experiences and grow to be more engaged, interested, and motivated learners? These pupils engage in many activities and communicate with their professors (Eric, 2005). Another research looked at how crucial it is for students to feel more connected to the institution and motivated, even if academic performance and the institutional environment are also very important (Arul & Vimala, 2012; Onukwo, 2004).

The elements of the institutional environment are described in the research. One of the elements that impacted students' academic success was the institution's location. Sometimes schools are situated in the middle of a city, where activities disrupt the instruction of the pupils, or they are close to a loud place. Academic achievement of students is contingent upon the institutional environment, provided that institutions meet requirements related to placement, school location, and school atmosphere (Barry, 2005). Based on student performance, financial situation, educational effectiveness, and environment, this study was significant (Hoy, Kottkamp, & Rafferty, 2003). Ideal institutional setting is incorporated under study security physical space, scholastic environment and under study medical problems underlie physical wellbeing (Barry, 2005).

2.2 Women's self-confidence

Self-confidence refers to the conviction in oneself and his/her talents. A person's thoughts and feelings about themselves and their talents form their inner state of self-confidence. A person's apparent capacity to manage circumstances well on their own, without the assistance of others, and to promote positive self-evaluation is referred to as self-confidence. Therefore, having self-confidence means having the guts to recognise oneself, have faith in one's own skills, and act with conviction based on those views. Self-assurance combines the skills and talents of the body and mind and puts them in the direction of the objective.

One's degree of self-confidence reveals how confident they are in their own judgement. Self-confidence is a measure of one's faith, confidence, and trust in oneself and one's own talents. Being self-assured allows people to see themselves, their surroundings, and life events with positivity and realism. According to Welford (2013), "self-confidence is the ability to recognise when someone is struggling and the willpower and determination to address it." "Self-confidence involves having the courage to tell the truth about who you are, what you like, and what you believe," says Rufus (2014).

Self-confidence is defined by the Dictionary of Psychology (2018) as a person's conviction that they can effectively handle the demands and problems of daily life or their faith in their own talents, capacities, and judgements. Self-efficacy and self-esteem together make up self-confidence, according to Neill (2005). It describes a person's belief in their capacity to accomplish a task in a certain circumstance and plays a significant role in guaranteeing that a person's potential is achieved (Stevens, 2005).

2.3 Students' Self-confidence Level

A substantial corpus of research has been written about assessing students' self-efficacy in their ability to earn. Students who are self-assured have faith in their skills, are goal-oriented, and think they will accomplish their objectives and fulfil their expectations, according to Tripathy & Srivastava (2012). In several spheres of life, a person's level of confidence varies. In certain aspects of life, a person may exude confidence while lacking it in other others. Upon examining the correlation between 1,146 students' self-efficacy and their English language proficiency, Mahyuddin et al. (2006) discovered that a majority of the students exhibited high levels of self-confidence, while a smaller proportion had low levels of self-confidence.

However, when Atherton (2015) examined student confidence in open access allowing courses, she discovered that male students did not significantly lack confidence in the assessment tasks that included quizzes and the final exam. Nevertheless, his research showed that women lacked confidence in all areas, including course satisfaction, midterm test scores, relationships with instructors, completing required readings and materials, quiz results, and final exam performance.

Similarly, Sar, Avcu, and Isiklar (2010) examined the degree of confidence held by undergraduate students and discovered some significant variations depending on the departments and genders of the students.

Verma & Kumari (2016), however, looked at the relationship between primary school kids' academic success and self-confidence and found no evidence of a gender difference in the students' levels of confidence. Furthermore, Tripathy & Srivastava's (2012) study on the impact of academic success on self-confidence found no gender-based differences in students' levels of self-confidence, but they did discover a link between students' academic success and self-confidence. The study also found that students who performed better academically had greater levels of self-confidence, whereas students who performed worse academically had lower levels of self-confidence.

Furthermore, the self-confidence of students in mathematics has been investigated by Nurmi, Hannula, Maijala, and Pehkonen (2003). They discovered that the least confident student had the lowest level of self-confidence, and their research also showed that male and female students had different levels of self-confidence. The results of their study indicated that guys possessed far more self-confidence than girls. They also looked at students' confidence on the most skilled pupils a second time to see whether the results held true, and they discovered that boys were significantly more confident than girls.

Furthermore, Fatima (2015) looked at teenagers' self-confidence in connection to their gender, place of residence, and level of academic success. She discovered that men were more confident in themselves than women. Her research disproved the study's premise, which claimed that men and women had similar levels of confidence in themselves. However, her research also revealed that there was no discernible difference in the learning outcomes of male and female pupils. The survey also discovered that pupils in rural areas had greater levels of self-confidence than those in metropolitan areas. She did discover, nevertheless, that urban pupils had more academic success than rural ones.

Other investigations have looked into how confident pupils are in their ability to study in relation to other characteristics. Diversity, for example, has been examined by Laird (2005) as the theoretical foundation for their research and as a factor that

influences students' self-confidence. They have also examined how college students' experiences with diversity have affected their social agency, critical thinking disposition, and self-confidence. According to the study, students who had taken different courses, had varied experiences, and had great relationships with their spouses all had higher levels of self-confidence. The survey also discovered that diversity plays a significant role in college students' education.

He discovered that kids who experience short- or long-term parent-disengagement or whose parents don't seem to care much about them lack confidence. Furthermore, the researcher asserted that pupils' self-confidence might be effectively developed by the family aspect. In his investigation into the effects of drama education on students' self-confidence and problem-solving abilities in elementary school, Palvan (2017) found that both before and after drama education, students' levels of self-confidence and problem-solving abilities were low.

Conversely, research on developing professional confidence has been conducted by Colbeck, Cabrera, and Terenzini (2001), who have made a connection between gender, students' self-perceptions, and teaching methods. It has been discovered that rather than students' background traits, teaching approaches have a greater impact on students' self-confidence. In order to investigate students' self-confidence in their academic ability, Still, Pulford, and Sohal (2006) measured each student's unique learning profile. According to their results, the biggest elements affecting students' academic confidence and having an impact on their confidence are their attentiveness, honesty, and perfectionistic mindset.

2.4 Impacts of Students' Self-Confidence on Their Learning Process

Rubio (2007) investigated the relationship between learning a foreign language and self-esteem and discovered that poor self-confidence may lead to a variety of psychological circumstances, including anxiety, fear, self-insecurity, and feeling different from society. The association between studying Turkish as a foreign language and self-confidence has been examined by Tuncel (2015). Research indicated that there was a relationship between learning and self-confidence, with high levels of self-confidence having a good impact on learning and low levels having a detrimental impact. Similarly, Fischer & Sliwka (2018) discovered that self-

assurance in one's capacity for learning motivates one to learn via empirically investigating the causal impacts of outside variables based alterations on the motivation for learning in Cologne Laboratory.

Furthermore, Verma et al. (2016) investigated how primary school pupils' academic success is impacted by their sense of self-worth. In order to determine the association between academic accomplishment based on academic motivation and self-confidence, Karimi & Saadatmand (2014) did a study. Their research showed that self-confidence and educational drive were related to academic accomplishment. The study discovered that pupils who had self-confidence excelled academically.

The study goes on to say that kids' confidence is increased by encouraging remarks, positive motivation, and the school resolving their issues. (Afzal, Ali, Khan & Hamid, 2010) assert that both intrinsic and extrinsic motivation have a favourable effect on students' learning, supporting the idea that learning and motivation are linked. Yashima, Zenuk-Nishide, and Shimizu's (2004) investigation on attitudes' impact on communication willingness and second language acquisition Their research showed that a significant contributing element to students' propensity to engage in oral activities in the classroom is their level of self-confidence. Furthermore, Al-Hebaish (2012) investigated the relationship between academic success in the oral presentation course and overall self-confidence.

Learners who felt secure in their academic abilities also had a strong sense of self-worth while setting goals and pursuing them. Parallel to this, Verma & Kumari (2016) investigated how children's academic success at the primary school level was impacted by their sense of self. According to their findings, there were variations in students' academic performance depending on how confident they felt about themselves. According to Jakobsson's (2006) study, there is a strong correlation between students' self-confidence and academic achievement when they engage in conversations in a net-based setting.

Puzziferro (2008), however, discovered that there is no correlation between students' performance and their level of self-efficacy when using online technologies and self-regulated learning as predictors of final grades and college satisfaction. Additionally, While there were no gender differences in easy computer activities, the study did find disparities between the sexes in terms of self-confidence when it came

to doing difficult tasks in word processing and spreadsheet applications. Further research by the same researchers revealed that, although men were encouraged to use computers more and had greater gaming experience, women had less computer-related experiences overall.

Writing competence and confidence were examined by Pajares & Johnson (1994), who discovered a link between performance and self-efficacy as well as a negative correlation between writing anxiety and self-confidence. In order to increase English oral productivity, Arango (2015) investigated students' self-confidence. The results he obtained indicated a connection between students' speech productivity in the classroom and their lack of self-confidence. Three learning domains cognitive, affective, and psychomotor were also part of the researcher's theoretical framework. Building self-confidence is a tactic that the researcher employed in the study throughout the lesson plans and an oral project. Tenth-grade pupils' self-confidence rose as a result of using this technique.

In his research, Bauman (2012) examined the relationship between self-esteem and confidence in carrying out tasks as well as the role that self-esteem plays in children's behaviour and learning. He discovered that pupils' motivation and learning were unaffected by their sense of self-worth. According to their study, students with lower levels of confidence are more likely to be afraid, pessimistic, lack a clear vision for their lives, feel uneasy, and prioritise the happiness of others over their own. A high level of self-confidence, on the other hand, is characterised by students who are appealing and receptive to others, goal-oriented, ambitious, and realists students who picture themselves in better situations in life.

2.5 Types of institutional environment

- **Mentorship Programs:** Establish mentorship programs where female students can connect with experienced faculty, staff, or peers. Having role models and mentors can help female students gain confidence and receive guidance and support.
- **Women's Centers:** Develop and maintain dedicated women's centers on campus. These centers can provide resources, workshops, and a safe space for female students to discuss issues, seek support, and build a sense of community.

- **Leadership Opportunities:** Encourage female students to take on leadership roles in student organizations, clubs, or student government. This can help them develop leadership skills and boost their self-confidence.
- **Gender-Inclusive Curriculum:** Ensure that the curriculum includes diverse perspectives and is not biased against any gender. Promote the inclusion of women's contributions in various fields and disciplines.
- **Gender Sensitivity Training:** Provide training and workshops for faculty and staff to raise awareness of gender issues and promote a more inclusive and equitable learning environment.
- **Safe Reporting Mechanisms:** Establish clear and confidential reporting mechanisms for incidents of harassment or discrimination. This reassures female students that their concerns are taken seriously and addressed appropriately.
- **Scholarships and Financial Aid:** Offer scholarships and financial aid specifically for female students to reduce financial barriers to education.
- **Networking Opportunities:** Facilitate networking events and opportunities for female students to connect with alumni, professionals, and industry leaders. This can help them explore career paths and gain confidence in their abilities.
- **Self-Esteem and Empowerment Workshops:** Organize workshops and seminars focusing on building self-esteem, assertiveness, and empowerment. These can help female students develop the skills and mindset needed to succeed in their academic and professional pursuits.
- **Support Groups:** Create or support student-led support groups that address specific issues women may face in academia or their chosen fields. These groups can provide a sense of community and solidarity.
- **Flexibility and Work-Life Balance:** Promote policies and practices that allow for greater work-life balance, such as flexible class schedules and childcare services.
- **Representation in Leadership:** Ensure that women are represented in leadership positions within the institution, including faculty, administration, and governing boards.
- **Awareness Campaigns:** Run awareness campaigns that highlight the achievements of female students, faculty, and alumni to inspire and motivate others.

- **Feedback Mechanisms:** Encourage female students to provide feedback on their experiences and actively use this feedback to make improvements in the institutional environment.
- **Collaborative Research Opportunities:** Provide opportunities for female students to engage in research and collaborative projects with faculty, which can boost their confidence and skills.
- **Visibility in STEM and Male-Dominated Fields:** In fields traditionally dominated by men, encourage female participation through initiatives, workshops, and programs aimed at building interest and confidence in these areas.
- **Sensitivity to Intersectionality:** Recognize that female students have diverse backgrounds, and ensure that initiatives and programs are sensitive to the intersectionality of their identities. By implementing these strategies and creating a supportive, inclusive, and empowering institutional environment, educational institutions can help enhance the confidence of female students and promote their academic and professional success.

2.6 Advantages

- **Increased Confidence:** A supportive institutional environment can boost the confidence of female students, helping them to believe in their abilities and potential.
- **Equal Opportunities:** It can help level the playing field, ensuring that female students have the same opportunities as their male counterparts, which can lead to greater self-assuredness.
- **Reduced Gender Stereotypes:** By promoting diversity and inclusion, institutions can work to reduce gender stereotypes that may undermine the confidence of female students.
- **Mentorship and Role Models:** Institutions can provide female students with mentors and role models, giving them someone to look up to and learn from, which can help increase their confidence.
- **Support Services:** Many institutions offer support services such as counseling, career guidance, and women's centers that can help female students build their confidence.
- **Peer Support:** A supportive institutional environment can foster a sense of community and peer support among female students, which can be empowering.

2.7 Disadvantages

- **Potential for Stereotyping:** Overemphasis on gender differences in an effort to support female students may lead to stereotyping or unintentional biases.
- **Backlash:** Some may perceive efforts to enhance the confidence of female students as unfair or favoritism, leading to backlash from other groups.
- **Institutional Barriers:** The institution might not fully commit to creating an environment that supports female students, leading to token efforts that don't effectively enhance confidence.
- **Unintended Consequences:** Well-intentioned policies may have unintended consequences or may not address the specific needs of different groups of female students.
- **Dependency:** If female students become too reliant on institutional support for confidence-building, it may hinder their ability to develop self-reliance and resilience.
- **Resource Allocation:** Focusing on enhancing the confidence of female students may require resource allocation, which could divert resources from other important areas or groups.

2.8 The ways to improve self-confidence

High aspiration:

Aspirations are hopes, dreams, or aspirations for a better life.¹ They may be viewed as broad life objectives that offer direction and a feeling of purpose.

Setting optimum goals:

Setting goals is the act of deciding what you want to achieve and creating quantifiable, targeted targets to get there. Goals are the intended outcomes that you and your group are determined to attain in a given amount of time.

Good negotiating skills:

Competent negotiators have communication skills that enable them to have polite conversations and strive towards a mutually beneficial resolution. Making deals involves compromise; it's important to express your ideas clearly and pay attention to the needs and opinions of others.

Team spirit and networking skills:

Because they enable you to collaborate effectively with others to accomplish the team's objectives, teamwork skills are crucial. You will still need to collaborate with others to solve difficulties in even the most autonomous employment. This might apply to supervisors, clients, and coworkers.

Avoiding frustration:

It also helps to remind oneself that there are things outside of your control. It could be difficult to let go of the notion that you might make them different. It might be necessary for you to constantly or repeatedly remind yourself during the day that these things are beyond of your control. implementing adjustments to lessen your annoyance and irritation.

Good performance acquiring experience:

Acquiring experience requires having an open mind and a curious nature. Sincere learners are more inclined to seek out novel experiences, pose inquiries, and consider alternative viewpoints.

Effective communication skills:

The process of communicating ideas, thoughts, views, information, and facts in order to ensure that the message is understood and accepted with clarity and purpose is known as effective communication. Effective communication makes both the sender and the recipient happy.

Good public speaking skills:

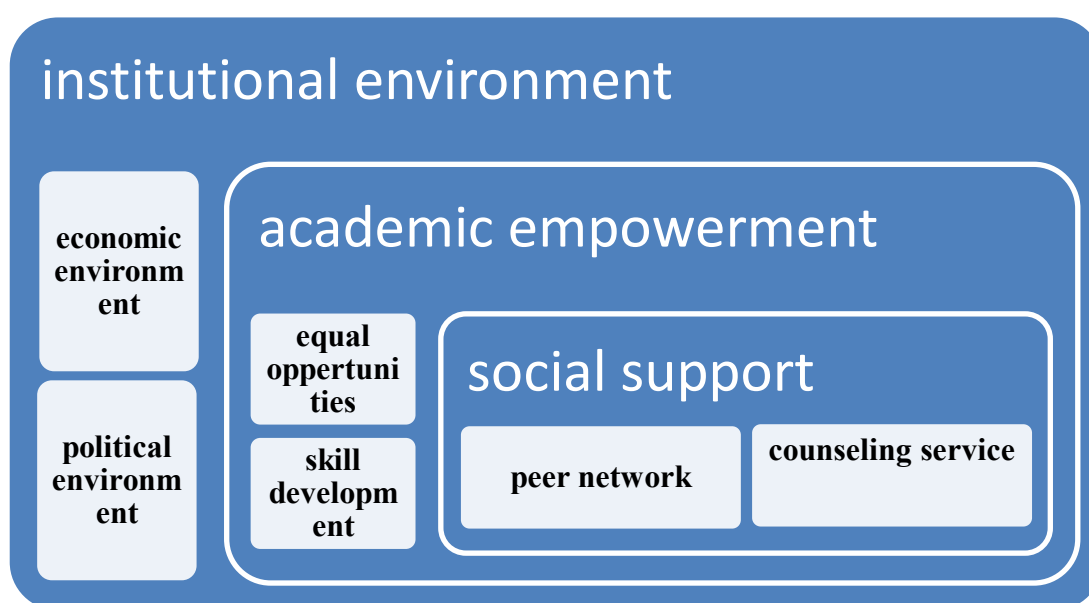
Any trait that aids candidates in maintaining a confident demeanour, interacting with their audience, and effectively communicating their thoughts is considered a public speaking competence. With the use of these abilities, public speakers may make an ordinary talk into an exciting and captivating experience for their audience.

Developing skills:

Through skill training, the establishment of skill standards, and other related activities, skill development refers to a process that gives working age individuals and trainees access to dexterity, knowledge, and ability, as well as career ethics and a positive working attitude.

2.9 Conceptual Framework

A social or economic system's combination of laws, customs, and institutions that influence how people behave both individually and collectively is referred to as its institutional environment. Important components that affect how institutions operate and affect people and entities are usually included in conceptual frameworks for understanding the institutional environment. The following are some crucial elements of an institutional environment conceptual framework:



Institutional environment

The term "institutional environment" refers to the set of external factors and conditions that surround an organization or institution, influencing its operations, behavior, and development. It encompasses various elements, such as legal, political, economic, social, and cultural factors, that can impact the way an institution functions and makes decisions. Understanding the institutional environment is crucial for organizations as it helps them adapt to changes, identify opportunities, and navigate challenges.

Economic environment An institution's financial sustainability and health can be impacted by economic factors including interest rates, inflation, and general economic stability. Conditions in the economy also affect how students behave and what they demand.

Political environment Institutions can be significantly impacted by the political environment, which includes political ideology, stability, and governmental actions. Political unrest or changes in the administration may have an impact on corporate strategy and decision-making.

Academic empowerment

The term "academic empowerment" describes the process of improving people's knowledge, skills, and capacities in an academic or educational setting in order to promote intellectual and personal development. The idea of enabling people to take charge of their own education and learning is strongly related to this one. Key components of academic empowerment include the following:

Equal opportunities for women refer to the concept of ensuring that women have the same chances, rights, and privileges as men in various aspects of life, including education, employment, and social participation. Achieving gender equality is essential for creating a fair and just society.

Skill development Developing a wide range of talents outside of the classroom is essential to academic empowerment. These could include adaptability, time management, problem-solving skills, and communication abilities.

Social support

Social support refers to the various forms of assistance, care, and comfort that individuals receive from their social networks, including family, friends, and communities. This support can come in various forms and is crucial for overall well-being, mental health, and coping with life's challenges. It plays a significant role in both good times and during periods of stress or crisis.

Peer network A peer network for social support refers to a group of individuals who share similar experiences, challenges, or interests and come together to provide emotional, informational, and practical support to one another.

Counseling service It's great that you're considering seeking counseling services for social support. Counseling can be a valuable resource for individuals facing various challenges, providing a safe and confidential space to express thoughts and fee.

Chapter – 3

RESEARCH METHODOLOGY

Methodologies and procedures are essential for producing credible research results. Without specific planning, the use of a precise methodology, and the adoption of a trustworthy technique, no study can be finished successfully. Many data indicate that because the researchers employed a range of techniques and procedures, their conclusions and findings were inconsistent. Depending on the nature of the problem, the researcher chooses the methods and data collection tool. Choosing a design, approach, tools, and procedures might be difficult, thus these choices need to be made very carefully and thoughtfully. The study's title is "Role of institutional environment in enhancing confidence among female students at university level".

3.1 Research design

This study compared how the institutional environment affects female university students' confidence using a descriptive research design with a quantitative approach. Descriptive research, according to Best (2005), usually addresses interactions, possessions, actualities, circumstances, and attitudes.

3.2 Population

All undergraduate students of Bahauddin Zakriya University and Women University made up the population. There were 355 female students studying natural sciences (BS Botany and Zoology department) and 248 female students studying social sciences (BS Education and Economics department), according to a list on the websites of both universities.

3.3 Sample and sampling technique

The study's sample was chosen using the stratified random sampling technique. 196 students from the natural science department (355 students) and 152 students from the social science department (248 students) comprised an adequate sample. With 196 students from the scientific disciplines and 152 from the social sciences, this made up the study's sample.

Sampling Flowchart

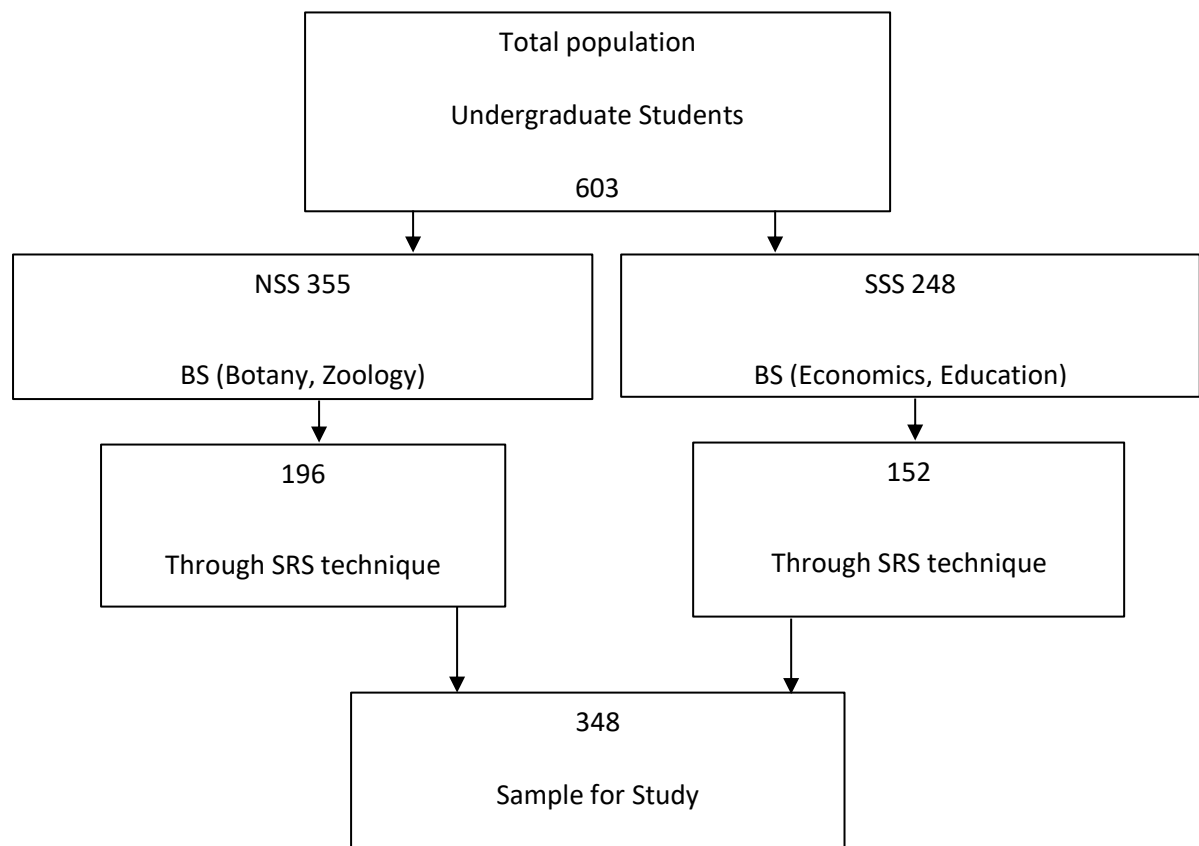


Figure 3.1

3.4 Delimitation

- Women University and Bahauddin Zakriya University.
- Female undergraduate students of the social sciences (BS Education and Economics department) and natural sciences (BS Botany and Zoology department) of the Women University and Bahauddin Zakriya University.

3.5 Research instrument

In descriptive research, questionnaires are the main tool used for study. A cheap research tool is frequently a questionnaire. Since no other reliable and valid tool is used in these kinds of investigations, Kulbir (2006) justified the use of questionnaires as research tools in descriptive studies. The study's primary goal, as previously said, was to ascertain how the institutional environment affected female

university students' confidence. A questionnaire was utilised to collect data on the responses provided by the participants.

Three components made up the questionnaire. There are nine assertions in the first section, which discusses assessing the rules and policies of organisations. In order to gauge the understanding of personal power and boost confidence in female pupils, the second section included ten statements. In order to identify an institutional setting where female students feel included and appreciated, the third section includes eight statements.

3.6 Validity of the instrument

A research instrument's validity is determined by how well it assesses the variables it is intended to measure. Keeping reliable, high-quality instruments in stock is essential. According to Fraenkel and Wallen (2000), validity is an important characteristic that is taken into account and used in the construction of research tools. According to James (2007), obtaining relevant information and correct and reliable information are the two main aims of a research instrument, and validity ensures that these goals are met.

The research supervisor, two education-related subject matter experts, and the study's tools were all acknowledged. The specialists got helpful recommendations and guidance on some errors. In response to suggestions from the supervisor and specialists, certain parts of the research tools were adjusted, some were eliminated, and some were added. The questionnaire consisted of 35 statements before it was reviewed by experts and supervisors. After being evaluated by experts and a supervisor, the questionnaire had 27 assertions in total.

3.7 Pilot study

A preliminary investigation is essential to ensure the validity of the research tools. Pilot research reveals challenges, variances, and flaws (Sieving, Hellerstedt, Mcneely, Fee, Snyder, and Resnick, 2005). Therefore, to assess the reliability, pilot testing was done. It was given to a group of people other than the study's original sample. Students were given a questionnaire for the pilot project, and fifty students took part in the study.

3.7.1 Reliability of the instrument

Creswell (2008) defines dependability as the capacity of a research method to evaluate consistent and steady results across time. Intra-consistency is a commonly used measure for assessing the reliability of a research instrument. It evaluates if a large number of objects receive ratings that are similar. Cronbach's alpha One common tool for evaluating internal consistency is Creswell (2008). In 2003, George and Mallery offered a rough guideline for estimating Alpha's worth.

3.7.2 Reliability during pilot study

The questionnaire's Cronbach Alpha Reliability Coefficient was ascertained during the pilot study. Table 3.1 lists each questionnaire's Alpha Reliability Coefficient value.

Table No. 3.1 During Pilot Study

Number of Item	Alpha Coefficient
35	-
35	0.69

The questionnaire consisted of 35 items. The value of alpha dependability as a survey coefficient and its 69 first investigation were discovered. This questionnaire did not yield very positive findings.

3.7.2 Reliability of the instrument after pilot study

Variances and inaccuracies that were challenging to identify via the pilot research led to the development of an update to the inquiry tools. The inquiry form included 35 distinct elements when it was being pilot tested. The alpha-coefficient values for eight items on the inquiry form were not up to grade. Consequently, the eight items that were flagged as "questionable" on the inquiry form were missing their Alpha coefficient values.

Table No. 3.2 After pilot study

Number of Item	Alpha Coefficient
27	-
27	0.85

3.8 Description of tool

A questionnaire with twenty-seven items about how the institutional environment helps boost confidence in female university students was included. A five-point Likert scale with a range of 5-2 was used to calculate all variables. Each item was given an average score of 3.00, regardless of whether the statement was agreed with or disagreed with.

3.9 Data analysis

Several techniques were employed for this data analysis, including the mean, percentage, and frequency distribution. Inferential and descriptive assertions coexisted in certain instances.

3.10 Statistical treatment of statistics

Data analysis was conducted using SPSS, which stands for the Statistical Package for Social Sciences. Examples of analytical tools that are used as needed are percentages, definitions, and standard deviations. The validity of the vain hypothesis was determined by applying the T test.

Chapter 4

DATA ANALYSIS

Data analysis is the process of interpreting data. It also goes by the name of a succinct description of raw data. Data analysis techniques, methods for understanding the results of these techniques, and approaches for data prediction enhance the efficiency, accuracy, and effectiveness of analysis. It was possible to determine the differences between the variables and make predictions by looking at the data connections (Hitchcock & Hughes, 1995). The study's title is "Role of institutional environment in enhancing confidence among female students at university level". A questionnaire and a five-point Likert scale were used to gather the data. The information contains answers to a questionnaire that students answered on the institutional environment's function in boosting female students' self-confidence at the university level. Following a statement-by-statement examination of the questionnaire, the mean score and percentage were determined. The null hypotheses were finally examined using the t test. The data collection, analysis, and interpretation are covered in this chapter. This chapter made use of descriptive statistics. Tables with their corresponding meanings were produced.

Table 4.1 Demographics profile of participants'

		F	%
Universities	BZ University	178	51.1
	Women University	170	48.8
Female Students(Social Sciences Department)	BS Education & Economics	152	43.6
Female Students (Natural Sciences Department)	BS Botany & Zoology	196	56.3
Total		348	100

In the sample, 178 students (51.1%) were from BZ University, and 170 (48.8%) were from Women University. 152 (43.6%) female students were chosen by the Social Sciences Department (BS Education & Economics Department) of the BZ University and Women University. 196 (56.3%) participants were chosen by the Natural Sciences Department (BS Botany & Zoology) of the BZ University and Women University.

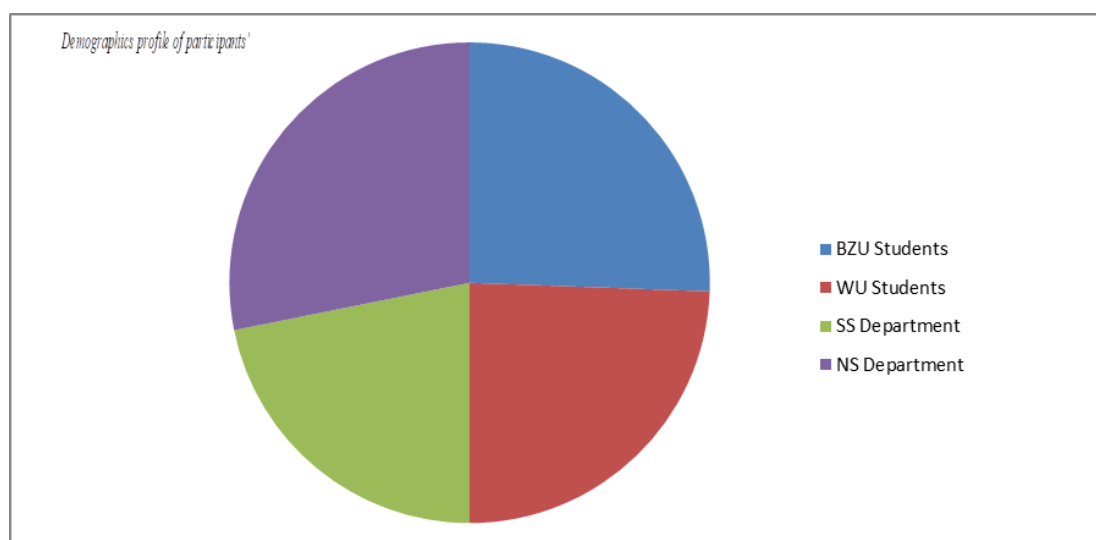


Table 4.2 Statement wise analysis of questionnaire (Filled by students)

Part 1 Institutional environment Laws and policies

Table 4.2.1 Opportunity for women

		Level	Frequency	Percentage	Mean
01	Institution Implement policies that ensure equal opportunities for women.	SA	63	18	3.45
		A	178	51	
		UD	0	0	
		DA	70	20	
		SD	37	11	
	Total		348	100	

Table No. 4.2.1 indicates that 69% of respondents agreed and agreed strongly with this statement, whereas 31% of undergraduate students disagreed and disagreed strongly with it. Not a single person expressed doubt. For this statement, the expected mean score was 3.45.

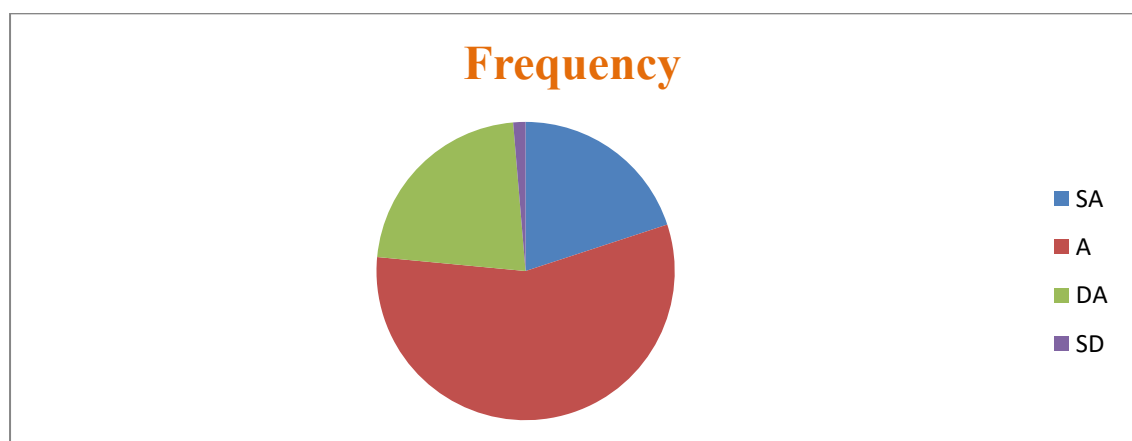


Table 4.2.2 Promote diversity

		Level	Frequency	Percentage	Mean
02	Institution Promote diversity and inclusion within the organization, fostering and environment where women feel valued and respected.	SA	132	38	3.44
		A	78	22	
		UD	0	0	
		DA	89	26	
		SD	49	14	
	Total		348	100	

Table 4.2.2 reveals that of those surveyed, 22% strongly disagreed, 38% greatly disagreed, 26% agreed, and 28% agreed. This statement has been awarded a computed mean score of 3.44.

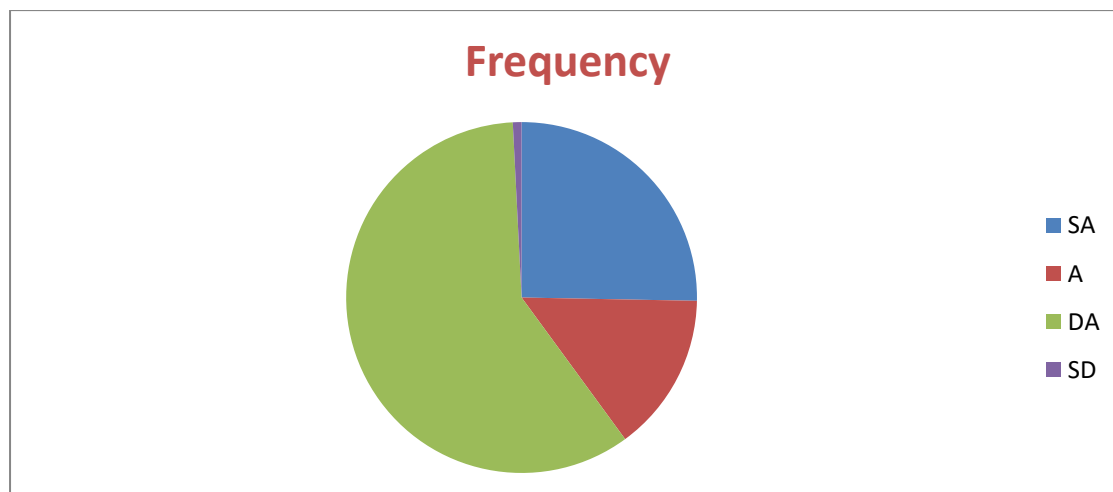


Table 4.2.3 Establish Mentorship

		Level	Frequency	Percentage	Mean
03	Institution establishes mentorship and sponsorship programs that connect female students.	SA	75	22	3.93
		A	234	67	
		UD	0	0	
		DA	18	5	
		SD	21	6	
	Total		348	100	

No student stated they were doubtful, whereas 22% strongly agreed and 67% of students agreed, as shown in Table No. 4.2.3. Five percent of the pupils indicated disagreement, while six percent indicated extreme disagreement. This statement had a calculated mean score of 3.93.

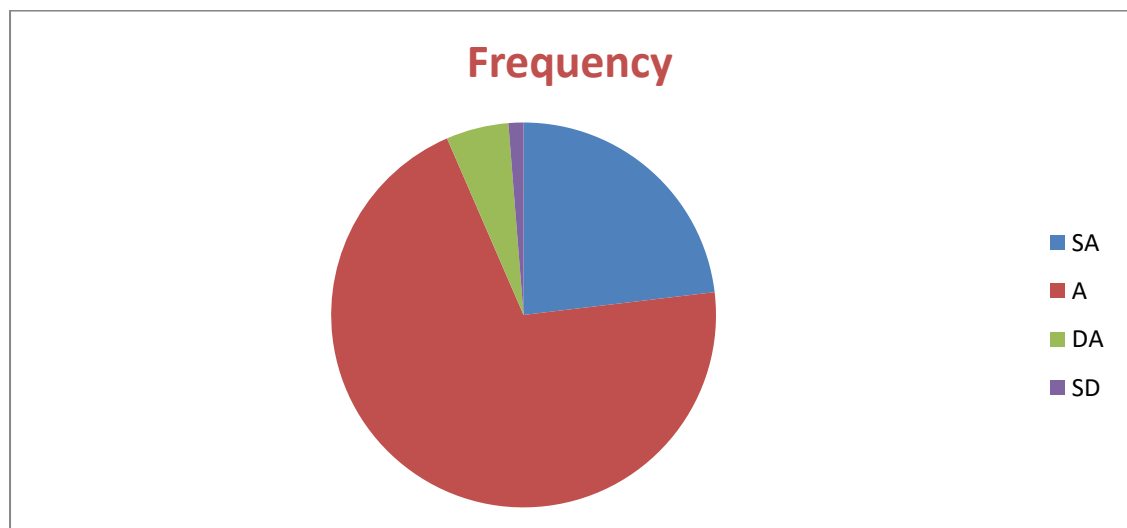


Table 4.2.4 Offer training programs

		Level	Frequency	Percentage	Mean
04	Institution offer training programs and skill development opportunities that empower women.	SA	125	36	3.75
		A	144	41	
		UD	0	0	
		DA	25	7	
		SD	54	16	
	Total		348	100	

As per Table No. 4.2.4, out of the undergraduate students, 36% strongly agreed, 41% agreed, 7% disagreed, and 16% disagreed severely. For this statement, a mean score of 3.75 was created.

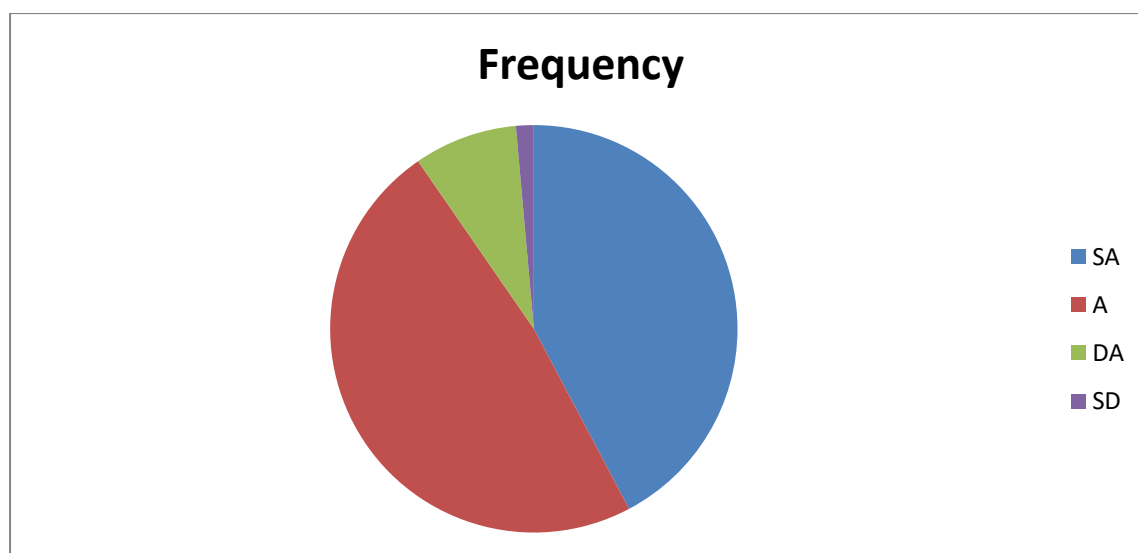


Table 4.2.5 Reduce stress

		Level	Frequency	Percentage	Mean
05	Institution promotes a healthy work-life balance, which can boost confidence by reducing stress and burnout.	SA	194	56	4.24
		A	110	31	
		UD	0	0	
		DA	23	7	
		SD	21	6	
	Total		348	100	

As indicated by Table No. 4.2.5, 31% of students indicated agreement, 56% strongly agreed, 7% disagreed, and 6% disagreed strongly. This statement's calculated mean score came out to be 4.27.

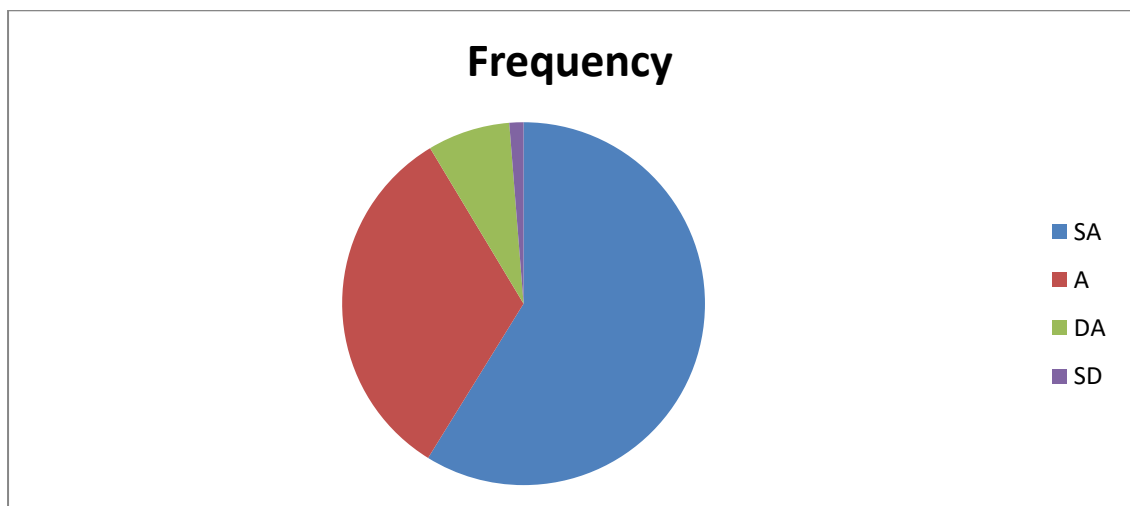


Table 4.2.6 Women contribution

		Level	Frequency	Percentage	Mean
06	Institution ensure that the achievements and contributions of women are recognized and celebrated within the institution	SA	163	47	4.13
		A	140	40	
		UD	0	0	
		DA	20	6	
		SD	25	7	
	Total		348	100	

Based on the data presented in Table 4.2.6, 47% of participants expressed strong agreement, 40% agreed, and none expressed uncertainty. Seven percent of respondents strongly disagreed, while six percent agreed. An estimated mean score of 4.13 was assigned to this statement.

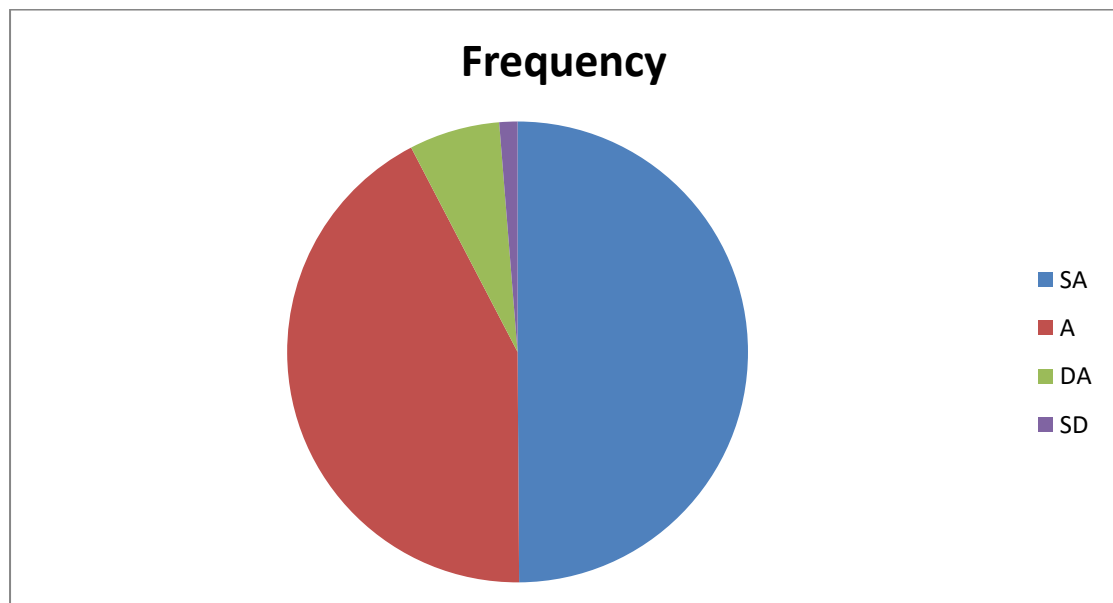


Table 4.2.7 Encourage leadership

		Level	Frequency	Percentage	Mean
07	Institution encourages leadership that is supportive of women's professional growth.	SA	151	43	4.29
		A	172	49	
		UD	0	0	
		DA	25	7	
		SD	0	0	
	Total		348	100	

No one evaluated their comments as unclear or strongly disagreeing, 7% of undergraduate students disagreed, and 43% of them highly agreed. Table No. 4.2.7 shows these results. The calculated mean score was 4.29 for this statement.

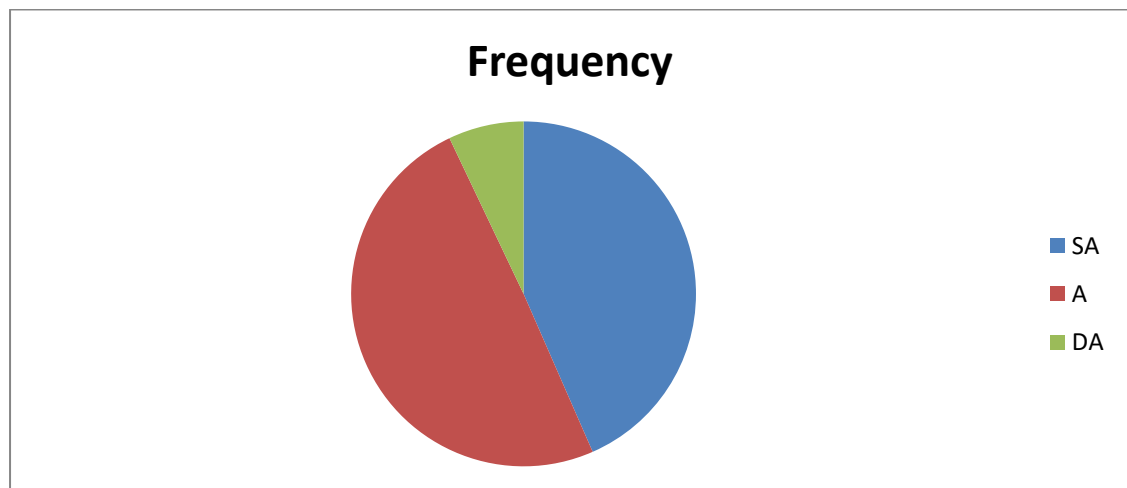


Table 4.2.8 Not understand and concept

		Level	Frequency	Percentage	Mean
08	Students are free to consult teachers after class in case students do not understand a concept.	SA	74	21	3.27
		A	132	38	
		UD	0	0	
		DA	100	29	
		SD	42	12	
	Total		348	100	

21% strongly agreed, 38% agreed, and no one said they were unsure, according to Table No. 4.2.8. Twenty-nine percent of respondents, or 12%, strongly disagreed. For this statement, a mean score of 3.27 was obtained.

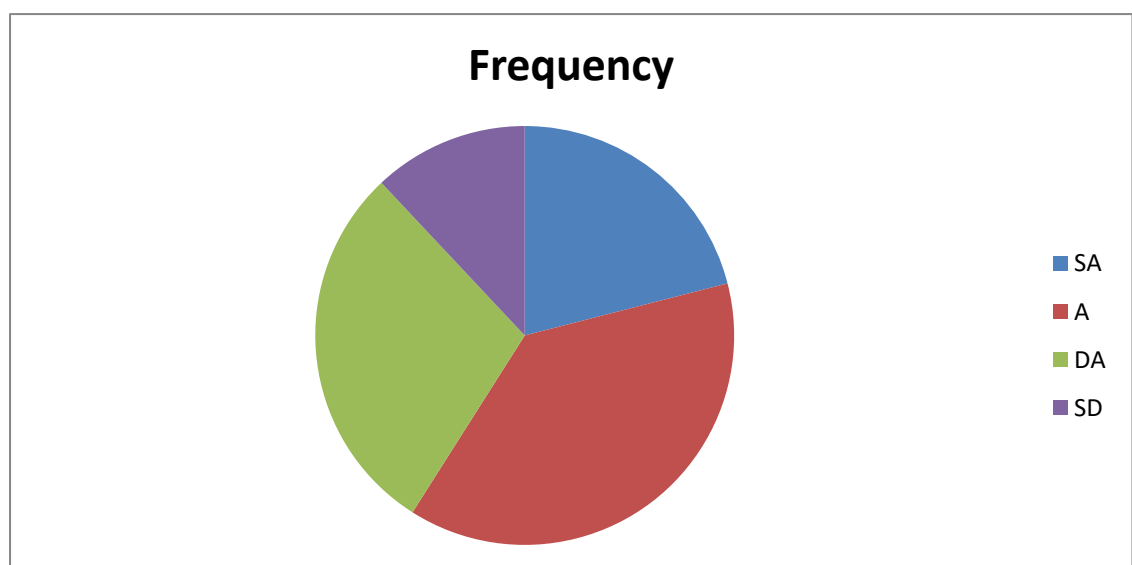
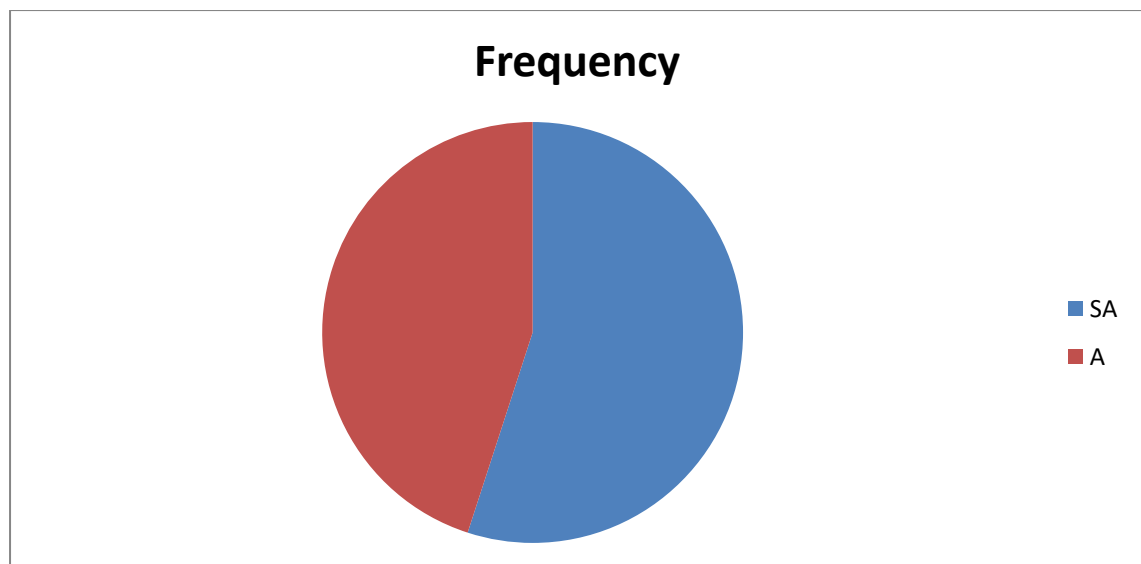


Table 4.2.9 Helpful for women

		Level	Frequency	Percentage	Mean
9	Institutional environment is helpful for study and also helpful for women confidence level.	SA	190	55	4.53
		A	157	45	
		UD	0	0	
		DA	0	0	
		SD	0	0	
	Total		348	100	

As per Table No. 4.2.9, out of the undergraduate students, 45% expressed agreement, 55% strongly agreed, and none firmly objected. An estimated mean score of 4.53 was assigned to this statement.



Part 2 Build Self confidence in female students

Table 4.2.10 Extra work

		Level	Frequency	Percentage	Mean
10	Teacher gives extra work to enhance understanding in subject they teach.	SA	187	54	4.18
		A	111	32	
		UD	0	0	
		DA	29	8	
		SD	21	6	
	Total		348	100	

As per Table No. 4.2.10, a majority of 86% of students expressed strong agreement, 32% agreed, 8% disagreed, and 6% disagreed seriously. The calculated mean score was 4.18 for this statement.

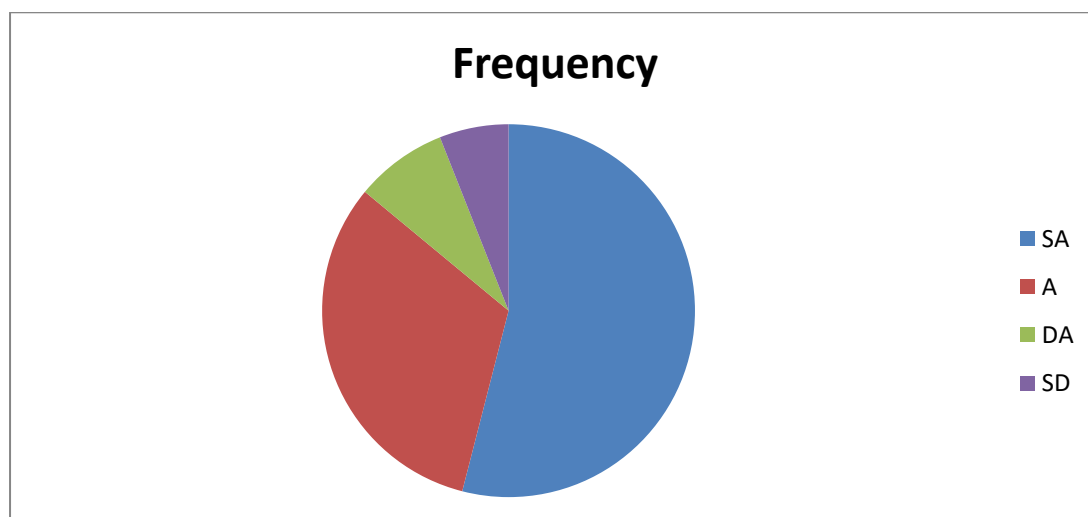


Table 4.2.11 Encourage students

		Level	Frequency	Percentage	Mean
11	Teacher encourages me when I perform well in class.	SA	144	41	3.79
		A	172	49	
		UD	0	0	
		DA	22	6	
		SD	10	4	
	Total		348	100	

As can be seen in Table No. 4.2.11, 41% of students expressed strong agreement, 49% agreed, 6% strongly disagreed, and 4% severely disagreed. No student stated that they were unclear. 3.79 was the projected mean score for this statement.

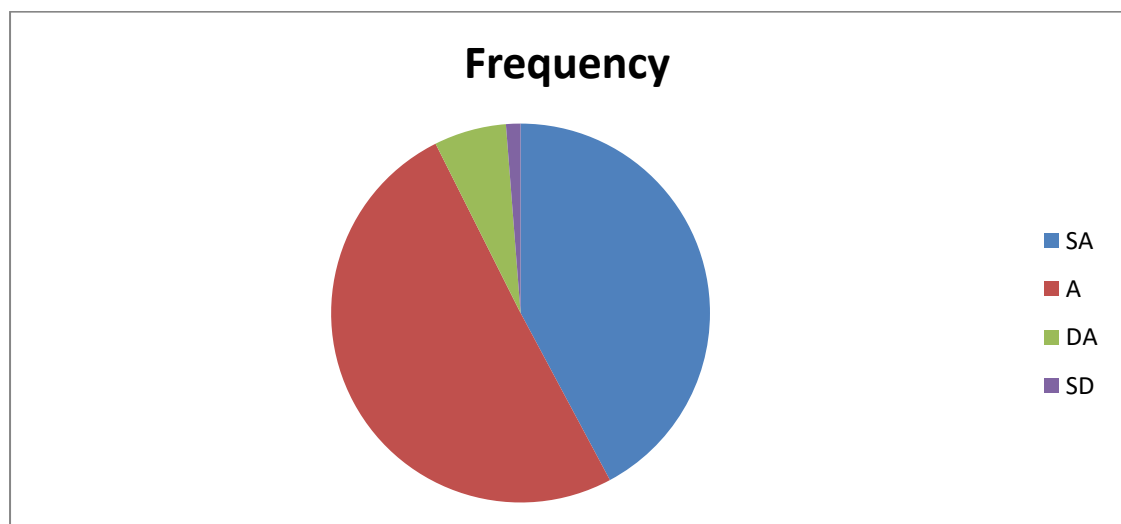


Table 4.2.12 Ensure opportunities

		Level	Frequency	Percentage	Mean
12	Teacher ensures that female students have the same opportunities as male students.	SA	66	19	3.70
		A	150	43	
		UD	0	0	
		DA	86	25	
		SD	46	13	
	Total		348	100	

Table No. 4.2.12 indicates that 13% of undergraduate students disagreed severely, 25% disagreed, 43% agreed, and 19% agreed. The predicted mean score for this statement was 3.70.

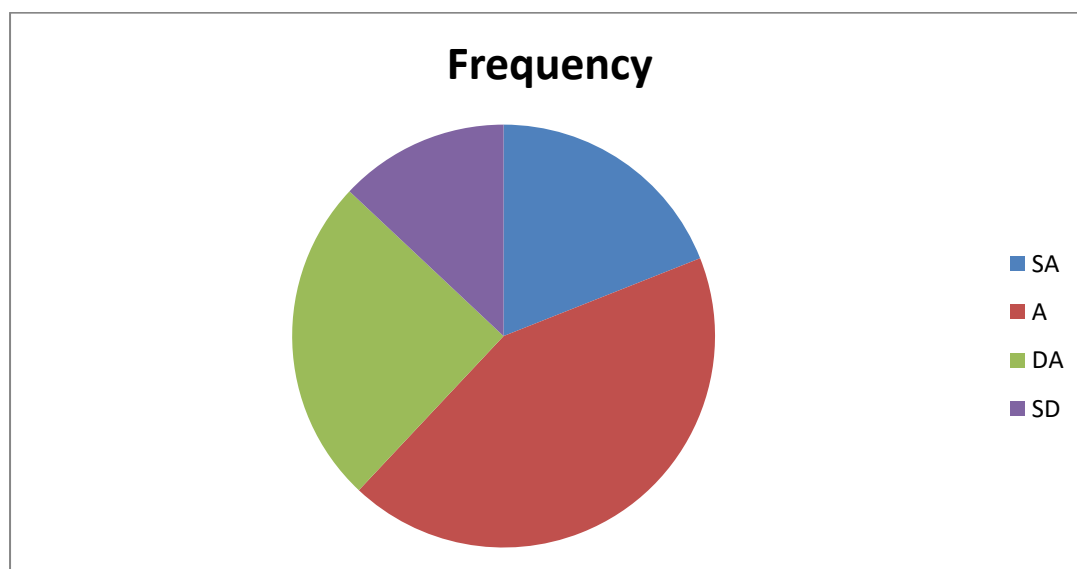


Table 4.2.13 Positive feedback

		Level	Frequency	Percentage	Mean
13	Teacher provides constructive and positive feedback to boost their confidence and motivation.	SA	64	18	3.85
		A	236	68	
		UD	0	0	
		DA	28	8	
		SD	20	6	
	Total		348	100	

Table No. 4.1.13 shows that eight percent of pupils disagreed, six percent agreed, and eight percent strongly disagreed. An estimated mean score of 3.85 was assigned to this statement.

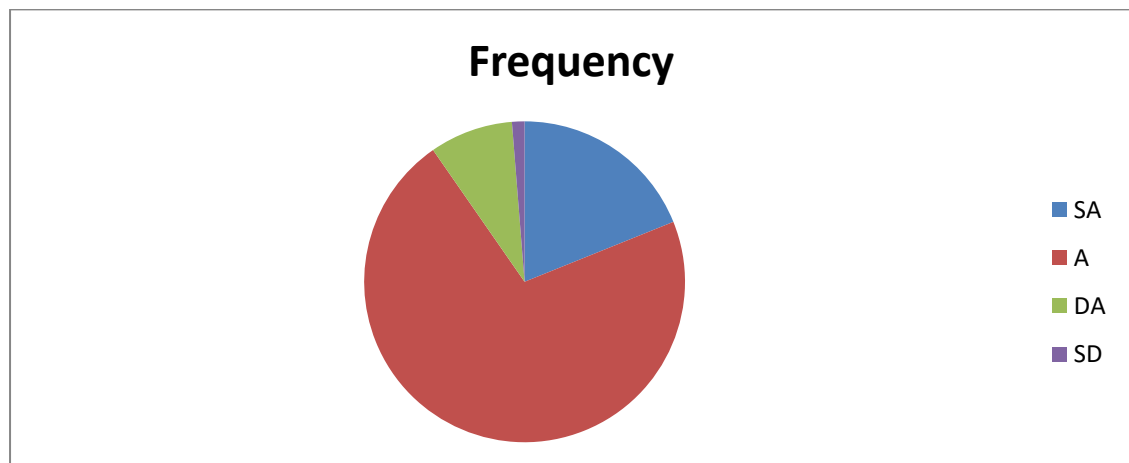


Table 4.2.14 Safe and supportive environment

		Level	Frequency	Percentage	Mean
14	Teachers create a safe and supportive environment where female students feel comfortable.	SA	124	36	4.11
		A	195	56	
		UD	0	0	
		DA	4	1	
		SD	25	7	
	Total		348	100	

As per Table No. 4.2.14, out of the undergraduate students, 36% strongly agreed, 56% agreed, 8% strongly disagreed, and none claimed they were unsure. An estimated mean score of 4.11 was assigned to this statement

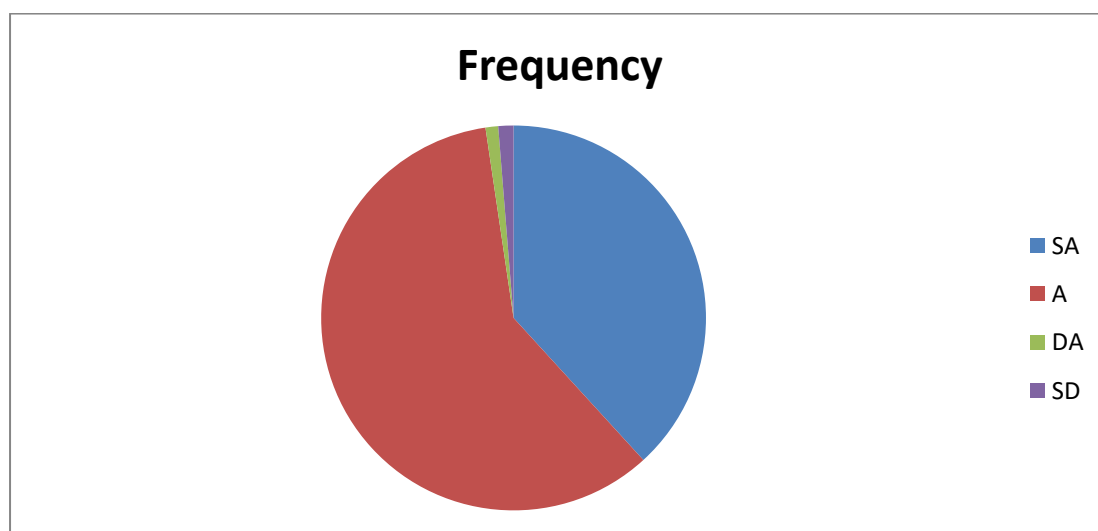


Table 4.2.15 Allow collaboration

		Level	Frequency	Percentage	Mean
15	Teachers don't allow male students to interrupt female students when they are speaking.	SA	146	42	4.26
		A	175	50	
		UD	0	0	
		DA	27	8	
		SD	0	0	
	Total		348	100	

The results are shown in Table No. 4.2.15. Of the respondents, 42% agreed with the statement "strongly," 50% agreed, 8% disagreed, and no one expressed uncertainty. The calculated mean score was 4.26 for this statement.

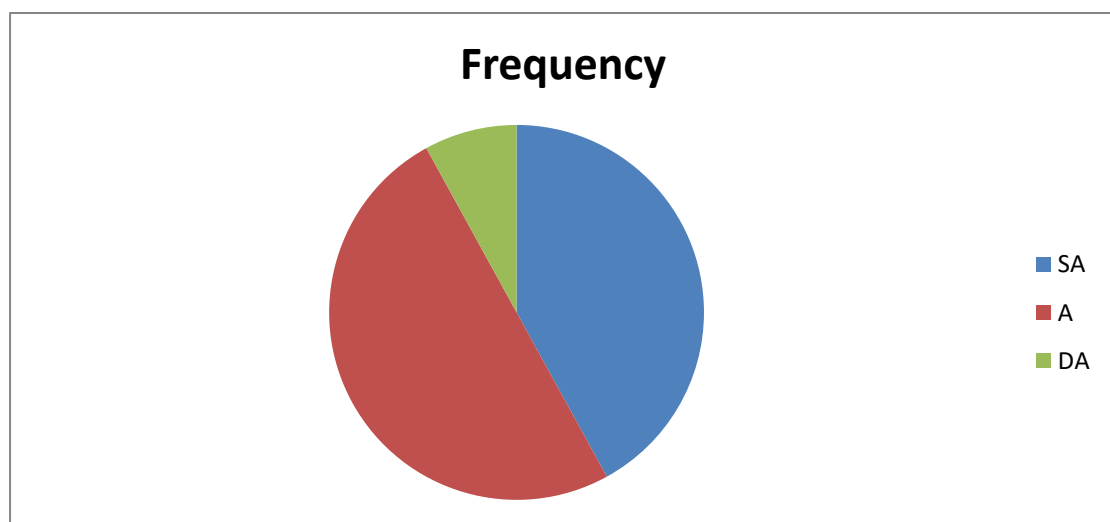


Table 4.2.16 Female students participation

		Level	Frequency	Percentage	Mean
16	Teachers ensure that female students participate all the activities in the class.	SA	72	21	3.82
		A	217	62	
		UD	0	0	
		DA	45	13	
		SD	14	4	
	Total		348	100	

A look at Table No. 4.2.16 reveals that 21% of undergraduate students strongly agreed, 62% agreed, no one said they were doubtful, 13% disagreed, and 4% disagreed seriously. The calculated mean score came out to 3.82.

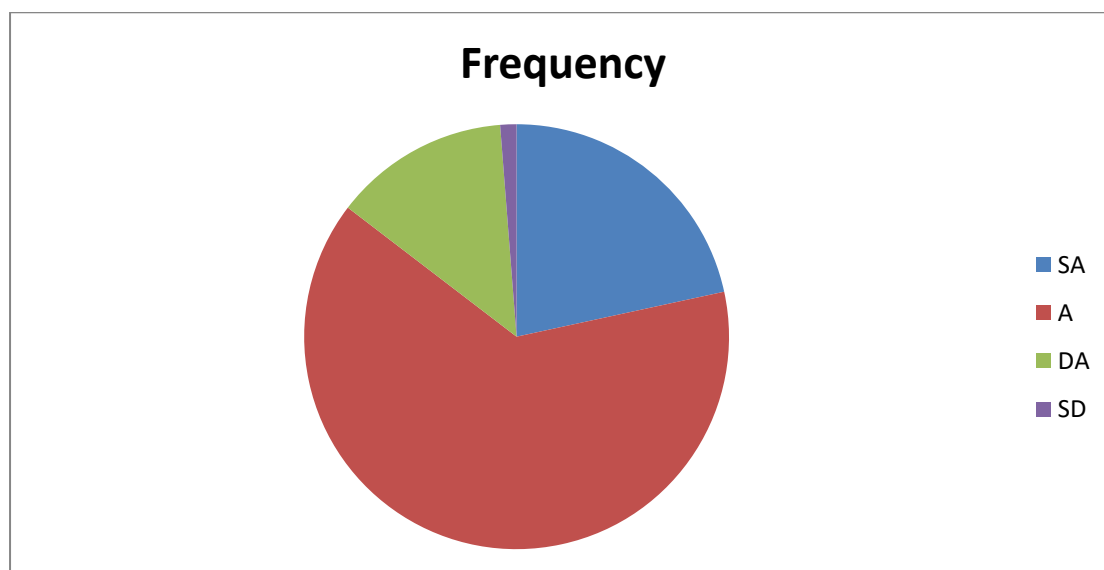


Table 4.2.17 Provide supportive

		Level	Frequency	Percentage	Mean
17	Teacher provides a supportive and engaging learning environment for female students.	SA	206	59	4.11
		A	74	21	
		UD	0	0	
		DA	38	11	
		SD	30	9	
	Total		348	100	

Five percent of students said they firmly agreed, twenty-one percent said they agreed, eleven percent said they disagreed, and nine percent said they certainly disagreed (Table No. 4.2.17). 4.11 was the average score that was found.

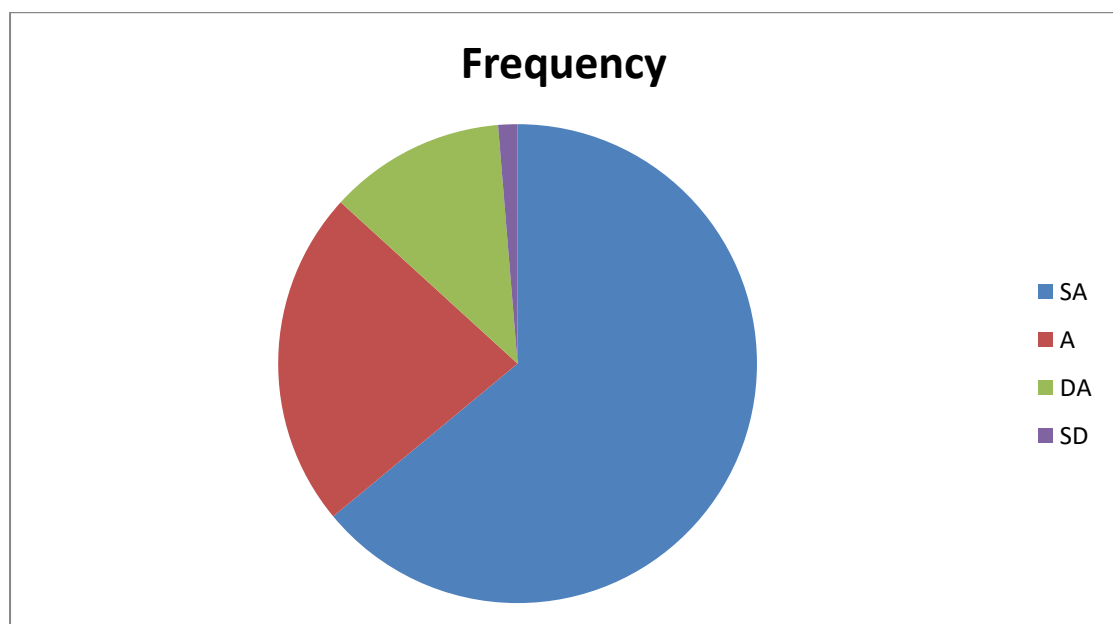


Table 4.2.18 Identify interest

		Level	Frequency	Percentage	Mean
18	Teacher enables students to identify personal interest and values by supporting their freedom of choice.	SA	138	40	4.14
		A	174	50	
		UD	0	0	
		DA	22	6	
		SD	14	4	
	Total		348	100	

Table No. 4.2.18 indicates that 40% of undergraduate students strongly agreed, 50% agreed, no one said they were doubtful, 6% disagreed, and 4% disagreed seriously. The calculated mean score came out to 4.14.

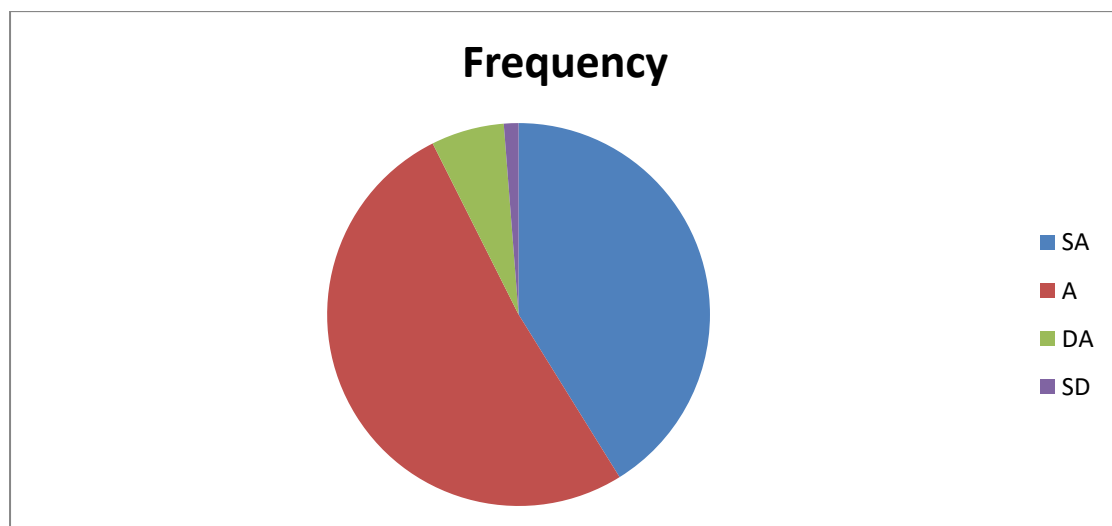
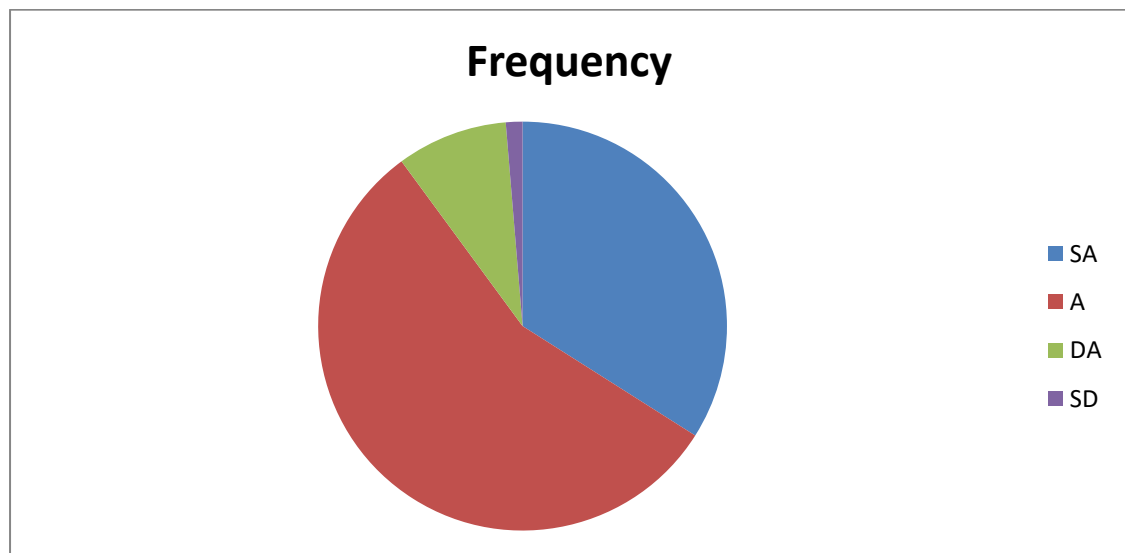


Table 4.2.19 Encourage female students

		Level	Frequency	Percentage	Mean
19	Teacher encourages female students to visualize their goals.	SA	109	31	3.85
		A	177	51	
		UD	0	0	
		DA	28	8	
		SD	34	10	
	Total		348	100	

Table No. 4.2.19 shows that three percent of students strongly agreed with the assertion, fifty-one percent agreed, no one expressed doubt, ten percent disagreed, and eight percent disagreed severely. The calculated mean score came out to 3.85.



Part 3 Female students feel included and valued

Table 4.2.20 Develop confidence

		Level	Frequency	Percentage	Mean
20	A welcoming and inclusive campus environment fosters higher level of confidence among female students.	SA	154	44	3.97
		A	127	37	
		UD	0	0	
		DA	40	11	
		SD	27	8	
	Total		348	100	

No one replied as being undecided, 44% of undergraduate students strongly agreed, 37% agreed, 11% agreed, and 8% strongly disagreed, as shown in Table No. 4.2.20. A mean score of 3.97 was calculated.

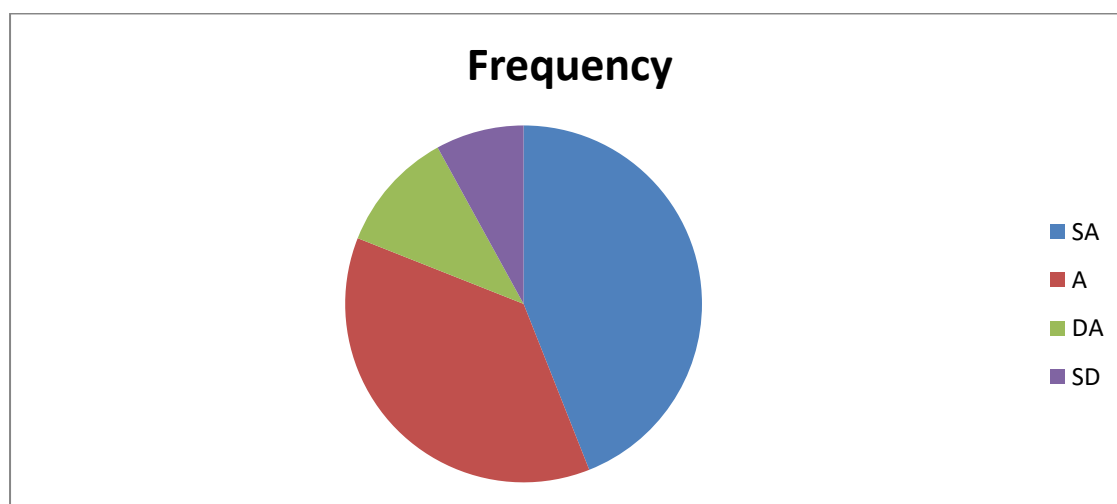


Table 4.2.21 Express students opinion

		Level	Frequency	Percentage	Mean
21	Encouraging female students to express their opinions in the classroom cultivates confidence.	SA	123	35	3.95
		A	168	48	
		UD	0	0	
		DA	32	9	
		SD	25	8	
	Total		348	100	

Table 4.2.21 shows that 35% of respondents agreed wholeheartedly, 48 agreed, 0% disagreed, and 8% disagreed strongly. No one asked for clarification. A mean score of 3.95 was calculated.

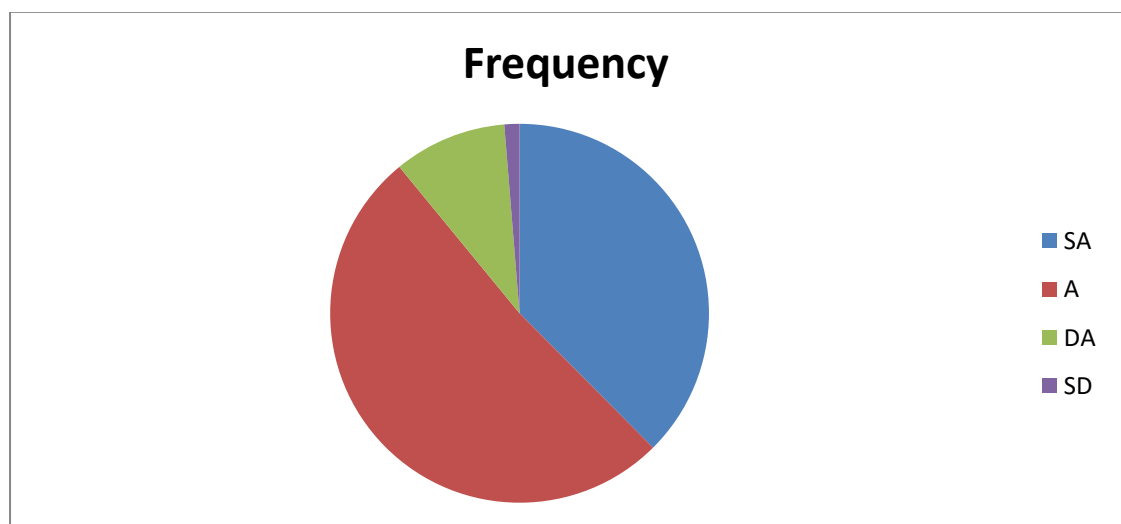


Table 4.2.22 Collaborative learning

		Level	Frequency	Percentage	Mean
22	Collaborative learning environment foster confidence among female students.	SA	136	39	3.94
		A	146	42	
		UD	0	0	
		DA	43	12	
		SD	23	7	
	Total		348	100	

Table 4.2.22 shows that 42% agreed, 12% disagreed, 7% strongly disagreed, and 39% of undergraduate students strongly agreed. No one stated they were undecided. The calculated mean score came out to 3.94.

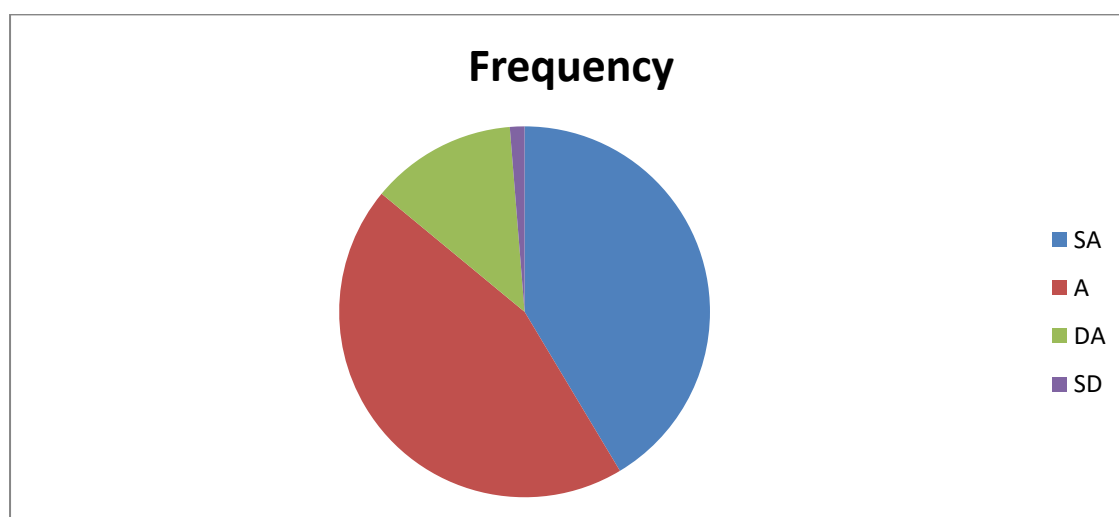


Table 4.2.23 Innovation opportunities

		Level	Frequency	Percentage	Mean
23	Engagement in research and innovation opportunities builds confidence in female students.	SA	117	34	3.08
		A	127	36	
		UD	0	0	
		DA	57	16	
		SD	47	14	
	Total		348	100	

As indicated by Table No. 4.2.23, 34% of participants expressed a strong agreement, 36% agreed, no one expressed uncertainty, 16% disagreed, and 14% disagreed strongly. The predicted mean score for this statement was 3.08.

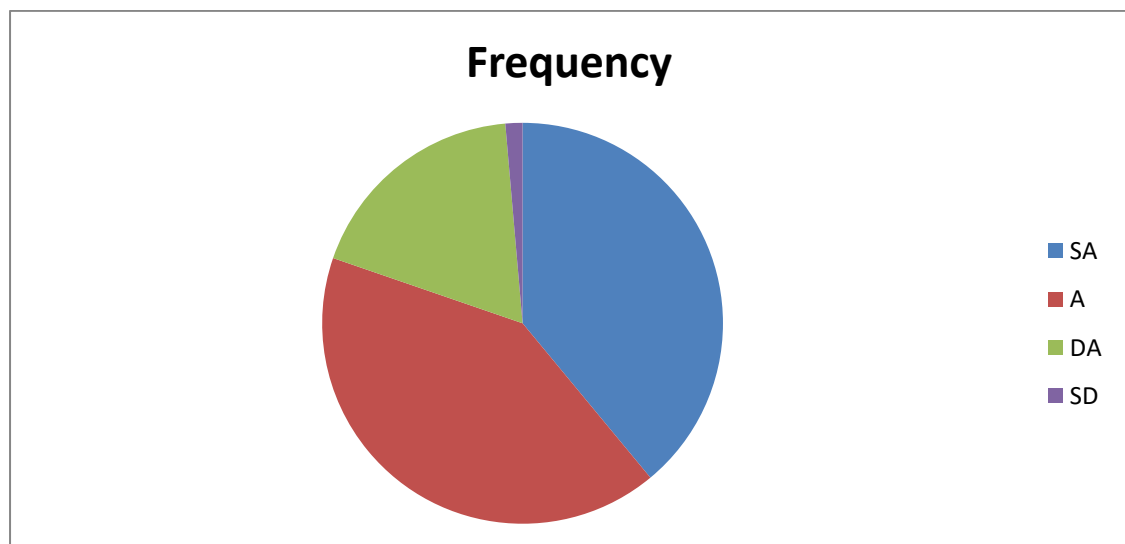


Table 4.2.24 Take Part Extracurricular

		Level	Frequency	Percentage	Mean
24	Encouraging female students to take part in extracurricular activities can boost their self- confidence.	SA	171	49	4.39
		A	162	47	
		UD	0	0	
		DA	15	4	
		SD	0	0	
	Total		348	100	

49% of undergraduate students said they strongly agreed, 47% said they agreed, and 4% said they disagreed, as shown in Table No. 4.2.44. The mean score that was calculated was 4.39.

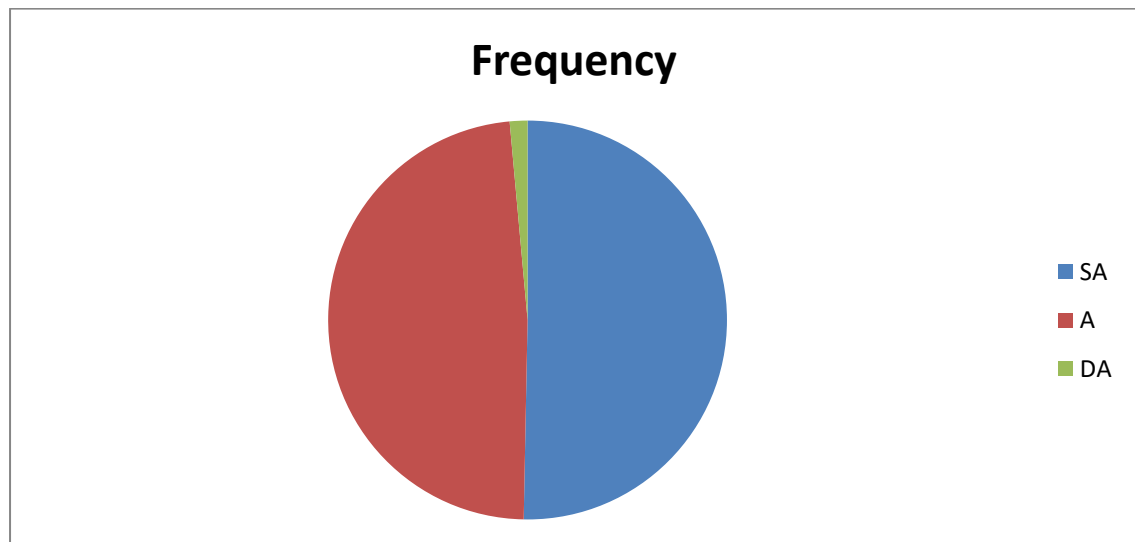


Table 4.2.25 Inspire motivation

		Level	Frequency	Percentage	Mean
25	Celebrating the achievement of female students can inspire confidence and motivation.	SA	199	57	4.37
		A	118	34	
		UD	0	0	
		DA	23	7	
		SD	8	2	
	Total		348	100	

Table No. 4.2.25 indicates that 34% of respondents agreed, 7% disagreed, 2% disagreed seriously, and none of the respondents expressed uncertainty. Of the respondents, 57% claimed they were firmly in agreement. The predicted mean score for this statement was 4.37.

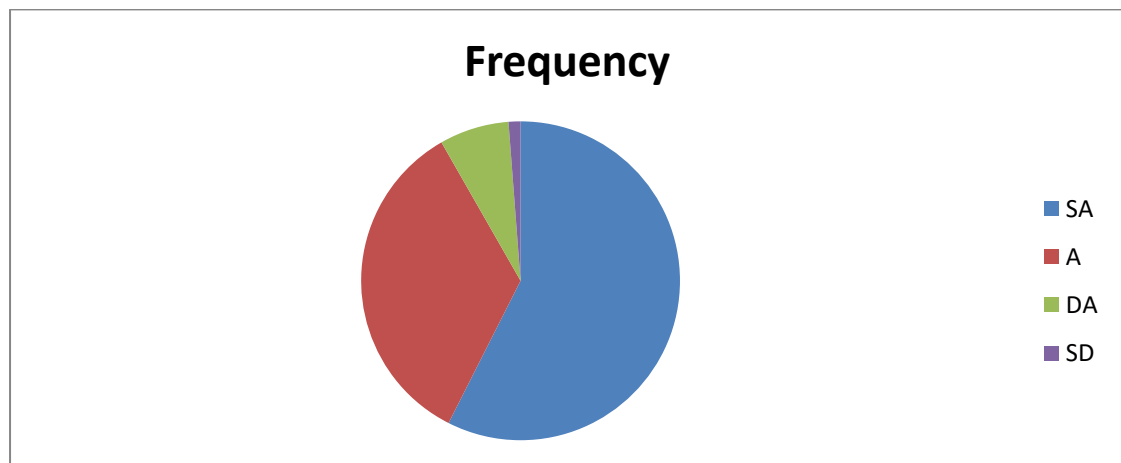


Table 4.2.26 Supportive institution

		Level	Frequency	Percentage	Mean
26	A supportive institutional environment can empower female students to reach their full potential.	SA	106	30	3.41
		A	140	40	
		UD	0	0	
		DA	56	16	
		SD	46	14	
	Total		348	100	

Undergraduate students showed a 30% strong agreement, 40% agreement, 0% uncertainty, 16% disagreement, and 14% severe disagreement, as shown in Table No. 4.2.26. An estimated mean score of 3.14 was assigned to this statement.

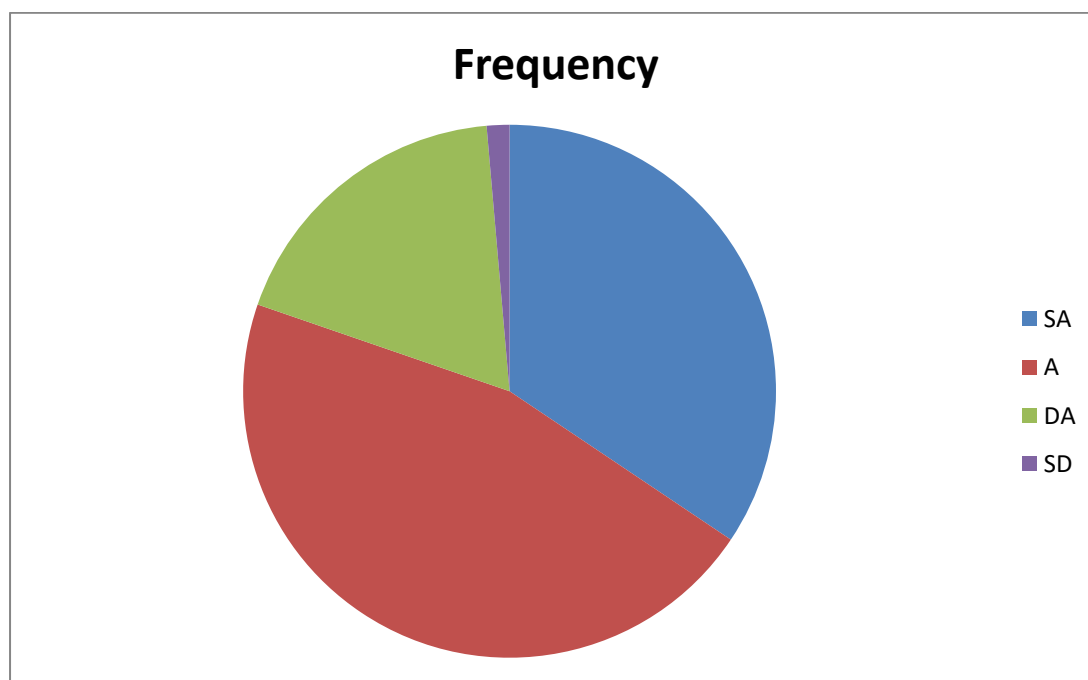


Table 4.2.27 Creating safe spaces

	Level	Frequency	Percentage	Mean
Creating safe spaces for female students to express themselves can enhance their confidence.	SA	129	37	3.51
	A	92	26	
	UD	0	0	
	DA	84	24	
	SD	43	13	
Total		348	100	

As per Table No. 4.2.27, out of the students, 37% selected the highly agree option, 26% selected agree, 0 selected undecided, 24% selected disagree, and 13% selected strongly disagree. An estimated mean score of 3.51 was assigned to this statement.

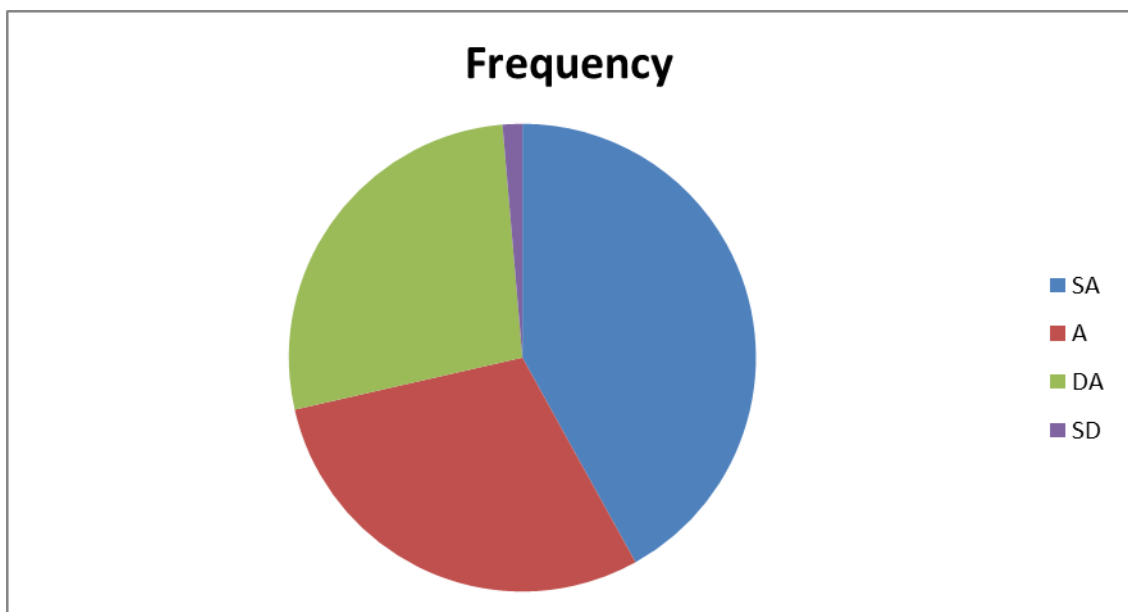


Table 4.3

Mean and standard deviation of role of institution enhance female confidence scale (n=348)

Sr. No.	Variable/Scale	<i>N</i>	<i>M</i>	<i>SD</i>
1.	Role of institution enhance female confidence scale	348	3.29	.431

According to Table 4.3, the role of institutions in boosting female confidence scale has a weighted mean value of (3.29), with a standard deviation of (.431). This suggests that the role of institutional environments in boosting female students' self-confidence at the university level is moderate. It follows that the majority of participants believed that the institutional environment had a moderate impact on raising female students' self-confidence at the university level.

Table 4.4

Mean and standard deviation of role of institution enhance female confidence strategies dimensions (n=348)

Variable/Subscale	<i>M</i>	<i>SD</i>
Institutional environment Laws and policies	3.07	.597
Build Self confidence in female students	3.29	.586
Female students feel included and valued	3.56	.580

Table 4.4 showed that the majority of participants perceived the most effective strategy for female students to feel included and valued was discipline keeping ($M = 3.56$), followed by building self-confidence in female students ($M = 3.29$). While most of the participants perceived the least effective strategy for institutional environment laws and policies was ($M = 3.07$), The majority of participants remained neutral and uncertain about the role of institutions in enhancing female confidence among university-level students at BZ University and Women University.

Table 4.5

Description Statistics

Part 1 Institutional environment Laws and policies

Statements	Mean	Standard Deviation
Institution Implement policies that ensure equal opportunities for women.	3.45	1.28
Institution Promote diversity and inclusion within the organization, fostering and environment where women feel valued and respected.	3.44	1.53
Institution establishes mentorship and sponsorship programs that connect female students.	3.93	0.98
Institution offer training programs and skill development opportunities that empower women.	3.75	1.40
Institution promotes a healthy work-life balance, which can boost confidence by reducing stress and burnout.	4.24	1.14
Institution ensure that the achievements and contributions of women are recognized and celebrated within the institution	4.13	1.15
Institution encourages leadership that is supportive of women's professional growth.	4.29	0.79
Students are free to consult teachers after class in case students do not understand a concept.	3.27	1.38
Institutional environment is helpful for study and also helpful for women confidence level.	4.53	0.53

Table No 4.5 depicts that 4 items (5, 6, 7, and 9) show high level of acceptance on the part of students. However 12 statements (1, 2, 3, 4, and 8) acceptance level was moderate degree of acceptance.

Table 4.5.1

Part 2 Build Self confidence in female students

Statements	Mean	Standard Deviation
Teacher gives extra work to enhance understanding in subject they teach.	4.18	1.17
Teacher encourages me when I perform well in class.	3.79	0.94
Teacher ensures that female students have the same opportunities as male students.	3.70	1.37
Teacher provides constructive and positive feedback to boost their confidence and motivation.	3.85	1.00
Teachers create a safe and supportive environment where female students feel comfortable.	4.11	1.01
Teachers don't allow male students to interrupt female students when they are speaking.	4.26	0.81
Teachers ensure that female students participate all the activities in the class.	3.82	1.02
Teacher provides a supportive and engaging learning environment for female students.	4.11	1.34
Teacher enables students to identify personal interest and values by supporting their freedom of choice.	4.14	0.99
Teacher encourages female students to visualize their goals.	3.85	1.22

Table No 4.5.1 shows that 4 items (10, 14, 15, 17, and 18) show high level of acceptance on the part of students. However 12 statements (11, 12, 13, 16, and 19) acceptance level was moderate degree of acceptance.

Table 4.5.2

Part 3 Female students feel included and valued

Statements	Mean	Standard Deviation
A welcoming and inclusive campus environment fosters higher level of confidence among female students.	3.97	1.26
Encouraging female students to express their opinions in the classroom cultivates confidence.	3.95	1.17
Collaborative learning environment foster confidence among female students.	3.94	1.21
Engagement in research and innovation opportunities builds confidence in female students.	3.08	1.37
Encouraging female students to take part in extracurricular activities can boost their self- confidence.	4.39	0.75
Celebrating the achievement of female students can inspire confidence and motivation.	4.37	0.95
A supportive institutional environment can empower female students to reach their full potential.	3.41	1.40
Creating safe spaces for female students to express themselves can enhance their confidence.	3.51	1.49

Table No 4.5.2 shows that 4 items (24 and 25) show high level of acceptance on the part of students. However 12 statements (20, 21, 22, 23, 26, and 27) acceptance level was moderate degree of acceptance.

Table 4.6

T-test to find out difference in extent of students' role of institution enhance female confidence strategies with regard to Natural and Social Science Department

	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.(p)</i>
Institutional environment Laws and policies	SS Students	152	3.05	.596	.572	346	.568
	NS Students	196	3.09	.599			
Build Self confidence in female students	SS Students	152	3.23	.573	1.699	346	.090
	NS Students	196	3.34	.593			
Students feel included and valued	SS Students	152	3.58	.572	.467	346	.641
	NS Students	196	3.55	.589			
Overall ESC strategies	SS Students	152	3.26	.419	1.056	346	.292
	NS Students	196	3.32	.440			

Table 4.6 showed an independent sample t-test was conducted to for Institutional environment Laws and policies subscale, there was no statistically significant difference found in mean scores for natural sciences department female students ($M=3.09$, $SD=.599$) and social sciences department female students ($M=3.05$, $SD=.596$); $t(298) = .572$, $p > 0.05$. Conclusion: Departments have little influence on institutional environment laws and regulations, as indicated by the almost equal mean quantity ratings of SS department participants' replies compared to NS department participants.

The mean scores for female students in the natural sciences department ($M=3.34$, $SD=.593$) and the social sciences department ($M=3.23$, $SD=.573$) on the subscale measuring female students' self-confidence were not statistically different; $t(298) = 1.699$, $p > 0.05$. It is determined that department has no effect because the

mean extent of replies from SS department participants was almost equal to that of NS department participants.

The mean scores of students in the NS department ($M = 3.55$ $SD = .589$) and participants in the SS department ($M = 3.58$ $SD = .572$) for the strategy of "female students feel included and valued" did not vary statistically significantly; $t(298) = .467$, $p > 0.05$. It is determined that departments had no effect since participants in the SS department's mean valued strategy measurement was nearly identical to that of the NS department.

The mean scores of NS department participants ($M = 3.32$ $SD = .440$) and SS department participants ($M = 3.26$ $SD = .419$) on the overall Enhancing self-confidence techniques scale did not vary statistically significantly; $t(298) = 1.056$, $p > 0.05$. Since the mean statistics for the participants in the NS department's overall Enhancing self-confidence tactics were nearly identical to those of the SS department, it can be argued that department has no bearing.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

Finding out how the institutional environment affects university students' confidence was the aim of this study. Following the reporting of the data analysis in chapter four, this chapter included a summary, the findings, recommendations, and conclusions. Chapter five is further explained in the following:

5.1 Summary

The primary goal of the study was to determine how the institutional environment affects university students' confidence. The study had a descriptive design and was quantitative in character. The study was restricted to female undergraduate students from Women University and Bahauddin Zakriya University who were majoring in the social sciences (BS Education and Economics) and natural sciences (BS Botany and Zoology). The population was consisted of all undergraduate students at the Women University and Bahauddin Zakriya University. A list on the websites of both institutions showed that there were 355 female students studying natural sciences (BS Botany and Zoology department) and 248 female students studying social sciences (BS Education and Economics department).

The student list from Women University and Bahauddin Zakriya University's websites was used to create a sampling frame, which was then used to choose the study's sample. Using a stratified random selection technique, the study's sample was selected. 196 students from 355 natural science departments and 152 students from 248 social science departments made up an appropriate sample. The study's sample therefore consisted of 196 students from the scientific sciences and 152 students from the social sciences.

In the current study, a self-developed questionnaire was used. The questionnaire was made of twenty-seven items and three criteria. There were three sections to the questionnaire. The first portion, which consists of nine items and has a moderate mean score of 3.07, assesses the laws and policies of institutions. The

second section comprised ten statements aimed at assessing female students' awareness of their personal strength and confidence-building; the mean score for this section was 3.29. The third section comprised eight statements designed to identify an institutional setting where female students feel appreciated and included; the mean score for this section was 3.56. For every questionnaire, validation and pilot testing were done. Students themselves provided the information. The null hypotheses were also tested using deductive statistics, such as the T-test.

5.2 Findings

A study instrument consisting of a self-developed questionnaire was created to determine the degree to which the institutional environment of university students contributes to their enhanced confidence. Three sections totaling 27 items were completed by the students on the questionnaire.

Below are the conclusions that were reached after looking over the students' questionnaire.

- “Institution Implement policies that ensure equal opportunities for women”. As indicated by their mean score of 3.45 and the employment of female students, the institutional environment has a positive impact in boosting students' confidence.
- “Institution Promote diversity and inclusion within the organization, fostering and environment where women feel valued and respected”. According to their mean score of 3.44 and the fact that this assertion was true for employed female students, the institutional environment has a positive impact in boosting students' confidence.
- “Institution establishes mentorship and sponsorship programs that connect female students”. The fact that female students were employed and their mean score of 3.93 both attest to the superior impact that the institutional environment plays in boosting students' confidence.
- “Institution offer training programs and skill development opportunities that empower women”. As indicated by their mean score of 3.75 and the use of this statement among female students, the institutional environment has a positive impact in enhancing students' confidence.

- “Institution promotes a healthy work-life balance, which can boost confidence by reducing stress and burnout”. According to their mean score of 4.24 and the fact that more female students were hired, the institutional environment had a larger impact in enhancing students' confidence.
- “Institution ensures that the achievements and contributions of women are recognized and celebrated within the institution”. Their mean score of 4.13 and the employment of female students support the idea that the institutional environment plays a stronger role in enhancing students' confidence.
- “Institution encourages leadership that is supportive of women’s professional growth”. Their mean score of 4.29 and the fact that more female students were hired support the idea that the institutional environment plays a stronger role in boosting students' confidence.
- “Students are free to consult teachers after class in case students do not understand a concept”. As indicated by their mean score of 3.27 and the use of this statement among female students, the institutional environment has a positive impact in enhancing students' confidence.
- “Institutional environment is helpful for study and also helpful for women confidence level”. According to their mean score of 4.53 and the fact that more female students were hired, the institutional environment had a larger impact in enhancing students' confidence.
- “Teacher gives extra work to enhance understanding in subject they teach”. As demonstrated by their mean score of 4.18 and the employment of female students, the institutional environment had a larger role in enhancing students' confidence.
- “Teacher encourages me when I perform well in class”. As demonstrated by their mean score of 3.79 and the use of this statement among female students, the institutional environment has a positive impact in enhancing students' confidence.
- “Teacher ensures that female students have the same opportunities as male students”. As demonstrated by their mean score of 3.70 and the employment of

female students, the institutional environment has a positive impact in enhancing students' confidence.

- “Teacher provides constructive and positive feedback to boost their confidence and motivation”. Given their mean score of 3.85 and the fact that more female students were employed, the institutional environment has a positive impact in boosting students' confidence.
- “Teachers create a safe and supportive environment where female students feel comfortable”. According to their mean score of 4.11 and the fact that more female students were hired, the institutional environment had a larger impact in enhancing students' confidence.
- “Teachers don’t allow male students to interrupt female students when they are speaking”. According to their mean score of 4.26 and the fact that more female students were hired, the institutional environment had a larger impact in enhancing students' confidence.
- “Teachers ensure that female students participate all the activities in the class”. As demonstrated by their mean score of 3.82 and the employment of female students, the institutional environment has a positive impact in enhancing students' confidence.
- “Teacher provides a supportive and engaging learning environment for female students”. As demonstrated by their mean score of 4.11 and the employment of female students, the institutional environment had a larger role in enhancing students' confidence.
- “Teacher enables students to identify personal interest and values by supporting their freedom of choice”. As demonstrated by their mean score of 4.14 and the employment of female students, the institutional environment had a larger role in enhancing students' confidence.
- “Teacher encourages female students to visualize their goals”. As demonstrated by their mean score of 3.85 and the employment of female students, the institutional atmosphere has a positive impact in enhancing students' confidence.
- “A welcoming and inclusive campus environment fosters higher level of confidence among female students”. According to their mean score of 3.97 and

the fact that more female students were hired, the institutional environment had a larger impact in enhancing students' confidence.

- “Encouraging female students to express their opinions in the classroom cultivates confidence”. According to their mean score of 3.95 and the fact that more female students were hired, the institutional environment had a larger impact in enhancing students' confidence.
- “Collaborative learning environment foster confidence among female students”. Their mean score of 3.94 and the employment of female students support the idea that the institutional environment plays a stronger role in enhancing students' confidence.
- “Engagement in research and innovation opportunities builds confidence in female students”. As indicated by their mean score of 3.08 and the employment of female students, the institutional environment has a positive impact in enhancing students' confidence.
- “Encouraging female students to take part in extracurricular activities can boost their self- confidence”. As demonstrated by their mean score of 4.39 and the employment of female students, the institutional environment had a superior role in enhancing students' confidence.
- “Celebrating the achievement of female students can inspire confidence and motivation”. As demonstrated by their mean score of 4.37 and the employment of female students, the institutional environment had a superior role in enhancing students' confidence.
- “A supportive institutional environment can empower female students to reach their full potential”. The statement among employed female students indicates that the institutional atmosphere plays a positive impact in enhancing their confidence, as seen by their mean score of 3.41.
- “Creating safe spaces for female students to express themselves can enhance their confidence”. As demonstrated by their mean score of 3.51 and the employment of female students, the institutional environment has a positive impact in enhancing students' confidence.

5.3 Discussion and Conclusion

The results of this study led to the following deductions:

The researcher set criteria in chapter three on the "level of self confidence" in the student-completed questionnaire regarding the institutional environment's influence in enhancing female students' self-confidence at the university level. It was determined that the role of institutional environment play important role to enhance students confidence was good (mean=3.29). The questionnaire consisted of three parts. The first part is about evaluating the laws and policies of institutions, and this section comprises nine statements and received mean score (3.07) was moderate level.

The second part consisted of 10 statements to determine awareness of personal strength and build confidence in female students was received mean score 3.29 and the third part consisted of eight statements to recognize an institutional environment where female students feel included and valued received mean score (3.56). When comparing the mean scores of participants in the NS department ($M= 3.32$ $SD=.440$) and SS department ($M= 3.26$ $SD=.419$) regarding enhancing confidence, an independent sample t-test was used. The results showed no statistically significant difference; $t(298) = 1.056$, $p > 0.05$. Department did not appear to have an impact, since the average statistics for the participants in the NS department's overall Enhancing self-confidence tactics were nearly identical to those of the SS department.

The study's results aligned with the findings of Wenglinsky's 2001 investigation. Students' academic progress and performance are positively impacted by their institutional environment. The educational atmosphere in institutions has influenced students' learning, development of character, significant role in society, and ethical and emotional growth. Students benefit from the good activities that the school environment encourages them to participate in. Students grow into helpful, kind, responsible, truthful, and well-mannered individuals as a result of the supportive school environment. They also learn to resolve behavioural issues and refrain from using foul language and violence. Because education is essential to surviving in society, this study highlights the benefits of education.

School environment is supportive in student character building, respectful relationship with peers and adults at school and out of school. Which students have good experiences in school life become more motivated, active and engage our self in

learning process? Those students are in touch with teachers and participate in different activities (Eric, 2005). Another study explored that though the institutional environment and scholastic execution is of much importance yet the location of the institution is another important factor for students motivation and for increasing their affiliation feelings with institution (Arul & Vimala, 2012; Onukwo, 2004).

The study describes the factors of institutional environment. Location of institution is one of the factors that affected students' academic performance. Sometime educational institutions are located near by the noisy area or sited in the center of a city where goings-on disturb the education of the students. Student academic performance depends on institutional environment, if institutions fulfill the needs like institution's placement, school place of piece and school climate (Barry, 2005). Significance of this study was based on teaching skill, climate, financial status and student performance (Hoy, Kottkamp & Rafferty, 2003). Ideal institutional environment is included understudy security physical space, scholastic environment and understudy medical problems underpin physical wellbeing (Barry, 2005).

The quality that allows a person to have a realistic or positive perception of themselves or their circumstances is known as self-confidence (self-construct) (Sieler, 1998). It is a huge determinant of whether someone's potential is realised and relates to their anticipation about their capacity to do a task in a particular circumstance (Stevens, 2005). Put differently, an individual possessing strong self-confidence is willing to persevere in his pursuits because he has a realistic assessment of his own talents. The degree of students' self-confidence in their ability to learn has been investigated by different researchers in light of additional variables.

For instance, Laird (2005) has studied diversity as the theoretical framework in their study and an influencing factor for students' self-confidence and studying college students' experiences with diversity and their effects on their self-confidence, social agency and disposition toward critical thinking. In his investigation into the effects of drama education on students' self-confidence and problem-solving abilities in elementary school, Palvan (2017) found that both before and after drama education, students' levels of self-confidence and problem-solving abilities were low. theatre education was found to enhance students' self-confidence and problem-solving abilities, and the researcher recommends that teachers incorporate theatre education into their lessons.

On the other hand, Colbeck, Cabrera, & Terenzini (2001) have studied learning professional confidence, linking teaching practices, students' self-perceptions, and gender. They have found that teaching practices are an influencing factor for students' self-confidence rather than students' background characteristics. Still, Pulford, and Sohal's (2006) study measured each student's unique learning profile in order to investigate the degree of self-confidence that students had in their academic acumen. The study's conclusions demonstrated that the biggest elements impacting students' academic confidence and having an impact on their confidence are their attentiveness, integrity, and perfectionistic mindset.

5.4 Recommendation

- All the academic classes should be planned to create a better environment that has a positive impact on university students.
- University teachers should focus student development in the classroom and outside the classroom.
- Universities should organize different events that enhance students' self-confidence.
- Teachers should conduct different activities that enable students to improve their communication skills.
- The institution should provide a supportive and inclusive learning environment for low-confidence female students.

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APPENDIX 1

Questionnaire for Students

Dear Sir/Madam,

I am M.Phil scholar in The Women University Multan. I am working on the thesis entitled as “**Role of institutional environment in enhancing confidence among female students at university level**” . You are included in the sample of study. Your precious views will be highly valuable for me. The data provided by you will be kept confidential and will serve only research purpose.

Thanking you in anticipation.

Demographic information

Name: optional _____

Department: _____

University: _____

Qualification :(1) BS----- (2) M.A-----/M.Sc -----

Given below are some statements. Please tick (✓) the appropriate level of agreement.

Strongly Agree	SA	=	1
Agree	A	=	2
Undecided	UD	=	3
Disagree	DA	=	4
Strongly disagree	SDA	=	5

Institutional environment Laws and policies of institutions

Sr. #	Statements	SA	A	UD	SDA	DA
1	Institution Implement policies that ensure equal opportunities for women.					
2	Institution Promote diversity and inclusion within the organization, fostering an environment where women feel valued and respected.					
3	Institution establish mentorship and sponsorship programs that connect female students.					
4	Institution offer training programs and skill development opportunities that empower women.					
5	Institution promote a healthy work-life balance, which can boost confidence by reducing stress and burnout.					
6	Institution ensure that the achievements and contributions of women are recognized and celebrated within the institution					
7	Institution encourage leadership that is supportive of women's professional growth.					
8	Students are free to consult teachers after class in case students do not understand a concept.					
9	Institutional environment is helpful for study and also helpful for women confidence level.					
Build Self confidence in female students						
10	Teacher give extra work to enhance understanding in subject they teach.					
11	Teacher encourage me when I perform well in class.					
12	Teacher ensure that female students have the same opportunities as male students.					
13	Teacher provide constructive and positive feedback to boost their confidence and motivation.					

ROLE OF INSTITUTIONAL ENVIRONMENT IN ENHANCING CONFIDENCE AMONG FEMALE STUDENTS AT UNIVERSITY LEVEL

14	Teachers create a safe and supportive environment where female students feel comfortable.					
15	Teachers don't allow male students to interrupt female students when they are speaking.					
16	Teachers ensure that female students participate all the activities in the class.					
17	Teacher provide a supportive and engaging learning environment for female students.					
18	Teacher enable students to identify personal interest and values by supporting their freedom of choice.					
19	Teacher encourage female students to visualize their goals.					
Female students feel included and valued						
20	A welcoming and inclusive campus environment fosters higher level of confidence among female students.					
21	Encouraging female students to express their opinions in the classroom cultivates confidence.					
22	Collaborative learning environment foster confidence among female students.					
23	Engagement in research and innovation opportunities builds confidence in female students.					
24	Encouraging female students to take part in extracurricular activities can boost their self- confidence.					
25	Celebrating the achievement of female students can inspire confidence and motivation.					
26	A supportive institutional environment can empower female students to reach their full potential.					
27	Creating safe spaces for female students to express themselves can enhance their confidence.					



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