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## **Title**

**Exploring Students' and Teachers' Views on the Impact of  
Self-belief on the Dissertation Journey in the Department  
of English at the University of Tizi-Ouzou**

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## **Dedications**

A special feeling of gratitude to my dear parents, sisters, family, close friends, and binomial.

**Tinhinane**

To my beloved parents, sisters, brother, friends, binomial, and two cats. Your support has been my guiding light throughout this journey.

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### Abstract

The present study explored teachers' and students' views on the impact of self-belief on the dissertation journey, taking the Department of English at the University of Tizi- Ouzou as a case study. It aimed to investigate and understand the perspectives of both Master 2 students and dissertation supervisors regarding the impact of self-belief on the dissertation journey, using Bandura's Reciprocal Determinism framework (1977) within his Social Cognitive Theory as a theoretical foundation. It also attempted to identify the factors that contribute to the development and maintenance of students' self-belief during the dissertation process. Moreover, it endeavoured to uncover the strategies students and teachers use to enhance self-belief throughout this dissertation journey. To achieve these aims, a mixed- methods approach was employed, combining both quantitative and qualitative methods of data collection and analysis. To collect quantitative data, an online questionnaire was designed using Google Forms and distributed to Master 2 students; the collected data were analyzed using descriptive statistics. In addition, qualitative data were collected relying on interviews conducted face-to-face and via email with teachers or dissertation supervisors, and analyzed using Qualitative Content Analysis (QCA). The results revealed that self-belief has a significant positive impact on Master 2 students during the preparation of their dissertations, highlighting various factors influencing self-belief according to both students and teachers. Moreover, the findings exposed diverse strategies recommended by the study participants to enhance self-belief throughout the dissertation process. This study provided insights into how self-belief affects the dissertation process and suggested future research directions.

**Keywords:** dissertation journey, self-belief, social cognitive theory, students' and teachers' views.

### **List of Abbreviations**

**APA:** American Psychology Association

**EFL:** English as a Foreign Language

**MMUTO:** Mouloud Mammeri University of Tizi-Ouzou

**PhD:** Doctor of Philosophy

**QCA:** Qualitative Content Analysis

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## **Statement of the Problem**

The dissertation is the last requirement for obtaining a master's degree. It is one of the most rewarding experiences a graduate student can have, but it is a challenging and demanding process that requires students to be perseverant and resilient. Indeed, according to Murray (2001), writing a dissertation "is a far bigger project than most students will ever have undertaken before. It requires more independent study, more self-motivation" (p. 2). In addition, composing a dissertation calls for self-belief.

Self-belief refers to the confidence and faith that a person has in himself and his abilities. This belief in one's skills, knowledge, and potential is crucial for succeeding in various aspects of life, especially in the academic context, providing students the push and motivation they need to succeed. Moreover, self-belief helps students overcome self-doubt and fear of failure, allowing them to fully engage with their academic work. It helps to navigate through the ups and down of the academic journey and stay focused on their goals. Murray (2006) states that "if you are confident about something you don't worry about its outcomes; you just take for granted that it will go well" (p.53). A strong sense of self-belief often leads to higher level of self efficacy, which is vital in educational endeavours. In his book *Self-efficacy: The Exercise of Control*, Albert Bandura (1997) brought attention to the significance of self-belief, which he referred to as self-efficacy. He argued that individuals with high self efficacy tend to approach challenges with confidence, persistence, and a belief in their abilities to succeed. Overall, self-belief is the key element for a successful academic career.

Some studies have investigated the role of self belief in the academic context. One of these studies *Students' Self-confidence during the COVID-19 Pandemic: The Case of Third-year EFL Students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou* which was conducted by Farid Bouhadad and Nawal Oukaci in 2022. The study

explored students' self-confidence during the COVID-19 pandemic. More specifically, it examined teachers' and students' perceptions of the impact of the COVID-19 pandemic on students' self-confidence. The findings revealed that the pandemic did not impact students' self-confidence, implying that their confidence levels remained constant prior to the pandemic outbreak.

In the context of writing dissertations, Asma Arab and Fatna Abdelmalek (2018) delved into Master 2 students' anxiety in the preparation of their dissertations at Tlemcen University, *Students' Anxiety in the Preparation of their Dissertation: Case of EFL Master II Students at Tlemcen University*. According to the findings, the majority of Master 2 students experienced a certain level of anxiety. Various factors, such as lack of knowledge, lack of confidence, fear of failure, time constraints, and discussion with supervisors, contributed to students' anxiety and negatively impacted their dissertation performance.

Previous research primarily focused on other psychological factors, like anxiety, that could affect the dissertation journey or just investigated self-belief in other areas of research. However, to our knowledge, no research has studied the impact of students' self-belief on the dissertation journey. EFL Master 2 students at the University of Tizi-Ouzou conduct research and write a dissertation as a prerequisite for a master's degree. This journey is challenging, requiring students to manage their time and remain motivated and confident. The importance of self-belief, or confidence in one's own abilities, in the dissertation journey remains relatively understudied. In addition, while teachers or supervisors play a crucial role in helping and guiding students during their dissertation journey, there is a lack of research on their perceptions of the role and impact of self-belief on the dissertation process. Therefore, the main issue of this study is the necessity of exploring teachers' and Master 2 students' views on the impact of self-belief on the dissertation journey.

### **Aims and Significance of the Study**

This study aims to investigate and understand the views of both EFL Master 2 students and teachers (supervisors) regarding the impact of self-belief on the dissertation journey, using Banduras' Social Cognitive Theory as a theoretical foundation. More specifically, the study strives to determine how teachers and Master 2 students in the Department of English at the University of Tizi-Ouzou view the role and impact of self-belief on the dissertation journey. In addition, it attempts to identify the factors that contribute to the development and maintenance of students' self-belief during the dissertation process. Furthermore, it intends to reveal the strategies students and teachers use to enhance self-belief throughout this journey.

This study is worth investigating since it examines how self-belief impacts the dissertation journey and strives to understand how both students and teachers view this influence. Moreover, it provides insights into the elements that lead to a successful dissertation which is an advance to the field of education. This research can also inform educational practices to enhance students' self-belief.

### **Research Questions and Hypotheses**

To achieve the stated objectives, the following research questions need to be answered:

1. How do teachers and master 2 students in the Department of English at the University of Tizi-Ouzou view the impact of self-belief on the dissertation journey?
2. What factors contribute to the development and maintenance of students' self-belief during the dissertation process?
3. What strategies do teachers and Master 2 students use to enhance self-belief during the dissertation journey?

To answer these questions, three hypotheses are suggested:

1. Teachers and Master 2 students in the Department of English at the University of Tizi-Ouzou view that self-belief positively influences the dissertation journey.

2. Factors like time management, supervisor's support, and availability of resources contribute to the development and maintenance of students' self-belief during the dissertation journey.

3. Teachers and Master 2 students use strategies, such as seeking and providing frequent and constructive feedback, setting achievable goals, time management, and positive self-talk, to enhance self-belief during the dissertation journey.

### **Research Techniques and Methodology**

In order to reach the above-mentioned objectives, answer the research questions, and test the study hypotheses, a mixed-method approach that combines quantitative and qualitative methods of data collection and analysis is used. Quantitative data are collected using an online questionnaire administered to seventy three Master 2 students in the Department of English at the University of Tizi-Ouzou, whereas qualitative data are gathered using face-to-face and email interviews conducted with eight teachers who have experience supervising master's dissertations. The quantitative data are analyzed using descriptive statistics, such as percentages, and presented in diagrams and tables. The qualitative data are analyzed using Qualitative Content Analysis (QCA), allowing for the identification of key themes and patterns.

### **Structure of the Dissertation**

The dissertation is structured following the traditional simple model, with four main chapters in addition to a General Introduction and a General Conclusion. It begins with a general introduction that provides an overview of the topic and includes the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology, and the structure of the dissertation. The first chapter, labelled 'Review of the Literature', is theoretical in nature. It identifies the key concepts related to our research and presents the theoretical framework of the study. The second chapter is concerned

with the ‘Research Design and Methodology’; it provides information about the procedures of data collection and data analysis. The third chapter, ‘Presentation of the Findings’, presents the results of the study, and includes the analysis of data gathered via questionnaire and interview. The last chapter, ‘Discussion of the Findings’, is a discussion and interpretation of the results. The dissertation ends with a general conclusion that summarizes the main study findings, highlights the main limitations of the study, and suggests new areas for research. The dissertation is structured and formatted following APA style dissertation guidelines, including format for tables, diagrams, headings, and page numbers.

## **Introduction**

This chapter is concerned with the review of the literature related to this research. It is divided into four sections. The first section defines self-belief, differentiates it from the related concepts of self-efficacy and self-confidence, highlights the importance of self-belief in the language learning process, and clarifies the relationship between self-belief and academic performance. The second section is concerned with self-belief in the dissertation journey. The third section deals with the review of the literature about the impact of self-belief and the related constructs of self-confidence and self-efficacy on students' learning. Finally, the fourth section is devoted to the theoretical framework of the research, which is Bandura's Social Cognitive Theory and its factors of reciprocal determinism.

### **I.1. Self-belief**

#### **I.1.1. Definition of Self-belief**

According to Hailikari et al. (2008), a factor "widely accepted to influence learning from a motivational point of view is student self-belief" (p. 61). They defined self-belief as the conviction that an individual has in his/her own capacities and attributes, both personally and academically. Self-belief is the conviction in one's own abilities; it is the belief that a person has enough knowledge and possesses the necessary skills to achieve goals. It is the trust individuals have in themselves; it plays a vital role in their success in general. In the educational context, Brown (2001) says that "at the heart of all learning is a person's belief in his or her ability to accomplish the task" (p.61). Self-belief is one of the key elements that play a vital role in academic pursuit and empowers students to trust their full potential and overcome obstacles during their educational journey and achieve success. When students believe in their ability to accomplish a task, they develop the capability to perform it effectively.

### **I.1.2. Self-belief and the Related Constructs of Self-efficacy and Self-confidence**

Self-belief, self-efficacy, and self-confidence are related concepts; however, they have different meanings. Self-belief refers to the core or fundamental belief in one's capacities to succeed in general. For instance, an individual with a strong self-belief has a strong conviction to succeed regardless of the encountered challenges.

Self-efficacy is the trust in one's capacity to accomplish a specific task. As Bandura (1994) states: "perceived self-efficacy comes from the trust in one's capacity to accomplish the required courses of action to manage different life situations" (p.2). Self-efficacy depends on the task or context, which means an individual can show high self-efficacy in their ability in a specific domain or activity while showing low self-efficacy in another. Indeed, as stated by Limenbrink and pintrich (2003), "Self-efficacy is distinctive from self-confidence in that it refers to beliefs that are much more specific and situational judgments of capabilities" (p.121).

Self-confidence is the trust in one's ability to succeed. Malureanu et al. (2021) define self-confidence as "a person's professed capability to tackle situations effectively on his own without leaning on others and to have constructive self-evolution" (p.3). In summary, we can say that self-confidence is a broader concept that includes both self-belief and self-efficacy. That is to say, self-belief and self-efficacy are specific concepts that contribute to the overall self-confidence.

### **I.1.3. The Importance of Self-belief in the Language Learning Process**

According to Odiri (2021), "Self-belief in someone's capability is an important component in learning. Someone who doubts his/her capability or ability may not succeed in accomplishing a given task" (p.288). In the process of language learning, self-belief plays an important role. It can contribute to students' progress and success. To master a new language, a strong belief in one's abilities can serve as a powerful motivator and can have a positive

impact on students' language learning journey. When it comes to learning a new language, self-belief helps students face various difficulties. Moreover, it provides learners with the strength and motivation needed to push through the ups and downs of the academic journey, enabling them to stay determined and engaged. Indeed, Akbari and Sahibzada (2020) found that students who believe in themselves tend to be more active participants in class, enjoy the learning process, do not stress too much about tests, feel more comfortable with their teachers and classmates, and are not shy about sharing their opinions. The researchers also found that low self-belief can lead to fear, timidity, and reluctance to express opinions. Furthermore, self-belief helps students overcome the fear of making mistakes and motivates them to embrace the idea that mistakes are essential when learning a new language.

#### **I.1.4. The Relationship between Self-belief and Academic Performance**

According to Hailikari et al. (2008), "academic self-belief may...play a key role in predicting academic success" (p.59). Indeed, research has shown a positive connection between self-belief and students' academic performance or achievement. As observed by Purkey (1970), research has revealed a definite relationship between a student's achievement in school subjects and his/her level of self-concept. Students with high levels of self-belief tend to have high grades and perform better in exams. On the other hand, students with low self-belief may doubt their abilities, feel anxious about their performance, and may be more likely to give up when faced with difficulties. Wiggins et al. (1994). The connection between self-belief and academic performance is essential.

Self-belief plays a big role in how well students do in school. Students who believe in themselves and their abilities tend to do better academically compared to those who doubt themselves. This is because self-belief affects many aspects of a student's academic journey, like their motivation, determination, ability to set goals, and their overall attitude towards learning. For instance, motivation, which is an important element in the academic journey,

depends on the belief students have in their capabilities and capacities. Additionally, self-belief helps students set goals that push their boundaries as it enables them to tackle different academic tasks effectively. Finally, it impacts resilience and persistence. For example, students who have a high sense of self-belief view failure as an opportunity to start over with new techniques and effectively persist in their efforts. All these combined components of self-belief impact students positively during their academic journey. In a study by Iqbal Bhat (2022) about the impact of self-confidence on students' academic achievements, he argued that self-belief permits students to perceive themselves, their circumstances in a realistic and positive way, as it affects their way of planning, anticipating and the outcomes.

## **I.2. Self-belief in the Dissertation Journey**

### **I.2.1. Significance of Self-belief in the Dissertation Journey**

Writing a master's dissertation is one of the most challenging stages of students' academic journey. Students have to complete and submit their dissertations within a limited time. To overcome the encountered challenges, students need to have a strong sense of self-belief. As stated by Bandura (1977a), the belief in one's own capacities to perform successfully can help a person to achieve his/her goals. Therefore, we can say that self-belief is a key factor that plays a crucial role during the dissertation process, from selecting a research topic to the oral defense.

Zhao et al. (2021) assert that "Students who are confident in their academic abilities will put more effort into academic tasks, while those who lack self-confidence will be less engaged in their studies and are more likely to give up." (p. 2). In the context of master's dissertations, a strong sense of self-belief can provide students with the motivation needed to avoid fear of failure, self-doubt, and obstacles in general. Moreover, self-belief can cultivate resilience, empowering students to overcome obstacles and helping them stay focused during the complexities and difficulties of the dissertation journey. On the contrary and based on

what is said by Zhao et al. (2021), students who do not believe in themselves and their academic abilities will put less effort, become less engaged in their dissertation journey, and more likely give up.

### **I.2.2. Factors Influencing Self-belief during the Dissertation Journey**

Students' self-belief can be influenced by several factors, such as motivation, anxiety, time pressure, feedback and support, procrastination, and writing challenges.

#### ***I.2.2.1. Motivation***

The first factor that can influence self-belief is motivation. Schunk et al. (2014) state that "motivation is the process whereby goal-directed activities are investigated and sustained." (p.5). Moreover, Gardner (1985) explains the concept of motivation as "a combination of effort plus desire to achieve a goal plus favourable attitudes towards the goal to be accomplished." (p.11). Motivation is important throughout the dissertation journey; As it helps students keep a positive mindset and acts as a push to overcome challenges, which in turn enhance their self-belief. Self-belief is closely related to motivation (Pintrich & Schunk, 2002). In the context of master's dissertations, motivation plays a vital part in enhancing students' self-belief. To be more specific, motivation pushes students to embark on this challenging journey. The dissertation journey can be lengthy and demanding, and motivation keeps students focused, committed, and engaged in this process, reinforcing their beliefs in their abilities.

#### ***I.2.2.2. Anxiety***

Anxiety can impact students' self-belief during the dissertation journey. Anxiety can be situation-specific, which means being anxious in a particular situation, for instance, while preparing a master's dissertation. It can either positively or negatively influence self-belief. High anxiety levels can negatively affect students' self-belief during this challenging journey. According to Owen (2012), "Anxiety can negatively affect the academic

performance. Therefore, students with high level of anxiety show a low level of academic achievement.” (p.32).During the dissertation journey, students can experience high anxiety due to time constraints and pressure, leading to self-doubt. Managing anxiety is crucial to maintain a positive self-belief and face challenges.

#### ***1.2.2.3. Time Management***

Completing a dissertation on time is a challenging task that requires students to manage their time effectively. According to Kenneth (2001), “time management is a set of principles, practices, skills, tools, and systems that help us use time to accomplish what we want” (p. 2). When students have limited time to complete their dissertations, they become anxious about the deadlines and doubt themselves. That is why managing time effectively throughout the dissertation journey is important; it helps students avoid pressure and to finish their work on time. In addition, effective time management is important for organizing and planning the dissertation writing process. By dividing the work into smaller and more achievable parts, students can foster their self-belief and tackle the dissertation journey with confidence, knowing that they have a plan to guide them throughout the process.

#### ***1.2.2.4. Feedback and Support***

Feedback and support play a crucial role in shaping an individual’s self-belief during the dissertation journey. Indeed, as stated by Kutasi (2023),

“proper feedback assists students in realising their full potential at various training levels, increases their knowledge of their strengths and possible growth areas, and identifies performance-improving actions...feedback is essential to developing competence and confidence in teachers and students” (p. 9).

In the context of master’s dissertations, supervisors’ constructive feedback can help students improve their work, reinforcing their belief in their abilities. In addition, receiving support from family friends and supervisor can enhance students’ self-belief. Schwenger (2016)

asserts that “appropriate support at every level is essential for students to acquire literacy competencies and scaffold learning” (p. 73). This support can be reassuring, especially during the dissertation process. Knowing that there is someone out there to offer assistance, encouragement, and advice can significantly strengthen students’ belief in their ability to complete their dissertations.

#### ***1.2.2.5. Procrastination***

Procrastination refers to the postponing or delaying of tasks. During the dissertation journey, procrastination can have a detrimental impact on students’ self-belief. Reska and Taufik (2019) assert that “One of the factors that influence academic procrastination is self-confidence... it is undeniable that there is a significant negative relationship between self-confidence and academic procrastination.” (p. 1). Procrastination often stems from self-doubt and fear of failure. Students may delay starting their research, writing, or seeking feedback from their supervisors due to fear of failure or self-doubt.

#### ***1.2.2.6. Writing Challenges***

The dissertation process requires students to possess good writing skills. This writing journey can be challenging because students have to convey complex ideas, summarize existing research, bring new contributions to their field, and follow academic standards, all this within a limited timeline. Indeed, according to Tardy (2010), students are required to select, evaluate, report, summarize, paraphrase, conclude, argue, select words and grammatical patterns, and avoid plagiarism.

### **1.2.3. Students’ Strategies to Promote Self-belief in the Dissertation Context**

Building self-belief starts from the person himself that is why students need to use strategies to foster their self-belief during the dissertation process. One of the most effective strategies students can use is to set clear and attainable goals. More specifically, students can build their self-belief by dividing the dissertation process into manageable tasks and set

achievable goals. Indeed, Bandura (1997) states that setting realistic goals can enhance self-belief. In addition, they can use time-management strategies. According to Arumugam et al. (2021), time management refers to the “behaviours that aim to achieve an effective use of time while performing certain goal-directed activities.” (p. 331). Managing time effectively can help students stay focused and track their progress during the dissertation process. (Zimmerman, 2000). Utilizing time-management strategies can be effective to enhance self-belief and help students stay focused during the dissertation journey, by prioritizing tasks, avoiding procrastination, and staying on track. Furthermore, seeking feedback and guidance can boost students’ self-belief to tackle difficult tasks and remain motivated throughout the dissertation journey. Positive or constructive feedback can boost self-belief (Ryan & Deci, 2000). Moreover, celebrating small accomplishments or progress can foster self-belief (Carver & Scheier, 1998). In order to develop and maintain self-belief, students should celebrate small successes throughout the dissertation process. Additionally, maintaining a stable psychological state by managing stress can lead to the enhancement of self-belief. Stallman (2010) highlights the importance of identifying the levels of stress that may contribute to students’ success, compared with the harmful levels of stress that ultimately lead to poor academic performance or mental health issues. By using these strategies, students can foster their self-belief and face challenges during the dissertation journey.

#### **I.2.4. Teacher’s or Supervisor’s Role in Fostering Students’ Self-belief during the Dissertation Journey**

During this challenging journey, teachers or supervisors play an important role in fostering students’ self-belief by offering support, encouragement, and guidance. According to Mhunpiew (2013), “The success of a thesis or a dissertation for a graduate student relies upon the roles of their supervisor.” (p. 119). Similarly, Barnes and Austin (2009) state that the

supervisor is “one of the most important persons if not the single most critical person” (p. 298) in students’ dissertation journey.

In order to foster students’ self-belief during the dissertation journey, supervisors should offer constructive feedback and encourage students’ progress. Indeed, as stated by Jensen and Austin (2017), regular constructive feedback can impact students’ confidence. During the dissertation process, students may face various challenges or self-doubt, and a supportive and caring supervisor can provide reassurance and foster self-belief. Barnes and Austin (2009) suggest that supervisors should be supportive and caring by providing students “with the emotional and psychological encouragement that they need to sustain them” (p. 305). In addition, creating a supportive environment and building positive relationships are important because they encourage communication between supervisor and student, which is fundamental for students’ self-belief (Barnes & Austin, 2009).

### **I.3. Previous Studies on the Impact of Self-belief and the Related Constructs of Self-confidence and Self-efficacy on Students’ Learning**

Many studies have shed light on the impact of self-belief and the related constructs of self-confidence and self-efficacy on students’ learning. By examining the findings and implications of these studies, we understand the role of self-belief in students’ academic journey and outcomes.

A research study on the influence of academic self-efficacy on academic performance was conducted by Honicke and Broadbent (2016). This review summarizes 12 years of research on how academic self-confidence affects college students’ academic performance and the factors that contribute to this relationship. The results showed that academic self-confidence has a moderate impact on academic performance.

Another study was conducted by Pajares and Schunk (2001), who investigated the relationship between self-beliefs, specifically self-efficacy, and academic achievement. The

findings revealed that students with high levels of self-efficacy tend to set attainable goals and show persistence when faced with difficulties, leading to better academic outcomes. In addition, the results showed that positive beliefs are associated with higher academic achievement. That is to say, students who perceive themselves as competent are more likely to perform better.

In another study about learners' perceptions on self-efficacy on writing English as a foreign language at Fatma Nsoumer secondary school located in Amizour (Béjaia, Algeria), Bensalem and Idri (2022) used a five-point Likert questionnaire to collect data from 289 learners. The research findings showed that 'learners' level of confidence in their writing ability ranges from low to moderate' (p. 601).

While research extensively explored the influence of self-belief on students' learning, there is a gap in how it impacts the dissertation journey. The dissertation process is a unique academic journey that requires students to maintain motivation, perseverance, and belief in themselves and their capacities. However, little research has examined how self-belief impacts students' completion of their dissertations. Therefore, the present study aims to address this gap by exploring teachers' and Master 2 students' views on the impact of self-belief on the dissertation journey, taking the Department of English at the University of Tizi-Ouzou as a case study.

#### **I.4. Theoretical Perspectives on Self-belief**

##### **I.4.1. Bandura's Social Learning Theory**

The social learning theory is based on the idea that learning occurs through imitation, observation, and social interactions (Nabavi&Bijandi, 2011). This theory is derived from the Bobo doll experiment conducted by Bandura in 1965, involving children aged between 42 and 71 months. The experiment aimed to investigate children's behaviour and whether they imitate people around them or not. To this end, Bandura's study involved three groups of

children. The first group watched a video showing a model hitting the Bobo doll (aggressive model group); the second group watched a video where a model did not show any aggressive behaviour towards the doll (non-aggressive model group); and the third group served as a control group, meaning that children did not watch any video and were not exposed to any model behaviour related to the Bobo doll (Bandura, 1965). The results of the study showed that the children who saw the aggressive behaviour were more likely to imitate the same actions of hitting, kicking, and throwing the Bobo doll. Nabavi and Bijandi (2011) indicate that “The children received no encouragement or incentives to beat up the doll; they were simply imitating the behaviour they had observed.” (p. 8). In contrast, the children in the non-aggressive model group and the control group showed less aggression towards the doll. This investigation demonstrated that children can learn aggressive behaviour through observation and imitation, which has implications for the formation of self-belief and the development of self-concept (Bandura, 1965).

#### **I.4.2. Social Cognitive Theory**

In the 1980s, Bandura developed his social learning theory further, evolving it into what is now known as social cognitive theory, which emphasizes the role of cognitive aspects in learning and behaviour (Nabavi&Bijandi, 2011). That is to say, this theory focuses “on how children and adults operate cognitively on their social experiences and how these cognitions then influence behavior and development.” (Nabavi&Bijandi, 2011, p. 11). In his Social Cognitive Theory, Bandura (1977b) examines behaviour in terms of reciprocal determinism. To be more specific, he proposed the triadic reciprocal determinism; which he explains as a continuous reciprocal interaction between three factors: personal, behavioural, and environmental influences.

### **I.4.3. Factors of Reciprocal Determinism within Bandura's Theory**

Reciprocal determinism is a concept developed by Albert Bandura in his book 'Social Learning Theory' published in 1977. It consists of three reciprocal factors, which are Personal, environmental, and behavioural; each one has an influence on the other in a continuous manner. Bandura (1977b) explains that "the term reciprocal is used in the sense of mutual action between events rather than in the narrower meaning of similar or opposite counterreactions" (p. 194). The three factors interact to determine or cause one another. Reciprocal determinism recognizes that individuals' belief in their abilities has a significant role in shaping the behaviour and the outcomes of the actions and how they perceive and respond to the environment.

#### ***I.4.3.1. Personal Factors***

Personal factors are closely related to self-belief in the context of reciprocal determinism. According to Schunk and DiBenedetto (2019), "Personal influences include processes that help instigate and sustain motivational outcomes."(p. 7). These personal influences include processes like motivation and self-efficacy. In Bandura's reciprocal determinism, self-efficacy is a crucial personal factor (Schunk & DiBenedetto, 2019). For instance, in the context of master's dissertations, self-efficacy beliefs can help students persevere through challenges.

#### ***I.4.3.2. Environmental Influences***

The environmental influences include not only the physical but also the social environment (Devi et al., 2017). These influences refer to the external factors that impact the behaviour of a person. For instance, the social environment includes "family members, friends and colleagues", while the physical environment refers to "the availability of certain foods" (Devi et al., 2017, p. 722). In the context of master's dissertations, the social environment can involve the supervisor's support and feedback and the academic learning environment,

whereas the physical environment can denote the availability of resources. In summary, environmental influences are based on different factors that influence directly the individual's self- efficacy, and motivation.

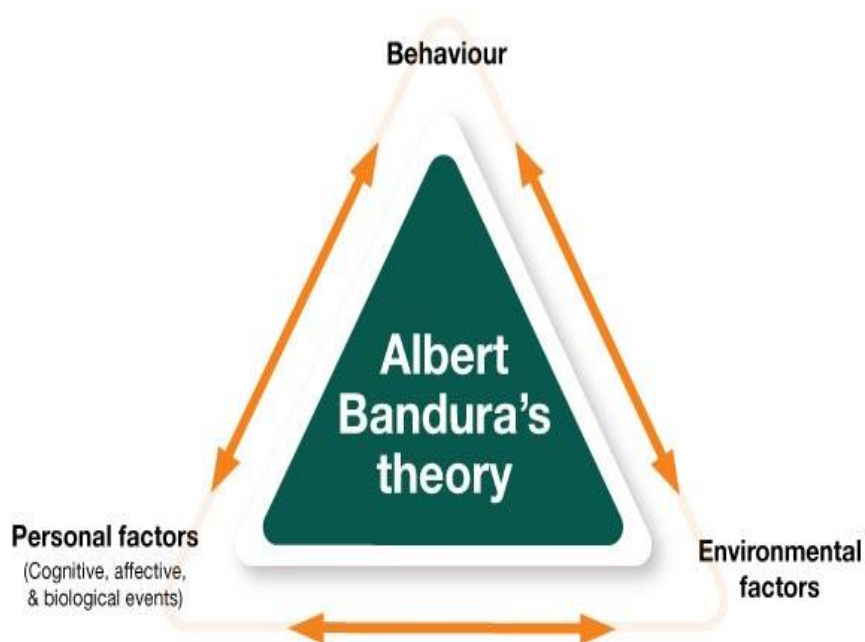
#### ***1.4.3.3. Behaviour***

Behaviour refers to the different actions that individuals make as a response to their environment; it is a dynamic and complex human process influenced by several factors such as environment, social interaction, and learning. During the dissertation journey, students exhibit actions and behaviours, such as actively seeking feedback, dedicating time to work on their dissertations (engagement and perseverance), and managing time effectively.

The reciprocal determinism model, developed by Albert Bandura, emphasizes that each factor influences and is influenced by the others. It highlights the different factors that shape the individual in general and the student specifically. Schunk and DiBenedetto (2019) gave the following example to show how these three factors constantly influence each other:

Students who feel competent about performing well in mathematics (high self-efficacy- personal) are apt to engage in activities that will help them learn, such as attend to instruction, expend effort, and persist (behavioural). If a teacher were to remark to them how well they are learning (environmental), this remark may substantiate their perception of learning progress and raise their self-efficacy (personal) and motivate them to continue to engage in productive behaviours. (p. 6).

In the context of master's dissertations, students' belief in their research and writing abilities (personal factor) may be reinforced by supervisor's feedback (environmental factor), resulting in increased engagement in the dissertation process (behaviour). On the contrary, lack of resources or feedback (environmental factor) may reduce students' self-belief and motivation (personal factor), negatively influencing their behaviours. Figure 1 shows the reciprocal interaction between these three factors.



*Figure 1.* Factors of Reciprocal Determinism (Extracted from Nabavi&Bijandi, 2011, p. 15)

## **Conclusion**

This chapter has reviewed the literature related to the topic under investigation, including explanations of fundamental concepts. It has first provided an overview of self-belief and the related constructs of self-confidence and self-efficacy, highlighted the importance of self-belief in the process of language learning, and explained the relationship between self-belief and academic performance. It has then discussed self-belief in the dissertation journey, including its significance, influencing factors, and nurturing strategies. Afterwards, it has reviewed past research on self-belief and related constructs with the aim to locate the research gap. Finally, it has presented the theoretical framework of this research. The following chapter is devoted to the research design of the study.

## **Introduction**

This chapter is a description of the research design and methodology of the study. It contains four sections. First, it presents the research method used in this study which is a mixed-method approach. Second, it provides information about the context of the study and the sample population. The third section is dedicated to the research instruments used to collect data, namely a questionnaire and the teachers' interview. The final part explains the procedures used to analyze the gathered data.

### **II.1. The Research Method**

In order to collect and analyse data, a mixed-method approach is used. A mixed-method research approach is essential to examine the attitudes of both students and teachers regarding the impact of self-belief on the dissertation journey. According to Creswell (2009), the mixed-method approach is a research method that combines both qualitative and quantitative techniques of data collection and analysis in one single study. Creswell and Clark (2018) explain that this research approach is valuable because “by combining qualitative and quantitative research methods, the Mixed Method allows researchers to gain a more comprehensive understanding of complex social phenomena that cannot be adequately captured by a single method” (p.3). In other words, this strategy permits covering all the aspects and giving more insights about the study. By using a mixed-method approach, we can gain a comprehensive understanding of how teachers and students view the impact of self-belief on the dissertation journey that cannot be obtained by using a quantitative or qualitative approach on its own.

### **II.2. Data Collection and Sample Population**

The current study took place in the Department of English at Mouloud Mammeri University of Tizi-ouzou (MMUTO). Two research instruments were used in the two phases of the data collection process. This study targeted Master Two students who were working on

their dissertation and their supervisors. Ultimately, according to Pilot and Beck (2004), sampling is “the process of selecting a portion of the population for a study to represent the entire population.” (p.291). The study sample involved seventy-three EFL students and seven teachers, or rather supervisors. Among the seventy-three students who answered the questionnaire, sixty one were female and twelve were male. In addition, students from each specialism responded to the questionnaire. Among them, twenty-seven students were from Didactics of Foreign Languages, fifteen from Language and Communication, fourteen from Literature and Interdisciplinary Approaches, eleven from Literature and Civilization, and six students from General and Comparative Literature. Students answered a mixture of open-ended and closed-ended questions from the questionnaire, and teachers answered the open-ended questions from the interview. All the answers were studied carefully and treated with anonymity.

### **II.3. Data Collection Instruments**

To confirm or refute the validity of the hypotheses, data are gathered from different sources through two research tools. The first tool is an online questionnaire sent to master 2 students, and the second research instrument is an interview designed for the teachers or supervisors.

#### **II.3.1. Questionnaire**

The questionnaire comprised a set of questions addressed to master two students. Taherdoost (2021) defines a questionnaire as “one of the common devices for collecting information and a form or instrument including a set of questions and secure answers that respondents (from a specific population) fill to give the researcher information needed for the study.” (p. 14). In other words, a questionnaire is an important tool used to gather data about a specific topic. There are various ways to administer a questionnaire. It can be done face-to-face or in person, via email, over the phone, or online (Taherdoost, 2021). In the present study, an online

questionnaire was designed using Google Forms, and the link was sent to the participants via messenger groups of each speciality, students accessed the questionnaire via the **link**[https://docs.google.com/forms/d/e/1FAIpQLSeStaka3dGcPSCrV5qIeRXzNPxTm5pwBoC6GpNFgnR4SXt5g/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeStaka3dGcPSCrV5qIeRXzNPxTm5pwBoC6GpNFgnR4SXt5g/viewform?usp=sf_link). According to Taherdoost (2021), “An online questionnaire is a cost-efficient option; however, you should consider the possibility of missing samples due to problems with internet access.” (p. 15). In other words, even though online questionnaires are more affordable, there are chances of lost samples due to internet connectivity issues.

The questionnaire used in this study contains nineteen questions and is divided into four sections: *Personal Information, Students’ Views on the Impact of Self-belief during the Dissertation Journey, Factors Affecting Students’ Self-belief during the Dissertation Journey, and Strategies to Enhance Students’ Self-belief during the dissertation Journey* (See Appendix A). The questionnaire included eighteen closed-ended questions and one open-ended question. Closed-ended questions encompassed yes/no (Q4, Q6, Q8, and Q9), multiple choices (Q1, Q2, Q3, Q5, Q7, Q10, Q11, Q17, and Q18), and scaled questions (Q12, Q13, Q14, Q15, and Q16). On the other hand, the qualitative question (Q19) allowed participants to provide their answers in their own words and to express themselves freely. More specifically, the question was optional as it offered students the opportunity to provide additional information they deemed relevant to the topic under study. The questionnaire was administered to the participants from May 06<sup>th</sup> to May 12<sup>th</sup>.

### **II.3.2. Interview**

The second research instrument used in this study is an interview. According to Gillham (2000) “An interview is a conversation, usually between two people. But it is a conversation where one person-the interviewer-is seeking response for a particular purpose from the other person-in the interviewee.” (p. 1). In this study, both online and face-to-face

interviews were conducted to gather data since some teachers have a busy schedule and cannot do it face to face. Fourteen teachers participated in the interviews; with eleven being asynchronous online interviews consisting of twelve questions each. However, only four teachers responded to these online interviews. Additionally, face-to-face interviews were carried out with three of the teachers.

### **II.3.3. The Pilot Study**

Before administering the questionnaire and interview, both instruments were first piloted with a small sample. According to In (2017), “A pilot study is the first step of the entire research protocol and is often a smaller-sized study assisting in planning and modification of the main study.” (p. 601). The piloting phase is an important stage because it enables the researcher to locate any problems in the questionnaire or interview before distributing it to the respondents.

To ensure that the questionnaire is clear, comprehensible, and conveys the intended message, a pilot test was conducted on May 2<sup>nd</sup> in the Department of English at the University of Tizi-Ouzou with five master 2 students; one student from each specialism was randomly selected. The feedback received was positive, indicating that the questionnaire is well-structured and easy to understand. On the other hand, the interview questions were sent to one teacher on May 2<sup>nd</sup> before starting the data collection, to ensure the clarity and relevance of the questions. The feedback received was positive despite the need for slight changes in the introduction to clarify the topic and avoid any confusion.

## **II.4. Data Analysis Procedures**

The collected data were analysed using both quantitative and qualitative data analysis methods.

### **II.4.1. Quantitative Analysis**

Quantitative analysis is the process of analyzing numerical data gathered from closed-ended questions using descriptive statistics like frequencies and percentages in order to draw conclusions. Descriptive statistics, Kothari (2004) emphasized that statistics play a crucial role in research by serving as a tool for designing studies, analyzing data, and deriving conclusions to examine and analyze the data obtained from the closed-ended questions in the questionnaire, a quantitative data analysis was employed. It involves the use of statistical techniques to interpret the collected data. During our analysis, the Google Forms software helped us to process the gathered data and generated diagrams that summarized the main findings.

#### **II.4.2. Qualitative Content Analyses (QCA)**

The qualitative data gained from the open-ended questions were analyzed using Qualitative Content Analysis. Scheier (2012) defines Qualitative Content Analysis (QCA) as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (p. 3). In other words, QCA is the process of interpreting and analyzing the textual data gathered from open-ended questions. It involves organizing and categorizing the content of those data to identify the patterns and themes. In our study, the answers of each question of the interview was mainly divided into two categories based on the similarity of responses provided by the teachers, and by examining how often a category is mentioned, themes are identified.

### **Conclusion**

This chapter has provided a comprehensive explanation of the research design and methodology employed in the present study. In addition, it has provided details concerning the sample population and the research instruments used to collect the relevant information to answer the research questions and test the study hypotheses. Finally, it has explained the methods employed to analyse the quantitative and qualitative data.

## Introduction

This chapter focuses on the practical part of the present study. It aims to present the research findings about students' and teachers' views regarding the impact of self-belief on the dissertation journey. It is divided into two parts. The first part reports the results of the online questionnaire administered to Master 2 students, and the second part presents the findings obtained from the interviews conducted with teachers or dissertation supervisors. To ensure clarity, the quantitative results from the questionnaire are analyzed using percentages and presented in pie charts, bar graphs, and tables. On the other hand, the qualitative findings from the interviews are analyzed qualitatively using qualitative content analysis and presented in textual form.

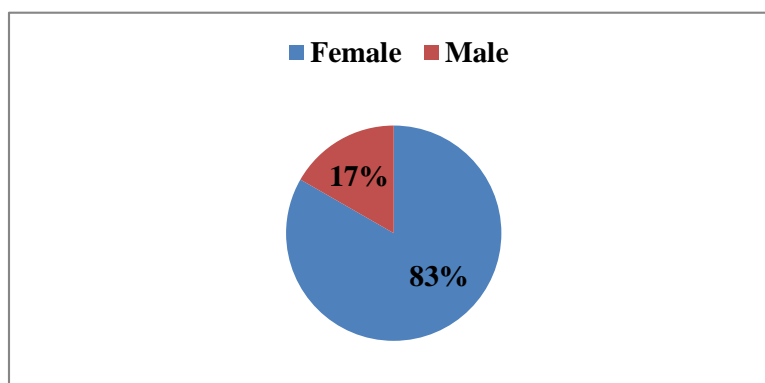
### IV.1. Presentation of the Questionnaire Results

#### IV.1.1. Section One: Personal Information

The first section of the questionnaire aims to gather general personal information about the participants, such as their gender and specialism.

**Question (01):** What is your gender?

The first question aims to collect data about the gender of students. The results of this question are shown in Diagram 1.

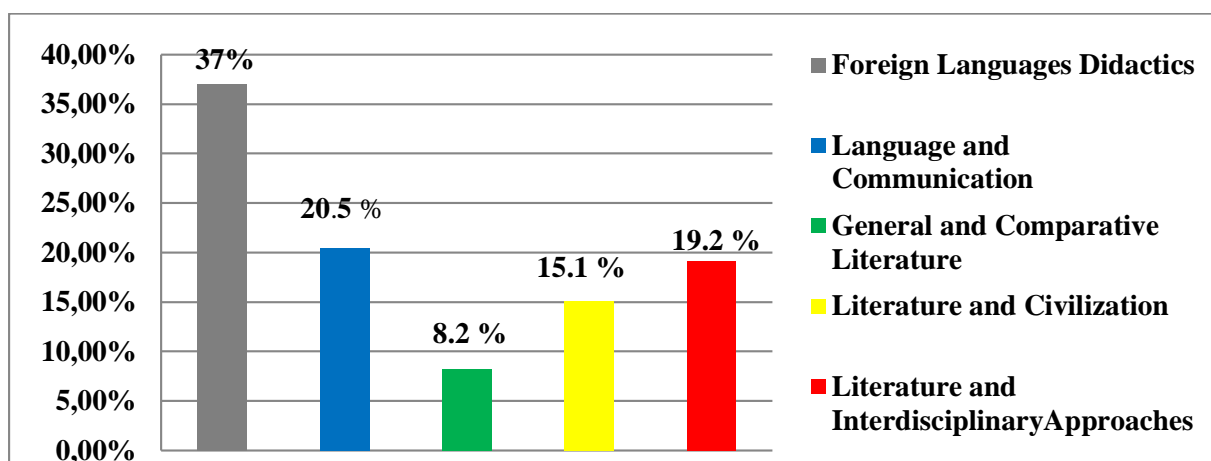


*Diagram 1.* Students' Gender

Diagram 1 displays the gender of the research participants. The results show that the majority of the students are female with a percentage of 83%, while males represent a small portion with a percentage of 17%.

**Question (02):**What is your major/area of study?

The second question asked the students to specify their area of study. The results are exhibited in Diagram 2.



*Diagram 2. Students' Area of Study*

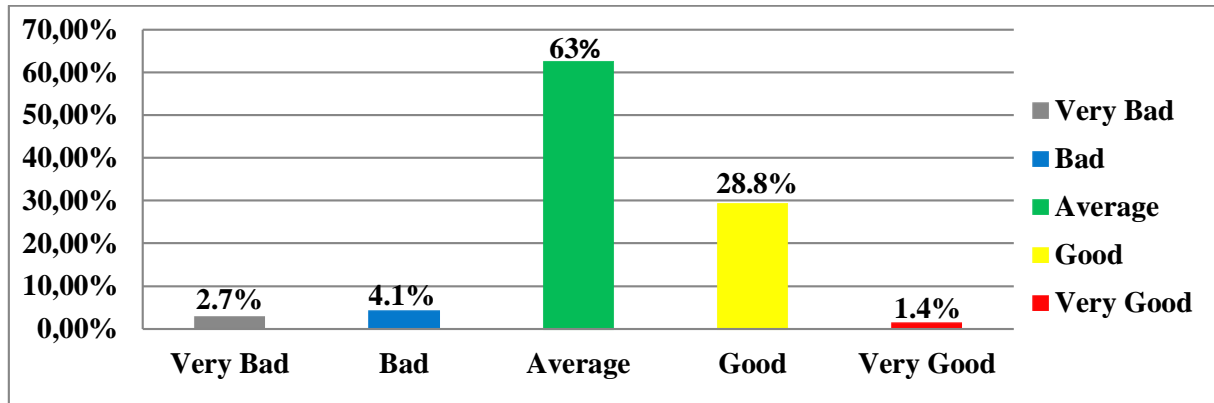
According to the findings presented in Diagram 2, 37% of the students are enrolled in Foreign Languages Didactics, 20.5% are specializing in Language and Communication, 8.2% in General and Comparative Literature, 15.1% in Literature and Civilization, and 19.2% in Literature and Interdisciplinary Approaches.

#### **IV.1.2. Section Two: Students' Views on the Impact of Self-belief during the Dissertation Journey**

In this section of the questionnaire, students' views on the influence of self-belief during their dissertation journey are explored.

**Question (03):**How would you describe your overall experience working on your dissertation so far?

This question aims to collect data about students' overall experience working on their master's dissertations. The students are asked to rate their experience from 'very bad' to 'very good'. The results are displayed in Diagram 3.

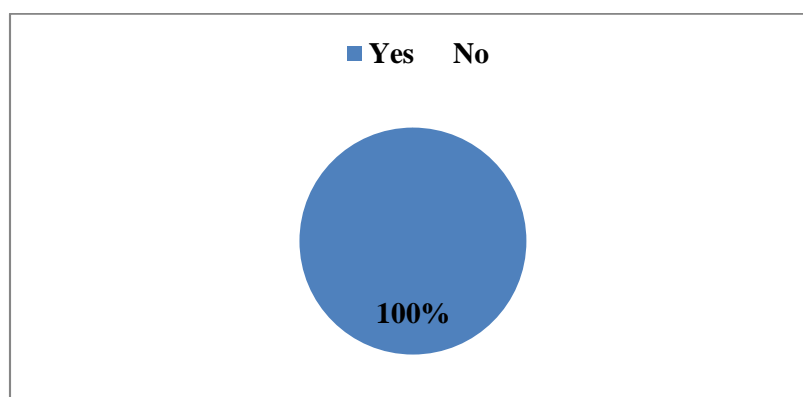


*Diagram 3.* Students' Overall Experience Working on their Dissertations

Diagram 3 shows the percentages of students' responses regarding their overall experience working on their dissertations so far. The findings reveal that 63% of students rated their experience as average, 28.8% as good, 4.1% as bad, 2.7% as very bad, and 1.4% as very good. This indicates that the majority of students found their dissertation experience to be average, while more than one-fourth rated it very good.

**Question (04):** Do you think that self-belief contributes to your academic success?

This yes/no question aims to collect data about students' views regarding the role of self-belief in their academic success. The findings are shown in Diagram 4.

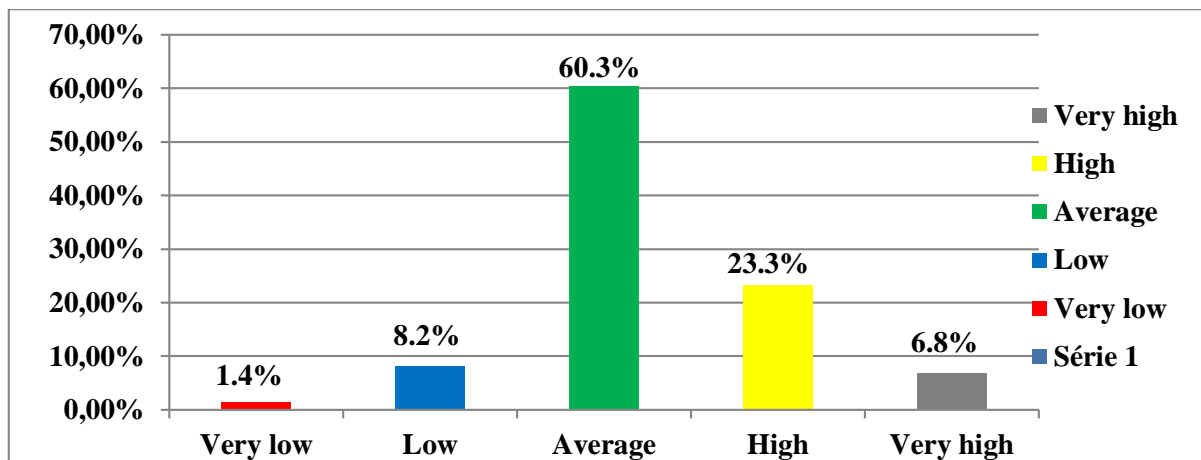


*Diagram 4.* Students' Views on the Role of Self-belief in their Academic Success

Diagram 4 shows the percentages of students who were asked if they think that self-belief contributes to their academic success. All students affirmed that they perceive self-belief as a significant contributor to their academic achievements with 100% of 'Yes'.

**Question (05):** How is your level of self-belief while working on your dissertation?

This question intends to gather information on students' perceived level of self-belief while working on their dissertations. Students were asked to rate their level of self-belief from 'very low' to 'very high'. The findings are reported in Diagram 5.

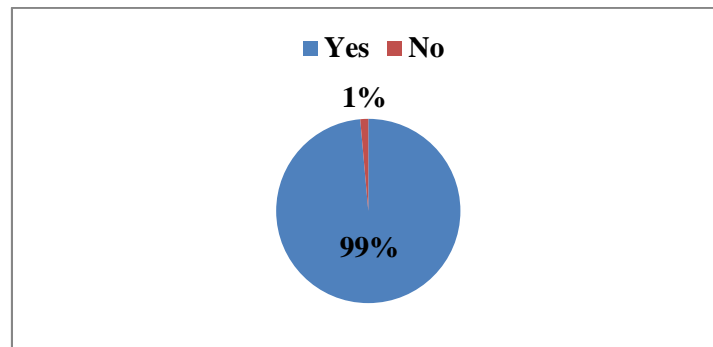


*Diagram 5. Students' Self-belief Level while Working on their Dissertations*

As shown in Diagram 5, the majority of the students, that is 60.3%, claimed to have an average level of self-belief; 23.3% indicated a high level; 6.8% reported a very high level; 8.2% registered a low level; and 1.4% noted a very low level.

**Question (06):** Do you think that high levels of self-belief positively influence your progress during the dissertation journey?

This yes/no question is asked to explore students' perceptions regarding the impact of self-belief on their progress during the process of completing their dissertations. By asking this question, we seek to understand whether students attribute their progress during the dissertation journey to their own levels of self-belief. The results are reported in Diagram 6.

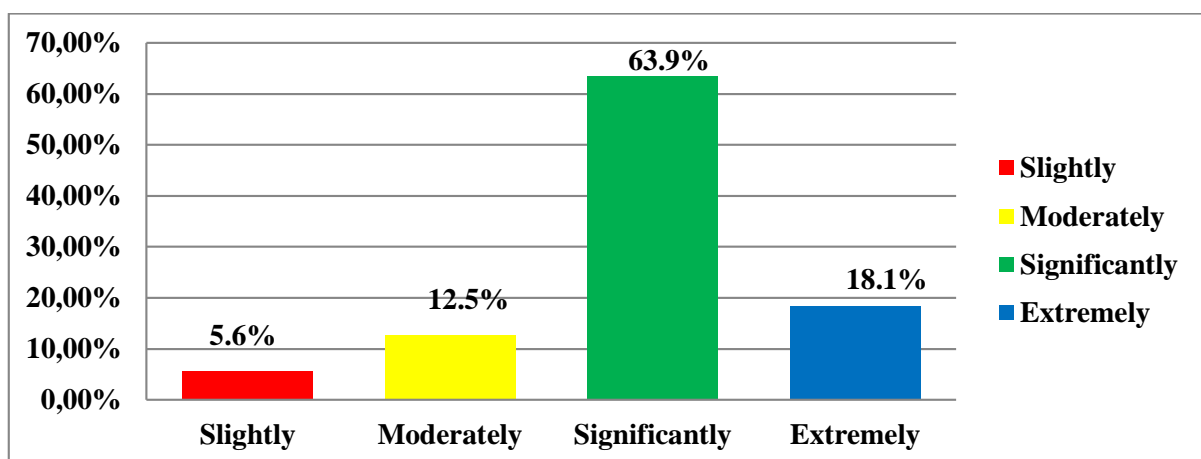


*Diagram 6.* Self-belief Influence on Students' Progress during the Dissertation Journey

Diagram 6 reveals students' opinions about the influence of having a strong belief during the dissertation journey. Nearly all the students answered in the affirmative, while only 1 percent denied that high levels of self-belief do influence positively the dissertation writing.

**Question (07):** If the answer is yes, how much do you think that high levels of self-belief influence your progress during the dissertation process?

This question asked the students who selected the 'yes' option in the previous question to specify how much they think that high levels of self-belief influence their progress during the dissertation process. Students had four options to select from: 'slightly', 'moderately', 'significantly', and 'extremely'. The results are presented in Diagram 7.



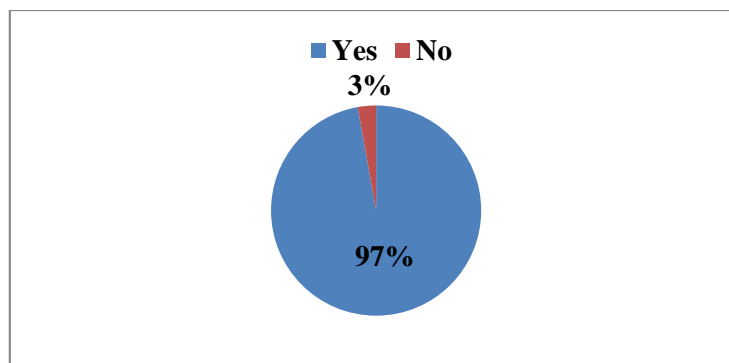
*Diagram 7.* Students' Perceived Influence of High Self-Belief on Dissertation Progress

Delving deeper into students' views on the impact of a high sense of self-belief on their progress during the dissertation journey, diagram 7 shows a range of responses. The majority,

representing 63.9% of students, stated that high self-belief has a significant impact on their dissertation progress. 18.1% admitted that self-belief plays an ‘extremely’ influential role. 12.5% of respondents identified a moderate influence; and a smaller group of 5.6% reported a slight influence.

**Question (08):** Do you think that maintaining high levels of self-belief positively influences your motivation and commitment to complete your dissertation?

The aim of question 8 is to explore students’ perceptions regarding the relationship between self-belief and motivation. By asking this question, we aim to understand whether students believe that maintaining high levels of self-belief contributes to their motivation and commitment to completing their dissertations. The findings are displayed in Diagram 8.



*Diagram 8.* Students’ Perceived Impact of High Self-belief on Motivation and Commitment in Dissertation Completion

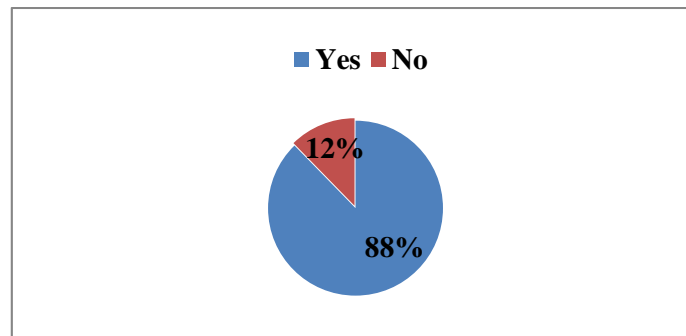
Diagram 8 shows students’ responses about the impact of maintaining high levels of self-belief on their motivation and commitment to completing their dissertations. 97% of students strongly believe that high self-belief positively affects their motivation and commitment, while 3% disagree.

#### **IV.1.3. Section Three: Factors Affecting Students’ Self-belief during the Dissertation Journey**

This third section of the questionnaire aims to identify the various factors that can impact students’ self-belief during their dissertation journey.

**Question (09):** Have you faced any challenges that negatively impacted your self-belief during your dissertation journey?

The aim of this question is to know whether students have faced any challenges that negatively impacted their self-belief during the dissertation journey. The findings of this yes/no question are presented in Diagram 9.



*Diagram 9.* Challenges Impacting Self-Belief in the Dissertation Journey

Diagram 9 shows students' responses who were asked whether they have faced challenges that negatively impacted their self-belief throughout their dissertation journey. Most students (88%) said they faced difficulties that affected their self-belief. A smaller group (12%) reported not experiencing such challenges.

**Question (10):** If the answer is yes, what are the main challenges you faced? (Select all that apply)

The aim of this question is to identify and understand the main challenges that Master 2 face during their dissertation journey that negatively impact their self-belief, allowing them to select more than option. The results are exposed in Table 1.

Table 1

*Main Challenges Impacting Self-belief in the Dissertation Journey*

<b>Challenge</b>	<b>Percentage</b>
Lack of support from my supervisor	23.30%
Perfectionism and fear of failure	34.20%
Anxiety and stress	46.60%
Difficulty to maintain motivation	27.40%
Writing challenges	26%
Procrastination (delaying or postponing tasks despite deadlines)	27.40%
Other	8.30%

As shown in Table 1, approximately half of the students (46.6%) identified anxiety and stress as the primary challenge they encountered that negatively impacted their self-belief during their dissertation journey. Perfectionism and fear of failure are also common, as reported by 34.2% of the students. Difficulty maintaining motivation is identified by 27.4% of the students, while writing challenges are reported by 26%. Procrastination was another issue, affecting 27.4% of the students. Three students (8.3%) added specific issues to this list: difficulties communicating with team members, lack of relevant sources, and challenges in establishing effective study routines.

**Question (11):** In your view, what factors contribute to your self-belief during the dissertation journey? (Select all that apply)

The aim of this question is to collect data about the factors that contribute to students' self-belief during their dissertation journey. More specifically, it aims to understand the various factors that play a role in shaping students' self-belief in the dissertation process. The findings are exhibited in Table 2.

Table 2

*Factors Contributing to Self-Belief during the Dissertation Journey*

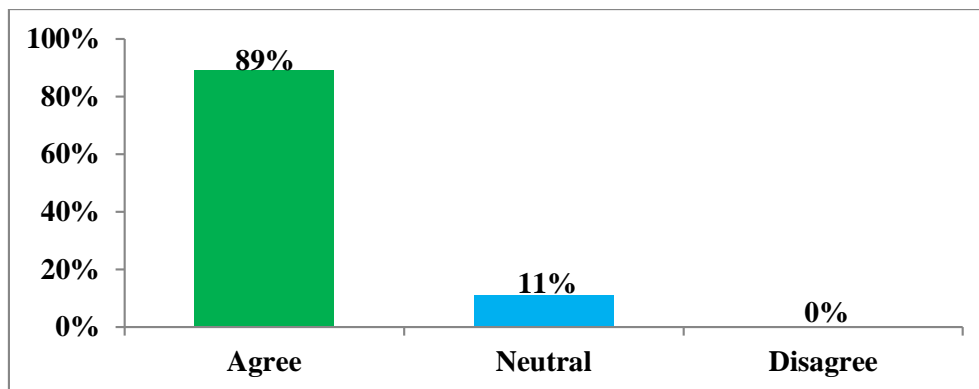
<b>Factor</b>	<b>Percentage</b>
Support and encouragement from supervisor, peers and family	60.30%
Supervisors' feedback and guidance	71.20%
Personal determination and commitment	50.70%
Effective time-management	45.20%
Access to academic resources and research material	46.60%
Other	1.40%

Table 2 shows the responses of students when requested to identify the factors that contribute to the development of their self-belief throughout the dissertation journey. The feedback and guidance provided by supervisors stand out as the most influential factor, with a significant majority of 71.2% of respondents citing it as such. In addition, support and encouragement from supervisors, peers, and family members were deemed crucial by 60.3% of students. Moreover, personal determination and commitment (50.7%), effective time-management (45.2%), and access to academic resources and research material (46.6%) were identified as further boosters of self-belief. Furthermore, one student (1.4%) highlighted the role of motivation.

**Question (12):** The feedback and guidance provided by my supervisor foster my self-belief in the dissertation process.

This statement aims to assess students' perceived impact of the feedback and guidance provided by their supervisors on their self-belief during the dissertation journey. It seeks to measure the extent to which students feel that their supervisors' feedback and guidance

positively impact their self-belief during the dissertation process. Students' answers to this question are revealed in Diagram 10.

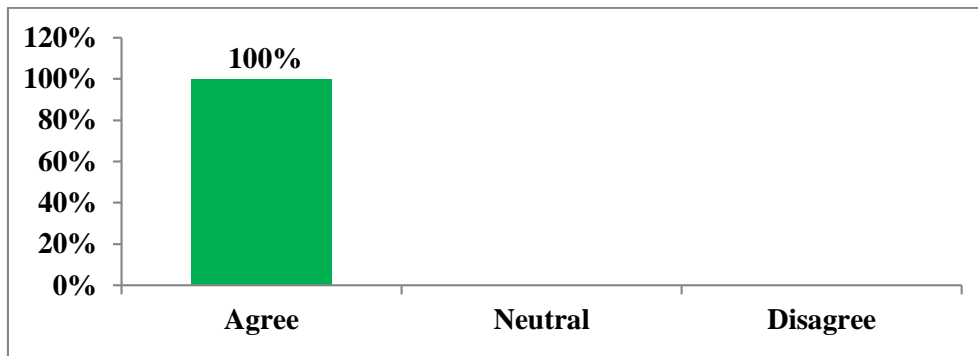


*Diagram 10.* Students' Perceptions on the Influence of Supervisor Feedback and Guidance on Self-belief in the Dissertation Journey

Diagram 10 shows students' thoughts on how feedback and guidance from their supervisors impact their self-belief throughout the dissertation process. The findings demonstrate that an impressive proportion of 89% of respondents expressed agreement with the statement. On the other hand, 11% are neutral and none disagreed with the statement. It is worth noting that no respondent remained neutral on this matter.

**Question (13):** My relationship with my supervisor and research partner is important to maintain a high sense of self-belief.

The aim of this Likert question is to determine whether students think that the quality of their relationship with their supervisor and research partner is important in maintaining high levels of self-belief during the dissertation journey. Students' responses to this question are revealed in Diagram 11.



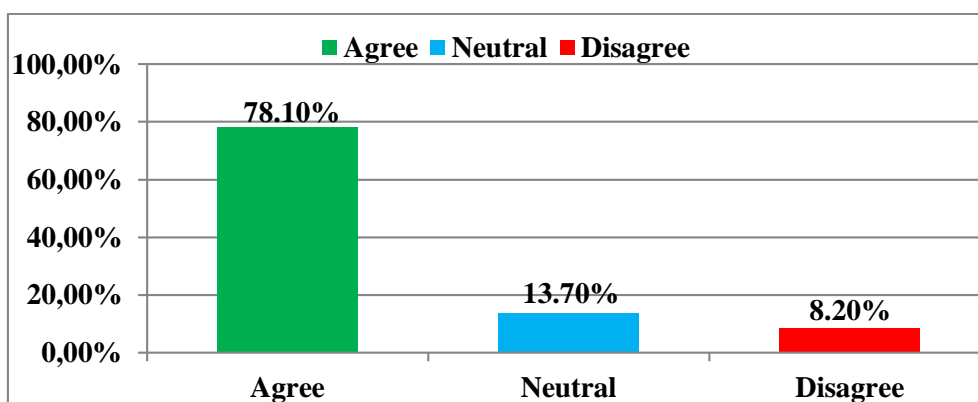
*Diagram 11.* Students' Perceived Impact of Supervisor and Research Partner

#### Relationships on Self-belief in the Dissertation Journey

Students were asked to provide insights on the significance of having a positive relationship with their supervisor and research partner to maintain a strong sense of self-belief. All students (100%) agreed that their relationship with their supervisor and research partner is vital in maintaining high self-belief. As shown in Diagram 11, there are no responses that indicate students' disagreement or neutrality.

**Question (14):** The environment (supportive versus unsupportive) in which I work on my dissertation impacts my self-belief.

This statement aims to determine students' perceived influence of the working environment (supportive versus unsupportive) on their self-belief during the dissertation process. The results are presented in Diagram 12.



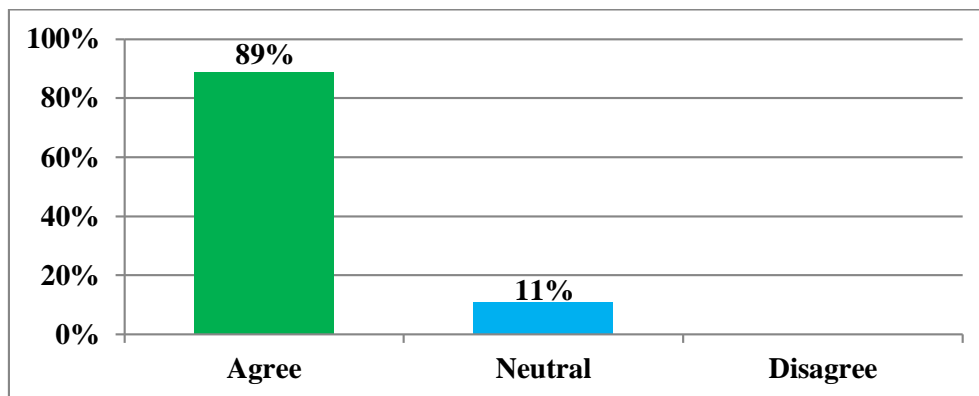
*Diagram 12.* Students' Perception of the Impact of the Working Environment on Self-

belief in the Dissertation Journey

Diagram 12 shows that a significant majority of 78.1% of respondents acknowledge the positive impact of a supportive working environment on their self-belief. A smaller percentage of 13.7% expressed neutrality on this matter, while 8.2% disagreed with the statement.

**Question (15):** Dedicating time to work on my dissertation, my engagement and persistence contribute to my self-belief.

This statement aims to uncover the extent to which students believe that investing time, staying engaged, and persisting in working on their dissertations contribute to their self-belief. Students' answers are presented in Diagram 13.

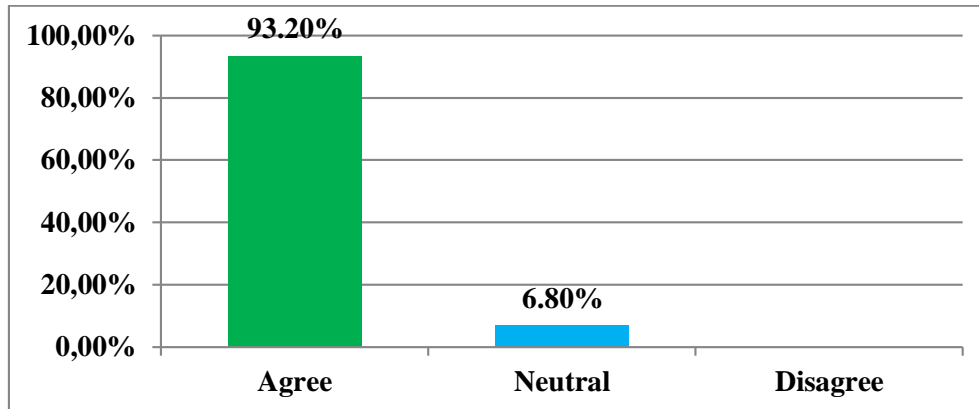


*Diagram 13.* Students' Perception of the Impact of Time Dedication, Engagement, and Persistence on Self-belief during the Dissertation Journey

Diagram 13 shows that 89% of the respondents expressed agreement with this statement, while 11% remained neutral on the topic, and none of them selected the option 'disagree.' This means that the majority of the students believe that dedicating time to work on their dissertations, remaining engaged, and persevering contribute to their self-belief.

**Question (16):** My skills in research methodology and writing abilities contribute to my self-belief in the dissertation process.

This statement aims to assess students' perceived impact of having research methodology skills and writing abilities on their self-belief during the dissertation process. The findings are revealed in Diagram 14.



*Diagram 14.* Students' Perception of the Impact of Research Methodology Skills and Writing Abilities on Self-belief in the Dissertation Process

As demonstrated in Diagram 14, students widely acknowledge the significant impact of their research methodology skills and writing abilities on their self-belief during the dissertation process. The majority(93.2%) of the respondents expressed agreement with the statement above, while 6.8% remained neutral. None of them disagreed with the statement.

#### **IV.1.4. Section Four: Strategies to Enhance Students' Self-belief during the Dissertation Journey**

**Question (17):** What strategies do you use to develop and maintain your self-belief throughout the dissertation journey? (Select all that apply).

The aim of question 17 is to understand how students develop and maintain self-belief while working on their dissertations. The results can provide insights into the methods they use to foster their self-belief during the challenging process of completing their master's dissertations. The findings are shown in Table 3.

Table 3

*Strategies to Develop and Maintain Self-belief throughout the Dissertation Journey*

<b>Strategy</b>	<b>Percentage</b>
Seek support and feedback from my supervisor	52.10%
Set clear and attainable goals	67.10%
Engage in positive self-talk	46.60%
Celebrate small achievements	32.90%
Other	1.40%

Table 3 shows that, throughout their dissertation journey, students employ various strategies to cultivate their self-belief. One crucial strategy is setting clear and achievable goals, which is prioritized by 67.1% of students. Seeking support and feedback from supervisors is also considered essential, with 52.1% of respondents. 46.6% of students engage in positive self-talk to foster their confidence, while 32.9% celebrate small achievements along the way. It is noteworthy to mention that 1.40% of the students have personalized approaches, such as recognizing the importance of small progress and advocating a tireless work ethic. Others emphasized the significance of surrounding themselves with positivity and engaging in activities that bring them joy to maintain focus and confidence.

**Question (18):** In your opinion, how can supervisors and universities help students build and maintain self-belief during the dissertation journey? (Select all that apply).

The question aims to find out how supervisors and universities can help students build and maintain self-belief while working on their dissertations. The findings obtained from this question can help supervisors and universities better understand how to assist students effectively during their dissertation journey. The results are displayed in Table 4.

Table 4

*Teacher and University Strategies to Foster Self-belief in the Dissertation Journey*

Strategy	Percentage
Provide support to promote self-belief among students	65.80%
Create a supportive academic environment	69.90%
Encourage students to discuss self-belief openly	39.70%
Organize workshops on self-belief	30.10%
Other	2.80%

Table 4 shows that students expressed their clear views on how supervisors and universities can assist them in building self-belief during the dissertation journey. A majority of 69.9% highlighted the importance of creating a supportive academic environment; 65.8% stressed the significance of direct support from supervisors in promoting self-belief; 30.1% suggested the organization of workshops on self-belief; and 39.7% emphasized the importance of encouraging open discussions about self-belief. Besides, two students (2.8%) added two suggestions, including the need for early intervention and ongoing mental support and that efforts to promote self-belief should begin at the earliest stages of academic pursuit.

**Question (19):** Feel free to add any additional insights about the role and impact of self-belief on the dissertation journey.

When students were asked to add whatever they wanted, here are the additional insights provided by twenty-three out of seventy-three students. According to the respondents, self-belief provides a basis for maintaining a positive mindset and overcoming challenges. In addition, students acknowledged that self-belief positively influences their confidence in defending their ideas, dealing with criticism, and ultimately completing their dissertations successfully. Moreover, they recognized the importance of receiving guidance and

constructive criticism from their supervisors and emphasized that self-belief should be balanced, as overconfidence can lead to mistakes and arrogance. Furthermore, it acts as a driving force, providing the motivation, confidence, and resilience needed to overcome challenges, achieve goals, and produce high-quality academic work.

#### **IV.2. Presentation of the Interview Results**

To gather additional information on the topic, interviews were conducted with teachers or dissertation supervisors in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. The interview process involved both email interviews and face-to-face interviews with eight teachers. Initially, the interview questions were sent via email to eleven teachers, but only four responded, indicating a low response rate. Additionally, face-to-face interviews were conducted with three teachers. So, in total, interviews were carried out with eight teachers. Despite the small sample size, the insights gathered from these interviews offered valuable information on the topic. The first three interview questions are designed to collect background information about the teachers being interviewed.

##### **Question (01): What type of academic degree do you hold?**

The first question aims to identify the academic degree the interviewed teachers hold. Four main categories emerged from the data. Four of them are PhD holders; three others have a Magister degree; one is a professor.

##### **Question (02): How long have you been teaching in the Department of English?**

The second question asked the teachers how long they have been teaching in the Department of English. Their responses provided valuable insights. Two of the teachers mentioned having a teaching experience of more than 20 years, while the other teachers said that they have been teaching for more than 10 years. This means that they are all experienced teachers.

**Question (03): How long have you been supervising master's dissertations?**

The third question from the interview asked teachers about how long they have been supervising master's dissertations. Two categories emerged: the first one contains teachers with more than 10 years of experience, whereas the other category mentioned that they have been supervising students' dissertations for less than 10 years.

**Question (04):** According to you, how important is self-belief for students preparing a master's dissertation?

Six out of eight teachers think that self-belief is crucial for students working on their master's dissertations. They asserted that confidence and self-assurance significantly impact the success and quality of master's dissertations. They emphasized the positive influence of self-belief on the dissertation process. To illustrate, teacher B said that:

Self-belief is important in all endeavours and all fields. However, in the academic domain where research work is dotted with obstacles, self-belief is the core ingredient for success. Many students give up after a short period of time because they lack self-belief and, sometimes, even self-esteem.

However, teacher C expressed a contrasting viewpoint, emphasizing that a dissertation should be viewed purely as an academic piece of work detached from the student's personal attributes. According to this teacher, the primary focus should be on the content and framework of the dissertation rather than on the individual characteristics of the student. It is worth-mentioning that one teacher (Teacher H) did not provide an answer to this question.

**Question (05):** From your perspective, what impact does self-belief have on students' overall success in completing their dissertations? Please describe observed instances where self-belief has impacted students' success in completing their dissertations.

According to the interviewed teachers, when discussing the influence of self-belief on students' success in completing their dissertations, they all agreed that self-belief has a

significant impact on this journey. They asserted that students with a strong belief in themselves tend to find the dissertation process easier, while those lacking self-belief face more challenges. For example, teacher A said that:

Self-belief plays a significant role in students' overall success in completing their dissertation journey because it makes them conduct their dissertation journey with enthusiasm and confidence. Also, throughout the dissertation process, students can meet various challenges, such as difficulty with research methods, data analysis, or literature review. Those with self-belief are better equipped to face these challenges because they view them as opportunities for growth rather than insurmountable obstacles.

Only two teachers delved into the details of their observations and cited two cases. Teacher B shared that a majority of master's students who submitted their final dissertations after 10 months of work lacked self-belief. According to this teacher, these students struggled because they did not trust their own abilities; this lack of self-belief made their progress more difficult and made the journey more challenging for them. In addition, teacher C provided an example from his own experience. He described a student who faced numerous rejections throughout his master's research. Despite the obstacles, this student persevered and publicly defended his work, showcasing belief in himself and his research.

**Question (06):** According to you, how can external factors or environmental influences (such as supervisor feedback and support, the academic environment, and access to academic and research material) contribute to shaping students' self-belief during the dissertation journey?

When asked about the influence of external factors or environmental influences on shaping students' self-belief during the dissertation journey, teachers highlighted the significance of the environment in which students work. For example, teacher A declared that "Positive and constructive feedback from supervisors can help students feel more confident

by validating their efforts and progress. Thus, Students can develop confidence in themselves when they have a supervisor who is encouraging and helpful”. Besides, teacher D draws attention to the mixture of all these factors that should be present during the dissertation.

**Question (07):** In your opinion, how can students’ behaviour (such as managing time, actively seeking feedback, and setting goals) shape their self-belief during the dissertation journey?

When asked about the impact of students’ behaviour on their self-belief during the dissertation journey, the interviewed teachers emphasized that students ‘behaviour can significantly influence their self-belief and ultimately impact their overall success. They highlighted the importance of having a clear outline or plan to facilitate the dissertation journey. They emphasized the effectiveness of time management by saying that it allows students to set realistic goals, adhere to deadlines, and divide their work into manageable tasks. By accomplishing these smaller tasks, students gain a sense of accomplishment, which boosts their confidence in their abilities. Teacher C believed that if students understand the concepts well and have insights about the theoretical framework, they may not need to actively ask for feedback. This point is mentioned in the following declaration: “Do not seek feedback if you have theory assimilation and comprehensiveness is mastered”.

**Question (08):** According to you, how can personal factors (such as resilience, determination, research skills, and writing abilities) shape students’ self-belief during the dissertation journey?

When asked about how personal factors, such as resilience, determination, research skills, and writing abilities, can shape students’ self-belief during the dissertation journey, the teachers provided insightful opinions. The majority emphasized that personal factors play a crucial role in shaping students’ self-belief, contributing to their overall success. They recognized that self-confidence cannot come out of nothing. They stressed the significance of

certain personal qualities, like good writing and research skills, in building confidence. Students who are skilled at writing tend to have more confidence since effective written communication is important for dissertations. For example, teacher A said that “Strong written communication skills can have a significant influence on students’ self-belief. This means that strong writing abilities give confidence in students, allowing them to express themselves clearly and persuasively in their dissertations.” Likewise, students who have strong research skills and a genuine interest in their topic are more likely to feel more confident. This is explained in the following assertion “Research skills and strategies help a lot in addition to their motivation that can add more persistence and overcome their challenges and weaknesses”. In addition, the teachers emphasized the importance of resilience and determination. These personal qualities enable students to persevere through challenges, ultimately building their self-belief. By maintaining focus on the objective of completing their master’s dissertations, students can reinforce their self-belief and remain motivated throughout the journey.

**Question (09):** According to you, what are the common challenges students face in developing and maintaining high levels of self-belief during the dissertation journey?

When asked about the common challenges students face in developing and maintaining high levels of self-belief during the dissertation journey, the teachers provided some insights. Teacher A highlighted that negative feedback can be discouraging for students and may lead them to doubt their abilities. Constructive criticism and feedback are essential for growth, but students may struggle to maintain their self-belief when faced with criticism. In addition, teacher D mentioned that time constraints can pose a challenge; the pressure to meet deadlines and the competitive nature of the journey can impact students’ self-belief. Moreover, Teacher F indicated that unsupportive environment can be an obstacle to the development and maintenance of self-belief.

**Question (10):** How do you foster self-belief in your students during the dissertation journey?

When asked about how they foster self-belief in their students during the dissertation journey, the interviewed teachers shared various strategies. Teacher D suggested the use of projection as a technique; this involves encouraging students to visualize themselves as future graduates. Teacher B provided an example of a sentence he uses with students: “Well done, that’s much better than last time, you really thought about how to write an introduction, but there are few problems with punctuations.” The teacher uses this sentence to foster self-belief in students by giving positive feedback even when the submitted work is not satisfactory. Setting deadlines and explaining their purpose was another strategy mentioned by teacher F. Teacher E said that she just let them be themselves knowing that they have different personalities and different learning styles. She however tries to motivate them and make the research experience an opportunity to show their potential. In Addition, teacher G reinforces the idea that students are capable of completing the dissertation by reminding them that others before them have accomplished this task. Finally, teacher A offers guidance and support and equips students with the required tools and knowledge. It has to be noted that two teachers (C and H) did not provide an answer to this question.

**Question (11):** What advice would you give to supervisors and educational institutions to help students build and maintain a high sense of self-belief throughout the dissertation process?

When teachers were asked this question, they provided valuable insights. Their suggestions offer guidance on how supervisors and educational institutions can support students in developing and sustaining self-belief during the dissertation journey. Teacher A recommended providing continuous support, creating opportunities for collaboration, and offering constructive feedback. In addition, Teacher D highlighted the importance of giving importance to the psychological aspect of the learner. Moreover, Teacher E stressed the

importance of creating a suitable environment and providing the necessary facilities. Furthermore, Teacher G claimed that recognizing self-belief should be nurtured even before the dissertation journey begins and noted the significance of not breaking students' spirits and that supervisors and educational institutions should avoid actions or behaviours that undermine students' confidence and motivation. Instead, they should strive to uplift and encourage students throughout the dissertation process. One teacher did not provide an answer to this question and left it blank.

**Question (12):** Is there anything else you would like to add about the impact of self-belief on the dissertation journey?

Teachers' additional insights highlighted the importance of inner strength, psychological support, and effective supervision in fostering self-belief during the dissertation journey. Teacher D emphasized the importance of inner strength as a key in overcoming challenges. Teacher F stressed the significance of not neglecting the psychological aspect of the dissertation process because students need support and guidance from supervisors and educational institutions to navigate the emotional challenges they may face. In addition, teacher H acknowledged the challenging nature of supervision and the responsibilities it entails. Teacher G said that she is a fan believer that self-belief comes before dissertation journey, and that she wishes it is done at the level of high school, and that some students are victims of some teachers, it is not allowed to hurt students in her opinion it is a sense of relationship for her, never ever break the students' spirit. Two teachers did not provide additional insights on the impact of self-belief on the dissertation journey.

### **Conclusion**

In brief, this chapter has presented the research findings obtained from a questionnaire administered to seventy-three Master 2 students and interviews conducted with eight teachers

in the Department of English at the University of Tizi-Ouzou. The following chapter deals with the interpretation of the results presented.

## **Introduction**

This chapter aims to discuss and interpret the results of the study presented in the previous chapter, provide answers to the research questions, and test the hypotheses stated in the general introduction of this dissertation. The discussion is done in relation to the theoretical framework and previous studies on the topic.

This chapter contains three sections. The first section discusses the results related to the views of teachers and students on the impact of self-belief on the dissertation journey. The second section deals with the discussion of the factors affecting students' self-belief during the dissertation journey. As for the third section, it is concerned with the discussion and interpretation of the different strategies provided by students and teachers to enhance Master 2 students' self-belief throughout the process of writing their dissertations.

### **IV.1. Discussion of Students' and Teachers' Views Regarding the Impact of Self-belief on the Dissertation Journey**

#### **IV.1.1. Discussion of Students' Views**

After analyzing the data obtained from the questionnaire, we discovered from the results gained from question 4 that all Master 2 students (100%) in the sample group think that self-belief contributes to their academic success (see Diagram 4), which means they recognize the importance of self-belief and its impact. This strong agreement means that students believe in the importance of self-belief in achieving academic success. This aligns with Hailikari et al.'s (2008) statement that "academic self-belief may...play a key role in predicting academic success" (p. 59). This quote suggests that academic self-belief is a significant predictor of academic success. That is to say, students who trust their abilities are more likely to succeed academically. This supports the findings that Master 2 students unanimously affirmed the important contribution of self-belief to their academic success. In the same context, Bandura (1977b) emphasized the importance of self-belief, also known as

'self-efficacy' in his Social Learning Theory, which is the core base for success in accomplishing tasks as it affects the behaviour and the overall confidence of a student. In the academic context, students with high self-efficacy are more likely to handle difficulties with confidence, leading to academic success.

Despite students' agreement with the fact that self-belief contributes to their academic success, not all students have a high sense of self-belief during the dissertation journey, according to the answers to the fifth question. To be more specific, the majority (60.3%) claimed to have an average level of self-belief, while 23.3% and 6.8% rated it high and very high, respectively (See Diagram 5). These findings entail that while the majority of students have a moderate level of self-belief, there is a noticeable group who have higher levels of self-belief. A moderate or average level of self-belief indicates that students have an reasonable level of trust in their abilities without being excessively confident or under-confident. As some of the students reported in question 19 about additional insights, it is important to have a balanced level of self-belief because overconfidence can lead to mistakes and arrogance.

Besides, the questionnaire results show that the vast majority of students, nearly all of them (99%), believe that a high level of self-belief positively influences their progress during the dissertation journey (See Diagram 6). The fact that 99 % of the students support the positive influence of high self- belief highlights its importance in facing the different challenges of the dissertation journey. In this case, it is possible that students observed successful peers who worked with a high sense of self-efficacy and believed in their abilities, and that is why they all acknowledged that self-belief plays a crucial role in their academic progress. Indeed, according to Bandura's social learning theory, students learn by observing and imitating others, and the influence of successful peers who demonstrated high self-belief can affect their views about the role of self-belief in the dissertation process.

Moreover, when asked to specify how much they think that high levels of self-belief influence their progress during the dissertation process, 63.9% of students emphasized that high self-belief significantly influences their progress, 18.1% stressed its extreme influence, and 12.5% highlighted its moderate influence, while a smaller group of (5.6%) attributed a slight influence to high self-belief (See Diagram 7). In other words, students recognized the crucial role of high self-belief and its effect on their dissertation progress. The findings suggest a strong recognition among students about the significant influence that self-belief has on their progress during the dissertation journey. This recognition emphasizes the importance of enhancing self-belief among students to support their progress during the dissertation process.

Furthermore, when asked about the impact of maintaining high levels of self-belief on their motivation and commitment to completing their dissertations, 97% of students supported the idea that high self-belief positively affects their motivation and commitment, while 3% disagreed (See Diagram 8). This goes in line with the assertion made by Pintrich and Schunk (2002) that self-belief and motivation are closely intertwined. In addition, the theoretical framework of this study posits that when students maintain high levels of self-belief, they are more likely to show behaviours that reflect this belief, such as motivation and perseverance.

We can conclude from the findings mentioned and discussed above that students think that self-belief positively influences the dissertation journey. It is a core ingredient to achieve academic goals and maintain motivation and commitment throughout the dissertation process, according to EFL Master 2 students at the University of Tizi-Ouzou.

#### **IV.1.2. Discussion of Teachers' Views**

Experienced supervisors within the same department were asked questions about their views on the impact of Master 2 students' self-belief on the dissertation journey. The results from the interviews showed that the majority of teachers think that self-belief is a crucial

component that impacts the whole process of writing a dissertation; they emphasized its vital role in the dissertation journey. This aligns with the results of Honicke and Broadbent's (2016), since the findings support the idea that believing in one's capabilities can impact academic performance. The interview findings also corroborate the results obtained from the online questionnaire addressed to Master 2 students. This alignment makes the research findings more reliable and believable because both teachers and students provided similar views on the important role that self-belief plays during the dissertation journey.

As noted from teachers' responses to the fifth interview question, it is clear that they all agreed that students with a strong belief in themselves and their capacities tend to find the dissertation process easier; they approach challenges and difficulties with a positive mindset. Teachers confirmed this by describing observed instances where self-belief has impacted students' success in completing their dissertations. An example mentioned by Teacher C is of one student who faced numerous rejections throughout his master's research. Despite the obstacles, this student persevered and publicly defended his work, showcasing belief in himself and his research. This teacher thinks that self-belief was the reason why this student never gave up and continued his journey until the end. Besides, Teacher B claimed that the majority of students who submit their dissertations after ten months of work lack self-belief. According to this teacher, these students struggled because they did not trust their own abilities. This means that a lack of confidence can cause challenges for students when writing their dissertations, as it can hinder their progress. Moreover, the observations made by the supervisors highlight the significance of possessing a high sense of self-belief. The study conducted by Pajares and Schunk (2001) mentioned in the literature review chapter about the relationship between self-beliefs, specifically self-efficacy, and academic achievement, underlined the importance of high self-efficacy in improving academic outcomes. The findings of this study align with the teachers' observations, where students with strong self-

belief overcome all the challenges and complete their academic mission successfully. This is further reinforced by Brown (2001), who suggested that a person's belief in their abilities to complete tasks is fundamental to the process of learning.

According to the collected data about the views of students and teachers on the impact of self-belief on the dissertation journey, the findings confirmed our first hypothesis and provided an answer to the first research question stated in the general introduction. That is to say, both teachers and Master 2 students expressed positive views regarding the impact of self-belief on the dissertation journey.

## **IV.2. Discussion of the Factors Affecting Students' Self-belief during the Dissertation Journey**

### **IV.2.1. Discussion of the Factors Identified by Master 2 Students**

This section aims at revealing and discussing the different factors that can impact self-belief during the dissertation journey, according to Master 2 students. In this context, students were asked to say whether they have faced any challenges that negatively impacted their self-belief during the dissertation journey. 88% of students said they have faced difficulties that affected their self-belief. A smaller group (12%) indicated that they did not face any challenges that impacted their self-belief (See Diagram 9). This means that the majority of students faced challenges that impacted their self-belief negatively and caused difficulties for them to write high-quality dissertations. The fact that 88% of students reported facing challenges that negatively affected how confident they felt about themselves highlights the pervasiveness of self-confidence struggles within the sample group. These challenges could stem from various sources.

When asked to specify which specific challenges impacted their self-belief during the dissertation journey, nearly half of the students (46.6%) identified anxiety and stress as the main challenges that influenced their progress during this journey. The fact that nearly half of

the students identified anxiety and stress as the main challenges impacting their self-belief during the dissertation journey sheds light on the psychological or mental challenges students face during this academic journey. During the dissertation process, anxiety may arise due to the strict deadlines and pressure to produce high-quality work. Perfectionism and fear of failure are also common, as reported by 34.2% of the students. The excessive desire to be perfect in each aspect of this journey may lead to self-criticism and fear of failure, which can be obstacles that can impact the progress of their work. Many students want to produce dissertations that exceed academic standards. This excessive pursuit of perfection can lead to high anxiety levels, fear of making mistakes and receiving negative criticism, negatively influencing their confidence in themselves and their abilities. Difficulty maintaining motivation is also mentioned by 27.4% of the students. When it comes to long-term projects like dissertations, it is hard to maintain motivation all along the way, and this is a challenge for students since motivation acts as a push to overcome challenges. Procrastination is another issue that is common among Master 2 students since it affects around a quarter (27.4%) of them. Procrastination involves delaying tasks even when deadlines are approaching. This often happens because of poor planning. Additionally, writing challenges were reported by another group of students (26%), which include struggles structuring essays, developing ideas and arguments, and dealing with methodological issues; all these elements can be challenging for students and can negatively affect their self-belief. Enhancing students' self-belief during the dissertation journey is important because it helps them face the challenges they encounter with confidence and positivity, making it easier for them to succeed.

In this context, students were asked about the main factors that contribute to their self-belief during the dissertation journey. The results of question 11 show that the feedback and guidance provided by supervisors is cited as the most influential factor with a significant majority of 71.2% of respondents. This finding is supported by the results obtained from

question 12, in which 89% of the students expressed agreement with the fact that the feedback and guidance provided by their supervisors positively contribute to their self-belief. The results align with Bandura's Social Cognitive Theory, which emphasizes the importance of environmental influences, such as feedback and guidance, in enhancing self-beliefs.

Support and encouragement from supervisors, peers, and family were also chosen by 60.3% of students. This finding highlights the importance environmental influences, mainly the social environment, in boosting students' self-belief during the dissertation journey. This aligns with Bandura's reciprocal determinism within his Social Cognitive Theory, which emphasizes the role of social support in enhancing self-belief. This also supports the finding obtained from question 13, in which all the students (100%) agreed that maintaining a positive relationship with the supervisor and research partner is crucial for fostering a high sense of self-belief. When students have positive relationships with their supervisors and research partners, they receive guidance and support, which boost their self- belief. Another environmental factor that can positively influence students' self-belief is a supportive learning environment. Indeed, the results of question 14 revealed that the majority of students (78.1%) believe that a supportive environment has a positive impact on their self-belief during the dissertation journey.

Slightly over half (50.7%) of the students argue that personal determination and commitment are affecting factors, which means that students' own motivation, perseverance, and hard work are crucial components that can affect self-belief during this journey. This goes in line with the personal factors mentioned in Bandura's reciprocal determinism. Personal factors, such as motivation, and perseverance, are key components of reciprocal determinism, according to Bandura's Social Cognitive Theory.

Effective time-management (45.2%) and access to academic resources and research material (46.6%) were identified as further facilitators of self-belief; these factors contribute

to students' sense of capability in completing their dissertations successfully. Managing time effectively is a skill that each student should have during this journey because it provides them with a sense of control over the whole dissertation process. Time management, such as planning ahead and devoting time to work on the dissertation, is considered as a behaviour within Bandura's reciprocal determinism framework. As for, access to academic resources and research material, it is a key factor that enhances students' self-belief and the quality of their dissertations. In his reciprocal determinism framework, Bandura suggests that the physical environment within environmental influences, such as access to resources, plays a significant role in shaping self-belief.

#### **IV.2.2. Discussion of the Factors Recognized by Teachers**

Based on the factors of reciprocal determinism within Bandura's theory, which is the theoretical framework of our research, teachers were asked three questions regarding the influence of each one of these factors on self-belief during the dissertation journey. When asked about the impact of environmental factors or influences on self-belief, such as supervisor feedback and support, the academic environment, and access to academic and research material, teachers agreed that the environment in which the students work can significantly shape and impact their self-belief. They affirmed that convenient access to research material and supervisor support significantly impact students' motivation and self-belief. Teachers also claimed that the mixture of all these factors positively influences the overall self-belief of students. When teachers acknowledge the significance of these factors in fostering students' self-belief, they are recognizing the influence and power of environmental factors on students' self-belief. This finding supports the results obtained from the online questionnaire, where Master 2 students acknowledged the significant role played by environmental factors in enhancing their self-belief. This mutual acknowledgment suggests a

shared understanding between teachers and students about the importance of environmental support in developing and maintaining self-belief during the dissertation journey.

The seventh question is asked to uncover whether teachers think that students' behaviour (such as managing time effectively, actively seeking feedback, and setting attainable goals) shapes their self-belief during the dissertation journey since they supervise students every year, so they have an idea about their behaviour and how it can impact them. They emphasized that students' behaviour can significantly impact their self-belief and their experience working on the dissertation. More specifically, teachers highlighted the importance of having a well-defined outline from the beginning of the dissertation process, which involves preparing a structured framework to follow, that outlines the main chapters and key points to be covered in the dissertation. Moreover, they emphasized the importance of managing time effectively, stating that it allows students to set realistic goals and divide their work into manageable tasks. Effective time management helps students stay focused and meet deadlines. The importance of time management was also highlighted by Master 2 students, indicating its importance in shaping self-belief during the dissertation process and achieving success.

Regarding personal factors, teachers think that these personal qualities enable students to persevere through challenges, ultimately building their self-belief. By maintaining focus on the objective of completing their master's dissertations, students can reinforce their self-belief and remain motivated throughout the journey. As stated in the literature review chapter, Schunk and DiBenedetto (2019) highlight the significant role of personal influences in instigating and maintaining motivational outcomes.

The ninth question is asked to determine the challenges that students face during the dissertation journey, according to teachers. One of the challenges reported by teachers is negative feedback from the dissertation supervisor. This aligns with what students reported in

the online questionnaire. This similarity shows that both teachers and students agree that receiving negative feedback from supervisors is a major hurdle to students' self-belief when working on their dissertations. The supervisor's feedback impacts students' self-belief, either negatively by providing criticism and causing doubts or positively by providing constructive guidance and encouragement. Another challenge mentioned by teachers is time constraints. Limited time can create pressure to meet deadlines, causing anxiety and self-doubt if students feel that they might not finish and submit their dissertations on time. In this case, effective time management is crucial because it helps students face the challenges posed by time constraints. In addition, an unsupportive working environment can make students doubt themselves and their abilities. This can make it harder for them to finish their dissertations. That is why providing a supportive and encouraging environment can foster motivation and self-belief among students.

All the answers provided by students and teachers addressed the second research question, which focused on identifying the factors that contribute to the development and maintenance of students' self-belief during the dissertation process. Their answers, in turn, confirmed the second hypothesis, which states that "Personal, environmental, and behavioural factors contribute to the development and maintenance of students' self-belief during the dissertation journey."

### **IV.3. Discussion of the Strategies from Students and Teachers to Enhance Self-Belief**

#### **During the Dissertation Journey**

##### **IV.3.1. Discussion of the Strategies Provided by Master 2 Students**

The fourth section of the questionnaire aimed to identify which strategies students believed could enhance their self-belief during the dissertation journey. Based on their answers to question 17, which asked them about the strategies they use to enhance their self-belief, setting attainable goals emerged as the top-ranked strategy with a percentage of 67.1%.

Setting achievable goals is essential because it helps students maintain motivation, track their progress, reduce anxiety, and enhance their self-belief. Another important strategy mentioned by students is seeking support and feedback from their supervisors. Indeed, around 52.1% of students considered seeking their supervisor's support and feedback crucial to boosting their self-belief. The feedback and support provided by the dissertation supervisor provide validation, guidance, and encouragement, all of which contribute to the enhancement of students' self-belief. Moreover, 46.6% of students engage in positive self-talk; this monologue helps them maintain high sense of self-belief. Positive self-talk helps students affirm their strengths and abilities to achieve success. Furthermore, 32.9% celebrate small achievements along the way, acknowledging each small progress to maintain motivation and boost self-belief. Setting attainable goals, seeking supervisor's support and feedback, and celebrating small accomplishments involve behavioural actions highlighted by Bandura in his reciprocal determinism framework, whereas engaging in positive self-talk is a personal factor that influences students' behaviours.

In addition to students' strategies to enhance their own self-belief during the dissertation journey, it is important to learn about how teachers and educational institutions can help students develop and maintain self-belief. That is why question 18 was asked. The results showed that the majority of students, or 69.9%, highlighted the importance of creating a supportive academic environment. This involves ensuring that students have access to the necessary resources and experienced people to offer feedback and guidance, and fostering positive and respectful relationships between teachers and students. Besides, 65.8% of Master 2 students stressed the significance of direct support from supervisors in promoting their self-belief. This means that constructive feedback, encouragement, and mentorship are crucial to maintaining a high sense of self-belief and facilitating the dissertation process. Moreover, 30.1% of students suggested the organization of workshops on self-belief; this could include

providing students with tools and skills to manage their self-belief. Furthermore, students (39.7%) stressed the need for open discussions about self-belief. Promoting open dialogue about self-belief can encourage students to share their experiences and seek and receive advice, which can foster their self-belief. Overall, these insights highlight the pivotal role that supervisors and universities play in supporting and building students' self-belief through the dissertation journey. More specifically, the findings stress the importance of environmental factors in enhancing self-belief.

#### **IV.3.2. Discussion of the Strategies Provided by Teachers**

Question 10 in the interview was asked with the aim to find out how teachers or dissertation supervisors foster their students' self-belief during the dissertation journey. One teacher encourages students to visualize or imagine themselves successfully completing their dissertations. By visualizing themselves as future graduates who have successfully completed their dissertations, students can maintain a positive mindset and boost their belief in their abilities. Additionally, teachers emphasized the importance of offering guidance and support; this includes providing resources, answering questions, and helping students during the writing process. Providing guidance and support contributes to students' self-belief and success in completing their dissertations. This finding supports students' emphasis on the importance of support, guidance, and feedback in enhancing their self-belief. Another technique is setting deadlines. Deadlines help students break down their dissertations into manageable tasks. This can reduce stress, motivate them to stay focused, and enhance their belief in their ability to complete their research projects step by step. Moreover, teachers encourage their students to focus on putting the necessary effort. By doing so, students can understand that success is achieved through hard work, persistence, and dedication. Furthermore, teachers remind students that other students before them have successfully

accomplished the same task. By highlighting past successes of others in completing their dissertations, teachers can boost self-belief and minimize self-doubt.

In addition, teachers were asked to provide some advice to supervisors and educational institutions to help students build and maintain a high sense of self-belief throughout the dissertation process. They gave significant suggestions, for instance, encouraging students to enjoy the process by appreciating the journey, providing continuous support and guidance, nurturing self-belief early on, and avoiding any action that undermines students' self-belief or motivation. By implementing these suggestions, supervisors and educational institutions can contribute to the development self-belief and academic success of students.

When teachers were asked to add anything else about the topic, they claimed that inner strength is the key to success. They emphasized the importance of not neglecting the psychological aspect of this journey, and acknowledged the responsibility of the dissertation supervisor. By emphasizing the psychological aspect, teachers stressed the significance of addressing students' emotional well-being throughout the dissertation process. This includes maintaining motivation, managing stress, and enhancing self-belief. In addition, acknowledging the responsibility of the dissertation supervisor accentuates his/her crucial role in guiding and supporting students throughout this process.

All these insightful responses answered the third research question about the strategies teachers and Master 2 students use to enhance self-belief during the dissertation journey. In addition, they confirmed the third hypothesis that "Teachers and Master 2 students likely use various strategies to enhance self-belief during the dissertation journey."

### **Conclusion**

This chapter has discussed the findings of the study conducted in the department of English at the University of Tizi-Ouzou in relation to the three objectives initially stated in the general introduction of this dissertation. Based on Banduras' Social Cognitive Theory, this

discussion has answered all the questions stated in the general introduction and tested the advanced hypotheses. Based on the discussion of questionnaire and interview findings, it is evident that both Master 2 students and dissertation supervisors view that self-belief positively influences the dissertation journey and plays a pivotal role throughout this process. That is why they highlighted the importance of enhancing self-belief during this challenging journey by suggesting strategies to do so.

This study aimed to explore teachers' and Master 2 students' views on the impact of self-belief on the dissertation journey. In addition, it endeavoured to identify the factors contributing to the development and maintenance of self-belief throughout the dissertation journey. Moreover, it sought to uncover the strategies employed by teachers and students to enhance and sustain self-belief during the dissertation journey.

To reach the aforementioned objectives, address the research questions, and test the hypotheses, a mixed-method approach for data collection and analysis was used; this enabled a more comprehensive exploration of the topic. To collect data, an online questionnaire consisting of nineteen questions was designed and addressed to all Master 2 students enrolled in the Department of English at the University of Tizi-Ouzou. A total of seventy-three students responded to the questionnaire. In addition, a mixture of face-to-face and asynchronous online interviews were conducted with eight teachers or dissertation supervisors. These interviews aimed to gather qualitative data and gain a deeper understanding of teachers' viewpoints on the topic. The study relied on Bandura's reciprocal determinism within his broader framework of social cognitive theory. By applying this framework, the study aimed to understand how behavioural, personal, and environmental factors influence students' self-belief during the dissertation journey.

In terms of analyzing the data, the quantitative data obtained from the closed-ended questions of the questionnaire were analyzed using descriptive statistics, such as percentages, and presented in diagrams and tables. On the other hand, the qualitative data were analyzed using Qualitative Content Analysis (QCA), which allowed us to identify the key themes and patterns. The findings of the study highlighted the important role that self-belief plays during the dissertation journey. Both teachers and students recognized the importance of self-belief in overcoming challenges, staying focused on achieving goals, and producing quality research. That is to say, they stressed the positive influence of self-belief on the dissertation

journey. Moreover, both teachers and students emphasized that some factors like time management, supervisor support and feedback, and the availability of resources can positively contribute to the enhancement of self-belief throughout the dissertation journey. In addition, teachers highlighted that incorporating some strategies can promote students' self-belief, such as providing constructive feedback, setting achievable goals, and creating a supportive learning environment. The same point was shared by students, who asserted that applying some strategies helps to sustain self-belief in themselves. The findings from both the questionnaire and interviews emphasized the significant positive impact of self-belief, provided evidence about the factors that could affect students' self-belief and suggested strategies to maintain self-belief during the dissertation journey. These outcomes validate all three hypotheses proposed in the general introduction of this dissertation.

It is important to mention that the current study encountered several limitations. The first limitation concerns the small sample size and the interview procedure. Due to the teachers' busy schedule, the interview questions were sent via email, and only five teachers responded. Additionally, some teachers declined engaging in recorded interviews, prompting us to rely on note-taking during the conversations. This made it challenging to capture all the necessary responses accurately. The second limitation is that when the questionnaire was distributed to the students, a portion of them neglected to respond, leading to challenges in obtaining a sufficient number of participants. Since the questionnaire was distributed online and not in person, the students responded only after receiving multiple reminders.

The present study investigated teachers' and students' views on the impact of self-belief on the dissertation journey in the Department of English at the University of Tizi-Ouzou. For further research, we recommend conducting comparative studies across different disciplines and universities to identify any specific difference in self-belief and its impact on

the dissertation journey. In addition, we recommend investigating the effectiveness of strategies aimed at enhancing self-belief during the dissertation process.

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## **Appendix A**

### **Students' Questionnaire**

Dear Master 2 students,

This questionnaire aims to gather data about your views regarding the impact of self-belief during the dissertation journey. You are kindly requested to fill out this questionnaire.

Your honest responses are crucial in helping us gain a deeper understanding of the topic. Your answers will be treated anonymously and will be used for research purposes only.

Instructions: please select the right answer(s) or give full answers when necessary.

Thank you for cooperation and participation.

Ms. TinhinaneMeziani and Ms. Ilham Messaoudi

Master 2 students in Foreign Language Didactics

University of Tizi-Ouzou

#### **Section One: Personal Information**

1. What is your gender?

Male

Female

2. What is your major/area of study?

Foreign Languages Didactics

Language and Communication

General and Comparative Literature

Literature and Civilization

Literature and Interdisciplinary Approaches

**Section Two: Students' Views on the Impact of Self-belief during the Dissertation Journey**

3. Do you think that self-belief contributes to your academic success?

Yes

No

4. How would you describe your overall experience working on your dissertation so far?

Very bad

Bad

Average

Good

Very good

5. How is your level of self-belief while working on your dissertation?

Very low

Low

Average

High

Very high

6. Do you think that high levels of self-belief positively influence your progress during the dissertation journey?

Yes

No

7. If the answer is yes, on a scale of 1 to 4, how much do you think that high levels of self-belief influence your progress during the dissertation journey?

Slightly

Moderately

Significantly

Extremely

8. Do you think that maintaining high levels of self-belief positively influences your motivation and commitment to complete your dissertation?

Yes

No

### Section Three: Factors Affecting Students' Self-belief during the Dissertation Journey

9. Have you faced any challenges that negatively impacted your self-belief during your dissertation journey?

Yes

No

10. If the answer is yes, what are the main challenges you faced? (Select all that apply)

Lack of support from my supervisor

Perfectionism and fear of failure

Anxiety and stress

Difficulty to maintain motivation

Time pressure and deadlines (Time constraints)

Other, please specify

11. According to you, what factors contribute to your self-belief during the dissertation journey? (Select all that apply)

Support and encouragement from supervisor, peers and family

Supervisor's feedback and guidance

Personal determination and commitment

Effective time-management

Access to academic resources and research material

Other, please specify.....

12. The feedback and guidance provided by my supervisor significantly affect my self-belief in the dissertation process.

Agree

Neutral

Disagree

13. My relationship with my supervisor and research partner is important to maintain a high sense of self-belief.

Agree

Neutral

Disagree

14. The environment (supportive versus unsupportive) in which I work on my dissertation impacts my self-belief.

Agree

Neutral

Disagree

15. Dedicating time to work on my dissertation, my engagement and persistence contribute to my self-belief.

Agree

Neutral

Disagree

16. My skills in research methodology and writing abilities contribute to my self-belief in the dissertation process.

Agree

Neutral

Disagree

**Section Four: Strategies to Enhance Students' Self-belief during the Dissertation Journey**

17. What strategies do you use to develop and maintain your self-belief throughout the dissertation journey? (Select all that apply)

Seeking support and feedback from my supervisor

Setting clear and attainable goals

Engaging in positive self-talk

Celebrating small achievements

Other, please specify...

18. In your opinion, how can supervisors and universities help students to build and maintain self-belief during the dissertation journey? (Select all that apply)

Provide support to promote self-belief among students

Create a supportive academic environment

Organize workshops on self-belief

Encourage students to discuss self-belief openly

Other, please specify.....

19. Please feel free to add any additional insights about the role and impact of self-belief on

the dissertation journey ?

.....

**Appendix B:**

**Interview with Teachers**

Dear teachers,

The present interview aims to collect data about your views on the impact of self-belief during Master Two students' dissertation journey. Your answers will be treated with confidentiality and used only for academic purposes. We will be really thankful if you could answer the questions.

***THANK YOU IN ADVANCE FOR YOUR COOPERATION!***

Ms. TinhinaneMeziani and Ms. Ilham Messaoudi.

Master 2 students in Foreign Languages Teaching and Learning

MouloudMammeri University of Tizi-Ouzou.

**Q1.** What type of academic degree do you hold? .....

**Q2.** How long have you been teaching in the Department of English? .....

**Q3.** How long have you been supervising master's dissertations? .....

**Q4.** According to you, how important is self-belief for students preparing a master's dissertation?

.....

.....

.....  
**Q5.** From your perspective, what impact does self-belief have on students' overall success in completing their dissertations journey? Please describe observed instances where self-belief has impacted students' success in completing their dissertations.

.....  
.....  
.....

**Q6.** According to you, how can external factors or environmental influences (such as supervisor feedback and support, the academic environment, and access to academic and research material) influence students' self-belief during the dissertation journey?

.....  
.....  
.....

**Q7.** How can students' behaviours (such as managing time, actively seeking feedback, and setting goals) shape their self-belief during the dissertation journey?

.....  
.....  
.....

**Q8.** How can personal factors (such as resilience, determination, research skills, and writing abilities) impact students' self-belief during the dissertation journey?

.....

.....  
.....  
**Q9.**According to you, what are the common challenges students face in developing and maintaining high levels of self-belief during the dissertation journey?

.....  
.....  
.....

**Q10.** How do you foster self-belief in your students during the dissertation journey?

.....  
.....

**Q11.** What piece of advice would you give to supervisors and educational institutions to help students build and maintain a high sense of self-belief throughout the dissertation process?

.....  
.....  
.....

**Q12.**Is there anything else you would like to add about the impact of self-belief on the students' dissertation journey?

.....  
.....  
.....

## **Appendix C**

### **Interview Transcripts**

**Q1.** What type of academic degree do you hold?

**Teacher A:** Magister

**Teacher B:**Magister (Linguistics/Language Education)

**Teacher C:**PhD

**Teacher D:**Doctorate

**Teacher E:** Professor

**Teacher F:**PhD

**Teacher G:**Magister

**Teacher H:**PhD

**Q2.** How long have you been teaching in the Department of English?

**Teacher A:** More than 10 years

**Teacher B:**24 years

**Teacher C:**16 years

**Teacher D:**12 years

**Teacher E:**22 years

**Teacher F:**14 years

**Teacher G:**11 years ago

**Teacher H:**

**Q3.** How long have you been supervising master's dissertations?

**Teacher A:** About 9 years

**Teacher B:**About 15 years (LMD adoption in Algeria)

**Teacher C:**10 years

**Teacher D:**12 years

**Teacher E:**10 years, since 2014 when the first group was launched

**Teacher F:**13 years

**Teacher G:**5 years

**Teacher H:**14 years

**Q4.** According to you, how important is self-belief for students preparing a master's dissertation?

**Teacher A:** Self-belief is important for students preparing a masters' dissertation. It influences their motivation. When students believe in their abilities to tackle the challenges of their dissertation, they are more likely to do their best even when faced with obstacles. Also, completing a masters' dissertation requires perseverance and tenacity. Self- belief provides the strength needed to persevere through the long hours of research, writing, and revision that are characteristic of the dissertation process.

**Teacher B:**Self-belief is important in all endeavours and all fields. However, in the academic domain, where research work is dotted with obstacles, self-belief is the core ingredient for success. Many a student give up after a short period of time because they lack self-belief and, sometimes, even self-esteem.

**Teacher C:**A Master dissertation is an academic work. Therefore, this has nothing to do with the person of the student itself

**Teacher D:**Positive personal views can help in the process of research

**Teacher E:**I guess it can help them shape their vision of themselves and of their academic environment

**Teacher F:**I think it is very important, because the more you believe in yourself the better the results are going to be

**Teacher G:**It is important to start a dissertation with it, sometimes low self-belief brings barriers, but self-confidence is very crucial during this journey

**Teacher H:**No response provided

**Q5.** From your perspective, what impact does self-belief have on students' overall success in completing their dissertations journey? Please describe observed instances where self-belief has impacted students' success in completing their dissertations.

**Teacher A:** Self-belief plays a significant role in students; overall success in completing their dissertation journey because it makes them conduct their dissertation journey with enthusiasm and confidence. Also, throughout the dissertation process, students can meet various challenges, such as difficulty with research methods, data analysis, or literature review. Those with self-belief are better equipped to face these challenges because they view them as opportunities for growth rather than insurmountable obstacles.

**Teacher B:**The impact of self-belief is that when the student really believes that the project can be completed, they will find the ways to overcome potential obstacles. As a supervisor for more than 15 years, I noticed that most of the Master's students who handed in their final version of the dissertation after ten months of work lacked self-belief. This happened to them because they mistrusted their abilities. In sum, when a student lacks self-belief, they rely on the supervisor for every trivial difficulty, and this prevents them from achieving things in time.

**Teacher C:**I am not sure what self-belief is but I can recall the case of one of my students who alone had struggled to fulfil his master research. Many times, his work was rejected but he did not give up and defended publically his work.

**Teacher D:**Teachers can orient their students to have this inner strength in order to survive the journey of research in writing, in presenting their work...etc.

**Teacher E:** Well, having supervised more than 30 dissertations, I noticed that self-belief contributes a lot to students' self-image and influence their achievements. When they have high self-belief, they are more motivated and achieve better.

**Teacher F:** I have to say that the students who believe more in themselves, they are going to succeed or the journey itself is going to be much easier and enjoyable, and you know the more you enjoy doing something, the better are going to be the results, unlike anxious students who are struggling with themselves instead struggling with the work

**Teacher G:** For example, in Literature fields, it is very subjective, I always tell them that it is better for them to bring their own views than mine, it is important to defend your view, they know that they master their field, and that has a huge impact on their self-belief

**Teacher H:** Actually, we are at the university, so every student reaching this level is supposed to be or to have self-confidence or certain qualities that are very important

**Q6.** According to you, how can external factors or environmental influences (such as supervisor feedback and support, the academic environment, and access to academic and research material) influence students' self-belief during the dissertation journey?

**Teacher A:** Positive and constructive feedback from supervisors can help students feel more confident by validating their efforts and progress. Thus, Students can develop confidence in themselves when they have a supervisor who is encouraging and helpful, who can reassure them of their skills and help them overcome obstacles. Lack of support could damage their self-esteem.

**Teacher B:** When a student really believes that they can succeed in spite of obstacles, setbacks or mistakes, they will work hard to attain their final objective. On the contrary, when a student suffers from the lack of self-confidence and self-fulfilment, they have a tendency to find the reason for their failure in the external factors such as the academic environment, the supervisor, etc.

**Teacher C:** Nowadays, academic environment and access to research material are easy. As for the supervisor feedback, it can be said to be of some importance but I personally think that theory would dictate the plan, and when the plan is designed, writing the dissertation is easier

**Teacher D:** All the external factors can help a lot, we can mention the teachers, parents, friends, project partner, the topic .... etc.

**Teacher E:** What a complex question!!! I think that all what you call external factors have impacts on students' achievements. Contexts that are more cooperative help students to succeed.

**Teacher F:** The environment has an important role, if you have an easy access to different works, documentation, supervisor, even to the lab of the university or institution, I think that all these factors would help and have an impact that can be both negative and positive, when you can easily access to all those and that the environment is helping you to do the research of course your self-belief is going to be higher, and when the environment does not help or push you to do the work, you can be very motivated at the beginning but you can become less motivated due to some circumstances

**Teacher G:** It is very important to have a spirit of a supervisor to help, guide, and support students during the dissertation journey, all external factors matter, they can impact students' self-belief both negatively and positively, it depends on the environment

**Teacher H:** I have been supervising students for 14 years, I have noticed that the more you are very helpful to students, the more you make students at ease, the more respectful you are, the more... the more students become confident. It is the mixture of all these factors that can improve self-confidence of the students

**Q7.** How can students' behaviours (such as managing time, actively seeking feedback, and setting goals) shape their self-belief during the dissertation journey?

**Teacher A:** Effective time management is essential for success during the dissertation journey. Students who manage their time by setting realistic goals, dividing work into manageable tasks, and adhering to deadlines are more likely to experience a sense of accomplishment and confidence in their abilities.

**Teacher B:** Up to you to find an answer to this question . . . This is part of your research work!

**Teacher C:** Do not seek feedback if you have theory assimilation and comprehensiveness is mastered

**Teacher D:** Time management can help the students, they need to have a preliminary outline to divide tasks with their project partners, regular discussions with their supervisor are going to build their self-confidence

**Teacher E:** Well, I guess this is different from one person to another. Students have different learning styles and working strategies. But still, self-discipline and good time management always help.

**Teacher F:** Well, it depends on the students how they do perceive things, because some students who perceive this as a challenge and others will perceive this as an obstacle

**Teacher G:** When you know you have the right topic, you will do it and whenever students know what they are doing, it is easy

**Teacher H:** I had experience of supervising and I have noticed that whenever students who are less motivated, do not only lose their self-confidence, but also their time, and it is very disturbing for the supervision process, while on the other hand, students who are really motivated, finish at appropriate time and they do listen to the positive feedback and improve themselves

**Q8.** How can personal factors (such as resilience, determination, research skills, and writing abilities) impact students' self-belief during the dissertation journey?

**Teacher A:** Strong written communication skills can have a big influence on students' self-belief. This means that strong writing abilities gives confidence in students, allowing them to express themselves clearly and persuasively in their dissertations.

**Teacher B:**Up to you to find an answer to this question . . . This is part of your research work!

**Teacher C:**Student must only pursue that objective of fulfilling one's master dissertation

**Teacher D:**Research skills and strategies help a lot in addition to their motivation that can add more persistence and overcome their challengers and weaknesses

**Teacher E:** I can't tell for sure as this is different from one student to another but a good mastery of the writing skill is always a bonus.

**Teacher F:**This is very important, because you cannot believe in yourself on the basis of nothing, if you want to have much more self-esteem, much more self-confidence you need to develop your skills

**Teacher G:**Poor methodology or writing skills are real barriers to some students, sometimes students do not accept critics and this is problematic, when i say that you have to believe me, to improve yourself, when i have a student who is aware of his lack of self-belief, it facilitates the touch

**Teacher H:**Actually, I am supervising four binomials, and I have noticed that those who have really good writing skills are more confident because they are never afraid of my own feedback, they are open to criticism and they do improve themselves each day

**Q9.** According to you, what are the common challenges students face in developing and maintaining high levels of self-belief during the dissertation journey?

**Teacher A:** Receiving negative feedback or criticism, whether from supervisors, can discourage students. Lack of constructive feedback may undermine students' confidence in

their abilities and their belief in the value of their work, leading to self-doubt and discouragement.

**Teacher B:**Up to you to find an answer to this question . . . This is part of your research work!

**Teacher C:**Resilience and tenaciousness. Student ought to withstand challenges

**Teacher D:**The time constraints can help a lot and teach all the skills of research in addition to the spirit of competition and team work because they share these challenges with their project partner

**Teacher E:**I guess it all depends on the research experience itself, whether it's straight forward or rather full of obstacles

**Teacher F:**It can be related to the question talking about environment, if the environment is supporting you or not

**Teacher G:**They are their own challenges, try not to lose the connection, motivation, everyday life is about challenges, so just go with the flow of life, I believe in discipline not motivation.

**Teacher H:**This journey is very short, as English people say "when there is a will, there is a way" so, when you are will to take the lead of those who are good, the way becomes very clear and easy, whenever you face difficulties, you have just to remember that you need just to work and rework to make it easy

**Q10.** How do you foster self-belief in your students during the dissertation journey?

**Teacher A:** Offer guidance to students. Equip them with the tools, knowledge, and support they need to succeed academically and personally during the dissertation journey.

**Teacher B:**I usually try to foster self-belief in my students by giving positive feedback even when the work they hand in for correction is not satisfying. I think that the purposes of feedback are to motivate students, to encourage student autonomy and to help students

understand what their problems are and how they can improve their work. Here is an example of feedback that I give to my students: “Well done. That’s much better than last time. You really thought about how to write an introduction, but there are a few problems with punctuation...”

**Teacher C:**No response provided

**Teacher D:**Using the technique of projection (they see themselves as future graduates) in addition to many strategies as positive associations

**Teacher E:**I just let them be themselves knowing that they have different personalities and different learning styles. I try however to motivate them and make the research experience an opportunity to show their potential.

**Teacher F:**I try to use some strategies and i do set deadlines, i try to explain for them right the beginning that this journey must be enjoyable and enjoy the learning process, it is through the difficulties and challenges that we can learn, and once you do it, you will be satisfied experiencing this

**Teacher G:**You can do it, people before you did it, it takes work that is all

**Teacher H:**No response provided

**Q11.** What piece of advice would you give to supervisors and educational institutions to help students build and maintain a high sense of self-belief throughout the dissertation process?

**Teacher A:** Provide continuous support. Create opportunities for collaboration. Offer constructive feedback.

**Teacher B:**Up to you to find an answer to this question and include it in the conclusion of your dissertation.

**Teacher C:**No response provided

**Teacher D:**supervisors and educational institutions should give importance to self-belief, self- confidence, personality, psychology, self-development .... etc.

**Teacher E:** Provide a suitable working context and facilities.

**Teacher F:** I keep saying to my students, that you must enjoy the process, whatever the challenges you may face and whatever the difficulties you can cross, it is the learning process that matters, make mistakes it is okay, you are a learner.

**Teacher G:** I am a fan believer that self-belief comes before dissertation journey, I wish it is done at the level of high school, some students are victims of some teachers, it is not allowed to hurt students in my opinion it is a sense of relationship for me, never ever break the students' spirit

**Teacher H:** Every high level comes from reading, means that whatever they are surrounded with, make positive use of it, it will contribute to the reaching of their level, but if they take it negatively, it will affect them, I do believe that it is the contribution of the supervisor and the student, we all know that mutual respect and contribution can do a lot

**Q12.** Is there anything else you would like to add about the impact of self-belief on the students' dissertation journey?

**Teacher A:** No response provided

**Teacher B:** I may add that your questions in this 'interview' do not address the supervisor's experiences with students conducting a research work. The answers to your questions can be found in your review of the literature + theoretical underpinnings . . . They can be found in the literature that revolves around educational psychology. You should, for example, ask supervisors about the number of students they have supervised, the discussions they have had with their students, percentages of success/failure/lack of self-confidence, etc... And then you interpret those practical things to inform your dissertation. In a word, the teachers are not forcibly psychologists, and their job is to help students to write properly, but not to study their personality features.

**Teacher C:** No response provided

**Teacher D:**The key to all challenges is your inner force

**Teacher E:**Well, I always tell my students to do their best and be honest with their research.

**Teacher F:**There are some teachers who neglect the psychological aspect at the university level, thinking that students are old enough, mature enough to manage themselves but they are not, they do need us

**Teacher G:**Always go smoothly, students should be accept critics, leave some space to hedging, and keep this type of mindset “perhaps I am wrong”

**Teacher H:**I will just say that one of the most difficult things I did and I try to do is supervision, because I am not the kind of teachers taking pride at the end of the viva if the students get 17 or 16, I believe that it is my own duty to leave them through the clearest way possible to the end of it, I tell them in your free time you are a Tik-tok and YouTube user so try to use them positively and learn from them. I tell them to look for previous dissertations.

# **General Introduction**

**Chapter One :**  
**Review of the Literature**

**Chapter Two:**  
**Research Design and Methodology**

**Chapter Three:**  
**Presentation of the Findings**

# **Chapter Four:**

## **Discussion of the Findings**

# **General Conclusion**

# References

# **Appendices**