

## *LyCar Company Project*

*“How can Academic Confidence be stimulated to improve study success of HTH students during their bachelor program?”*

**Prepared for:** Ms. Huynh & Mr. Pacheco Lopez  
**Commissioner:** Ms. Smeets  
**Block:** 2223C  
**Campus:** The Hague  
**Date Submitted:** 19-02-23  
**Wordcount:** 10661



Merel van den Brink

782020



# Preface

Dear reader,

My name is Merel van den Brink and I am currently following the course Launching your Career (LyCar) as part of my fourth year at Hotelschool The Hague (HTH). The past 30 weeks I have been working on completing a part of LyCar, this Company Project. After completing my minor Future of Food I started my LyCar journey. Firstly by writing the Proposal, then travelling to a previously abandoned village on a mountain in Tuscany where I became a management trainee for the Novanta hotel. My stories and experiences gained during these 5 months of my life can be read in the LyCar Career Portfolio. On this mountain I conducted my interviews and finally finalized my research after completing internship and being back in the Netherlands.

There are several people I would like to thank from the bottom of my heart as they highly supported me when writing this report.



Ms. Huynh, thank you for guiding me through this past half year. I value our conversations highly and you were simply an amazing coach to have.



Ms. Smeets, thank you for becoming my commissioner halfway through writing the proposal. Working together with you felt both easy and enjoyable for me.



Mr. Koning, thank you for your consistent willingness and time to help me write this report. It gave my solution a teacher perspective (and our dissemination gave me such a boost in energy and enthusiasm that I immediately started jumping and dancing after we hung up)



Novanta for the unforgettable internship they provided me with, giving me time to work on this report and making me fall in love with mountains in Tuscany



Last but not least my family and close friends, for all their hugs, mental support, genuine interest in this topic and undying believe in me.

I wish you a pleasant time reading this LyCar Company Project and look forward to hearing what you think about it,

Warm regards,

Merel van den Brink  
782020



# Executive Summary

This Company Project is written for Hotelschool The Hague, specifically the Personal Development Department. The report follows the Design Based Research cycle and the chosen topic is Academic Confidence.

Academic Confidence is the self-perception of students towards their own capabilities, skills and competences regarding all aspects of academic life (Tasneem and Panwar, 2019). It positively impacts study success and potentially mental wellbeing of students. Which are two things' students are struggling with as the amount of study delays increased due to COVID-19 and mental wellbeing worsened.

Therefore, the Main Research Question is:

How can Academic Confidence be stimulated to improve study success of HTH students during their bachelor program?

By answering the Main Research Question the goals of the research will be fulfilled. Namely, discovering if there is a need to increase the Academic Confidence of HTH students during the bachelor program (1). If this need is present, what signs and causes there are for the lack in Academic Confidence (2) and finally creating solutions that would increase it (3).

A Conceptual Framework was designed, in order to help answering the Main Research Question. Here Academic Confidence was viewed from 3 pillars.



Pillar 1: Looking at the signs of low academic confidence (Social comparison, expectations, procrastination)



Pillar 2: Secondly the causes for this (Social interaction, COVID-19, academic background)



Pillar 3: Thirdly what solutions could increase academic confidence (Goal orientation, tutoring, awareness)

Combining evidence from scientific literature, practitioners and stakeholders in the literature review resulted in the following Research Questions being distinguished:

- RQ1: What factors influence the academic confidence of HTH students?
- RQ2: What change(s) occurs to academic confidence throughout the bachelor program?
- RQ3: What was the influence of COVID-19 on academic confidence?
- RQ4: How to increase academic confidence in HTH?

A methodology was created where it was decided that qualitative data will be collected from the 2 sample groups, students and staff. Online semi-structured interviews were conducted with 8 students, one lecturer and one representative of Student Council. Furthermore, one group discussion with 2 lecturers took place. Besides this, the sampling method, data collection, measuring instruments, ethics and limitations were written in the methodology chapter.



Regarding RQ1, the literature review showed that multiple factors that signal a change in Academic Confidence: Social comparison, procrastination and expectations of students upon entering college. Both staff and students confirmed these reasons and added curriculum change, unclarity, scare culture, motivation and having resits as other signs.

➤ The literature review and findings contradicted each other in RQ2: Literature showed Academic Confidence increases prior to entering college and gradually decreases after starting. Although the findings did confirm that Academic Confidence fluctuates, the pattern each student described was unique. The signs most frequently indicated to change each pattern were the type of course, amount of resits and type of social interactions. Besides this, it was found that the current Academic Confidence of all students across 4 years ranges from a 6 and 8 on a 10-point scale.

➤ The influence COVID-19 had on Academic Confidence, RQ3, was mainly linked to wellbeing. Mental according to the literature review and social according to the findings. Staff and students noticed a decreased community feeling in HTH since COVID-19 started, although there is no direct connection between inclusivity and Academic Confidence this problem proved pressing enough to consider it in the solution design.

✦ Which leads towards RQ4. Literature shows Academic Confidence can be increased by creating awareness around it and implementing progress goals. The interviewees showed interest in learning about Academic Confidence at HTH and were asked how to design this in terms of content and structure. The desired outcome from students was a mix of practice and theory in classes where students would discuss topics like changing mindset, accepting failure, and practical ways to increase Academic Confidence. Staff believed personal preconditions regarding Academic Confidence should be included, as well as the scare culture of HTH. This could best be done via several small interventions.

With all this information, the solution was designed that answered the Main Research Question: Academic Confidence at HTH can be stimulated by providing students with the designed coaching program: 'Increase your Academic Confidence!' This program starts with a mandatory kick-off, after which all students following the Bachelor Program can voluntarily sign up to join 5 coach sessions spread throughout one block. The sessions cover 1) personalizing Academic Confidence per student, 2) changing mindset & scare culture, 3) accepting failure, 4) exam confidence boost and 5) future & celebrating success. The program will be taught by HTH lecturers, who can first follow a training of Gort Coaching to prepare them, financed with the NPO budget.

Despite the report being written for the PRD course of HTH, the choice was made to execute it separately. The findings indicate students dissatisfaction with PRD is currently so present, implementing a new initiative would have more chance of success at a different department. This chosen department is the Extra Mile Office and therefore the Quality Agreement Budget also applies to make the solution further economically interesting. The solution is presented via two infographics, one for students and one for the teacher with learning goals and exercises per session.

5 acts of dissemination with different stakeholders occurred; a student, teacher, SC representative, commissioner and tutor. The given feedback made the solution stronger and more realistic.

The solution will be evaluated with after-action reviews and multiple Key Performance Indicators, changed Academic Confidence grades of participants, exam passing rates, results of the Student Wellbeing Monitor and results of the National Student Survey.

Finally, the Company Project was reflected on and future recommendations were given.

## List of Abbreviations

<b>Launching your Career</b>	<b>LyCar</b>
<b>Hotelschool the Hague</b>	HTH
<b>European Credit points</b>	ECs
<b>Personal Development</b>	PRD
<b>Main Research Question</b>	MRQ
<b>Consumer price index</b>	CPI
<b>Intermediate Vocational Education</b>	MBO
<b>Higher vocational education</b>	HBO
<b>Grade Point Average</b>	GPA
<b>Research Question</b>	RQ
<b>Student Council</b>	SC
<b>Program Learning Outcome</b>	PLO
<b>Adversity Quotient</b>	AQ
<b>Emotional Quotient</b>	EQ
<b>Student Wellbeing Monitor</b>	SWM
<b>Key Performance Indicator</b>	KPI
<b>Nationaal Programma Onderwijs</b>	NPO
<b>Neuro Linguistic Programming</b>	NLP



# Table of Contents

Preface .....	3
Executive Summary.....	5
List of Abbreviations .....	7
Table of Contents .....	9
1. Problem Definition.....	13
1.1 Company context.....	13
Global level.....	13
National level .....	13
Company level .....	15
1.2 Problem background.....	16
Topic introduction .....	16
Reason for research .....	16
Goal of the research.....	17
Research question .....	17
2. Analysis and Diagnosis .....	19
2.1 Conceptual framework.....	19
2.2 Literature Review.....	19
Pillar 1: Signs – Social Comparison, Expectations, Procrastination .....	19
Pillar 2: Causes – Social interactions, COVID-19, Academic Background .....	20
Pillar 3: Solutions – Goal orientation, Tutoring, Awareness.....	21
2.3 Research Questions .....	22
3. Methodology.....	23
3.1 Population.....	23
3.2 Sampling .....	23
3.3 Data collection.....	23
3.4 Measuring instruments .....	24
3.5 Ethical data management considerations .....	24
3.6 Limitations .....	24
4. Findings.....	25
4.1 Pillar 1: Signs.....	25
Students.....	25
Staff .....	25
4.2 Pillar 2: Causes.....	26
Students.....	26

Staff .....	27
4.3 Pillar 3: Solutions.....	27
Students.....	27
Staff .....	28
5. Conclusion .....	29
RQ1: What factors influence the academic confidence of HTH students? .....	29
RQ2: What change(s) occurs to academic confidence throughout the bachelor program? .....	29
RQ3: What was the influence of COVID-19 on academic confidence? .....	30
RQ4: How to increase Academic Confidence in HTH?.....	30
MRQ: How can Academic Confidence be stimulated to improve study success of HTH students during their bachelor program? .....	31
6. Solution Design .....	33
6.1 Why .....	33
6.2 What .....	33
6.3 Implementation (how).....	37
7. Dissemination.....	39
7.1 Dissemination student .....	39
7.2 Dissemination teacher .....	39
7.3 Dissemination Student Council.....	39
7.4 Dissemination commissioner .....	39
7.5 Dissemination tutor .....	40
8. Evaluation.....	41
9. Academic Reflection .....	43
9.1 Problem analysis.....	43
9.2 Problem statement.....	43
9.3 Literature review .....	43
9.4 Solution .....	44
10. Future recommendations .....	45
11. Appendices.....	47
Appendix 1 Interview questions staff .....	47
Appendix 2 Interview Student Council Representative .....	48
Appendix 3 Interview Dr. Sok, Lecturer at HTH .....	58
Appendix 4 Discussion Experts in the field .....	66
Appendix 5 Interview questions students.....	76
Appendix 6 Interview student 1.....	77
Appendix 7 Interview student 2.....	83
Appendix 8 Interview student 3.....	87

Appendix 9 Interview student 4.....	94
Appendix 10 Interview student 5.....	99
Appendix 11 Interview student 6.....	104
Appendix 12 Interview student 7.....	107
Appendix 13 Interview student 8.....	115
Appendix 14 Proof of dissemination.....	120
Appendix 15 Proof of validity interviews 1 and 2.....	122
Appendix 16 Evaluation Form Company Project.....	124
Appendix 17 Screenshot Research Centre.....	125
Appendix 18 Proposal assessment and feedback form.....	126
12. Proof of wordcount.....	129
13. References.....	131



# 1. Problem Definition

## 1.1 Company context

The company is Hotelschool The Hague (HTH). Before a company context can be given, it's useful to sketch a rough picture of some of the main events that have been happening on a global and national level before details of HTH on a company level are mentioned.

### Global level

#### Russia-Ukrainian war

On a global level there is the Russia-Ukraine war to mention. It started on February 24<sup>th</sup> 2022, and has claimed over 3998 civilian deaths, caused 4,9 million people to fled their homeland and 11 million people to be displaced so far (Statista, 2022; Mercy Corps, 2022). People throughout the world suffer from war-anxiety which affects mental health (Tezer and Oneri Uzun, 2019). Oil and food prices also skyrocketed in February 2022 since the war restricts Russia and Ukraine in providing their regular share of 14% of the global wheat supply, 19% of barley and 52% of sunflower oil (FAO, 2022).

#### COVID-19

The world is also still coping with COVID-19, as of May 2022 there are 521 million total reported cases and 6,29 million deaths due to the virus. When looking at cases per country, the pandemic has had the biggest impact on Brazil, India and the United States (Worldometer, 2022).

### National level

#### CPI increase

On a national level (national being the Netherlands) the highly increased consumer price index (CPI) comes to mind (Figure 1). The year-on-year percentual change CPI of April 2022 was 9,6% on all items (CBS, 2022a).

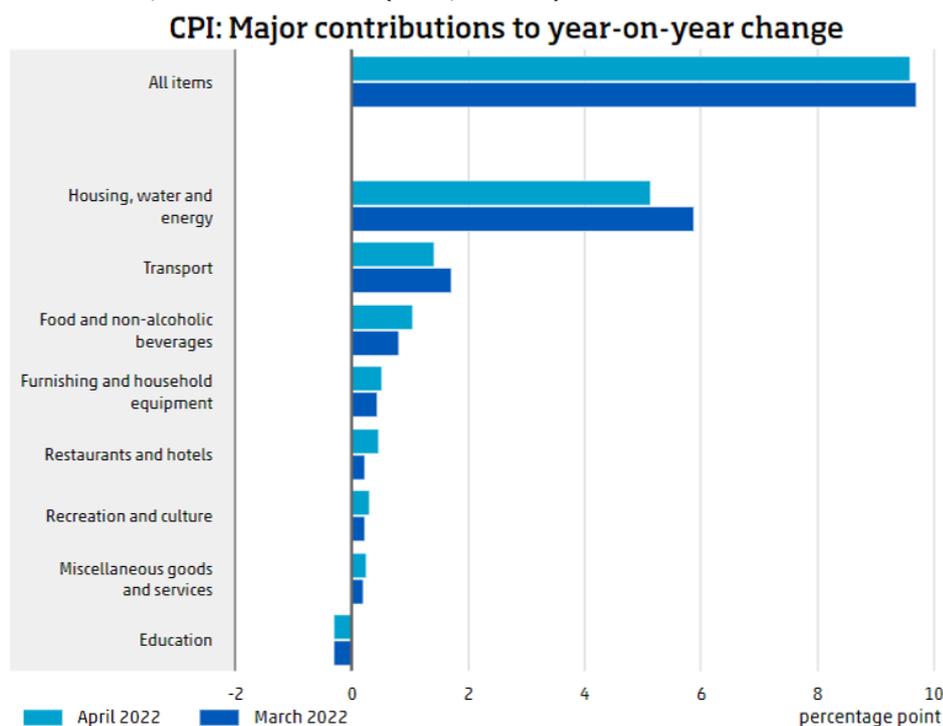


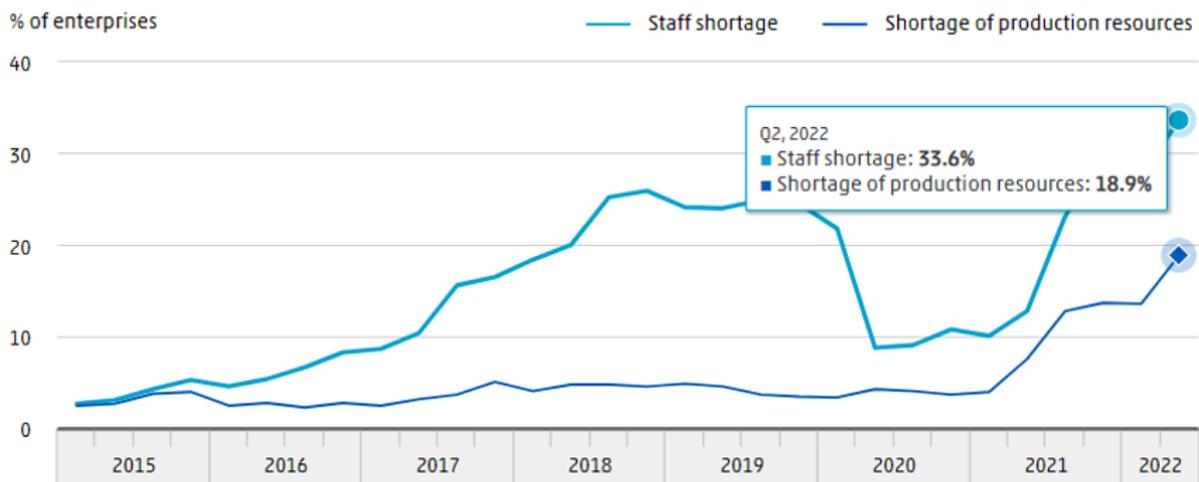
Figure 1 (CBS, 2022a)

### Employee shortage

Furthermore, more companies in the Netherlands are facing problems due to employee shortage. Figure 2 shows data from the last known quarter (Q2 2022) shows more than one third of Dutch businesses mention staff shortage as their primary struggle to perform (CBS, 2022b).

Figure 2 (CBS, 2022b)

#### Shortages as main obstacles to business performance

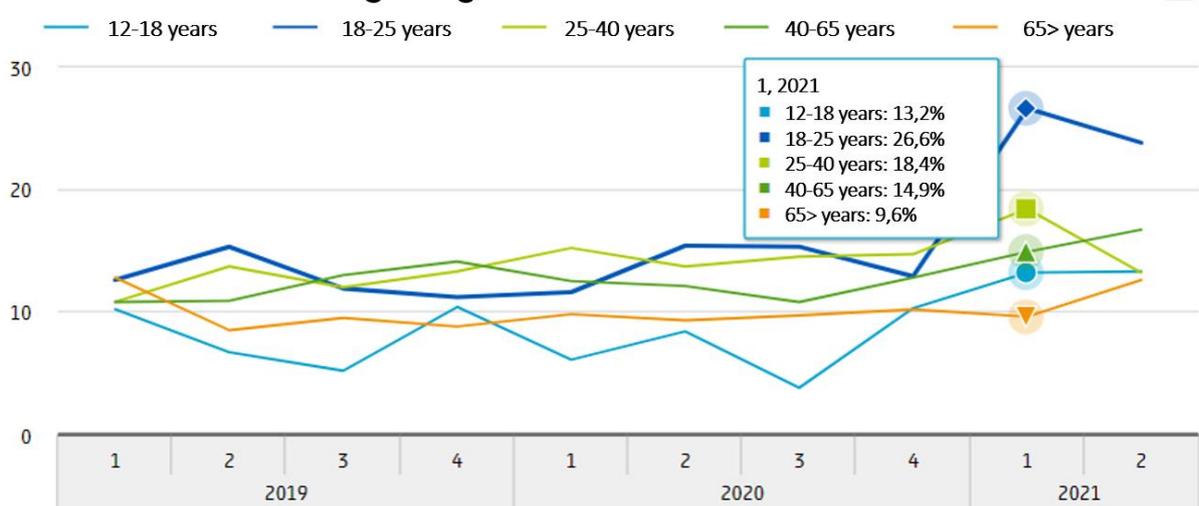


### Mental health worsens

Besides financial struggles, more and more Dutch people are struggling with their mental health. The general mental health was at its lowest point during the first half of 2021, when 15,5% of the Dutch population was unhealthy on a psychological level. This was the lowest point since the moment researchers started measuring mental health in 2001. 18- to 25-year-olds had the severest increase in mental problems (Figure 3). One out of four young adults are physiologically unhealthy, which is 10 percentage points higher than previous year (CBS, 2021b).

Figure 3 (CBS, 2021b)

#### Mental health according to age



On the other hand, a different study suggested the mental health of Dutch adolescents has barely changed the past decade and was not influenced by COVID-19. A longitudinal cohort study compared the mental health of groups of adolescents from 2012, 2016 and 2020 and found few differences (van der Velden et al., 2022). It is worth considering that this research measured the first 9 months of COVID-19 in the Netherlands and takes the first positive outbreak in the Netherlands as a starting point. This happened on 27<sup>th</sup> of February 2020 (Darroch, 2020). 9 months after the first outbreak the first and second wave had happened and the Netherlands was in a 'partial lockdown' (RIVM, 2022). It can therefore be concluded that mental health problems started after 9 months of COVID-19 had passed in the Netherlands.

### **'Unfortunate generation'**

To further complicate things for the young adults in the Netherlands, there have been political evolvments regarding the financial situation of Dutch students. Since 2015 students could request a governmental student loan, with 0% interest. This has resulted in mayor student debts, with average debts from 40.000 to 60.000 euros (NOS, 2022). Due to the high debts and the anxiety and stress that come with it, the Dutch government decided to change back to the original system of the basic grant, and offer a 1000 euro compensation to 2015-2023 students (BKR, 2022). This results in the 2015-2023 students having 14.000 euros more study expenses on average than basic grant students. This has caused a lot of protests and the name of 'unfortunate generation' to be given to people studying between 2015 and 2023 (NOS, 2022).

### **Company level**

Arriving at the point of the case company, HTH. The educational institute of Higher Vocational Education (HBO) level is located in the Netherlands and consists of 2 campuses, campus The Hague and campus Amsterdam. Different programs are being offered to students; a 4-year bachelor in hospitality management, a fast-track bachelor program of 2,5 years, a master, and a MBA (HTH, 2022a). This report will be focused on the 4-year bachelor program for both campuses.

To complete the bachelor program, a total of 240 European Credit points (ECs) needs to be obtained. 1 EC equals 28 hours of work and it symbolizes the learning progress of a student based on certain learning outcomes (European Commission, 2022). To obtain those ECs a wide range of courses is offered during the bachelor. Most courses have a duration of one block. There are 4 blocks in an academic year, with 10 weeks per block. However, there is one course that students follow throughout their entire academic journey and that is Personal Development (PRD). This is the course for which the report was written.

The central question asked during PRD is 'who am I?' (HTH, 2022b). The goal of the course is to learn about self-development by increasing self-awareness and self-management to become more successful on a personal and professional level (Myhotelschool, 2020).

The commissioner of this report showed interest in research about Academic Confidence, as a way to improve study success at HTH. Academic confidence can be seen as a part of overall confidence of students. It shows the self-perception of students in regards to their capabilities, competences and skills of dealing with all aspects of academic life (Tasneem and Panwar, 2019). Research found that the academic confidence a student possess can influence their motivation, devotion to academic achievements and study success related behavior (Bickerstaff et al., 2017).

## 1.2 Problem background

### Topic introduction

Academic Confidence can be a way to increase study success. Currently, students in the Netherlands are dealing with several worries and problems. As mentioned above, COVID-19, war anxiety, inflation, and student loans are some of the broad topics. Currently, the This chapter will further dive into this problem mess.

### More study delays due to COVID-19

In June 2020, the amount of students with a delay was roughly 54.000 people higher than in 2018, the last known year (NOS, 2020). In 2021, a study discovered the general satisfaction among students had dropped, with a significant difference between HBO and WO. HBO students are less satisfied with their study (6,2 on a 10 point scale for HBO compared to a 7,2 WO) and a higher percentage got a study delay due to COVID-19 (34,2% for HBO and 25,7% for WO) (ScienceGuide, 2021).

### Mental wellbeing of students

The first national student wellbeing monitor shows that 97% of all students in the Netherlands are coping with stress (severe stress for half of them) and 3 out of 4 students are experiencing loneliness (Rijksoverheid, 2021). This is extra worrisome as students are already vulnerable to developing mental health problems while studying. Another study found that 76% of students feel achievement pressure and that 62% of students already experienced (extremely) high levels of stress a month prior to starting their studies (RIVM, 2021). The poor mental health also shows itself in the Dutch suicide rate of <30 years old, which increased with 15% since last year (NU, 2022)

### Reason for research

#### Global

When looking at confidence from a wider perspective, it can be found in Maslow's Hierarchy of needs (Figure 4). It is part of the fourth layer: Esteem. Maslow's theory entails higher layers can only be achieved if all lower layers are present. Part of the third layer: Love and Belonging, is social contact and a sense of connection. COVID-19 has caused quite some disruptions on the first three levels. Research conducted pre-COVID-19 found confidence levels of students continuously shift throughout their study, especially during the first year (Bickerstaff et al., 2017). Yet, the effects of COVID-19 on confidence are mostly unknown.

1. What (has) happens to the confidence of students, the moment their lower levels in Maslow's hierarchy of needs are no longer being met?



Figure 4 (Maslow, 1943)

## National

Currently, students experience difficulties in their academic life and in their mental wellbeing. The answer to helping them with this might lie in their Academic Confidence levels.

Research showed that Academic Confidence can influence motivation, academic dedication to studying and study success (Bickerstaff et al., 2017). Therefore, it can be said that high Academic Confidence creates better students and furthermore might even improve mental wellbeing (Tasneem and Panwar, 2019). This assumes that students with higher academic confidence are also more mindful.

2. Academic confidence can be a way to increase study success and potentially student wellbeing. Research needs to be done to show if/how this can be done in the most effective way.

Besides that, confidence could explain study delays and retention. Researchers measured the levels of self-confidence of students during their study, and found higher levels of confidence at the start of the study, followed by lower levels as the study continued (Barlow and McCann, 2019). There is also a direct link between confidence and academic procrastination (de la Fuente et al., 2021). This could be linked to study delay.

3. Procrastination relates to academic confidence, which decreases during the first year of a study. Research is needed to see what effect confidence has on study delay and retention.

## Company

4. At this moment in time little is known about the academic-related confidence of HTH students during their study. Researching this can help the study success of HTH students.

## Goal of the research

There are multiple goals this research aims to achieve.

1. Researching if it is needed/beneficial to increase the academic confidence of HTH students following the four-year bachelor program.
2. If so, discovering what the signs and causes for this lack of academic confidence are.
3. Creating solutions that increase the academic confidence of bachelor HTH students.

## Research question

This led to the Main Research Question (MRQ);

How can Academic Confidence be stimulated to improve study success of HTH students during their bachelor program?



## 2. Analysis and Diagnosis

### 2.1 Conceptual framework

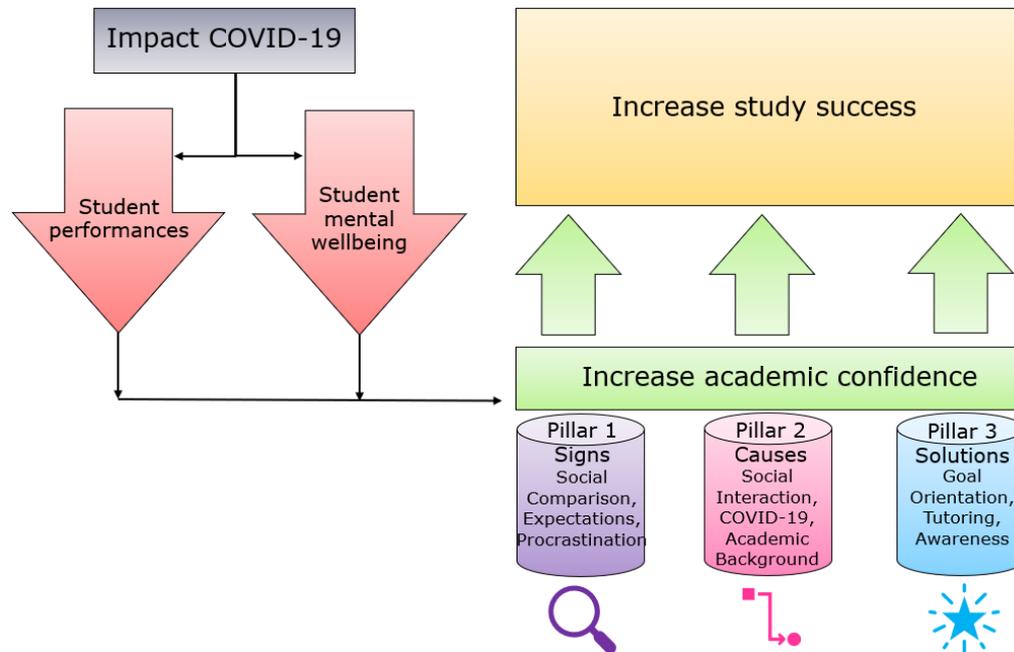


Figure 5

### 2.2 Literature Review

The conceptual framework was used to structure this literature review (Figure 5). Academic confidence will be viewed from three pillars; the signs academic confidence is lacking, the underlying causes for this and what solutions can increase confidence levels.

First, the connection between Academic Confidence and student success should be made clear. A study found that both academic confidence and psychological capital (mental health), contribute directly to academic success. There is also an indirect connection since both contribute to academic coping. Academic coping is dealing with harder times during ones study, which also increases study success (Kirikkanat and Kali, 2017). So, confidence is not only a tool to achieve study success faster, but it also results in coping through harder times.

Nicholson states academic confidence is a students' judgement towards their own ability to successfully complete the academic requirements of a university (Nicholson et al., 2013). Another study found academic confidence is a significant factor in determining academic study success. Students with high levels of confidence also had high Grade Point Average (GPA) scores (Kirikkanat and Kali, 2017).



#### **Pillar 1: Signs – Social Comparison, Expectations, Procrastination**

Academic confidence is linked to social comparison. The study that found this causation showed the less students compared themselves with their peers, the higher their confidence was regarding their writing, reading and time management skills and vice versa (Pulford et al., 2018).

Furthermore, there are students' expectations upon entering college. When starting a new study, unrealistic expectations can lead to feelings of disappointment, self-doubt and low self-confidence, which can lead to study delay and possible retention (Barlow and McCann, 2019). A study labelled this mismatch of expectations and reality an Experience of Destabilization, and results found this to be a turning point for students (Bickerstaff et al., 2017). If supported correctly, students' academic skills and behaviour grows and if support lacks, students' motivation and confidence decreases. Therefore, Experiences of Destabilization can indicate academic confidence. According to HTH Student Council (SC) (see Appendix 2), students also experience destabilization when a curriculum changes (Student Council, 2022).

As mentioned in 1.2.2, another sign can be procrastination. Academic confidence influences the type and the intensity of study procrastination (Brando-Garrido et al., 2020) where higher confidence results in less procrastination (de la Fuente et al., 2021). Besides this, research discovered a lecturer's style of teaching can positively or negatively affect confidence and procrastination (Codina et al., 2020).

## **Pillar 2: Causes – Social interactions, COVID-19, Academic Background**

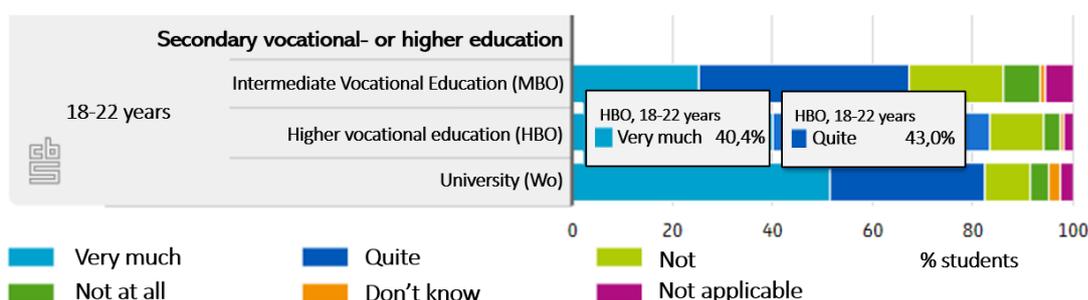
Students' confidence levels shift throughout their study. There is a peak of confidence prior to entering and the first weeks of college, followed by a gradual confidence decrease in the next months. A study found social interactions with fellow students, mentors, lecturers and other faculty to be one of the causes of this shift (Bickerstaff et al., 2017). As said, the relationship between lecturers and students contribute to study success (Bambaeeroo and Shokrpour, 2017).

COVID-19 must be considered when examining this study, it was performed pre-covid and therefore does not take online education (and therefore online communication) into consideration. There has been no specific study regarding academic confidence and COVID-19. It is known that COVID-19 and the multiple lockdown that followed in the Netherlands have been significantly damaging for the mental health of students (RTL, 2022; CBS, 2021b; Varga et al., 2021).

Since social wellbeing is a crucial component of both physical and mental health in times of crisis (Pancani et al., 2020), it is possible that online education suddenly changed confidence levels. To illustrate, 43,0% of students missed going to college, and 40,4% missed school extremely (CBS, 2021a), also see Figure 6 below. Furthermore, Dr. Sok, lecturer at HTH, noticed her first-year students behave more childish and avoid responsibilities since COVID-19 (J Sok, 2022) (see Appendix 3).

Figure 6 (CBS, 2021a)

### **Missed going to school or university due to Covid-19 crisis, 2021**



Also, Students' academic background could be a cause. Background indicating to what extent the environment of the student has previously been to university. When a student is the first generation to go to college, this often comes with family expectations, financial worries and lacking academic preparedness (Pratt et al., 2019; Gibbons et al., 2019). First generation students generally earn lower grades and experience stronger academic coping (Pratt et al., 2019). These students should therefore be prioritized in improving Academic Confidence (McGee and Webster, 2019).



### **Pillar 3: Solutions – Goal orientation, Tutoring, Awareness**

One way of increasing confidence could be the type of goals a study sets for students. Researchers compared outcome goals, that focus solely on the end results, with progress goals that track the overall process over time (McCarthy and Gupta, 2022). It was found outcome goals can decrease confidence while progress goals stimulate it (McGee and Webster, 2019). So, changing goal orientation could impact confidence at HTH.

Besides this, lecturers can impact students' academic confidence. Different experts found a teacher's relationship with students to contribute to study success or failure (Bambaeroo and Shokrpour, 2017; Student Council, 2022) . Within HTH, lecturers get assigned to be tutors over students. Tutors play a large role in student success (J Sok, 2022; Student Council, 2022). Academic confidence is not a topic yet taught by tutors, and implementing it could be difficult due to the little time lecturers get to spend on tutoring (J Sok, 2022). Giving tutors the possibility to build closer relationships with students could contribute to increased confidence.

The model 'Four Stages of Competence' (Figure 7) mentions learning can start the moment people become aware there is something they are incompetent in (Flower, 1999). Therefore, teaching about confidence in HTH could be a way to increase it.

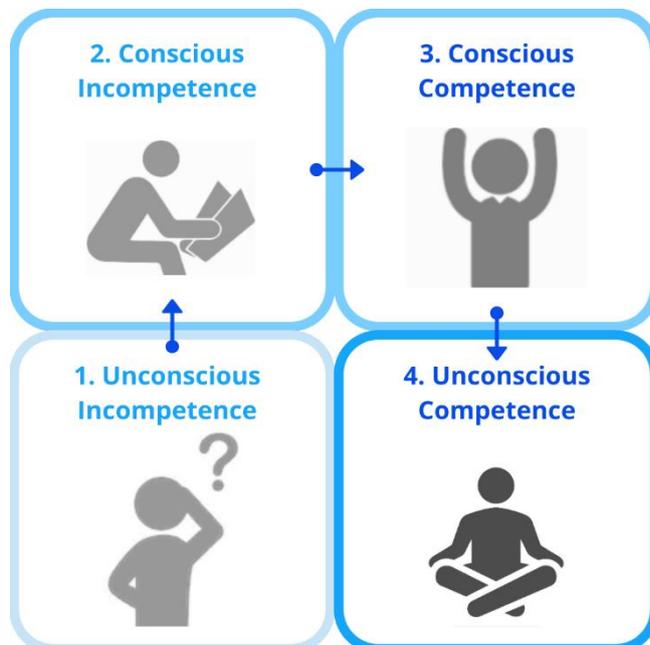


Figure 7 (LinkedIn, 2020)

## 2.3 Research Questions

Based on the above the following Research Questions (RQ) were created:



### Pillar 1

1. What factors influence the academic confidence of HTH students?



### Pillar 2

2. What change(s) occurs to academic confidence throughout the bachelor program?
3. What was the influence of COVID-19 on academic confidence?



### Pillar 3

4. How to increase academic confidence in HTH?

## 3. Methodology

### 3.1 Population

The population entails students and staff of HTH. To provide a multi angled perspective, both campuses were included in the study. With the topic being Academic Confidence, the choice was made to only interview people who are currently part of the academic community HTH. So, no alumni or people outside HTH were interviewed.

### 3.2 Sampling

The sample consisted of 3 HTH lecturers, one SC representative, and 8 students following the 4 year bachelor program. To draw more insightful conclusions the sample group was divided in students and staff, with SC as part of the staff.

Non-probability convenience sampling was used, due to geographic restrictions the researcher encountered when interviewing. So, the sample was selected in a non-random manner, based on subjective judgement of the researcher (Sekaran and Bougie, 2016).

It has proven challenging to determine a justified sample size in qualitative research. Instead of a fixed number of conducted interviews, a study found the principle of saturation to be better fitted (Vasileiou et al., 2018). Therefore, the moment the incoming information became repetitive and lacked new insights the interviewing no longer continued. However, to limit patternicity bias, 2 additional interviews were conducted after the saturation was achieved. Patternicity bias is the human habit of seeing connections even when there are none (Barends and Rousseau, 2018).

### 3.3 Data collection

Data was collected using a qualitative method. 10 one on one semi-structured interviews were conducted, as well as one group discussion between 2 teachers and the researcher. All data was collected via online video calling using Microsoft Teams, which was chosen due to geographical distances between the researcher and the interviewees. Only one semi-structured interview was conducted in person, when the researcher happened to be at the same location as the interviewee.

Conducting interviews in a semi-structured way allows flexibility to ask spontaneous follow-up questions, for example by analysing intonation and body language, while still providing structure so results can be compared (Tegan, 2022). To collect different information from students and staff two sets were made (see Appendix 1 and 5). Finally, a colour coding overview was created (Table 1).

Table 1: Colour coding overview

Pillar	RQ	Question relates to Academic Confidence and ...	Colour
1 	1	Defining Academic Confidence	Red
	1	Grading and causes	Pink
2 	2	Influencing factors	Yellow
	3	Impact COVID-19	Olive
3 	4	Teaching → content	Light Green
	4	Teaching → structure	Blue
	4	Tutoring/PRD	Grey

### 3.4 Measuring instruments

The measuring instruments consisted of semi-structured interviews conducted in English and observations of these interviews. All interviews were recorded, either by recording an online video call via Microsoft Teams, or using a recording device when the semi-structured interview had taken place in person. Every interview was one-on-one with the researcher, except the discussion with experts in the field, which consisted of two teachers and the researcher.

To increase reader friendliness, all interviews were be transcribed non-verbatim. Which is capturing the meaning of sentences, rather than copying word by word (Kumar, 2019).

To analyse the data, deductive analysis was applied followed by inductive analysis. Deductive applies when predetermined codes are added to data, while inductive analysis lets codes emerge (Bingham and Witkowsky, 2022). The data was categorized deductively to maintain alignment with the RQ. Followed by inductive analysis that created meaning from the data and identify and explain findings. In both approaches 3 forms of coding were used; open, axial and selective coding. The data was broken up in discrete parts (open; full transcripts), after which patterns were discovered (axial; colour coding) and finally finding connecting (selective; findings) to further funnel data down in an open approach (Ho, 2022).

### 3.5 Ethical data management considerations

To ensure privacy of the interviewees, permission to use last names was asked. Some students shared private information regarding their well-being, so no student names have been mentioned to ensure confidentiality. Only last names of staff members have been used and student names were replaced with 'Student\_Number'.

Next to this, every interview started with a confirmation check that consent had been given to being recorded and for the answers being used for research purposes.

### 3.6 Limitations

This research was prone to multiple limitations. As mentioned, the sample size was depending on consistency in participants answers. If by chance repetitive answers were given the sample size could be too small, which could lead to patternicity and a false illusion of causality (Barends and Rousseau, 2018), and limited validity of the study. This was mainly solved by confirming repetitiveness with two additional interviews.

Another limitation arises with qualitative data. Data collection via interviews results in specific indications of the sample group that cannot be easily generalized to population level like quantitative data can (Kabir, 2016)

Multiple forms of bias could have occurred: Selection bias, due to geographical restriction that causes limited availability. Or social desirability bias, since interviewees are part of the community the research concerns. The researcher relied on her network to find interviewees. So sometimes the researcher and interviewee had previously met, which could have influenced the answers. Lastly, the researcher being part of HTH could have led to bias when analysing the data.

The flexibility of semi-structured interviews is prone to bias as the data could be interpreted falsely. Therefore, the researcher paraphrased during the interviews and reassured the interviewee to voice their own opinion, regardless of social desirability.

## 4. Findings

The findings are presented per pillar using a combination of quotes from the conducted interviews. A total of 12 people were interviewed for this research and divided in two sample groups: students and staff. The 8 student participants will be referred to as Student\_Number and the 4 staff members are referred by function or last name. The fully transcribed and colour-coded interviews can be found in the appendices (See Appendix 2-4 and 6-13).



### 4.1 Pillar 1: Signs

#### Students

Academic Confidence is still a rather unknown term to students, however students were able to guess the meaning correctly. "I would guess it's about being confident in your academic skills in terms of school." (Student\_4). This unfamiliarity should be considered when designing a solution. All students graded their own current Academic Confidence between 6-8 on a 10 point scale.

All students confirmed Academic Confidence fluctuates. Either gradually between phases "In phase one it was a 7, then phase two was more a 8,5 and now in phase 3 it's a 6" (Student\_8). Or within blocks "It starts a 3, increases mid-block, decreases end of block and once I've passed everything it's gone up." (Student\_6).

Especially in the first year, students worry about their academic capabilities. Mainly due to stories from others "you hear that 'barely anyone passes CBV at once', and it concerns you." (Student\_7).

Students mention mental health is an important reason as well. "I was struggling mentally ... then it (Academic Confidence) was very low. Failed a couple of exams, didn't have any motivation to study" (Student\_1). "I was not doing well mentally ... and thankfully this (talking with a therapist about workload and feelings towards school) had a positive effect on my confidence level and my school performance." (Student\_2).

Furthermore, expectations upon entering have an impact. Both from external sources "Everyone was telling me, 'Oh, you're going to the Netherlands. Yeah, it was easy to get in, but it's going to be hard to stay'". Or internal expectations "My previous education and -bad- experiences in certain topics play a bigger role on my confidence than the course itself" (Student\_3).

Finally, one student saw exam anxiety as a sign "Because exam anxiety is often coming from you not having the academic confidence." (Student\_7).

#### Staff

Staff had heard of the term Academic Confidence before. Dr. Brannon has the opinion that "Academic Confidence, more than anything else, is really a reflection of an individuals' sense of anxiety, stress and resilience" and these are often forgotten when analysing Study Success.

Dr. Sok agrees and relates anxiety and stress to procrastination. "I see it in my mindfulness classes... people who are really stressed, do tend to procrastinate way more".

The SC representative notices a drop in student confidence when the third phase curriculum changed. "There were a lot of complaints about the new course ... Students

said it felt like Russian Roulette (passing or failing at random) and it made them feel very insecure." (Student Council, 2022).

Dr. Sok sees signs earlier on in the study, with her first years. "They feel like the chosen ones, because they're in HTH, and they think that's very scary." She believes at HTH there is even "a culture of getting scared ... where lecturers scare students so much about the workload, they feel they will never be able to study successfully at HTH"

## 4.2 Pillar 2: Causes

### Students

The biggest cause is the conditions of the course students follow. "As soon as I had a subject that I really understood or a good team, that helped me ... a very big part of it (Academic Confidence) is my motivation for something" (Student\_1), "If I like a course, I don't mind putting in the extra effort I might need". (Student\_2).

The next cause is "feedback from lecturers. If you have a high grade, it will boost your confidence." (Student\_4). Another student agrees and adds "having performed well, increases my confidence ... At the beginning I was working hard to get good grades. But the past blocks I want good grades, but I didn't care as much ... so maybe I've become more confident because I've cared less." (Student\_6).

Social Comparison was also mentioned as an indicator. "... Some students didn't quite get it (the course) as much as I did, so my confidence was really high" (Student\_5). The social component can also add pressure for students "Failing as a group worries me more than if I fail my own exam." (Student\_8).

Lack in clarity is another cause. "A vague grading rubric never helps." (Student\_3, Student\_8), "My confidence is through the ground because I don't understand what's going on." (Student\_2). "What is actually expected?' ... that caused a lot of uncertainty, unnecessary worrying, and annoyance." (Student\_6).

Resits also effect Academic Confidence negatively, "My confidence and motivation used to be lower because of resitting RM four times ... now with only some resits left it's on the rise again" (Student\_1).

COVID-19 also affected Academic Confidence in multiple ways. In block 1920C HTH announced that education would be provided online or in a hybrid form, which continued for approximately 1,5 years. For one student this period had a positive effect "Online exams were very easy ... so I would say my confidence was pretty high" (Student\_1). But most students agree the impact was of the negative kind "If I attended an online class, I didn't get much out of it." (Student\_2) "I was less confident giving online presentations" (Student\_4) "You didn't feel confident to unmute your microphone and ask a question because it took so long to get a simple question answered" (Student\_5). However, not all students suffered from this. "COVID-19 didn't play a role in my Academic Confidence" (Student\_3) and "It impacted my motivation more than it did confidence" (Student\_6).

The effects of COVID-19 seem to be over now for students who started block 2122C "Checking In was half-half, but otherwise everything was like normal school." (Student\_4). There is an interesting remark from a student who started in block 2223A "In reality it did not impact at all, however school decided we'd have all the benefits that COVID-19 intakes have ... At first, I enjoyed it (guaranteed third change, obtaining propaedeutic in 2 years) but now it impacts me negatively since some students who are

not putting that much effort into it, are going to get carried along because of other students.” (Student\_7).

## Staff

SC also noticed new behaviour of the post-COVID-19 intakes. “I feel that students during online selection days were actually interested about the school itself and the curriculum as well. And in-person after COVID-19 they were not so interested.”. Sok had the exact same observation “Students are lacking that community feeling. They seem younger ... that social interaction is different. They think it’s okay and they’re having fun ... but students from other years say, ‘they behave differently, they are children, and they don’t connect to us.’ so, they’re not part of the community.”. In the Student Wellbeing Monitor (SWM) 2022, students rated the overall community feeling a 6,3 on a 10 point scale (J. Sok, 2022).

This lack of inclusivity has an effect on Study Success according to Mr. Koning, “I think this 6,3 is caused partly by the feeling of inclusivity in school ... A big factor of influence on students, on study success is the feeling of belonging and inclusivity. We found out that students who study together, perform better.”

Finally, Dr. Sok indicated that her Academic Confidence was influenced by the fact that she was a first-generation student. Out of the 8 students, only 1 was a first-generation student, who did not think being one affected their Academic Confidence.



## 4.3 Pillar 3: Solutions

### Students

During the interviews, students were asked if they would be interested in learning about Academic Confidence in HTH. 6 out of 8 students were immediately interested, the other 2 doubted. One worried it would be too theoretical, and the other proclaimed she felt confident enough. Then all students were asked how they would teach Academic Confidence in HTH, content and structure wise.

Content wise, interest was shown in what Academic Confidence entails and practical ways to increase it (Student\_1;2;4;5;6;7), the topics of normalizing and accepting failure (Student\_2;3;6), learning to study with a different mindset (Student\_1;4,6), sharing stories and reflecting with -older- students (Student\_3;4;5;7) and being confident during exams (Student\_7;8). Students emphasized first trust needs to be build “perhaps blowing off steam and feeling understood. Creating a feeling of togetherness.” (Student\_1) in a personalized environment where questions are encouraged.

Structure wise, students agree there should be some theory and an active part with practical exercises. 5 students would connect it to an existing HTH course (PRD, DWIG, TMS, MO) and 3 prefer a separate workshop or event, commonly agreed around phase 1. Opinions varied on extensiveness of teaching, ranging from once per block (Student\_1,2,3), to once per year (Student\_5,6), to multiple times before exams start each block (Student\_4,7). There are different views as well on who should teach Academic Confidence; tutors (Student\_1,4,5,8), TMS lecturers (Student\_2,4,5), external psychologist (Student\_1,7,8) or older students teaching younger ones (Student\_3,6).

The opinions towards tutors and PRD course being connected to Academic Confidence differs among students. The ones that want tutors to teach it, have a good relationship with their tutor. Not all student think this will be successful. “From the people I’ve spoken to, there is a lot of frustration about PRD” (Student\_1). Students indicate these frustrations are born when clarity and unanimity lacks. “There’s a huge problem when it

comes to the tutors and the difference between how tutors do things." (Student\_6). "It's the mentors themselves that don't really know what's going on ... try to help but usually lack time. They have quite a big workload." (Student\_2). One student thinks this leads to attendance problems "Mine seemed adequate to be a tutor ... that's really important because a lot of people don't show up to the PRD class otherwise" (Student\_5). "When only 4 people show up and you're done in 10 minutes it's not really worth going to school for." (Student\_3).

## **Staff**

Staff believes the following things to be important for the content of Academic Confidence learning: "Students sharing. Being aware of how they study and their pitfalls" (Dr. Sok). Student Council shared this story "the HTH student was quite insecure ... fearing that if they put all in and failed, that would mean that they're not good at school. So they didn't study as much." "Failing simply means that due to circumstances they haven't had that success experience yet." (Mr. Koning) Dr. Brannon believes failing has to do with personal emotional preconditions. "Failing relates to the emotional side, which often becomes too much ... we should be giving counselling sessions to help you deal with emotions that you experience when you're going through the process." These personal emotional preconditions link to the scaring culture, as "students already fail MFD before they walk in because they've heard all these horror stories. They're trying to -unconsciously- fulfil what they've heard before." (Dr. Brannon)

Structure wise, Dr. Sok would give "both individual mentor session as well as group classes of 12 ... And get some classes from professionals, the tutors would be better equipped to help students and find insecure students in an earlier stage". SC would make classes mandatory, and Mr. Koning emphasises to have multiple learning moments as "Academic Confidence can not be solved by one intervention, as many factors are interrelated".

Staff shares the following on tutoring. "The personal relation is very important." (Mr. Koning). Dr. Sok shares this opinion and believes a good way to do that is that "The tutors should not be assigned. They should be willing to be tutors." (Dr. Sok). SC noticed "how the content was sometimes misaligned. The plan that we came up with was having the tutors trained." This plan is still being constructed. Dr. Sok shared that once a learning initiative already took place. "When we started the tutor line, we used to have InterVision where we met and learned from each other." At the moment, SC would not connect Academic Confidence to PRD as "it would be a shame to teach this topic in a course that already neglected by students ... They told us, 'Oh, it's not important. It's just PRD'".

Lastly, Dr. Brannon believes there is one other factor important to consider, which is that "we don't seem to have any real study group culture here at HTH." Mr. Koning agrees with this and knows that "students who work together, perform better ... It really helps in contributing to study success."

## 5. Conclusion

The RQ were answered by drawing conclusions from the collected primary and secondary data. Primary data being the interviews and secondary data the literature review. This resulted in the answer to the MRQ, which was used as a basis of the designed solution in the following chapter.

### **RQ1: What factors influence the academic confidence of HTH students?**

Several elements influence Academic Confidence. First of all, the degree to which students compare themselves to peers, where higher **social comparison** results in lower Academic Confidence (Pulford et al., 2018). This was confirmed by interviewees, as well as having mismatched **expectations upon entering** college (Barlow and McCann, 2019). Mismatched expectations and **curriculum change** are examples of Experiences of Destabilization (Bickerstaff et al., 2017), a moment where Academic Confidence either grows or declines, depending on the received support a student feels. At the moment, the **unclear** of the new curriculum and the **scare culture** present in HTH result in lack of support with decreased motivation and lower Academic Confidence as a result.

Students say **motivation** is a part of their Academic Confidence, and that having **resits** effects both motivation and Academic Confidence. So, resits and motivation can be a signs to determine someone's Academic Confidence.

Staff mentions other elements of Academic Confidence are **anxiety**, stress and resilience, which are related to **procrastination**. Seeing procrastination as a sign corresponds to earlier conducted research (Barlow and McCann, 2019; de la Fuente et al., 2021). A student confirmed anxiety to be a sign by itself and the fact that 97% of students in the Netherlands are coping with stress (Rijksoverheid, 2021) is worrisome for the **mental health** of students, which was confirmed by HTH students to be another sign of low Academic Confidence. So far studies only speculated Academic Confidence could potentially increase mental wellbeing (Tasneem and Panwar, 2019). Discovering more about this relationship is the second reason for research, and more research needs to be conducted in order to fully do this, however students relating mental health to Academic Confidence is a first step in connecting both factors.

Finally, too little data was gathered about **first-generation students** to draw conclusions. 1 out of the 8 students is a first-generation student and they did not feel it affected their Academic Confidence. More research needs to be conducted to further examine this relationship.

### **RQ2: What change(s) occurs to academic confidence throughout the bachelor program?**

The fact that Academic Confidence **fluctuates** throughout a study (Bickerstaff et al., 2017), was confirmed by all students when they graded their own Academic Confidence. However, the **patterns** the students described differed from the literature. Instead of having a collective peak of confidence upon entering, followed by a gradual decrease the next months (Bambaerero and Shokrpour, 2017), every students described a different curve, unique when comparing to timelines of other students. Since all individuals are different this was to be expected, although it is good to consider that HTH students follow their courses in different orders and therefore finding one fixed pattern across years becomes seemingly more difficult.

Instead of time, students indicated it was rather the **type of course** they followed that impacted their Academic Confidence. The type of course was partly decided through content, several students mentioned finance was not their strong suits, and partly because of the type of stories they heard about a course (**scare culture**). Furthermore, having **resits** had an impact. As well as the type of **social interactions** during that course with teammates and lecturers (Bickerstaff et al., 2017). The fact that the relationship between students and a teacher contributes to study success (Bambaeeroo and Shokrpour, 2017) was confirmed by students. Students want to earn good grades and the feedback from lecturers impacts their confidence largely. To contradict this, one student believed she grew more confident as she grew more **careless** about grades. More research is needed before further conclusions on this can be drawn.

### **RQ3: What was the influence of COVID-19 on academic confidence?**

With answers from students ranging from affected presentation skills to attendance, and daring to ask questions, it can be concluded the consequences of COVID-19 were **widespread**. A possible reason for this could be the **decreased community feeling** students and staff noticed after COVID-19. The findings did not show a direct connection between inclusivity and Academic Confidence. Nevertheless, it is a factor that shouldn't be overlooked when designing a solution.

One student believed COVID-19 created another problem, one of **free riders**. Where getting study benefits due to COVID-19 makes students more carefree and allows lazier students to get carried along on the work of others.

### **RQ4: How to increase Academic Confidence in HTH?**

There are several small steps that can be taken to increase Academic Confidence. First of all, the types of goals students have to achieve. **Progress goals** stimulate Academic Confidence while outcome goals can decrease it (McGee and Webster, 2019). Second of all, creating **awareness** about Academic Confidence, and hence taking the first step in the model 'Four Stages of Competence'. Thirdly by teaching it, students show interest in learning about Academic Confidence. Which leaves the question on how to best teach it structure and content wise.

Content wise students are interested in what Academic Confidence is and **practical** ways to improve it, learning to accept **failure**, changing ones **mindset** while studying, being confident during **exams** and reflecting and **sharing** stories with -older- students. Structure wise most student want a **mix of theory and practical** classes, connecting to an **existing course** with external experts, HTH teachers or fellow students teaching the subject. There are mixed feelings on the suitability of involving **tutors**, where half of the students are doubtful and the other half enthusiastic.

Staff believes it is important for students to embrace failure and sharing stories. Changing the mindset of students that 'failing is equal to not being good enough'. That there should be focus on changing these **personal emotional preconditions**, as well as the **scare culture** of HTH. Structured in **several small interventions**, with the option to include tutors as long as these tutors are willing and being helped in becoming better tutors. Finally, creating **study group culture** could both increase study success and improve the community feeling at HTH.

## **MRQ: How can Academic Confidence be stimulated to improve study success of HTH students during their bachelor program?**

There are several ways in which Academic Confidence can be stimulated at HTH. First of all, it is important to know what signs to look for that Academic Confidence might need increasing. Some of these signs can be fairly easily answered by students; being a first-generation student, the expectations upon entering school, quantity of resits, dealing with potential curriculum change and the amount of unclarity, motivation and procrastination a student feels. Other signs could be harder to talk about, such as feelings of anxiety, decreased mental health, and how frequently a student socially compares themselves.

Besides knowing the signs, it is crucial to acknowledge the shift Academic Confidence makes throughout a study and how this is unique for every person. Generally, there is a peak prior to entering college, followed by a slow decrease. However, students indicated their confidence was influenced per different course, team, and teacher. The scare culture present at HTH negatively affects Academic Confidence, and the impact of COVID-19 was largely negative as well. Mostly resulting in lower attendance, doubtfulness of skills and reluctance to ask questions. The perceived community feeling of HTH decreased as well.

Finally, study success can be improved by teaching about Academic Confidence at HTH. By developing a course, awareness is created around the topic. Several opinions were given on the best way to teach content and structure wise, which lead to the following solution.



## 6. Solution Design

The solution that has been developed for HTH to stimulate the Academic Confidence of students is elaborated on in three parts, the Why, the What and the How. In order to get to a solution, 4 types of evidence were considered. These types were mentioned in the previous chapters and consist of; evidence from the scientific literature, " organization, " practitioners and " stakeholders (Sekaran and Bougie, 2016). The solution is a coaching program that is presented to students and teachers in 2 infographics.

### 6.1 Why

There are multiple reasons why stimulating Academic Confidence is beneficial. Looking back at the global, national and company levelled reasons for research, students are currently -partly due to COVID-19- coping with stress, study delays and decreased satisfaction with their studies (NOS, 2020; ScienceGuide, 2021). The results of the SWM and interviewees confirmed these problems to occur at HTH as well, making the problem relevant.

When attending college becomes highly stressful, there is a need to give students the required support to ensure they are able to complete the study successfully (Bewick et al., 2010). One way of support is giving classes in Academic Confidence. Research indicated that increased confidence results in increased study success (Tasneem and Panwar, 2019). As HTH is a learning facility, giving classes to students as a solution is implementable and feasible.

There is interest in this solution as well since students indicated they wanted to learn about the topic. Furthermore, the fact that Academic Confidence fluctuates creates a realistic chance the solution will be beneficial, as there is opportunity for growth during the low periods.

### 6.2 What

The solution will be a coaching program teaching students about Academic Confidence. The program will start with a mandatory kick-off lecture for all Bachelor students to explain Academic Confidence and spark interest for the program. Afterwards, students can voluntarily sign up to join the program, consisting of 5 sessions throughout the block.

By starting with an introduction where attendance is mandatory, all students will collectively enter the first phase of the model 'Four Stages of Competence' namely being Unconscious Incompetence about Academic Confidence. Afterwards, each student can decide to apply. By making the sign up voluntarily intrinsic motivation of students is stimulated, which results in increased interest and enjoyment of activities (Fishbach and Woolley, 2022).

Furthermore, since the fluctuation of Academic Confidence is different and unique per person, targeting the entire bachelor program simultaneously a bigger potential of finding the students that are struggling. Another reason to combine the 4 years is the lack of community feeling that the findings show. The findings also showed the new arrivals to be acting more childish and show a lack of interest for school. Introducing them to older semesters could show new students an example of more grown-up behaviour. Stimulating students to mingle with other semesters can furthermore increase community feeling and the sessions itself promote peer support. A study found

that peer support creates a feeling of community which consequently impacts motivation and confidence (Fayram et al., 2018).

The content of the program has been based on the topics in the literature review and findings. The program's content is shown below in Table 2 and will be presented to students via an infographic (Figure 8). An additional infographic has been designed to support the lecturers teaching the program (Figure 9). One overview where the learning goals are mentioned and some suggestions for models and exercises are given, for example team bonding, 5x why analysis, onion model, memory methods and concepts from Neuro Linguistic Programming (NLP) and progress goals to celebrate success. No details are mentioned on how to teach, allowing lecturers enough freedom to do this in their own preferred way.

Table 2

<b>Coaching Program</b>		
<b>Session</b>	<b>Content</b>	<b>Week</b>
Kick-off	Showing where it hurts and why Academic Confidence can help	1
1	Your Academic Confidence (personal emotional preconditions)	2
2	Changing Mindset & Scare Culture.	4
3	Accepting Failure	6
4	Exam Confidence Boost	8
5	Future & celebrating success	10

Figure 8



Figure 9



## 6.3 Implementation (how)

When implementing this solution, multiple aspects will need to be taken into account. The program has a kick-off and 5 sessions. The kick-off will take an hour and each session approximately two hours. Rooms will need to be booked for this and lecturers need to be found to teach it. During the sessions one group will consist of maximally 12 students. This size allows the teacher time to coach each individual, and invites the students to share and give input. Depending on the quantity of sign-ups, multiple groups might have to be made.

A downside of combining 4 years is increased difficulty for scheduling. This is solved for the kick-off by giving multiple classes that different semesters attend separately. However, scheduling the remaining 5 session could be difficult. A solution could be to create evening classes, where participants share some bites or a meal together while learning about Academic Confidence. It would be similar to the HTH Breakfast Club, where students meet to reconnect with the community over breakfast (HTH, 2022c). The success of the club indicates students are willing to meet outside regular school hours, especially when food is provided.

The coaching program will be taught by HTH lecturers, one teacher per group of 12. Teachers will be informed about the program and asked if they are interested in teaching it, depending on the workload, expertise and willingness to take on this project. When HTH teachers hesitate about their level of expertise regarding coaching, following a training session to improve coaching skills could be a solution. As a study found that via coaching, teachers become better equipped to support the well-being and development of students, while their own well-being increased as well (Kutsyuruba and Godden, 2019). Interested teachers could join the training program HTH is currently developing with company Gort Coaching (Koning, 2023a).

This program would fall under the HTH Student Wellbeing Club, which is part of Extra Mile initiative. It relates to 3 of the 4 topics of wellbeing; mental, social and academic (Koning, 2023b). The Extra Mile Office has access to the Quality Agreement Budget, more specifically, theme 4: Linked Educational Differences (Smeets, 2023). Making the solution economically interesting.

There is another budget applicable for this solution. Part of the problem behind low Academic Confidence has to do with student wellbeing and effects of COVID-19. To counteract the effects of COVID-19 HTH has a NPO-plan and budget. This plan focuses on student wellbeing, social connection with the study and decreasing study delay (Hardorff, 2022). Mr. Koning confirmed the topic of Academic Confidence would fall under the NPO budget. Another connection between the NPO budget and the solution is that currently NPO budget is already being used for the training of lecturers with company Gort Coaching.



## 7. Dissemination

Dissemination is spreading evidence of a topic, model or intervention within an organization (Sekaran and Bougie, 2016). Five acts of dissemination were performed. Four via online meetings, and one via email where the researcher shared findings and presented the infographic. The given feedback was implemented and proof of dissemination can be found in Appendix 14.

### 7.1 Dissemination student

The first dissemination occurred with one of the interviewed students. Her appreciated the voluntarily sign up, as it would change the group dynamic for the better. The student did think having a maximum capacity of 12 people would be better than the original 20, reasoning it would take a lot of time if all 20 people would share stories about their own Academic Confidence in the second session. Furthermore, she agreed with the quantity of the sessions and the timespan of one block. Originally, week 4 was accepting failure and week 6 mindset, the student recommended to switch this, as in her experience students feel more insecure and stressed around week 6 and therefore covering failure that session would fit better (Aho-Wathne, 2023). This was implemented in the final solution.

### 7.2 Dissemination teacher

For the second dissemination act, the point of view of an interviewed teacher was asked. He worried about attendance as "Since COVID-19, students haven't been interested in joining... well anything." And suggested to include it in their calendars. From a teachers perspective more details per session would be beneficial. Furthermore the shared knowledge on the training program for lecturers was beneficial for the solution. Finally, the lecturer mentioned he liked the program so much he started considering executing it (Koning, 2023a).

### 7.3 Dissemination Student Council

Thirdly, the opinions of a SC member were asked. This member had not been previously interviewed and went into the meeting without knowledge on the subject of research. She thought the topic was relevant and applicable for HTH. The infographic helped her understand the meaning of Academic Confidence and the topics related to it. Her worry was attendance and commitment as well, and she agreed voluntary sign up to be more realistic than a mandatory course where students probably would not attend (Student Council, 2023).

### 7.4 Dissemination commissioner

Fourthly, the solution was shared with the commissioner. She was pleased with the solution and had some useful suggestions for the financial feasibility of the solution. For example, how the quality agreement budget is applicable for projects of the Extra Mile Office. And in case, the program would include a certificate for participated students additional steps would need to be taken in consideration to verify this. The infographic for students made sense to her and she thought it would be sufficient guidance for teachers as well, as in her experience lecturers like to have a certain amount of freedom in their classes. A recommendation she made was to set some criteria's for the lecturer who would teach the program, for example a minimum of years teaching at HTH. So the sessions would be given by someone who has experience and feels comfortable giving a personalized touch to a program. Finally, she thought it would be nice if teachers would

get some examples of exercises to do during the sessions, as in her experience lecturers usually stick to a few they know, and it would be refreshing to see different exercises (Smeets, 2023).

## **7.5 Dissemination tutor**

Finally, a tutor showed interest in the solution and requested to receive the proposal and infographic via email immediately, followed by the report once the researcher had passed it. The tutor asked some reflective questions and suggest an interesting option for future research.

## 8. Evaluation

Conducting an after-action review by asking participants for feedback will be one way of evaluating the effectiveness of the solution (Barends and Rousseau, 2018). This will happen on a voluntary basis at the final session by sharing a QR-code, as well as a survey via email after the program finished. The survey will include questions regarding the content, the structure (size of the group, quantity and length of the sessions), the satisfaction with the teacher and the mandatory introduction class.

The teacher itself will also be asked to share feedback about their experience via a survey. Questions include which topics were relevant and if topics are missing. What can be done to improve group dynamic, if they think the program should be repeated next block for new students, and if/how participating in Gort Coaching helped them prepare for the program.

Furthermore, several Key Performance Indicators (KPI) will measure the effect the solution had on student wellbeing and study success. Firstly, by comparing the passing rates of exams before and after the program was implemented.

Secondly, by comparing how students graded their own Academic Confidence on a scale of 1-10 before and after participating. The question to rate oneself could be repeated every block, so the fluctuation of Academic Confidence gets registered and possible patterns or trends can be spotted.

Thirdly, comparing the SWM annual results regarding positive motivation, goal accomplishment, mental wellbeing, and overall community feeling. Especially the relation between positive motivation and goal accomplishment would be interesting, as currently a gap exists between them. A 7,1 for positive motivation to study, with a 5,8 on accomplishing goals (J. Sok, 2022). Showing students want to study but do not yet accomplish their goals.

Lastly, a look could be taken at the results of the National Student Survey. For example, looking at satisfaction regarding atmosphere, guidance and counselling, possibility to deepen or broaden skills, perceived study pressure, and the statements that "HTH offers a good range of extra-curricular activities." and "HTH offers a good range of options for personal development." (NSE, 2023) and any extra input written down in the comments of professional and personal development.



## 9. Academic Reflection

### 9.1 Problem analysis

Looking back at the start of this report, a problem definition was given. The trends on a global, national, and company level created context. The topic Academic Confidence is introduced in the company level, which could make the global and national level seemingly off topic or confusing for readers. This connection could have been made clearer by explaining the relevance to Academic Confidence right away, instead of at the topic introduction. Throughout the rest of the report, this linking has been done sufficiently.

Due to unexpected personal reasons, the first commissioner of this research became unavailable, after which the current commissioner took over. The current commissioner was not as involved with PRD as the first and with this change, the focus on writing for the PRD course shifted slightly towards writing for the HTH bachelor program in general. This is mainly due to the findings indicating a dissatisfaction regarding PRD, indicating the solution would be more likely to succeed if it was executed separately. Further consequences from this change were limited, as the scope was the HTH bachelor program from the beginning.

### 9.2 Problem statement

The reasons for research are clear and explained. Looking back, it was too ambitious to include Maslow's Hierarchy of Needs. The scale of the research would need to increase significantly to answer this or possibly future research focusing solely on Maslow and confidence.

The goals of the research are reflected back in the framework, one pillar per reason, leading to the MRQ which enabled the entire solution to be constructed further in the report. The framework shows clearly that Academic Confidence can be increased with the three pillars. Although, the framework makes it seem like only COVID-19 is the reason for lower student performance and wellbeing, which is one of many reasons. It would have been more accurate if the topics on the pillars are also shown as impacting factors.

### 9.3 Literature review

The literature review covers an extensive range of interrelated factors to Academic Confidence and the pillars help guide the reader through them. As the research on Academic Confidence is limited, this resulted in some sources older than 5 years, decreasing the level of accuracy.

All four types of evidence were present; scientific literature, stakeholders, practitioners and organization. It would have enriched the research if external stakeholders were represented as well. Hearing the opinions of alumni and hospitality companies could have added interesting perspectives and made the research more objective. Currently one of the limitations of the research is objectivity, as everyone who participated is currently part of HTH and therefore has (unconsciously) subjective opinions.

Conducting interviews resulted in in-depth results while simultaneously reaching a limited amount of the population, the next time a survey could be added to increase the sample size. This would consequently increase the validity and reliability of the

research as the quantity of data would have increased. Conducting 2 additional interviews did help ensuring the saturation point had indeed been achieved. The geographical restrictions also affected validity, as observations on body language were lost in online interviewing and it was harder to find interviewees. It would have been better if the researcher approached people in HTH and conducted the interview life. The 8 interviewed students did not equally represent the population, as 6 were in phase 3, 1 in phase one and 1 in phase 2. It would have been better if the researcher had physically been at HTH in order to select students equally among phases more easily.

Finally, the researcher was reminded of the importance of proper data saving, and the beneficial habit of downloading recordings immediately. Two of the recordings expired and the interviewees had to be asked to confirm that the meetings took place. Fortunately for the researcher, the confirmation was received on time and all details regarding this can be found in Appendix 15.

## **9.4 Solution**

The solution is the practical answer of the MRQ. Including questions about the content and structure of the solution towards interviewees was highly beneficial and resulted in a solution essentially made by its target audience. Besides this, the 5 dissemination acts helped finetuning the solution and ensuring information regarding budgets, maximum group size, and the knowledge of Gort Coaching. Furthermore, hearing the perspective and needs for a lecturer when teaching a new program added more depth and realism to the solution. The solution is currently suitable for students to complete once, future research would be required if the program would be extended or repeated in an advanced version.

## 10. Future recommendations

Finally, a number of interesting aspects of the research will need further exploring and are recommendations for future research:

- Firstly, how to solve the misalignment of PRD tutors and the student dissatisfaction regarding the general course.
- A more in depth analysis on the relation between Academic Confidence and Maslow's Hierarchy of Needs, considering the effect of COVID-19
- Making the research broader by including external stakeholders of HTH, like alumni or hotels in the population. To gain knowledge on the importance and influence of Academic Confidence on the hospitality industry and future careers of students.
- Making the research more specific by solely looking at Academic Confidence of LyCar students, as was suggested during dissemination.
- Finally, it would be interesting for future research to explore if there is a connection between Academic Confidence and the carelessness students experience farther along in a study, as Student\_6 suggested could be applicable to her (see 4.2).



# 11. Appendices

## Appendix 1 Interview questions staff

Due to the interviews being semi-structured, only a general outline of questions will be prepared. This gives the researcher enough flexibility to explore different topics in case these are mentioned.

1. Have you heard of academic confidence before? (where)
2. How do you think social comparison influences study success?
3. How do you think students expectations prior to entering HTH influence study success?
4. How do you think procrastination influences study success?
5. Social interaction sign of low confidence; do you agree/see this
6. How do you think COVID-19 impacted academic confidence? (social interaction)
7. Based on your experience, do you see a difference in first generation students and non-first generation students?
  - a. If so, how do you think it impacts confidence?
8. How does goal orientation influence study success?
9. How do you think the role of a tutor influences study success?
10. In what way could HTH tutors help increase academic confidence of their students?

## Appendix 2 Interview Student Council Representative

\*Note, as the researcher let the recording of this interview expire without being able to retrieve it, the proof that this interview took place is presented in the shape of a screenshot of confirmation from the interviewee (See Appendix 15).

A = Student Council representative

M = Merel van den Brink

(Student Council, 2022)

M: First of all, thank you so much for making time to do this. It's so much appreciated. Are you okay if I record the meeting? Your answers will remain anonymous.

A: No worries.

M: Have I told you a little bit about my research, are you totally blank? Could you just let me know where you are at?

A: No, I don't, I don't think you have told me. All I know is student well-being and a topic regarding that?

M: Yes. So, I'm doing my research about student well-being and specifically more focused about student confidence, and then confidence in academic sense. Alright, so I want to learn more about what is academic confidence? Are people in their school even aware of that? What are signs that academic confidence is lacking? Because academic confidence I found is very much related to study success, and mental well-being in that regard. I came up with a framework, it's something you have to do, where I talk about the signs of lack of confidence, what could have caused that? And third of all, what could be the solutions for that? So that's what I would like to talk with you about.

A: That's very interesting.

M: Yeah, it is. So just if you could answer from a general perspective from students, based on your experiences in Student Council, that will be great.

A: Alright. So just to define Academy confidence is that **when people feel good about themselves, and just in general confident with what they know, and believe that they can do well at school**, is that what you mean?

M: Yeah, so it's, the feeling good part is a nice benefit. But that's not the key essence of it. Academic confidence is the belief that you have about yourself that you can do well in school and academic sense, because you're capable of being in an academic environment successfully. Yeah. That's what academic confidence means.

A: All right. That is clear. I just wanted to know for sure.

M: Then, I'm quickly going to get the questions that I asked to Dr. Sok. Thank you for referring me to her, by the way. She was extremely helpful, I really liked it. Yeah she also shared the Student Wellbeing Monitor with me. I don't know if you're familiar with the Student Wellbeing Monitor?

A: Yes, I am

M: Did Student Council impact the Student Wellbeing Monitor?

A: We had a meeting with her, that's why I know that she's nice. And then we also suggested her whom to go to, to collect more data. So we had contact about that, but I'm not actively working on it.

M: Okay, yeah, that's nice. So then let me quickly show you the framework with the three pillars. So, you have partly through COVID, that, student performance has been going down, and student mental wellbeing has been going down as well. At least this is what I've read when doing research about this topic. Have you noticed anything from your experiences working in Student Council regarding the impact of COVID?

A: Yes, definitely. And that is mostly **student engagement. So, we can't reach students as easily as we used to.** So, for events, we have a **low attendance for info sessions.** Students don't care as much anymore. And I think the motivation, they're struggling with that. And I think that leads to the mental well-being as well, in terms socialising at school. Do you know when you meet someone at school? It's now after COVID more difficult to for you to say hey, how are you and start a conversation and bond with new people. Because when they don't feel well, or you know, don't have their friend group around. Then they tend to go home or out of school, so they're not in the community anymore. So that I think is what was changed after COVID or impacted at least. That's from the student council point of view.

M: I think that's interesting, because you mentioned that they're less easy to connect to. I would think that, especially after COVID, people will engage more and be more open to meeting each other. In my head that make sense. This is interesting to hear that you've experienced that differently. Do you have any idea what could have caused that?

A: I'm not 100% sure myself, I totally thought the same as you in the beginning. When, you know, we were able to host events and be on campus again, like, okay, you know, now we gotta connect, everything is gonna be fine. We're gonna be a big family again. But it's so, hmm I don't know... I think because people got used to being at home. And now, they may feel overwhelmed with how much is going on around them all of a sudden, how many people they meet. But that's just my assumption. So, I'm not 100% sure.

M: That would make sense. Interesting. Very interesting. And then, of course, I've talked about academic confidence. Have you heard about that before?

A: I have known about it that it exists. But I don't think I've ever read anything about it or actively done research about it.

M: Okay, and that's completely fine, of course. And I'm curious on how you learn this. So, where did you learn about the existence of academic confidence?

A: I think, from my parents. It was always in the back of my mind. But I never paid actively attention to it.

M: Okay. Let's move to the first pillar. So, there are several signs that there could be signs of low confidence. And I'm curious, what you think is the connection between those things and student success? I am going to name them for you one by one. All right. So, for example, you have social comparison. And how do you think social comparison influences study success?

A: I think it influences each other a lot, in terms of, well, as you grow up, you get **influenced by the environment** that you are in. And it also shapes you into who you become. And I think, study wise, it also has a similar impact on you like this. So, if you are in a group where a lot of people study a lot, and they do well, then you also do well. And you believe in that you can do well as well. And you get, you just get **influenced by the people around you**. And I think that way, you may get more confident. Whereas, otherwise, it also has an opposite side, it's also having the same effect, I think. And I think from the environment that you are in, and if you switch to a new environment, where the people are either more or less engaged in school, it also impacts your confidence a lot, because then you compare yourself to others. So, I think the bond there is quite strong.

M: Yeah, I agree. And then you mostly talked about environments. And what do you think, say the environment stays the same, but your mindset changes? So, you either compare yourself with other people while you're sitting next to them or you don't. That kind of comparison is the social comparison I am aiming at. So, whether you compare yourself with others and not so much the environment that's defined for you. How do you think that impacts students?

A: Hmm, there are students that do compare themselves a lot. And for them, I think it can have a huge impact. Because then either they feel better about themselves or were more confident when they think that they're doing well. Or it can have the other effect and make them feel that they don't know as much. They're not as smart and not doing as well. So, **I think for the people that do compare themselves, it has the great impact on them**. But then again, there are also some people that don't care as much, so then it doesn't impact them, I think.

M: And have you ever done something with student council in regards to this; Social comparison, by any chance? Like giving a workshop or has someone come to you or email you.

A: **I don't think Student Council gets requests for help for these personal issues that much, but rather technical**. Okay, so I would not know, students to struggle with this. And we didn't host a workshop for this actually. That's a good topic to think off.

M: And you said mostly technical. I always understood, Student Council also did a bit of the wellbeing part, also working together with Dr. Sok. Could you maybe, like, clarify that for me, because I thought that was like one big merge, but maybe I misunderstood that for Student Council for a long time.

A: So, we do a lot for student wellbeing as well. But it is for... how to explain it. So, we host different events for them to connect, to educate themselves. And we work with the employees that are also doing initiatives and are thinking of ways on how to improve the student, mental well-being. But for students to come to us and say, hey, you know, I'm struggling with these mental issues, or, I don't know, there was a teacher that was

harassing me things like that don't happen a lot. But rather, students come to us with. I don't know, I have something, and I need extra time for exams. How do I do that? So, things like that. Okay. **So, it goes from the school side to students with the mental well-being side, but not from the student requesting for well-being.**

M: That's super interesting. Yeah. And do you know, you say it comes from school, but school still quite broad is that could you specify on who exactly in school?

A: Do you know who Mr. Koning is?

M: Yes

A: He's in charge of the NPO. And they have a lot of demands.

M: What is **NPO?**

**A: Honestly, I don't know what that stands for. But basically, it is a program from the government. They get the money from them.** And that budget, they are allowed to spend on anything that will help the students feel better, be happier. And generally, increase the mental well-being. So now they're working on different projects. For example, the psychologist is from them as well. The together initiative was supported by them as well. Breakfast Club. A lot of things. And yeah, I don't know, which specific part of school is engaged with that. But Dr. Sok helped very much as well. So, I think these two are best known for this topic.

M: Great, and have you ever had requests from other staff in hotelschool? Maybe teachers, tutors, instructors, who said, I would like some more mental well-being in my class?

A: No, we did not have that.

M: Okay. Also good to know. Then I have a more technical question. This budget, NPO budgets. That could be interesting for my research, so could you tell me something about it? Perhaps you know if the budget became bigger because of COVID. Or how much of the budget is usually still left? Do you know how flexible they are with that?

A: For sure, you can use it because, well when was the last meeting, I think still this block we met with Mr. Koning and with other entities in school as well, when we were brainstorming about projects to do, and what to spend the money on, because apparently, they have so much money. That means that if you go to him and say, hey, so I'm working on this, I have this that I want you to support me, well, it's going to help the student well-being, oh, he's going to go for that, for sure.

M: That's very good to know.

A: And also, if you meet with him, he might be able to tell you more about your topic.

M: It's very interesting, I might do that.

A: He is a very nice person. I don't know if he's going to have time. But I think he will make some time.

M: Cool. We got a little bit off topic. But that's completely fine. This was very interesting. Then another sign of low confidence could be the expectations that students have prior to entering college. Now, I'm just thinking out loud. Because as you mentioned, student council usually only gets technical questions. Just let me know if you have some expertise or knowledge with these questions. And if not, then we just move on. So, do you know of students and their expectations when entering Hotelschool?

M: From Selection days, I've got some expectations from students. But mostly it is about the student life not actually about the school, which was quite shocking to me. Yeah, they are applying because of the student associations because of the active student life here. And not so much about the school, about the curriculum. Because when I asked them, like all of them, okay, what are you most excited about in the curriculum? What courses, you know, sparked your interest? And it gave me the feeling that they don't really have any expectations of what they're going to actually be doing. And I am talking about this school in specific. So yeah.

M: That's interesting to know for sure. And did you see a difference in online COVID selection days versus the normal ones now?

A: Yeah, I feel that students, then when I was doing it online, they were actually interested about the school itself and the curriculum as well. And when I was doing it, in person after COVID they were not so interested. But it might also have been just the people that I got.

M: Yeah, of course. And have you heard similar stories from other people around you?

A: I What I heard was just like funny stories, you know, what happened, that someone did something during the interview or spilled water on us. I don't know.

M: Okay, no, that's completely fine. And then, the final thing for the first pillar is that procrastination can be a sign of low confidence. Did student council ever interfere or had anything to do with procrastination as a topic?

A: No, absolutely not.

M: Okay. That's completely fine.

A: I know about one student, though, that the student was quite insecure about how well the student is doing at school, that it was really difficult to actually get to study. And when the student got to study, the student didn't do as much fearing that if the student put all in and failed, that would mean that they're not good at school. That's why the student decided not to study as much. And just do you know, just enough. And it always took a lot of effort to get to study, and this year they were doing everything. But studying. So that's from our school, this one case.

M: That's super interesting, because then you almost get to the principal, to the fear or idea of, I'm never going to put an effort because if I do, and I then fail that means I am not good enough. Is that right? If I understood you correctly?

A: Yeah

M: That's very interesting. You said this is from one student. Do you know this to be true for more students?

A: Well, I know that more students are struggling with procrastination. But that is just that. With that one specific student I knew.

M: Thank you. Also, do you have a time limit? By the way, before I take up all your time, and you need to be gone?

A: No

M: Okay, cool. That's so nice. Thank you. Let's move on to the next pillar, which is the underlying causes of lack of lower confidence. And the first one is social interaction. And then, especially when you just start college, the kind of interactions you have, can shape the confidence, your academic confidence. So say, you have a lot of successful interactions, and you have moments of difficulty but you succeed, or you can support it very well, your confidence grows. While if at those moments support lacks, and you feel, then your confidence drops. That's the academic reasoning behind it. Again, same question. Did you, speaking for student council, ever encounter something related to this?

A: Related to student council? I don't think so. No. I was chair for this block. So, before that, I was not as involved in students as much as in events. So could be that Ellie might know something about this. But whilst I was in charge, nothing like that.

M: Have you noticed that there is a difference in how people interact now versus how they interacted before COVID?

A: If you look at our school, I think within our school before it felt more like one type of community. And to me, it felt like people were friendlier and more supportive. Whereas now it feels like you're being still you know, supported, but mostly by your close friends and the people around you are not as engaged not it doesn't seem like they want to know more about you want to help you on like this.

M: That's interesting. And that is from student to student if I understood correctly?

A: Yeah.

M: Did you notice a change between teachers and students?

A: I don't think so. With the teachers that I had before COVID, and now after, for example, Miss Huynh, she still is the same. She is still, you know, a bubble of happiness. And now, obviously, in phase three I work with different people, so I cannot really compare them. But to me, they stayed more or less the same.

M: Yeah. Thanks. So interesting. And then when you think of more people in school?

A: Instructors? Hm, I don't interact with them as much, and then again, I didn't have them before. Okay, so then, let's skip that one. I did you notice a change in your tutor.

Yes. Because yeah, he's Mr. Koning. And before COVID, I feel like he was more present more helpful. And now/during COVID, he was in the Corona response team, so he was overwhelmed. Now, he's also in charge of multiple projects. So, he was not present before. The one on one tutor meetings that we would have every block, he would usually have that with us. But now, this year, he said, Yeah, I don't really have time for that. But if you still want to talk, you can always email me to arrange that. But it's not going to be the standard. So, I think maybe because of Corona, he changed? I know he has more responsibilities now.

M: And did that affect you?

A: Yeah, a lot, actually. Because he was really close to me. And he was the person that would usually support me a lot. And now, I felt like, I didn't have that support anymore. But yeah, it's also a lot of things happened throughout the last block. And because I didn't feel that supported anymore, and quite neglected, I even changed the tutors. So yeah.

M: Did that help? Were you able to get your support from a different source?

A: I'm not quite sure, because then I got Ms. Suner and now she's sick. So, I'm without the tutor right now. But I think because of what was happening with Mr. Koning, I started adjusting, and got support from somewhere else. And also, because I know more employees now, I bond with them better. So, I think it's fine.

M: Thank you. It would have also been a perfectly good answer, if it was not fine, of course, just reassuring you. And that support. Because, of course, like you have support within school and outside of school, your friends, family, and everything. And I'm mostly interested in the support from within school. So, did school help you in getting more support? If you could tell me how that process went.

A: Hmm, I think for me personally, because I was able to bond with some lectures, I came directly to them. And then they were able to redirect me to the people in charge or would help me with certain topics. But I can imagine for students that you don't come into contact with lectures on a daily basis outside of classes. It could be difficult because even as student council, we are always there to help students but with some specific topics. It's also quite tough to know where to refer them to. Because we cannot solve everything. And because students also not all know about Student Council, and what we do. So, they not always find their way to the support that they need. Which is quite sad.

M: Thank you. Then different question. Confidence could be different for people who are the first ones in their family to apply to college vs people whose family has been to college before. So, could you tell me which category is applicable for you?

A: My brother went to university before me

M: Did that change your confidence?

A: I think so, I also had some older friends who went to college. I got a lot of information from them. I was confident when I entered and applied to hotelschool. The support definitely helped.

M: Great, thank you. Then my next question is regarding the possible shift in confidence during a study. Could you tell me what has happened with your confidence since you started hotelschool? If the question is too personal, of course please do not feel obligated to share.

A: Yeah, for sure. I think in my first year, I had the best time, school wise. I did not struggle with any subjects. In my phase 2 it became more difficult because I was in Student Council, I was so busy. And now in phase 3 a lot has been on my mind actually. Whenever I received a grade, I used to get really upset about it. It's because of the new curriculum. It has been really bad for me, actually. All the uncertainty did not help. So my confidence definitely went down.

M: Thank you. And what do you think happens to other students when they start hotelschool?

A: I think, I don't know how it would be without the new curriculum. But now, seeing my peers, some study a lot and it's not guaranteed they will get a good grade. And some people of who I know did not study at all, were still able to pass with a good grade for BTA course. It felt like a Russian Roulette in that way. It's hard for me to answer what it was like for other people, besides them being angry. It felt not fair, and part of me blamed the course. For not going the way it was supposed to. But on the other hand, I felt very insecure about myself. For putting in all this work, and still not knowing if it was good enough to pass. There were two sides to it, and I was very upset about that for a long time. That was the effect it had on me.

M: Yes, I can imagine.

A: Yeah, because people are resistance to change usually. So, when change happens, I could imagine the confidence drops.

M: Was this also something students came to you about in Student Council?

A: Oh, a lot. There were a lot of complaints about the new course. What was not great. Who was not great. It was actually a whole case. And people are still not as happy as they could be.

M: Could you summarize the main points of the case?

A: In the first block, there are two different core teams for the blocks by the way, in the first core team they were not open for feedback at all. That upset a lot of people. For this block, because people were so mad about the first block already, it sort of transferred to the second block. But this core team was better, as they actually listened to the feedback and applied it right away. This was what students complained about. Just in general chaos.

M: Thank you. Then the third and final pillar, solutions. From a student council perspective, what do you think about a solution where academic confidence is incorporated in the mentor classes? And please, be as honest as possible.

A: I think it could be an interesting topic to cover. What we as Student Council got from PRD, students do not see the importance and value of the course. So, they neglect it.

And I feel it would be a shame to teach this topic in a course where students are already neglecting the course and skipping classes when they are not mandatory. They also told us, 'Oh, it is not important. It is just PRD', so then I think it would not be as impactful. However, I think **if you teach it in first phase, when classes are still mandatory. It could help more.**

M: I have also heard this from students. Do you have any idea why students do not see the importance of PRD?

A: I think because it is a lot about soft skills. Where you cannot measure if you have done well or not. In PRD it feels like something, not tangible. And when you can not see it, you do not think of it as valuable. On the other hand it could also have something to do with the tutor that you get. In Student Council we have had quite some conversations about the tutors. I could make a world of difference who you get as a tutor. They said they learn more, and they come to the classes when they know the tutor would be mad or upset if you didn't come. Or the tutor is so nice, you just come for the tutor. So that is how big of a difference it makes. I heard there is a tutor who does not even want to be a tutor, and does not put any effort in the classes and just talk about completely different topics.

M: Did you as Student Council come up with a plan to change this?

A: We talked how tutors are misaligned, which is normal since everyone teaches differently, but how the content was sometimes misaligned. The plan that we came up with was having the tutors trained, so there would be dedicated tutors. So they would have a package of information to help the students. And also what to include in the classes, because they do have that now but they are not really following it. Especially with the new curriculum there is so much misalignment that tutors often do not know what is going on. So the plan was to align everything. It's something we have brainstormed about.

M: Alright, good to know. And how far along with that plan are you currently?

A: This suggestion happened this block. We had a meeting with Mr. Koning and he said he will talk to a lady that he works with over summer. That is the last I have heard from it.

M: Okay, good to know. Then I have covered all my questions. For now, if you think about our conversation is there still something you have questions about or would like to know more about?

A: Who else did you interview from the school side?

M: I have interviewed Dr. Sok before you, and now you as representative of Student Council.

A: Great, I am also thinking who I could refer you to. Academic excellence and student well-being has been a thing now for as long as I can remember. So if I think about anyone else, I will let you know.

M: Thank you, that would be great. Thank you so much for your time and answers



## Appendix 3 Interview Dr. Sok, Lecturer at HTH

\*Note, as the researcher let the recording of this interview expire without being able to retrieve it, the proof that this interview took place is presented in the shape of a screenshot of confirmation from the interviewee (See Appendix 15).

S = Dr. Sok

M = Merel van den Brink

(J Sok, 2022)

M: Thank you for making the time for this interview. Do you consent to being recorded and me using your last name in my thesis?

S: Yes, that is no problem.

M: I actually read your name in an article on Hotelschool blog. It was the theory and practice of student well-being in higher education. I think they interviewed a colleague of yours, Jasmine? She mentioned your name in the article. Could you tell me a bit about it?

S: Yes. Yeah, I know now might sorry, my brain is a bit foggy. But I know now. I worked with Jasmine on students' wellbeing for more than a year, we had about 30 Lycar students doing research. And now we are just designed to students' well-being monitor. I don't know if you're familiar with that?

M: Yes.

S: We have the first results, and they will be published or sent to you, I think, even by email this week, or at the start of next week.

M: That's great. Because you sent me the link with the questions in it as well. But I wasn't completely sure how to read it, as it more seemed like a list of questions to me and not per se the answers yet. So that is correct then?

S: Yep, the first results are very general, there'll be published this week. And then I have to still analyse all the data and make a full report of it after somewhere. Okay. Because then we're going to work on solutions together with students and all kinds of groups within school. So, everyone will be involved in designing solutions. That's very good. Yeah, it's a fairly nice process, I'm really happy that I got the chance to do this. And to do it well, to do it properly.

M: In your opinion, what's so important about student well-being?

S: I think it was already important. More important than we realized we're supposed to be a school that pays attention to the development and well-being of students. But I don't think that was enough what we did, and now after Corona us see everywhere published but also from the from the research, **that students are not doing well enough**. And I think as a school, you have a responsibility to do something about student well-being. Because yeah, my motto is stressed brain cannot learn. So, you have to as a school, you have to create the circumstances under which students can thrive and flourish.

M: Thank you. I'm also doing my Lycar research about student wellbeing and student success, but mostly focused on academic confidence.

S: Yeah, what is that?

M: So, there's little known about confidence in an academic sense, actually. But it has proven that people who aren't more confidence, speak up in class earlier can learn better, more social interactions. So that got me thinking, how can confidence in an academic sense if you're more confident about your academic skills? How can that impact your student well-being and student success?

S: Amazing. That's a real good question for next year's monitor.

M: Wow, that would be amazing.

S: Yeah, I would really like to have your report when it's finished. Because I think that that's the thing, we should do next year because also because this year, I measures a sense of accomplishments. That is, I took it some questions from Perma. I don't know if you know that P E. R. M. A. Maybe from MCH if you did that.

M: Yes, yeah, I know.

S: It is a scale for general scale for wellbeing. And it has some items about oh, it's three items, shall I?

M: Yes, please

S: How much of the time do you feel you're making progress towards accomplishing your goals?

How often do you achieve the important goals you have set for yourself?

And how often are you able to handle your responsibilities? And together that's a scale called **sense of accomplishments**. How do you think you are doing? So it's not so much academic, but it says something and that score in HTH was fairly low on that scale.

M: Okay, that's interesting.

S: Yeah. So, I could give you the results of that scale.

M: Yeah, that would be amazing. If you could do that, please. Yeah. Amazing.

And then I had a few questions, more in depth towards my research. So, with Lycar we also make a conceptual framework. With me, that's about increasing confidence. And I made a figure that increasing confidence can be done based on three pillars, you need to look at the Signs of low confidence in the first place, you need to look at the Causes of that low confidence. And then the third one would be Solutions. So, I have some questions about your opinion towards those three pillars.

S: I like that, but I don't see. It's not a worked out framework for what's a sense of accomplishment is.

M: Sorry, what do you mean?

S: What a sense of accomplishments is? Do you have your theory or something for that? Academic confidence, how are you going to measure that?

M: At the moment, I'm working on my literature review, I'm gonna do methodology after this. But I'm thinking qualitative data. So interviewing students throughout hotel school, especially since this is such a new term.

S: So, there is not a questionnaire for it?

M: There could be, but at this moment I have not looked into that yet.

S: So, you have to do that yourself if you want a questionnaire?

M: Yes, that might be an option.

S: Okay. Good.

M: Let's talk about the Signs that I found for now, so the first pillar. The things that can influence, confidence is a social comparison, the expectations a student has before entering college, and a sense of procrastination. So, I'm going to ask you a question about all three of them.

M: So, what do you think? How does social comparison influence student success?

S: I think it's has been studied, proven that there is peer pressure, negative peer pressure, but there can also that's another study from another student that says they can also be positive peer pressure on peer inspiration. But if there's a lack of confidence that I think that's what you mean, then you look at the negative peer pressure signs maybe. And I among my students, I see that a lot that they compare with other studies and that they feel as **the chosen ones, because they're in Hotelschool The Hague, and they think that's very scary**. Yeah, that's what I see around me in my day to day kids, for example.

M: And how do you think that's that feeling of the chosen one, but then also the pressure of that influences their student's success?

S: Yeah, I think it causes insecurity, and that influences Student Success, study success in a negative way, I think.

M: Thank you.

Then the second question relates to this this actually. It's about expectations.

S: One more thing.

M: Yes?

S: What I also sometimes hear from first year students is that they're being made scared. Lectures scared them, that they say "Oh, it's so hard. You will have to study day and night and you cannot have social life anymore" or whatever. And that scares them so much that they think that they will never be able to study successfully at HTH.

So that's another thing. And students yeah, sometimes make each other crazy by rumours in the hallway and things like that. So, they scare each other. **There is really a culture of getting scared.** Yeah.

M: Interesting. Then the next question relates to that, I think, is it's about expectations students have before entering college. So, I'm curious, how do you think that expectations can influence students' success?

S: Yeah, I think like I said earlier, they I think they're scared. Because that name of the school, and will they be able to live up to it, and then in the first weeks of school, they're getting more scared, even they're not eased into the HBO life, the study life after high school. So, I think we should do better in preparing them for a different kind of study life.

M: When you mention 'we' are you speaking about Hotelschool the Hague or general HBOs? Since I personally would not know how other HBOs treat their students, so I don't know if HTH is an exception in this.

S: No, I don't know either. So, I meant 'we' as HTH. And, yes, sometimes I hear from students that also, **parents have high expectations.** Sometimes they've done hotelschool themselves, or they're working in the hotel or restaurant business. So, expectations are high there too, sometimes.

M: Thank you. Then, the next question is about procrastination. There's this interesting link between confidence and procrastination, as the more a person procrastinates usually, the lower their confidence gets, while if they have a high confidence, they tend to procrastinate less. So then again, the same question, but with a different topic.

M: How do you think procrastination influence student success?

S: Yeah. I just read something about it. It's similar to what you're saying that I didn't think too much about procrastination. I thought, yeah, of course, some people do it to everything until late last moment. So what? **But in my mindfulness classes, I do see that people that really need mindfulness, or are really stressed, do tend to procrastinate, way more.** So, it is something that that should be looked into. But some time ago, I think we had a procrastination class or something. And I think that in isolation, is not enough or that won't work because it shows you're saying it is yet more of a package of things that are related to each other. And one of the things is procrastination, or one of the consequences may be of not feeling or not being confidence. So, I think it's a **consequence of not having enough confidence and that leads to procrastination that leads again to even lower study success.** Good questions.

M: Thank you. Then if we move on to the second pillar, which is about the underlying causes of low confidence. And one of the things that I found is the social interaction, especially in the beginning, when you have these expectations, how are they being met? And a study found that, especially in the first few months of college, these interaction moments really shape people's confidence. Which is already interesting on its own, and now especially with COVID. So, I'm very curious to see what you think about this.

S: Yeah. That's a difficult one, we really see very well as lecturers and tutors that students are lacking that community feeling. And that they seem younger and more school like not students like.

M: Could you specify on that? In what way do they seem younger?

S: In behaviour, there's another study going on about student behaviour and corona. And they also found they behaves like high school children. More childish.

M: Do you have an example?

S: Hmm, difficult.

Not very serious with regarding to their studies. That's the main thing, I think. Avoid responsibilities to just having fun in class instead of wanting to learn something, things like that. And they tend to keep close together in their own semester instead of reaching out to students from other years. But what the influence of that is, I am not completely sure.

M: That's very interesting.

S: Yeah. That social interaction is different. They think it's okay. And they're having fun. And they are having a good time in Skotel and things. But students from other years, say they behave so differently, they are children. And they don't connect to us. So, they're not part of the community.

M: Yeah, this is very interesting that you mentioned because I also experienced this. But I also thought it could also just be me now being in my fourth year. So of course, I'm more biased towards the first years since I've been here for four years. So probably when I was in my first year, fourth years thought the same about me. So now I'm curious, is this something you have heard older students saying all the time or is this trend new?

S: This is being researched right now. And it's not only fourth year students who say this, but also students from other years. So, the social interaction, the community feeling is not that high. But how that would influence their academic confidence I have no idea. We didn't measure that just now.

M: So, the community feeling not being as high. Would you relate that to COVID? Or is that something that has been happening for multiple years?

S: I relate that to COVID. Yeah. Yeah. of them having studied from home, not being integrated fully.

M: Perfect, then let's move on to the next question. And that's relating academic background. And with academic background I mean, if a student has family has also been to college or to, university or not. So, if they're the first of their generation to go to college. Research has found that these students usually struggle more than non-first generation students. So, based your experience, do you see this difference in type of student?

S: Yeah.

M: And what's your opinion towards it?

S: Yeah, I've experienced it myself. But that's a long time ago. But I still hear from students that if their parents are not familiar with studying, or I hear it more from international students, that there's their parents don't understand what it is to study. To go to college. And I think it's more difficult to gain academic confidence because of that. Yeah.

M: And why do you think that is?

S: Yeah, because they, people around you cannot tell you what to expect, and how to study just the normal things that share if they're familiar with something that that you're going through. Very nice point.

M: Interesting, and you said that you experienced it yourself. How did you experience it?

S: I was scared because it was something really special that I did. And it's not, of course, but none of my sisters and my parents had studied, I did HBO first also. So yeah, I was really scared. And everything was very strange and new to me.

M: Was there a turning point during this for you?

S: When I noticed that I could do it and it wasn't that hard. And among peers, you talk about things that were more students that were in the same position.

M: So, were they also then first generation studying or were they in the same situation as in studying at all?

S: Yeah.

M: Which one of the two?

S: Other students who were also first generation

M: Great and then my final question on the second pillar is about goal orientation. As it can also influence confidence, the type of goal study set for students. For example, it can be a process school, or an outcome goal. So, I'm wondering, in your experience, how does goal orientation influence student success?

S: I never believed in goals but now I see in students which I tutor. The ones that have goals are better than the ones that don't do goals. Which is interesting yet many of them say afterwards when they're back on track. I should have set some goals. So, I am starting to believe in it.

M: And what kind of goals do they set?

S: Do you have a minute?

M: Yes of course.

S: There is someone at the door

...

S: Thanks.

M: No worries.

S: The goal orientation. Yeah, I guess it would be good if our school would work on that some more.

M: In what sense?

S: Yeah, maybe in the tutoring but also aim students that don't do goals and just think they don't need them and go with the flow. It's maybe it's the same?

M: And if you could be the Head of School at this very moment and decide how to change goal orientation, how would you do it?

S: What I like in Lycar right now is that you have to set up real goals. And what I tried to do I do premaster, like coaching our students, that they really look at their goals along the way during like during their internship. And that is what I promote and things like that help students to remain in the driver's seat of how things are going instead of just mindlessly go through it. So, at certain points, look at your goals and see if you have to change them a little bit. That's enough, I think. And if students are against having goals or settling, then I think we have to realize that it says something about their ability and grip on things. I think you could look at a connection with are these also the procrastinators, for example. Yeah, and I think you might find a relationship there. Nice

M: Thank you.

S: It's nice. Nice literature you are studying.

M: Thank you. Earlier, you mentioned tutoring. How do you think the role of a tutor could relate in study success?

S: I think everything? I don't know the contents of the tutoring trajectory right now because I'm not a tutor anymore for the first years. But I think all these things should be part of it in a nice, personal way.

M: What would personal be for you? How would that look like?

S: **Students sharing. And being aware of how they study and their pitfalls.** And how tutors can deal with them depending on the student.

M: And what kind of environment do you think would need to be created to make this happen?

S: **I think both individual mentor session as well as group classes. But I think groups of 24 are too big. I think it should be groups of 12.** Also, I've spoken to some students that

really didn't like the PRD classes. And in hindsight, they are saying they were useful, but I was in resistance. There was one guy last week or something and he said, now I have a girlfriend and she's always journaling. And now I see how useful it is. And when he had to do it in PRD he thought it was stupid and he didn't want to do it.

M: That's interesting.

S: So we have to find a way to make students do it in a good way that that speaks to them.

M: Yes, and what do you think teachers and tutors could do in this?

S: I think first of all, tutors should not be assigned. They should be willing to be tutors. Secondly, they need more time to work with the students. They have so little time to work with students, they are essentially doing it in their free time. So, if you do it, do it well. Give tutors time to be tutoring. And if it's really the dedicated people that do it, and they need intervision, give that to them. In the beginning, when we started the tutor line, we had intervision. We had meetings and we learned from each other. How to accomplish things with students, and how to deal with different types of students. We exchanged things, and we learned from each other. I think that's very important. So then you know how to approach certain students.

M: And you mentioned, in the beginning we were doing this. Is the intervision something tutors are still doing?

S: I meant, when the tutor line started, a few years ago. Currently, I don't think intervision is still happening. I know the tutors have very little time though, very little time for one on one talks with their tutor students.

M: Thank you. And besides the time, is there anything content wise you would have liked to see different in the tutor course? From your own experience.

S: When we started, we used the book. The purple book. I don't know if you know it?

M: Yeah

S: Yes, I don't know if they are still using that. I didn't really like it. Some of the content was okay but I would have liked to see in in a more Dutch format, less American. I thought it was very American. Maybe in a more playful way, that speaks to students more. I would ask students to redesign it. They are the best in doing that.

M: That would be lovely. And I'm wondering. You said a more Dutch way. What would a more Dutch way look like for you?

S: Yeah, well I meant in less American way, maybe more international way. That book was quite popular, I don't know the language did not speak to many of the students I said. So, maybe students could even take on more and help designing classes. Let tutoring be more student driven. And maybe implement the topics you found in your literature review to be discussed and used in the classes. Oh, I'm getting excited.

M: Well, good to hear. So am I

S: Nice project.

M: I love that we already started talking about tutors, since that has to do with the question for my third pillar. Learning from your experience, what can we do to encourage the tutors to help the students to increase their confidence?

S: I think help them strengthen the community, to connect to each other, to not be afraid to ask for help among other tutors. Really connect to students, know the students, recognise the signs. I think tutors need more knowledge about everything that you have been studying so far. If you know about the signs, and know about the causes and work on solutions together, that will help. Maybe even get some classes from professionals, the tutors would be better equipped to help students. And find the insecure students in an earlier stage.

M: Thank you. Those were all the questions from my side. If you look back on our conversation this last hour. Is there anything you would like to add on to or to ask me?

S: Yeah, I think things seem worse now, or are worse now, because of covid. But they were already there. They were just under the surface and now comes to the surface. But it is still there. So covid or no covid, I think these are important things to work on. And I also think these are important things for lecturers to know about these topics. But even more for tutors.

M: Great, then I would like to thank you so much for your time and your open and honest answers. My mind is already starting to think how I can implement the things we talked about, so thank you for that.

S: Thank you very much and good luck with your research. Could you please send me your report when you are done? I think it could be very interesting, especially for the student wellbeing monitor as we talked about.

M: Yes, of course. Would be my pleasure. I will send you an email when I have it finalized.

S: Great, and I will send it when I have the monitor results, somewhere this week or next week. The first results of the sense of accomplishments scale.

M: Thank you, then I wish you a good afternoon.

S: Thank you, have a good day.

## **Appendix 4 Discussion Experts in the field**

K = Mr. Koning

B = Dr. Brannon

M = Merel van den Brink

(Koning and Brannon, 2022)

M: First of all, thank you for participating in this discussion. As mentioned by email, I am currently writing my thesis on Academic Confidence, which highly relates to mental

wellbeing of students and study success. I am curious to hear what your opinion is about this topic? Oh and before I forget, do you consent to this meeting being recorded and your last name being written in my thesis?

K: Yes, I consent to being recorded and using my name. Okay, I believe regarding your question on Academic Confidence, honestly, I think it's a very relevant and very urgent topic. That has a lot of aspects, all of which are interesting. **And it can not be solved by one intervention**, I think. That's how I see it at the moment.

M: That's also a question that I had. I proposed 2 solutions in my report, but I'm yeah...

K: Can you refresh my memory?

M: Yeah, of course. So my first solution would be to teach about academic confidence in hotelschool, yeah, but that's of course only an option if my findings show that there's actually a need for that.

K: I think there is a need for that and some people will benefit by instructions, in academic terms, by the cognitive approach. **Understanding what it is in theory helps to find a solution and work on it.**

M: How I wrote my proposal at the moment is if, there is a need for academic confidence. Then solution one will be to teach about that in the PD course. However, I found there is dissatisfaction regarding the PD course, which makes my solution less likely to be successful. What are your thoughts on this?

K: I can give you my thoughts on on the whole process. My first response is I've been working on student well-being not me personally, but as you know, the **Dutch Ministry of Education has made funds available one year ago in July 2021, so almost a year and a half ago to counter the effects of of corona, with the negative effects being study delayed and mental wellbeing.** And I've talked with many students and teachers and experts, and we've tried many different interventions in the forms of workshops and well-being activities and by doing all that, I've learned that there is **no one solution to academic confidence, I mean there are many factors interrelated.** Sometimes you just worry about your future, or you don't have a place to live that will affect your studies. Then sitting in a classroom listening to what is academic confidence and how can you improve it won't help you. Having a room will help you. I think it's important to find more context before you designed the solution. Um, having said that. One of the activities that we did with the money from the Minister is, um, a wellbeing survey. It was led by Miss Sok. Do you have access to the outcome of that survey?

M: Yeah, I do. I think if you mean the general e-mail that was sent to all students, including a PowerPoint with the results.

K: Yeah, I think that. I think that's the one.

M: Yes, I have that one. I interviewed Ms. Sok already about this survey as well. And she sent me a spreadsheet, but that was the type of questions that were asked, but not necessarily the results of that specific survey. So, I only have the questions and then the general PowerPoint everybody has.

K: Yeah, okay, I think I I'm not sure what is was being sent to the students is also the same what I received, but I assume it is.

M: I have it open right now. I could share my screen.

K: Yeah, if you could, then we could talk about it. What I found striking is that at hotelschool, many students are very motivated to achieve academic success, at the same time, they're very frustrated in...

M: I'm sharing my screen now

K: Yep, Yep. Looks slightly different. This is more clear. Well, that's good. Yeah, this is the summary, yeah. So if you go to to yeah, here is the overview. See if you look at the motivation in the in the beginning, **people are very motivated to do it (7,1) and then they are much less satisfied about how far they managed to achieve their goals (5,8). So they want to have academic success, but they can't.** And this is interesting for your research I think. What prevents students at Hotelschool from achieving that success. And I think, one factor is that the **feeling of wellbeing is also rather low is 6** on a on a scale of 1 to 10 is not extremely high. And if you look at other slides, I think this rather low feeling of wellbeing is **caused partly by the feeling of inclusivity in school. Some students don't feel included. Some students think the community is not supportive enough.** And if you are in a place where you don't really feel you belong, then of course it's hard to, you know, give it your best and do what you need to do. So that is something to bear in mind for your research, I think. And another thing is I found, I don't think it's really specific in the wellbeing monitor results. But what I see repeatedly is that students when they fill certain courses they get stuck in. So for instance, many people fail MFD or a revenue management, and then the way the system works you cannot retake the course. But you can retake the exams indefinitely and there is support, there are student tutors and there is the study success office. But I think the **key to the problem is if you attempt something and you fail and you keep on attempting to it in the same way, you are bound to get the same results. And that's what we see happening,** that people take exams or Spanish is another example. And **they failed four or five times.** And now if I would fail an exam five times, I would start to think "that I am stupid and not capable. The others can do it. Why can I not do it? There must be something wrong with me." That's how I would start thinking. Which of course is very bad for your overall wellbeing. So I think that is an important factor for some students that they feel lack of academic confidence.

M: Yeah, this is exactly what my research showed as well, that in these critical moments when you have support, you grow. And when support lacks, you fail. That is a significant moment for your confidence to either grow or decline. These little moments matter enormously.

K: To turn this around, you need a new approach.

M: Is that is that feasible? Because of course that is easier said than done. On one hand, it can also be you haven't studied so far, and therefore you keep failing. So the moment you start taking the alternatives that schools already provides, taking the extra classes, taking the mentorship.

Because at one point students usually do pass their resits, if they have a change in their mindset. That's what I believe and that's the interesting part cause then it's about a change in mindset instead of another alternative. Yet another coach, yet another form of extra classes. But of course that's difficult to stimulate as that's something that has to come from a person themselves.

K: Exactly, exactly or **from a change of situation or from a change of mindset.** And the question is can you achieve that by your solution, by offering a course? I don't know. I think partly yes and partly no.

M: Exactly.

K: So that's good to bear in mind. I think when you when you research this maybe you know when you start to dive deeper into this topic you will find the other solutions. So, this is something to discuss with your coach. How to best go about with the research. Another thing you will touch upon in your research is the PD course. Now the the PD course is meant to give structure and guidance to students, personal life and academic life so that they will become successful. And you have all you just told me, there are suggestions for improvement. Or at least there are points of criticism. Can you share the criticism with me?

M: Yes. I encountered these opinions from student and teacher perspectives and it's mostly depending who you're 'stuck with' as a tutor is determining whether you have a successful PD course throughout hotelschool, yes or no. As the teachers themselves are assigned to be tutors instead of volunteering, so some teachers either do not care about the PD course as it has, again multiple problems, cause on one hand the tutoring comes from their own hours, on the other some teachers are assigned to be tutors but do not know how to be a tutor, and sometimes there is just not a connection between the tutor and the student on a personal level. So that difference between students and between who your tutor is, is significant. When I'm talking to my friends say "Ohh who is your tutor?" You either get it "ohh that's super nice, you're very lucky" or "off... I'm sorry for you" It's either one of those responses, and that's quite sad in my opinion.

K: Yeah, yes, it's it. It is also very human you will find if you, uh, you're working in a restaurant right now, right?

M: No, in a hotel.

K: Okay, and what are you doing?

M: Management trainee, but mostly doing a bit of everything's also operational shifts on projects.

K: OK, that's cool, very cool. That's nice. You will also find that some, some of the colleagues you work with are nice colleagues, they get stuff done and they are helpful and not kind and other people are just in your way. That's how it is. That's life and the colleagues that you'd like to work with. Or maybe the better said their colleagues, that you do not like to work with, other people will click with them and they will. That's just how it how it is. But yeah, the personal relation is very important. So the question is how to make optimal use of this given fact that sometimes you click or sometimes you do not, the current system is you stay with your tutor for the first three years until you start Lycar. And a possible solution would be to have a system of rotation to have a new tutor each year or that you can change. What do you think about that?

M: It could be better, I think that instead of giving more options and changing your tutor, cause that's logistic wise we're still a lot of work. My solution is to train tutors give Tutors skills to be tutors. When I talk with Dr. Sok about this, she mentioned that the tutors had Intervision at one point among themselves. They shared examples and everything and they stopped doing this at one point. And now it's sort of every tutor by themselves. So one of the solutions I thought was to bring back that intervision. So you talk with each other about what you learn. And you start to give coaching to tutors. So the level of what kind of tutor you have becomes more equal. Instead of changing around students to all the nice tutors get selected and all the less nice student tutors are being left over.

K: Yeah, okay, that makes sense. So you're saying improve the tutoring skills, the professional tutoring skills of the tutors. It will not eliminate the fact that that with some people you click better than with other people, but at least, the base line of tutoring will be better. If the tutors are competent, yeah, I I personally, I'm a strong believer in education for teachers. If you can coach them into, I mean if you can make them into better coaches, if what does it a good coach need to do? He need to be able to listen without giving his own opinion. And um, think along with the with the student, he/she needs to be empathetic. All those things you can learn to some extent. It's interesting for you to know that we are discussing we are in touch with the training companies. Uh, to use part of the money from the minister. To improve the skills of the that that you so teach them coaching skills.

M: That's very interesting indeed. And approximately could you tell me what that budget could be? Part of my solution is it needs to be economically interesting, and then knowing there's a budget for this makes this solution economically interesting.

K: Well, there is definitely enough budget for this. Until 2024 the money can be used until that time and there is enough money to give good training to at least 20 people, probably more. The biggest challenge is practical. It doesn't fit in the scheduling. Uh, we're not sure how to proceed with the tutoring Office. plans are made. We're in a transition phase at the moment. Transitioning from semi-improvised to more formalised we're in the process of formalisation. I can't say too much, but the idea is that tutoring will improve if all these things that you said are countered if tutors are motivated to be a tutor. That helps a big deal. If they are trained in certain skills, listening skills, empathy. If they learn how to let the coachee do the work, instead of giving solutions. Let people make their mistakes, let them discover themselves.

K: also, you know, this is the thing we are talking about academic proficiency. It's specific for students, but it's something that comes back in everybody's life under different names. Um, for me it would be a professional confidence and my confident enough to do my work. Or if I'm a parent, I'm not confident enough to do my work as A and there are certain preconditions for that; you need to be a little bit balanced and a little bit rational, calm, happy. There needs to be a certain level of that before you can be a successful student or a successful parent or a successful teacher or minister or whatever you want, yeah.

M: successful human

K: Yeah, and so that is the interesting part of this whole student while being a thing, it relates to everyone and I think as there are certain conditions that apply to all of us in all situations, and one of them is interconnectedness. We cannot function alone. And this is also that something that comes back a big factor of influence on students, on academic progress, on study success, is the feeling of inclusivity, of belonging and being in touch with other students. We found out that students that study together, perform better than students that try to work on their own. Not always. There are some students that perform better when they are left alone.

M: Yes, because I am focusing on academic confidence, but it's very relatable to a very general human condition we need, we need certain preconditions before we can function.

K: If you can look into to those. So the preconditions for academic confidence, if you look into that. You will find some possible solutions I think, and that will make it more concrete, I'm saying. You know, people need to be interconnected. They need to be part of, of the community. They need to be able to talk about their work or their studies. They need to be able to understand the process, cognitively speaking. And in meeting

those preconditions, you will find the solution to academic proficiency, I think. To me, it feels like there needs to be a good atmosphere that needs to be, good support there needs to be support from the Tutor side. So you can think of, you can think of several different solutions, one of them being education on academic proficiency. But I'm, I'm quite sure, I mean my gut says telling me that cannot be the only solution.

M: Yeah, I agree. I think what you just mentioned relates very much to my exceptional framework in the. I designed it in three pillars. The first one being the signs of low academic confidence, yeah. So indeed getting the root cause and fixing the signs and the causes.

K: Ah so you already have the things I just mentioned. That's good. So then maybe you can just expand your **toolkit of solutions. Improve the quality of the tutor, improve the atmosphere of inclusivity, improve the academic support and have those workshops.** All of it will be beneficial. That's an other important factor, the starting point of the students. I found out as a personal tutor that students who did International Baccalaureate, for instance. To put it very colourful and they sometimes know better than the teachers how to perform academically.

M: It's also background. It's also a part of my studies of the findings if your family has gone to university before your first generation to do this. I also discussed that with Dr. Sok. And she also found that in her own tutor experience.

K: Correct. And I dare to say that students who believe they can do it and believe they are smart, are smart because they have experienced success in your in your academic endeavours and some students they feel they are not smart because they've never or not enough experienced that success, **but it doesn't mean they can't do it. It simply means that due to circumstances they haven't had that success experience yet.** And I think there is a part of our student population that that is in that category, they don't experience that success.

M: Yes, and it's even more than that. Part of it applies to the **Onion model.** Not sure which model school uses, but like the centre is who am I and what are my values, what do I do? What do I say. It's also about that. Because if you are happy with who you are and everything and you feel confident in your own capabilities. Then everything that happens on the outside, which grades you get either compliments or neglects your own idea of who you are. So it's about so much more than just do I pass this course. Yes, no. Which makes the solution so interesting. Slash. Complicated.

K: Yeah, but that's what it boils down to, Merel. And the question is, how can we be? Yeah, personally, as a side note, I think it helps to **not take everything so seriously. See the fun of everything, you need to be happy and so you need to regularly do some things that make you happy.** You are at the core of your onion and so all the other layers will get influenced by that.

M: Exactly. OK. Do you think Doctor Brannon is still going to join? He accepted the invite.

K: Shall I call him? I'm going to call him. Yeah, I think that could also be your solution. Uh, just let everybody be in your internship place in Tuscany for a few weeks and then you will be calm and happy. And then you can, because that's how it is with our minds work. **Sometimes we think we have problems and the world looks bleak and hopeless but then, then you sleep well and you rest well, then all of a sudden you become happy for no reason and then it looks very different.**

M: Well, that's an interesting thing. I've learned all my internship here. I've also experienced the other thing around that I'm so happy and relaxed here that my mind starts to make problems out of things that are not really there. A friend told me "Yeah, of course, because at the moment your brain doesn't have to solve anything, so it's going to make a problem out of this. While, in your normal life this would not be a problem, but you simply do not have better things to do. So of course, your brain will create a problem.

K: I'm starting to believe, If we if we as humanity, if we would be able to ignore our brains or our thoughts, not ignoring. It's a very good tool and we can do incredible things with it. Doctor Brennan?

B: Hi. Sorry.

K: No, that's okay. We had a very nice discussion. We're talking about life in general and the human brain in specifically. Then I'll finish my thought. Through meditation I found out that if we are if we will, if we don't feed energy into the thought patterns, that because thoughts are always on, but **if you take your attention away from it, they calm down** and then all of a sudden you are calm and come means happy and I dare to say that the less we think, the smarter we are.

M: I'm not sure I agree with that part, but I do agree with the you get what you focus your attention on. Your brain cannot compensate, no. So if you focus on the good things, of course you'll notice that. But it's an interesting statement.

K: This is my own personal research. I want to find evidence for that.

M: If you do, please let me know.

K: Good. It's not too easy to not think. Doctor Brennan, it's good that you are in the meeting. Please meet Merel. We are in Tuscany. I just thought it would be good to give me all the opportunity to um to ask you some questions.

B: Of course. So sorry again.

K: No. It's all good. But if you have a little bit of time for us now, that would be wonderful.

B: Please shoot away, feel free to I can assist and then just let me know. Perfect. I mean topic wise and subject wise. Feel free to ask questions. I just yeah, avoid working product if that makes sense.

M: I know you are an HR specialist. And I'm focusing on academic confidence, and I think what applies to academic confidence applies to all roles that we take on as humans, as a student, you need to be confident to perform in that role. As a teacher you have to be confident of your skills to perform in in that role and I think certain preconditions apply to all of those roles. In your line of work, Doctor Brannon, your line of research, what are the factors that contribute to like confidence, professional confidence?

B: Well, I think one thing which is very often poorly understood is that Academic confidence, oftentimes we look at the performance or the product, whether it's an employee or often student. My experience is that it's irrelevant or secondary to the actual recognition of the emotions and not the cognitive aspect of learning, but the **emotive aspect of learning**. And I think that when you're dealing with confidence, as a coach, for example, and like **I've always emphasised, emotional concerns, anxiety,**

stresses, etcetera, as opposed to the you how to read and write. So in that sense I've always found that academic confidence, more than anything else is really a reflection of an individual sense of anxiety, stress and resilience. In that sense, I think that is definitely something that a needs greater attention and it's often overlooked.

K: Yeah. So are you saying if you are emotionally stable or calm. Then you automatically will perform better academically?

B: Yeah, I mean I think the even though often students may not fully grasp this or people in general. We assume that learning something is a cognitive act, right? Whatever it might be. Learning SPSS learning, MFD learning, whatever course you want. To be honest, in many instances it's not a cognitive exist. Of course there is a cognitive component, but the **cognitive component is overloaded by the emotional noise that surrounds it**. So, in that sense, yes, learning about developing skills and knowledge, whatever. **But the barriers which are often presented are not in the actual in the codified knowledge, you know that's what's written down or whatever. It's much more in in the in the psychological concepts** around it such as self-esteem and self-efficacy etcetera. So as much as yes, we give lessons on content, one might argue, in fact we shouldn't be giving lessons on content, **we should be giving counselling sessions to help you deal with emotions that you experience on your own counter when you're going through the process**. In most cases you know. However, yes, of course there are increasingly complex things you need to deal with, but. I mean, just to give you an idea, having done a PhD, I can assure you that it's gotten despite what people often say, it's got nothing to do with intelligence. In fact, doing the PhD, you don't need to be intelligent at all. You need to have, you know, **resilience, confidence, assurance**. It seems like that to enable you to succeed.

M: That's interesting. Do you have that?

B: It where most people fail in their PhD, it's got nothing to do with their intellect. **It's got to do with the emotional side, which often becomes too much**. So in that sense, yeah, I mean, I know several friends of mine who were medically advised to stop their PhD because they could no longer handle the stress of it. So in that sense, I think when it comes to academic confidence, it really is about understanding yourself. If you look at a professional footballer or musician, right, it's not about worrying about whether they know how to kick the ball or play the violin, of course they do. But is giving them confidence to walk out in front of their massive audience or if they've missed the penalty, how to recover or, and that is that is all psychological. That is exactly where academic confidence comes in is having individuals around you that you know if you fail an exam can facilitate you in in internalising that experience so that you know you don't end up in another fail.

K: Yeah. Thank you very much. That that confirms what we, um, what, what Merel and I also are thinking, yeah. Do you think one of the solutions that Merel has found is to is to teach academic confidence in the classroom.

M: Indeed one of my solutions is teaching about academic confidence and I also think Doctor Brannon after what you just said that, I'm wondering if you spread this awareness of "there's so much more to learning than the little cognitive part" Would that work in HTH particular setting for students? Because on one hand I can imagine the moment you share this it could help support students thinking "ohh it's it's not me being stupid, it's my surroundings or at least partial." However, knowing HTH students I can also imagine it would be an excuse for them "Like oh but it's not me, it's my surroundings" So yeah, from your from both of your experience as teachers at this school, do you think it would work or do you think it would backfire?

B: So I think first of all, so I think it's important to distinguish that we club individuals together and but this is going to be the strange for me to say. Let's start off with an a more black and white difference. If you look at a lot of academic universities are not rewarded for their teaching. On the contrary, they are rewarded for their research. In that sense, most do not actually invest or develop real coaching or teaching skills. Instead, what they do is they, um, foster their research and then, uh, yeah, basically expect students to get on with it. Now if we look at a HBO, which is slightly different, if you look at a larger HBO, Saxion, where there's still thousands of students. Again, there could be less attention of the individual student partially simply because you know you may not never meet the student again. Or you may teach them once and not really have any kind of understanding of who that person is. So even there, even though they may be less academically orientated you are still not find necessary that report or the confidence or the recognition of it as you might have elsewhere.

M: Yes, that makes a lot of sense.

B: Now if you look at a smaller HBO, such as us, there could be differences. It's more of a community focus, education, something that I think is lends itself to this. Studies found that oftentimes as teachers and so on were thrown in at the deep end and kind of expected them to swim. Even when we as teachers learn how to write a Lesson plan, an exam or whatever, but we don't necessarily learn how to facilitate or coach an individual student. Now we of course have tutor lines Mark and myself have been very active tutors in the past, and you do see that tutors who have had more of a recognition or support from a particular teacher and doesn't have to be their tutor to be other people, they do often manage things better. What I would suggest is particularly in areas such as MFD, etcetera, which are known students. I mean, I think **students already fail MFD before they walk in because they've heard all these horror stories, even if it's unconscious. They're trying to fulfil what they've heard before.** Now recognising that in a more coaching style that makes for an interesting discussion. And that's not just the future of it. That's not, sorry, just an education in general.

M: So in general, what would you conclude from this?

B: So do I think there could be more support? Yes, I think just starting off with showing students how to actually sit exams, what to do, how to prepare, how to mentally role play La La La La la. I'll definitely tools that that can facilitate this experience. Second, I think **helping teachers develop a more coaching centric approach to their lecturing also would be beneficial.** You are right if you know you will always get the degree of students who are maybe less mature, who will say "ohh well then it's not my fault that I fail well..." But that's the thing it's not necessarily about their context, it's more the manner in which they interact and the confidence that they had in doing that. So in that sense, yes there is. It's not to put blame anyone on, put the finger on anyone, but yes, there are certain steps and initiatives and responsibilities that they can enact to direct their own confidence as well as being supported by their environment so that they develop sometimes that they are building can be self responsible if they don't take any responsibility at all. Well then of course at the end of the day it will fall back on to huge individuals too.

K: Thank you. Very insightful. There are multiple solutions to this problem simply teaching how to do it that is a good idea, but working on one of the preconditions, the **personal emotional precondition is is also very valuable.**

B: Yes, one thing that I would say as the best practise, which is something that I think is a bit of a shame that I don't see enough here, is, I mean we do it here a bit in coaching

groups in LYCAR, but if you look at, for example, Harvard, Cornell, Individuals, I think there's even, you know, uh, well, you know, crime series episodes on students murdering each other in order to get into a particular study group, right. And **yet we don't seem to have any real study group culture here**. And again, you know, it's all about peer support, peer-to-peer network, etcetera. If I think of students and how they write their research, I mean as academic system, our lives, sharing with what we've written with each other, get feedback and see how to improve, but you don't really see that amongst the students. So I think there's also avenues around building stronger social networking in the learning experience itself that may also be beneficial.

M: Yes thank you. Very useful suggestion

K: We have looked at another HBO audio and we've started The **Breakfast Club** where **we tried to start it where students come to school early and they study together with a teacher, but they can ask questions and they support each other. It really helps and contributes to a study success.** I have to run now, thank you.

M: Studying together is a good idea. So that's also a good solution. Doctor Brandon, thank you very much. Thank you for your time and have a good day

## Appendix 5 Interview questions students

Due to the interviews being semi-structured, only a general outline of questions will be prepared. This gives the researcher enough flexibility to explore different topics in case these are mentioned.

1. Do you know what Academic Confidence is?
2. How would you grade your own Academic Confidence on a scale of 1-10? (where are you in your studies?)
3. Since you started HTH until now, what has your academic confidence been like?
4. What factors influences your academic confidence?
5. What role did COVID-19 have on your academic confidence?
6. Would you be interested in learning about academic confidence in HTH? Why yes/no?
  - a. If yes, content wise: how would your academic confidence increase?
  - b. If yes, structure wise: how do you think it can be taught best? (what moment in HTH/how long/quantity of students/ etc)
7. Hypothetically, say you'd learn about academic confidence. How would you feel about your tutor being the one teaching you?
8. What is your opinion of your tutor/PD?
9. Are you a first generation student?

## Appendix 6 Interview student 1

P = Student 1

M = Merel van den Brink  
(Student\_1, 2022)

M: Well, first of all, thank you very much for letting me interview you. Do I have permission to record our meeting? You will stay anonymous; I will not use your name in my thesis.

P: Yes

M: So my thesis is about Academic Confidence. My first question is, do you know what Academic Confidence is?

P: Not really. I can think. If I think about it, I would say it's about how students are feeling about making an exam or making a report and how confident they feel about that. That's my guess.

M: Basically, yeah. It's um, the confidence you have in your own academic capabilities. So, it's also about studying how confident you are you will succeed in that, how confident you are in any academic matter falls under academic confidence. And that's what I'm researching. So I'm curious, how would you grade your own academic confidence at this moment on a scale of 1 to 10, one being absolutely unconfident and 10 extremely confident.

P: I would say for me about 6 out of 10 right now. I don't have any classes this block because I need to make for example MSD resit. But I'm feeling very good about that. Mainly due to tutoring that I'm following. And besides that, it used to be a bit lower because RM, I had to do that four times in a row, so on the 4th try I was very demotivated. Because I really thought that it wasn't going to be possible anymore. But then when I actually put the time into studying and to practise and then I passed. It was very much worth it. So for me it's fluctuates at times, but right now it's pretty good.

M: Good, good to hear that already. Brings me to my third question, which is about that fluctuation. So since you started HTH until where you are right now, What has it been like, just if you just walk me through it from the start.

P: Um, I think at the beginning it was very good because of course we had the normal classes. I started in 2019 and then it was still everything was still normal. But then when COVID started. It was a very weird situation because about four weeks after we had to go home, we had our first exams. Yeah, I don't know how confident I was at that point academically, but the exams were very different than what I was used to. The online exams basically were very easy because it was just a questionnaire that we had to fill out. So I would say at that point my academic confidence was pretty, pretty high. And then when we got back, when we started classes again after COVID, it went down a bit more. I was struggling with mental health. Um, to get used to to the world as it was again. And then it was very low. Failed a couple of exams, didn't have any motivation to study, didn't have any motivation to work on reports. So then it was, then it was pretty low. But then now if now that I've only got a couple of resets left, it's on the rise again, I would say.

M: Nice thanks. And I think it's interesting because you mentioned at one point it was low because of multiple reasons. I think if I hear it correctly, it's the preconditions that

you were surrounded with, with mental health, with COVID. So let's say your external factors, if I understood that correctly?

P: Yes

M: So then what changed at one point. How did you get out of that low confidence? Do you remember what happened?

P: Um, how I got out of that low confidence? I would say it's mainly because we got back to the normal classes and then. Um, I had, I think I had like a couple of blocks in a row that it was very bad, that my team wasn't really working well and that I had difficult subjects.

But then I think as soon as I had like a somewhat easier block or a like a a subject that I really understood or a good team. I think that's that trend helped me get it started again and improved it and then and then I was building on that.

M: And what was the subject that was easier or more understandable for you?

P: I think for me. Uh, could I have? I don't even remember? Wait, I'm trying to. I'm trying to think what I had before.

M: What do you have on COVID started?

P: When COVID started I was in first phase and I was in DWIG.

M: Okay. And then what block did you have online?

P: Then I had I had RM online. That that was really terrible. But then afterwards I had for example. I think ABI and DMO that it went better again. it's when I moved, I didn't live with my parents anymore. And then we were getting back again to physical classes and that's, yeah, that's I would say that that is the block that it went better again.

M: Nice. And so would you say it's more the content of the course or whether or not you had online or physical classes or the mindset that you started the block with?

P: Kind of. Because of course for example at the start of MFD everybody tells you MFD is terrible. And then in combination with a APC, which is also terrible, everybody thinks Oh my God, this is going to be the worst block of the of the entire school. So I think that definitely has an impact on your confidence. But um, yeah. For example, with APC I was pretty happy with my team that I had and then it went a little bit smoother for me, I feel like. I didn't pass MFD because I was in a bad, bad place at that time. It was mainly just because it's not what I what I'm good at or when the quality is low. Yeah. I'm just not very good with numbers, but yeah, so I think it definitely has a has an impact what other people say about the block, but not as much that it will ruin the whole block for it

M: Good to know. Then let's see now that you know a little bit about the concept of academic confidence, would you be interested in learning about it in HTH or not?

P: Yeah, I would say so. I think it's very important. Mainly in first phase already that people that students start knowing what it is and try to deal with it. I think it's something that the tutors can also implement and there are definitely a lot of ways to to increase it. So I think it's definitely something that would be interesting.

M: Nice. And what would for you be a good way to increase your academic confidence if you could design this class?

P: Um, for me it would, mainly be to talk with others about it, maybe with the tutor group to have meetings and discussions about it together with the tutor, because the tutor always has an insight on what it's like. So I think for me the best way would be to talk about it with other people.

M: Nice. And If you would talk about it with other people. What do you think would happen? So you say your academic confidence at the moment is a 6. And then hopefully with these classes will get higher. But can you tell me specifically what would change so it would become higher, if you understand what I mean?

P: Yeah. What would transfer for it to make it better? Umm. I think. Those like talking about it with a group, as I mentioned, I think that would be good because then you can talk about it with other people. If you're feeling demotivated about something, I think that's a very big part of my academic confidence is it's my motivation for something. And then I feel like if you talk about it with other people that are in the same, in the same situation, in the same block, doing the same courses. I think that helps increasing it a little bit, because then you know that people are like you and can help each other out by talking to each other, by giving each other tips on how to do something and working together, I think that definitely increases it.

M: Okay, so for you that 'it' would be the motivation to study. And would you need anything else?

P: Yeah, I would say also having a moment to blow of some steam, and feeling understood. those same things. I think blowing off some steam is also good every once in a while. And yeah, they're talking to each, talking to other people. That really creates this feeling of togetherness. Um, yeah. So that for me that is important. So I would say, I would say those things are pretty, pretty important, yeah.

M: Um. And then if you think about this teaching academic confidence structure wise, how do you think it can be taught best? You already mentioned first phase um, but for example, how long would it be an event or something in a course? How many students in a group?

P: I think it maybe would be even a good idea to have somebody who maybe like a professor who specialised in in the topic to give like a lecture about it. Um, and then and then afterwards you talk, you talk about it in smaller groups. I think to talk about it in a great big group of people with a whole semester, that's not doable. But I think maybe having like Um, like information about it from somebody who is very knowledgeable? I think that would be. That would be interesting. And then as I mentioned the talking about in the smaller groups with the with the tutors. And then maybe that like once a month. Something like that. Once per block, twice per block.

M: And you already mentioned your tutor quite a few times. Um. And what is your opinion about your tutor and the personal development course in general?

P: Ohh well right now right now that's a bit of a weird situation because I don't actually have a tutor at the moment.

M: Okay.

P: So I don't want to get, I don't want to get too far into into the situation with the personal development right now. When I started school, it was it was pretty good. But now the latest the last year. I've had about five different tutors who were all dismissed

after a couple of weeks again. And then at this moment I don't have a tutor, so there's nothing really much I can say about that.

M: That's really interesting because my potential second solution is regarding the tutors and the personal development course. Because my idea would be to teach if there's interest in teaching academic confidence to implement this in the personal development course. However, I've heard from earlier interviews as well and other research that there's quite some dissatisfaction with the personal development course slash the tutors. I want to know about that as well before I implement a solution. Of course, that needs fixing first, so that's also why I'm asking. How would you think this would work for you then?

P: I had a I had a whole like hour long conversation about this already with Doctor Lim in the in the bar one time a couple of weeks ago. And then we yeah, we had a whole conversation already about how to improve the Tutor situation because it's in such a weird place right now I I have no idea how it is for like the people in the first year. But at least for a lot of people that are in my same tutor group and in lycar it's very bad.

M: Can you tell me what was the conclusion of your conversation with Doctor Lim?

P: Um, we promised that we would send them an e-mail about basically a summary of what is going wrong right now with the tutor, with the tutor situation. Because he also gave a view on it from his perspective and he said that. Like a lot of the a lot of the teachers, they are like trying to be tutors, but they don't really they're not very good at it, or they don't really like to do it. And then they quit as a tutor and then there's a whole group without Tudor. For me personally, it was my first tutor. She got pregnant, then she got replaced by somebody else who then went on sick leave. So yeah, it was just a whole roller coaster ride of different people tutoring and then I think Like halfway through October, I got an e-mail from another teacher saying Hi guys I will be your tutor from from now until the 2nd week of October so it was, yeah, for a month. So like that it doesn't, it doesn't create a lot of confidence in that sense. About the about the whole situation. So it's a bit can imagine it's a bit lacklustre at the moment.

M: Um, and then that brings me to my almost final question. What would you like to see differently in personal development course?

P: Umm. I think what I remember from the first year is that it was very focused on the assignments in the book. Don't remember what it's called. You know what I'm talking about, the purple one. I think that was a bit. Didn't really make a lot of sense, especially like writing the journals. I think it's very outdated and not very personal. Um, because you have to. You have to write about something about yourself. But then the teachers or the tutors, they don't actually do something with it. They just say it's a pass and that's it. So it didn't really feel like it was adding a lot of value to the course. So yeah, I don't know. I don't know exactly what to replace it, but I feel like that is a very outdated concepts that book with writing the journals.

M: And at the moment, if this academic confidence module would appear. And it would be part of the personal development course. Would you still decide to go? Despite your dissatisfaction with the course itself?

P: If I actually had a tutor and the classes would be organised, yes, I would probably go.

M: Okay. And at the moment, because of course at this very moment you do not have that. So if on the work side it pops up, you get in general e-mail. Would you actively do something yourself?

P: I mean if there was an e-mail about it or something like that on the work site. I would probably see what it's about. See if there is anything that we need to do with it. Um, but yeah, my main hope would be like personally for me to be there an actual tutor and to have a class to talk about it, I think that would be then I would definitely be motivated to do something with it.

M: Thanks. And do you know if there are more people who at the moment do not have tutors?

P: Yeah, it's basically everybody from my initial tutoring class. It's about from what I know, from what I know of at least 15 people.

M: Okay, and that's only in your own semester.

P: Yeah, that's only the people I had the initial tutoring classes with. I don't know if there is any other people as well as to. I mean, I know for example someone, she has a tutor. But, the assignments that she hands in they don't get graded until literally two or three months afterwards. There's almost zero communication between her and the tutor. So it feels like for her that the tutor doesn't take it seriously. Or that she's too caught up with other things that she doesn't have time for the actual tutoring, yeah. I feel like from the people that I've spoken to, there is a lot of frustration about it.

M: Yeah, cause that's what I've heard as well. So that's why I'm thinking in my solution, because I think it would make sense if your tutor would be the one that teaches you about academic confidence and that gets to know you on that personal level. I also think that at this moment there's so much dissatisfaction amongst certain tutors that this solution would not work if you do not have a good relationship with your tutor in the first place.

P: No, definitely not. Because for example if I if I have a new tutor every month. Of course I like everybody. Like I have some problems that I'm dealing with right now in school. Then I want to have a permanent tutor who is there to help me with that. But then if there is a tutor that is already saying in an e-mail "Hey guys, I'm your new tutor, but in a month I'm going to be gone again." Then it then I'm not motivated to go talk to her or him and talk about my problems because then they're going to be gone again in a month. So it's very I feel like for me it would be very important to have somebody more permanent that I can always talk to.

M: Yeah. And can you think of one person right now who could do that for you?

P: I don't know if there is any teachers that are not tutors yet that are willing to do that? My teacher from first phase who was my tutor then she was great but then. For some reason she's back teaching now, but she's not my tutor anymore. But yeah, my initial tutor. I think that would probably be the be the one that I would like most to have as my tutor.

M: Another solution for me could be to think of a position some somebody in our school who can do this, who can lead these classes. So if you're comfortable sharing a name, I could look into that, because if more people say the same thing, maybe it's a solution to give a position to a person if that's a possibility. But that's only if you're comfortable sharing names. If not, that's also completely fine.

P: For example, I made use of the student psychologist that schools offering and then I had a conversation with Miss Wouters-Leenders or I think her name is now Wouters-

Broekhuizen and she was dealing with all those cases. I don't know if she's available at all for that, but I think she would be maybe a good person to talk about that.

M: Nice. Thank you. Any other names or for you, mainly her?

P: Yeah, and I mean for my for my own tutor. Then there was Miss Ortgies. Like personally, I would. I would talk to her about it because she was my initial tutor.

M: Alright, then my final question. Are you a first generation student? So someone who is the first one of their surroundings to go to college.

P: So for me personally that's not really a parent. because my parents and also my sister they did a completely different education than what I am doing, so for me that's not really relevant. I have an aunt who went to hotelschool, but that's so long ago it does not really apply anymore.

M: That's not really what I meant with that question. Maybe it was not clear enough, apologies. I meant if people went to any college at all.

P: Oh then, yes.

M: That gives me lots of information to work with. Is there anything else regarding this topic that I have not asked about, but that you feel like sharing or contributing or asking me?

P: No, I think we covered a lot. I think about the tutor situation. We covered everything so, Yeah, I don't know. I don't think I have anything else to add.

M: Great. Well then, thank you very much for your time and I'm going to stop the recording. Thank you.

## Appendix 7 Interview student 2

E = Student\_2

M = Merel van den Brink  
(Student\_2, 2022)

M: Well, welcome. Let me start by thanking you for your time for doing this. It's really appreciated. Do you consent to being recorded? I will not use your name in my thesis, so it will be anonymous

E: Yes, I don't mind.

M: Then let me start with my first question. My thesis is about academic confidence. Do you know what academic confidence is?

E: Not really. I can, I can assume, but I don't know for sure.

M: Then what is your assumption?

E: Ohh, academic confidence. **How sure are you about your performance in your academic life?** So in your education I would say. So how well do you think you're performing?

M: That's exactly how well you think you're performing, but also the confidence you have, you will pass a certain report or a certain test. Um. So anything. Yeah, confidence related in academic sense

E: Okay.

M: How would you grade your own academic confidence right now on a scale of 1 to 10?

E: Ohh right now I would say quite high, I think around **let's say an 8, most likely nearing the end of the studies**

M: So you are further down the road? How long have you been studying right now? So which block?

E: So I am in my first block of lycar. So that's year four block, but I've had extra time so, I always not know for sure. I think I'm in about 4 1/2 years now, a bit less 3 now half.

M: And since you started HTH until now, what has your academic confidence been like if you just walk me through it?

E: Um, well, what I've noticed I had the **first year I found quite difficult**, not necessarily because the level of the academic requirements were very high, but it was just a **high workload** which yeah, resulted in me not being as confident in what I was doing and delivering because **I didn't feel like I had enough time to put in the efforts that I wanted to**. And apparently, **I didn't think my efforts that I was putting into it was enough**. So the first year of hotelschool I was on the brink of a burnout, basically. I was doing mentally not well. I was, at the end of it, also quite depressed. And thankfully I asked for help and I've noticed that while working on that together with school, I adapted my school schedule to create more time so that I could balance the workload more, but also with a **therapist where you actually discuss your feelings and why you feel like it's not enough**. **I noticed that this had a positive effect on my confidence level and on my performance in**

school. And also accepting that it doesn't have to be perfect. That my 6 out of 10 sometimes is good enough. It doesn't matter. So, yeah, I think throughout the years of the studies, my confidence has gone up. So that's a positive thing, that's great.

M: So if you would rate it at the beginning of hotel school, you say it's an 80 right now, what was it at the start.

E: It fluctuates of course, depends on what task you're performing, but I would say overall my first year very low around a 4, like not a passing grade at all.

M: And you say it fluctuates depending on factors. So what factors influence your academic confidence?

E: Well, for starters. Do I like it? If I like a course, I am more likely to think I will succeed because I don't mind putting in the extra effort I might need. Um, they're also really depends on the teacher. If, and you know that's personal, if you don't really understand the way they expect, you know the lessons and what they're explaining. My confidence is through the ground because I don't understand what's going on. So also maybe indeed is it clear what they want from me, which is not always the case to put it there likely. Like, what else? Well, if you have teamwork. I mean, usually if I didn't connect with my team members or felt like, you know, if they weren't putting in as much effort as I as I was then I felt less likely to succeed in, you know, in getting a good grade. So all those things, probably way more even, but yeah.

M: Thank you. And is there one that's most important out of this list?

E: Really knowing what the goal is. So what they want from you. So what school wants you to do in the end?

M: Okay. Yeah. Great and you said of course you now have 3 1/2 four ish years of study. That means you also had to deal with COVID during your studies. Did. What role did COVID have on your academic confidence?

E: That's a good question because, on the one hand, you I felt more likely to pass because the online tests were easier in the beginning, because school force had to adapt very quickly, which is a difficult task. So I noticed that I passed some tests which I think in normal way in our normal settings I wouldn't have passed. But on the other hand online classes is not a format that works for me. My attention span does not work that way. So I noticed that I didn't attend many classes or if they if I attended the class that I really got much out of it. and I think that way it negatively contributes to my academic confidence.

M: Okay so if you conclude, would you say it increased or decreased?

E: I don't really know for sure if I'm being honest.

M: Yeah. Well, that's also a good answer.

M: And then now you know a little bit about the topic, academic confidence. Um, would you be interested in learning about this in hotelschool?

E: Uh, and in what way do you mean?

M: Those are my next questions. Um, if you say yes, I'm gonna ask you how you would like it content wise and how you would like a structure wise. So if yes, content wise what would you need for your academic confidence to increase?

E: Well, content wise, I think for starters is that you know what it means. So **what does academic confidence entail?** So that you can figure out yourself **which are your most important points that contribute to this.** So for me personally, like I mentioned, I need clarity or you know, a clear goal and aim from school of what the expectations are. So I could learn how I could create that, you know, clarity for myself instead of expecting it from school, I guess.

M: If you have more clarity, um, because if I understood you correctly, clarity for you knowing the goal will increase your academic confidence, yeah. Okay. And are there other factors that you can think of?

E: Well, let me think because if I know the goal, I'm most of the time think I'm smart enough to to reach the goal. So that's good. Maybe as well I always like if I know how the content of classes connect to the deliverable, we have to do so, either the exam or the report. And I've missed that in the past sometimes. So I think it's, well, maybe instructing teachers how it connects in between each other.

M: So if I summarise those two points, correct me if I'm wrong, for you it would be about knowing the why?

E: What's yeah, like the goal behind it. But also, **why is this specific lesson connected?** And the moment you know the why that helps. Yeah, yeah, because then I know what I need to do and I know pretty well what I'm good at and what I'm not good at. So then I also know where I can ask for help maybe via other students, team members, but also with teachers. Or anybody you know that I can consult

M: Ohh it's very clear. And then second question is structure wise, how do you think academic confidence can be taught best?

E: I like that question. Well, I mean, speaking from personal experience, I I usually attend most of the classes, but I know that that's not the average case. So to you know, for it to be successful, I don't think you should make it a complete separate class maybe. Just because I'm afraid that it will not be well attended. And I mean, yeah, nobody really gets something out of it. It's kind of, I don't want to say a waste of time because I don't really think that's 100% the case. But for to be successful, either **incorporated in existing classes**, so I would say in your **PRD or your leadership classes**, I think it connects to that topic the most. Um, I mean during **MO** as well. I think these kind of subjects are talked about, discussed. Um, and that you incorporate it throughout all the classes so that it's not something completely. Maybe you know by itself, something solo, but that it comes back. Throughout the years, I think it's very important that this is something that needs to be consistent because it I think it changes for everybody as well throughout your years of your studies. I mean well like I said I was different way back in the first year then I'm now and I think my needs regarding what school needs to deliver but also myself have changed in that sense as well. So if you talk about timing, I would say you know **throughout the four years have multiple touch points** um, and yeah, like I said, incorporated in the existing classes. Maybe it will be useful as well to have just a certain on the **myhotelschool site that you have a specific folder regarding academic confidence.** I think that's useful. Especially, I mean we have to make quite some deliverables, CLP, CLT. You know, reflection, personal reflection that people can refer back to it quite easily.

M: Nice. That's a good one. Thanks. And what quantity of students do you think would work best to teach this?

E: I don't really know how big the current PRD classes are. I've kind of lost the touch. But let's say I think they're quite large actually. So let's if we assume that they're around 20/25 I guess in a normal PRD class. I would do half, 10 I think. I don't know if it was normal, but during MO we had leadership classes I think with ten of us. And I found those the most useful because everybody gets some time to you know, be incorporated in a class, you know, give their input or practise with certain skills and the moment it becomes bigger than that, I think it's easier to hide, yeah?

M: And you already mentioned that it could be a good fit with, uh, personal development course. Um, so say you'd learn about this topic, how would you feel about your tutor being the one teaching you?

E: I've had quite some tutors by now, but that's because I switched campuses halfway through and I've had two blocks away, so semester changes. Um, I mean, I first in The Hague had Ms. Smeets and I I was really happy with her because the moment I was struggling mentally and therefore as well academically, she really sat down with me trying to figure out what works best for me? What I needed at that particular moment. So I think that's a skill and a quality of a mentoring that I think is very important and what I notice even with her, but also with my current mentor. She also really tries to help, but they usually lack time. They have quite a big workload.

So they even when they want to help, which I think unfortunately I don't really want to say it, but it's usually the odd case out. If I hear other people about their mentor, they are not as happy as I am. But even if they want to help that they don't really have the time to do it. You know 100% they can help you with a small portion of it.

M: I think what you said earlier is very interesting, that people have dissatisfaction amongst tutors, because I've heard this from multiple students. Yeah. Can you elaborate a little bit on what you know?

E: Yeah, So what I've heard, and sometimes I've encountered it as well, but I've heard mostly that most mentors don't know. So if we have questions regarding classes, curriculum, you know, deliverables from PRD so that we get our CS, the mentors themselves don't really know what's going on. So again, clarity. Um, so they don't know then sometimes they want to find out themselves, but that takes time. And like I said, most of them are busy, so it takes longer before you get an answer. If you then get an answer, it's usually not much clearer than it was before. And then I've even heard in some cases that a mentor just basically straight out told them, I don't know, look at the work site end of story. No further elaboration or motivation to search, you know and I mean, I don't. I find that very distressing. Yeah, because the mentor is should be the person the safe space for you to go to. Well, I don't think you really get that behaviour if you don't show any, initiative to help and as well we don't really know who to ask besides them. There is no other person. Yeah. The PRD course is your mentor and that's it.

M: That's also regarding my next question. What is your what would you like to see differently in the personal development course?

E: Well, maybe it would help. I don't know how it's forced in detail, how it's organised, the whole course and it's set up, but I think as well, mentors, like I said, the classes they have are usually quite big, around 25 students. That's a lot of people if you want to individually help them out if they have questions. So maybe it would help if this, you know the mentor classes are smaller. I would say, I mean I tried to use the work side, it's not always clear, so maybe it would help as well there. If you know very clearly directly structured bullet points. It says these are the deliverables you have, they must contain this. You can find an example here and it's due by this deadline, you know it's

not that elaborate, but that's most of the time what we need. Yeah. And I don't know motivation of mentors. I mean I'll be kind and I think it's due to stress and you know too high workload. So I think then yeah, reducing the numbers students, I think that's for now what I can think of, yeah.

M: And how many tutors have you had to confirm that? Cause you mentioned you had quite a couple?

E: I 've had in The Hague I've had one, and then in Amsterdam for a long time I didn't have a tutor. I was just kind of floating around. And then I think I've three in total. So I had a short, very brief time period, one other, and then now I'm at my current tutor and I've had her now for longer than a year.

M: Because a part of my, um, solution that I'm looking into is. Who could teach about economic confidence if there's interest in that? And if it's not the tutor, then who it could be?

E: Like I said, I think it's the leadership course. So that's Mr Pillar and Miss Bless, Mr Koning, I think as well, but I mean I always love those classes. Now I know that that's personal, but I think they really motivate you in a fun way. And I think this academic confidence, it could connect to leadership in my opinion if because if you don't believe you succeed, how will your team ever succeed? And leadership classes, I mean in in our curriculum, I don't know how it's changed now, but we've had that for all four years. So that's a consistent thing.

M: Nice good one. So rather a course where you can link it to than a person.

E: Yeah, but that's because I then assumed that because if you implement it in a course that already exists, it ensures that it doesn't become another task on top of all the other task and therefore kind of the forgotten child.

M: regarding children. My next question is regarding first generation students. Those are students who's direct surroundings did no go to college before them. Would you say you are a first generation student?

E: My parents both went to college. However neither of them finished their degree

M: Thank you. Then those were all the questions from my side. Is there anything that we have not talked about yet but that you would like to ask me or to tell me anything regarding this topic?

E: Yeah. No. Thank you so much for listening.

M: Thank you very much for your time

## Appendix 8 Interview student 3

R = Student\_3

M = Merel van den Brink

(Student\_3, 2022)

M: Well, thank you so much for making the time for this interview. It's really, really appreciated. Could you start by telling me how long you've been in school? Oh before I

forget, your answers will remain anonymous, and do I have your permission to record the session?

R: Yes. And I've started August 2019 and I haven't had a study delay or anything like that.

M: Perfect. Then my thesis is about academic confidence. So my first question is, do you know what it is?

R: Ohh, I maybe have a slight idea, but probably it's better if you just give your definition of it.

M: Ohh, part of it is that it's very unknown to people, so that's also why I'm asking what is the definition you have in mind.

R: Ah, I guess **having confidence in your own abilities and like that you are confident that, well, academic wise, that you know what you're doing, or at least that you don't really have maybe a lot of anxiety against or for exams or assignments or things like that.** That's just I have. I don't really know. But that's just what I'm guessing.

M: That's exactly what it is. It's literally the confidence in your own academic capabilities. Um, and even if you, you might still experience some anxiety. But at least you know, like okay, I will pass this because I know I'm capable of doing it. So it's not completely linked to anxiety but it's related to it. Then, if you think for yourself in this moment in your studies, how would you rate your own academic confidence on the scale of 1 to 10?

R: Huh. I guess that well for this moment I would say like pretty much **8 out of 10.** But then again, if you ask it in a block that I've obviously no clue about like MFD, then it would probably be a 3 out of 10. So for now I would say an 8 out of 10.

M: And that leads me to my next question. Since you started HTH until now, what has your academic conference been like if you just walk me through it?

R: I guess well. In the beginning, of course, **it's kind of low, just because you have no idea of what to expect.** And maybe like after half a year, so two blocks, I kind of knew what the school was expecting at me and I was kind of familiar with okay, this is how they're grading. This is what they expect from me. So then I would say like maybe **throughout the year it has been around like 7 out of 10 or like 8 out of 10.** And then during the courses, like the number courses, **accounting courses** that I'm absolutely horrible at, I would say it's closer to like a **4 out of 10 or like, 3 out of 10**

M: Yeah, can imagine, yeah. And mostly when it's lower was that mostly because of the courses or did other factors influence that as well?

R: Um, well, I don't know. I think it was a bit of both because I think that the courses itself, like some of the accounting courses as well, were structured well and I understood it in the classes. But I just know from myself that I have a history of being bad with numbers. So I guess that played like the main roles that I never had like you know, in high school and like **previous education, I didn't have a great experience** with doing tests that included like a lot of calculations and explanations in that regard. So I would say like **that probably played a bigger role than the course itself.** However, it definitely like the way that the teachers explained their lectures, explained certain stuff. Also, sometimes it helps, sometimes it didn't. And I also think that for especially for the accounting courses, **there's a general view that a lot of people fail the course,** so even

before you entered a course, you already kind of have the feeling like ohh, I don't even spend like a really good chance to pass it because about 50% doesn't. And those are the 50% that actually, you know, probably are better with numbers than I am. So I think it's kind of a combination of multiple factors.

M: OK. So if I sum it up, it's the type of course, your own previous experience with it, the expectations other people put on it before you even enter and the kind of lecture and their way of explaining. Anything else or you think that's it?

R: I well, I think they just, it's not as big of a thing, but maybe generally like for instance, vague grading rubric. So that never helps. Because for me, like even if it's a course that I'm confident in, let's say one where you have to write an essay of some sorts. Like I'm relatively good at writing essays. However, if I look at the grading rubric and everything is so vague that I've still no clue what they expect of me, that even in a course but I'm generally confident in I will lose some academic confidence just because I'm not sure anymore what they exactly want from me. And when I go to lectures then sometimes they are able to clarify but most of the time not really. So yeah, so then it would be more about knowing what you want from me behind it. That helps. Just like my own expectations and what they expected me pretty much.

M: Yeah, well, makes a lot of sense. And you said you started August 2019, right, so then COVID wise, how did that impact part of your study?

R: I was still living at school when COVID happened, so I got pretty much kicked out of school on April 2019. So I was in the middle of P/E at that moment. So then we just switched online, okay.

M: And so then what role did COVID have on your academic confidence?

R: Wouldn't necessarily say that it had any impact on my academic confidence as much just more on how I approach certain things in school. Like I would just not be as engaged in classes and that meant that sometimes I have to like do more catchup work myself. But then again I didn't really mind it since I had so much free time since everything else was cancelled, so I don't. For me personally it COVID didn't really play a role in in my academic confidence.

M: Ohh, that's also good to hear. Did you notice something different in school after COVID? So when the normal classes appeared again, is it different to you than it was before COVID?

R: Uh, if anything, I would say I've gotten like, really the only thing that changed for me is that I wasn't as willing to go to the morning classes anymore, because those, you know, I've been just sleeping in. And then your class starts at 8:30, so I'll wake up at 8:15 to get ready for class. And like, I did attend like all my morning online classes, but then when you have to go to school again, and they saw the 8:30 class and was like, well, you know, I maybe I'll just sleep in and take the next class instead. So yeah, it's like it didn't change too much for me because motivation well, except for like the motivation to go the morning class, my motivation for like studying or engaging in the lectures did not really change like before during or after golf it. So I think it's really more for me. Um, that. Yeah, I just sometimes was. How do you say it? Like I was more easily skipping classes like in the morning because I was used to waking up late anyways. I can't imagine it the same.

M: OK, cool. So then, now that you know a little bit about academic confidence, would you be interested in learning about it in school? Yes or no?

R: Like to a certain extent sure, because I do think they the topic itself is interesting. However, if it's friends or something that just takes like a longer like, I would be interested in attending like a workshop or two maybe, but not much more than that. Because personally I feel like I have a good level of confidence in my academic ability. So for me it wouldn't feel as necessary to go to like workshop or lecture, but I would be interested in attending maybe like one or two I think.

M: Yeah, because I I can't. I can't imagine. Um, and of course it's also a bit difficult to answer since I'm the one doing the research about it, but that's why I'm asking, because if there's no interest in a solution and the data shows that, okay, well, you know, it's a cool topic, but students don't really feel the need to go to a workshop, that I'm going to think for different solutions. So please don't say yes for my sake, just check with yourself. If without having this interview you would suddenly see this, would you be interested to think not for me, because for me both answers are completely fine.

R: Yeah, no. But like still, uh, I would be depending on kind of like what it is, because if it's a lecture then I'm not really interested in just sitting and listening. But if it's more like, you know, you do some exercises and you get some background information for like an hour or two like I would be fine with sending that.

M: I'm gonna ask you content wise and structure wise what would be the perfect type of class for you. So if you start content wise what would you need for your academic confidence to increase?

R: Um, can you give an example of what you mean with content wise like

M: Yeah, so otherwise we start with structure. So how do you think it can be taught best in a workshop, in a class, by what kind of teacher, how many students in that class or work or an event?

R: That there should like there should be a structure. I don't like classes where you kinda just go with the flow as much I do like having a structure, but for instance just like starting with like a small lecture maybe like 10/20 minutes or something around that time and then do like an exercise or some activity where he gets like talk with other people like share your knowledge. Something that I liked which we had in the course, was it like BTS I think. Their topic would be explained and like you have to work on your own research as well. But then after that you had like 20 minutes of speed dating other students and you kind of just one-on-one shared information and that like those types of things are really helpful for me and because you get like an insight on what other students think of your work and that's like what I personally like most is like if you just have like some general content at first and then you get to do they can exercise with another student. Not like too big of a group because then just going to be talking about whatever, but just maybe like one-on-one or two and two something like that so you can create some engagements. Yeah, what else they I think just generally it's good to have like a base of both but also not a structure where you do not have any flexibility at all. Like, ohh, we have to start then and like now you know just finish everything and like we're moving on now like it's okay.

M: Nice. And I personally didn't have the BTS course. I still had the old curriculum. Is it the World Cafe that you're referring to or was it something different that you did?

R: Ohh no, I don't know what the World Café is actually.

M: Okay. Well, never mind. And would you say this is a one time thing or as a repetitive event workshop, whatever.

R: Ohh well. It's not like I want to replace every lecture with a workshop, because that's also not what I want. Because yeah, you might not know it then, but like BCS, we have a lot of workshops, like 4 hour workshops and they honestly, we're awful for most students. Because I've heard a lot of complaining that they were there because they wanted to create more engagement and more like, you know, more freedom and not as like lectures as structures that you got them in, you know, phase two. But they took it at the opposite end of the spectrum, like they didn't choose.

Ohh right. So I was saying that BTS DD kind of went from having, you know, just the combination of lectures and workshops to only workshops. They were super long.

M: Can you imagine at what moments in HTH it would be taught best?

R: I think it depends on what the course was about on like what I wanted to learn, let's say, because if it's a course like APC or MFD, then it doesn't make sense to have like a super long lecture where they're just explaining stuff since you actually have to like do a lot of stuff as well. So you know, but courses like let's say ABI, There you should have a lot of like lectures as well, and then a workshop after. So it's a bit difficult to just say like oh this was the one that worked best because it depended heavily on the subject itself.

M: And regardless of the course, but in years. When do you think this course will have the most effect?

R: I'm thinking right after the finance course just because that is a horrible course for everyone. But generally maybe after late somewhere in the first year, you know, maybe like **halfway through the first year** when they at least have an idea. Because if you start it right away, then people are just going to be like, what are you talking about? Like, you know, I just come from high school. I've no idea like, yeah, what you were going on about. Well, if you have at least some experience, like, you know, we have half a year of courses. And you have, you've done exams and things like that. So you know, kind of okay, this is like, you know good for me or doesn't work for me. I need help, blah blah, blah like that. Then then I think of course in academic confidence would benefit more because then you know, you're still have a lot of, How do you say you're not very structured yet in how you approach things? Because we've only been doing it for half a year. But if you do it after two years, then people already have like, ohh, but I'm doing it like this way and I like it this way and I don't want to change. So I think somewhere, yeah, halfway through the first year would be like, good.

M: OK, perfect. And um, content wise, So what kind of things would you like to talk about now that you established okay, maybe a **workshop with some interaction**, what topic would you like to discuss so your academic confidence would actually increase like what would what would you need for your academic confidence to increase?

R: I think the for me personally **it helps when you talk to other students who have already done it**, and I'm not just talking about that. Lots of people would like, you know, maybe repeat the course and then it's still got it in the end and you know that now they are doing absolutely fine in school because I have a lot of friends who like me personally. I passed it in one go even though I had like so much tutoring and everything, but I did manage to pass it. But I have friends who just now passed it after resetting it like three or four times but still, you know, it doesn't. I feel like people get maybe a bit of a **misplaced idea that if you like, fail one or two courses that you know you're just academically not as good?** Well that's can be like totally not the case. Like you can be really good at every other subject. And so I feel like if you have moments where you talk

to other students and be like hey, you know, I'm like on average I like an 80 plus student. But then I did fill my course like four times, then that gives also people like an idea of being okay, you know, it's, it's okay. If I fail, it doesn't mean that everything will go wrong. It still means that I can be like a really good student. I'll just have to put a bit more effort in the course that I think is hard. So **sharing personal stories and both the success and failure stories** for me would work really well.

M: Okay. So it's more the social comparison in the real kind of way. It's not only the good stories, but also the real ones.

R: I think so, because that is like what most. Like, I want to really passing force into one goal. And you start to think "Why can I not do it?" And then, you know, you talk to people, they're like well, actually a field discourse like three times and only the third time about like an 80. But you shouldn't compare it because it did fill it first. You know, like a couple of difference and then talking to the ohh, it's, you know, **it's fine. I'll be fine in the end. I'll just need to put a bit more effort.**

M: And then say you would learn about academic confidence, how would you feel about your tutor being the one teaching you?

R: I don't really have an opinion on that. I don't really mind who teaches it that much. I mean tutors can do it. I really like my tutor, so for me it would be totally fine. But I also know a lot of people don't like their tutors, so you know for them it would not be as great, but actually personally I would be totally fine with it.

M: So you mentioned that you're positive about your tutor. Well, that's amazing. So how do you feel about the personal development course in general?

R: I feel like in okay, let's just say and I think in the first year, it is definitely very helpful just to have someone there to kind of like guide you and explaining things. However, in like the end of phase two and phase three, I'm kind of like **we're doing the same thing over and over and over again. We're not really learning much.** No, it's just writing reflections the entire year round. And I get that it's helpful, but I'm also a bit like okay, it's, you know, you can also have too much of a good thing. I'm OK with it. But I also noted that attendance, at least in in my tutor class, was quite low. Sometimes, like only four people would show up with the class of 12. And then of course there are people that are there. It's also kind of, yeah, okay, **we're supposed to like talk to other people. But now there are only four people and we're done in 10 minutes. So that was not really worth going to school for.** Yeah. So yeah. And I'm like kind of neutral about it and don't really have any negative or super positive.

M: Cool, and are you a first generation student? That would be somebody who is the first one of their surrounding to go to college. There could be a connection between that and academic confidence, hence why I ask.

R: No, I am not. Everybody in my family went to college.

M: Then those were all my questions. Is there anything else that you would like to ask me or you would like to contribute after everything we talked about?

R: I don't think so, no, I wouldn't say so.

M: Ohh, that's also perfectly fine. Thank you



## Appendix 9 Interview student 4

N = Student\_4

M = Merel van den Brink  
(Student\_4, 2022)

M: Thank you very much for being here. It's very appreciated you take your time to do this. You will stay anonymous; I will not use your name in my thesis. Do I have permission to record our meeting?

N: Yes, thank you for checking

M: Can you start by telling what phase of school you're in?

N: So I'm now in my second phase. I'm doing my internship. So I started my second phase with my internship and I completed my first phase.

M: Great. And my thesis is about academic confidence. So my first question is, have you heard about academic confidence before? Do you know what it is?

N: Before doing this interview, to be honest, I've never heard about academic confidence. If I can make a wild guess, I think it's all the words as it already itself. Again, academic confidence. **I think it's about being confident in your academical skills in terms of school.**

M: Yeah, that's exactly what it is, okay. And I'm and I'm researching how that relates to student wellbeing and study success. All right? Because if you're more confident than you perform better and you'll feel better. That's a little bit the reasoning behind it. So how would you grade your own academic confidence right now in school, on a scale of 1 to 10?

N: To be honest, I think I'm around **8**. Yeah, yeah.

M: There's no wrong answer. Perfect. And can you tell me, since you started school, what has your economic confidence been like if you just walk me through it?

N: Actually my first Phase I had checking in to start with and I have to say I was with a team, of course I would be lucky to have a team. **So it's a bit easier to compare, I think, to see where your level is at compared to your team mates.** And I think at that time my level was quite at the same as the other ones. And then going further into DWIG, um, I did have a feeling I grew quite a lot, especially having a team member in my old team that was quite good in his academic confidence. So he knew quite a lot. So I learned a lot from him. And then it helped me being better with my next team, which was really nice. So I could really help them with some stuff and they could help me. So I think, I think it **started at like a normal level. Then it went up** and I think actually almost went up, only that's great.

M: Yeah. And you mentioned you decided on the level you have compared to your other team mates?

N: Yeah, I think because you all start with checking in like nobody has ever done checking in before, you start checking in. So I think it was easy for me to see compared to my other team mates because especially everybody coming from different cultural backgrounds, also different school backgrounds, I think it was **handy to compare yourself with others in checking in it's easy when everybody gets the same things.** For

example with your team, I think it's nice to compare where you're at, how your general knowledge is. So that's nice, yeah,

M: Nice. So if I understand correctly, it's comparing to other students is one of the factors that influence your academic confidence?

N: I think so, yeah, for sure.

M: What other factors do you have that influence your academic confidence?

N: I think in general I think getting feedback from lecturers on certain tasks or assignments. I think especially your grading, if you have a high grade, I think it will boost your academic confidence and make sure you know you're doing the right thing in a way. Yeah, I think for me personally, I think the comparing to other team members would be my main one.

M: Yeah, good. So you started almost a year ago?

N: Yeah.

M: Please remind me, what was COVID like then?

N: I had checking in, I had it two weeks normal and then I had three weeks of online classes. So checking in was like half, half but otherwise everything was normal school, so it was really nice. Also my practical, everything.

M: That's great because my next question is what role did COVID have on your academic confidence? Yeah, I have to say when we had checking in and we had COVID and we had to give an online presentation. I noticed I was a lot less confident because, I don't know, you're just sitting there like with like technology could fail on you. I don't know those things could go wrong. So I was a bit stressed about this, but otherwise. I think, yeah, to be honest, I think if I had like a block as an E&S or CBV online I think it would have been a lot worse. So I'm really happy. I'm only checking in in a few weeks of DWIG because I was completely fine. Those classes are also mostly theoretical like CBV where you have to do a lot of exercises so. But I do think, yeah, I think it can really influence your academic confidence. But for me it was quite OK.

M: Good to hear. Yeah, that's nice. And now that you know a little bit about the topic, would you be interested in learning about academic confidence in HTH and why yes or no?

N: I think, I think it will be really interesting, but I think if you want to give the give the subject, I think it's really important that it's very personal because it's quite difficult. Everybody has their own academical style of learning and remembering stuff. But I do think it will be interesting subject to at least have a block like DWIG where you learn a lot about personal development. I think it's interesting then to have at least two courses or something about it, just more in a brief way, but I don't think it's very interesting to starts conversation. I think it's important for students.

M: Yeah nice. And then my follow up question is structure wise, how would you design this? If you could decide everything. Structure wise what would be the best for you?

N: Lots. To be honest, for me, if it wasn't event that you could just go to voluntarily, I don't think I would do it. But I think if it was a course I do think I would find very interesting. Hmm. So I think if you give it in a course, as I mentioned during a block

where you have lots of personal development courses, I think it will be really interesting. And I would just make it like one or two courses and give them some **practical exercises they can do afterwards just for themselves**. Like to see if it works or to see if it helps. Um, yeah, I think for sure you need to **focus on the theoretical part**, but maybe **not too much** so it doesn't become boring for some students.

M: And great, so you mentioned two blocks and how frequently in this block?

N: I would say maybe I would do it to be honest, **before the exam weeks**, so before week 9 and 10? So maybe around like **7-8**? Does that those weeks? Just two courses, Just a brief bump to bump up the academic confidence before you start all your exams stuff. I think that would be nice.

M: And how many students in a class?

N: I wouldn't say more than 25. **You have class like 12** or 25 I believe, so I would maybe go for 12. So it's quite personal and you can keep it personal. Maybe you can do one course, **one class 12 and then the next one 25 so you can compare** or I don't know, but I would start with 12

M: Nice. And then if you have the structure a little bit, what content would you like to see in those classes that your own academic confidence would improve? What would you need?

N: I think for me would be **exercises that you can really implement in your day-to-day academic studying**. Um so the later on you can really even as even just for fun you can see like ohh this is work and then you can maybe compare it to your other teammates or something. I don't know otherwise. Also, some **theory** of course, to show some of what studies say about this. So, I think that would be really interesting. So yeah, I would focus it a bit on both sides, on theory and exercises, I think.

M: Cool, yeah. And do you already you have an exercise in mind?

N: I don't know. Maybe even like a stupid things saying, uh, like when you were um, how do you say rehearsing your information or something. Maybe in that way you can **talk to your mirror**, so you push your academic confidence saying like 'OK, you know this', and then repeats everything that you need to learn by heart or I don't know, this stuff thing. Yeah.

M: Great. And then say you'd learned about academic confidence. Of course somebody would need to teach you. Yeah. Who would you like you to teach you.

N: Well, of course you have the **mentor**, which as you mentioned, so you have your personal mentor. Um, I've Ms. Vet and I really like her. She's really on top of everything, which is really nice. To do my honest I would be I I think it would be nice if you would teach it, but I can also imagine maybe for some other people would be nice to have an **external person** doing it. But I do think it's important that it would be someone from hotelschool who knows how the teaching goes, who knows the structure, a bit of the exams and stuff. And to be honest, I had Mr. Oehlers for lots for most of my classes in terms of like DWIG and stuff, and I really enjoyed how he taught. something games, but sometimes theory attached to this. So yeah. Could be, I think between those two.

M: OK, that's for you. That's mentor or **TMS teachers**.

N: Yeah, exactly.

M: Yeah, great. And what's your overall opinion on the tutorship and personal development?

N: Yeah, for me has been really great. So, checking in or with my first phase, I'm sorry. I always had like every month we had a meeting which was really nice. Also, in our classes and even now during internship. I think she sounds like she's send her class like 3 emails but she's like quickly. It was nice seeing her get in touch with us. Um, so yeah. For me personally, I'm really happy with my mentor, with the personal development, I think is really helpful. But I also have to say, I think for some people it's a lot more important. For me, I didn't really have the needs to have those talks and conversations. But I did notice that some other people were really happy we had it. So yeah, I think it kind of depends on person to person.

M: So yeah, fair enough. Yeah. Cool then um. Yeah. Is there anything you would like to see differently in the personal development course or?

N: I don't know for me t was OK. I really enjoyed it. But I also know for myself, and I have problem, I usually do end up going to people, not somebody who like really suffer the way. So, I think that makes it a bit easier maybe. I'm really happy with my mentor. Also, your different stories from other people, but I think for me personal development was really interesting and I did enjoy it.

M: And I think the last part you said was interesting, that when you have a problem, you don't necessarily go to your mentor, but you go to other people. Yeah. And who are those other people, if I can ask?

N: Hmm. Well, if it's really like a problem related to studying, like a study problem, I would go to friends or yeah, I think I would go to friends to see how they're handling it. But if it's more like a personal problem, then I think I would rather call a friend or a family member or something. Usually, yeah. I try to fix it myself if I can. Then I'll speak out for help. Yeah.

M: Yeah. Nice. Cool. Then those are all the questions from my end. Is there anything you would like to ask me or ask about the topic or add on to whatever we've been talking about?

N: I don't know, what you see as a good academic conference exercise.

M: Nice one

N: Because I thought it was kind of difficult questions.

M: So I think it's nice to define what factors influence your own academic confidence? So for you, it's social comparison, yeah, but for other people it could be knowing the why behind something before they get, before they feel confident. So I think the moment you define for yourself what you need to feel confident and you become aware of that, then you can actively start to ask those questions. So I think becoming aware of what you need to be confident is nice. Yeah. Um. And then maybe prioritising, which one do I need the most or how can I ask questions to get answers to those things?

N: OK, that's nice.

M: Yeah. I think something like that.

N: Yeah. That's very interesting.

M: Thank you. I hope so.

N: Yeah, that's nice. I think it's important, the learning first, how you do it yourself to see how you can help yourself.

M: Oh one more question, are you a first generation student? That means if someone else in your direct surroundings went to college before you.

N: for me I'm not a first generation student because all my brothers and sisters went to college before me. They also all did university, and my parents didn't but my siblings did. In that way I might feel the pressure to also go to university. Hope that answers the question.

M: Nice. So cool. Anything else?

N: Well, I think that's it. I'm very curious to see the outcome. Please keep me updated.

M: I can send you my report. Thank you. Then I'm going to stop the recording.

## Appendix 10 Interview student 5

A = Student\_5

M = Merel van den Brink  
(Student\_5, 2022)

M: Thank you very much for being here. Is it okay if I record the meeting to make transcribing easier? I will not use your name in my thesis, so your answers are anonymous.

A: Yeah that's fine.

M: Let me start with my first question. Have you heard about academic confidence before? Do you know what it is?

A: Not really, but it sounds like it makes sense. But uh, do explain?

M: No, no. But what do you guess?

A: Well, to me I figured that it's about how confident you are about like the study that you're currently doing and everything that comes with it academically.

M: Yeah, that's exactly what it is.

A: Amazing.

M: Ohh cool. And at what moment in your studies are you?

A: I'm at the start of Lycar. I just got MFD back

M: So nice, I wasn't so lucky the first time.

A: Ohh, it was my third time.

M: Okay, so just after having finished MFD, how would you grade your own academic confidence right now on a scale of 1 to 10?

A: I would probably say 6 or 7, so not very high.

M: Ohh that doesn't matter. And since you started HTH did it change? If you walk me through it's from the beginning well.

A: I actually had a lot of confidence in the beginning because I stopped studying in 2015 and then I started again in 2019, so it took four years of doing other stuff cause it didn't expect to study. And so I started with a lot of experience in hospitality. So my confidence was pretty high thinking that you know like we're starting at a basic level everything seemed pretty you know like saying to like lead groups and so on and so, so my confidence was pretty high about the studies. Um, let's say that. You know, like going class by class, my confidence was obviously high on the things that I felt like confident with. Um, financial stuff, not my strong side. So there my confidence was not very high. And um, yeah, so it really like kind of depended on the subject now in Lycar you know a lot of the things that I'm currently researching is stuff that. That that we've kind of done before. You know, like models we've done before. The analysis is we've done before the different types of research and my to be honest like talking to people and ohh you're doing this ohh yeah that's smart. You know I want to implement

that as well. All you're doing. Ohh you're studying the ohh that's smart. I'm gonna implement that as well. And I feel like, you know I might not have taken everything. You know like I don't remember everything that I'm supposed to write a successful project that I feel I should remember by now you know. So that's why I'm saying my confidence is not up in the top level but it's okay, you know, so like doing the things you know, I feel confident with but I don't feel like I'm coming out of it with like a brain of all the academic stuff that we've learned from the time, you know?

M: Okay, that's I mean I think it makes sense. So then what would you say the factors are that influence this because you mentioned the course you're in, but are there other factors that impacted you?

A: Wait in in what way do you mean?

M: Well, if you look at your own academic confidence and how it fluctuated, then I would assume there's certain factors that impact it and you mentioned one of them to be the subject you had and the other maybe if you talk with other people and you realise, oh wait, yeah, we talked about this, ohh we talked about that. So it's a social aspect.

A: Yeah, to for sure a social aspect in a way that you know, for example, revenue management again financial subjects, but for me I've worked a lot of years in front office and in general in hotels, so I had a good understanding already of like how you look at the numbers of seasonality and like how you, you know, implement and things just made sense to me. And so because I actually got to help a lot of others, well some students didn't quite get it as much as I did. So my confidence was really high during revenue management as I said because of other people having lower confidence in it, I guess. So, yeah, so that's for sure is a big factor. And then, yeah, of course with the experience you have before entering, as I said before. So and what else, I guess, I guess just, You know, if if you feel like you remember everything to do with kind of what I said before as well, but if you just have it in your head of what to do, then my confidence would also go, you know? A lot different, you know?

M: Could you explain that last one?

A: Ohh no, it was just so as I said before with the you know, me sitting now and not remembering necessarily what analysis to do or exactly how to do certain things. And ohh how is the business model canvas that I've literally just used last block but I was still like how is it again that, what is it I have to put in different places you know so like not remembering these small things make me think like ohh you know like I don't know I should be able to do it better by now you know. So that's.

M: Yeah. So that's more recognising the theory then?

A: Yeah, probably, yeah.

M: Anything else?

A: Not on the top of my head, no. I I think that's kind of like the biggest, biggest things here.

M: And I mean you've also to do with COVID. How did that impact you?

A: I think well, for me the biggest thing was the social aspect that was lacking there and the communication being so down. You know, I had another MFD, but the CBV when I was, when I was you know in the early stage of being back home or just changed into the new course and again financial stuff not my strong side. So I need to be able to ask

a lot of questions and that you know the lack of communication that was you know because it wasn't always you didn't feel confident to just take off the microphone and ask a question because it took so long to get a simple question answered because they had to show it on like the screen and so you didn't want to bother the whole class for like 10 minutes for a 2 minute question, you know, so, that the communication part was really important to me and that was really lacking during Corona. So there was also something that really, you know, took my CBV learning way down.

M: It's a nice one cause I didn't think about it before, but it makes so much sense. I recognise it so much that the moment you have a question you like, well never mind if it's going to take 10 minutes then nevermind.

A: Obviously depending on the lecture as well because we had someone who was really poor with IT for CBV and it was just like you know whatever issue it was horrible to get her to show another page on the screen you know so yeah especially for that it was yeah that was that was really bad time for a for learning financial stuff though

M: I can imagine and have you encountered that since then or only in in online classes?

A: Yeah, because now we're doing online classes still like a few. So a little bit on that, but in you know, I really felt that you know the difference coming back at least with the whole communication thing really confirmed the fact that it makes such a big difference during an in person class. Um, but I haven't really felt like you mean like in person if I felt that same thing with the communication or...

M: Yeah, because I can't imagine if there's a teacher that just takes a long time to explain or explains in an efficient way. You could still feel that way

A: Ohh yeah for sure, for sure. Like it really depends on the way that they explain. Also if teachers have a difficulty giving another example or explaining stuff in a different way than you come kind of back to the same thing because like now we can easily ask questions. If you don't have the person who knows what they're doing, you know, just relying on the slides and it's.

M: Yeah, yeah, yeah. So again, mostly communication but also the teacher you have in front of you.

A: Yeah, for sure. Yeah, for sure.

M: OK. And now that you know, a little bit about academic confidence. We could be interested in learning about it at HTH or not?

A: Learning about it, yes as a. To me it sounds like something that would be either like a PRD, uh, like something added on to PRD or or uh, you know like a first, first year kind of class having like a full on course in it. Probably not. But you know what I mean? Like not like something that would be like a full course with EC's and stuff like that, but learn about it. Yes, for sure.

M: Perfect because then you're already answering my next question which is okay if you say yes content wise what would you need to learn? Like for your own academic confidence to increase? What would need to be discussed if you could design everything?

A: Well, well, Corona was obviously something we couldn't really plan for and like um but probably just like if if you know as a lecturer we should probably should know what the challenges of academic confidences. You know what the basic issues are like

communication and the and whatever else we've been talking about um. And then you kind of go over the ways to improve or **what you can do as a student to combat those issues**, you know, I think, I think that's what would be nice to learn.

M: Perfect and then structure wise and how do you think it can be taught best like what moment in school, how long? Quantity of students?

A: Yeah, I think. Of course. Yeah. And I'd like a full course, but like I think the whole, you know, **as an addition to PRD**, you know, like that because those are relatively small classes and it's kind of like an, you know like it's **very open to ask questions** that's what PRD all is about as well right and like you're there with your tutor um and then probably something. Um, you know, like they're **brainstorms like in smaller groups** and then kind of talking about it because then you can, then you can everybody gets to kind of put out there. Issues or you know **share how others are with their academic confidence**. So like first we talk about what is it and then you know you can talk in small groups. Well, **how do I feel about my confidence? Where does that come from? Why do we have this?** And then afterwards you can kind of bring the whole thing to the table, you know from what you have in similarities and what someone else was kind of standing out with. Think that would be a nice way to kind of **let everybody be heard** and then kind of fever and understanding about because then afterwards you can kind of **discuss with the whole class about what can we do about these issues** that obviously everybody has and then point out some specific ones that are special and say like well, what can we do about that, you know, and then **have a lecture who probably has some more insight on that**.

M: OK, nice. And would you repeat that or would it be a one-time thing?

A: That really depends, you know. But I feel like this could be something that's **once or twice kind of thing**. Um, but it depends because I don't know how big this subject is since it's also quite new to me. You know, like the even thinking about the academic confidence, but like if it's something that has a bigger potential of you know how you can actually become a better student? How you can learn better then yeah, you could definitely do multiple classes, but otherwise to me it sounds like a bit of a, you know, like kind of one day course.

M: Yeah, cool. And in what year do you think it would be most beneficial?

A: Um, well, that's actually interesting because you could I, because I was thinking that it would be nice to have in the very beginning, but then kind of like Birkman, you know, like that you start, okay, this is how we feel now. But it's probably even more interesting later to start talking about because like for me, I'm kind of having ideas from different courses and now seeing everything kind of like having to put everything together. So maybe even **every year having one class** would be nice because then you keep thinking about like, well, where are we now regarding academic confidence? And then you know, then you can talk about like well, first year, OK, you thought this is how we are, but like OK now how we feeling and yeah.

M: And you mentioned that it would be part of the PRD course. So would that mean for you that if you think about who's gonna teach this, that would be your tutor or would that be somebody else?

A: Yeah, I feel like this is something that a tutor would be like. **It would be an interesting addition to what tutor should know**. You know, I, I'm just getting PRD vibes.

M: Well the commissioner's PRD. So that's correct.

A: There you go. Perfect. And I've also heard that some students are really lucky or very unlucky when it comes to their tutor.

M: Yeah, I don't know which one you are, but how would you feel if your tutor was going to teach you this?

A: Um, yeah. I mean, I I had a decent relationship with my tutor, personality wise, but mine seemed adequate to be a to be a tutor, you know? Yeah, because I mean that's really important because a lot of people don't show up to the PRD class otherwise. I don't know if they're mandatory now or they're not, I don't know but it's kind of difficult to say, you know, like uh, ohh, we're not gonna do it for PRD because some people don't like their tutors because then there's an overall different. That's a whole different issue, you know. Uh, so. So, I mean, otherwise you could do it as a I don't know what teacher would like if you would have a specific teacher for academic confidence. It seems a bit much. Um, but if you have it like a a bigger no, I would know 100% through PRD. Yeah.

M: Yeah nice.

A: And then if there's an issue with the tutor you should just change tutor, you know.

M: Yeah, you, you just, I mean my findings for the proposal because I passed the proposal and then I figured ohh, you know, this other problem with the tutors that sort of needs solving first. But if I do it's a whole different thesis, which is a bit much.

A: Exactly. Yeah. Because yeah, that's not something you should have to tackle. OK, no cool then PRD sounds good.

M: And what amount of students would you put in a class?

A: I feel like, you know PRD classes, what are they like 20/25 student max or something like that and I feel like that's a decent amount you know you have. Five groups of four during like, the little brainstorming session. Not like imagining the whole class. Like, I I think it's about about 20 students. So I feel like, again, like PRD is perfect fit because yeah, so 20 people, I'd say it. Okay, great.

M: Great, then one final question. Are you a first generation student or did people in your environment went to study before you?

A: My brother was the first one in the family to do a bachelor - he also completed a masters before I started at HTH

M: Okay. Then those were all the questions from my side. Do you have any questions?

A: Very good questions

M: Thank you, any questions for me or anything regarding this topic that you think oh, maybe that's nice to still discuss or anything?

A: Not at the moment.

M: Then I'm going to stop the recording, thank you very much for your time.

## Appendix 11 Interview student 6

W = Student\_6

M = Merel van den Brink  
(Student\_6, 2022)

M: Welcome, thanks for taking the time to let me interview you. Could I record the meeting? I will not use your name in my project so your answers will stay anonymous.

W: Hi, yeah that's no problem.

M: OK, I think recording started. Great. Then let's start with the topic. I'm doing my thesis on academic confidence. Do you know what that is?

W: I mean, I'm assuming it has to do with um **how well you perceive yourself doing in school and then how that translate into how you're actually doing something exactly.**

M: Yeah, that's it. And at the moment, how would you grade your own academic confidence?

W: Um, at the moment I've been, uh, procrastinating starting Lycar for like three weeks. So I don't know if it's the best moment to ask, but I don't know. Do you wanna add a scale of 1 to 10 or?

M: Yeah, that would be great.

W: Yeah, maybe a **6 to 7.**

M: OK, yeah and since you started H until now, what has it been like? If you walk me through it.

W: Um, I think at the **start of every block it's like a 3** and then maybe **mid block it's like going up a bit** and then **end of block going down** and then **once I've passed everything it's gone up.** And I think in the beginning I was much more worried about working hard to get good grades or whatever. And then in the past few blocks it's been more like I want good grades but I don't care as much or I'm more thinking like ohh it's more not a coincidence, but um the **amount of work I put in doesn't really reflect the grade.** So maybe I've become more **confident in the past few blocks you could say, cause I've cared less** or yeah.

M: Okay, and what would you say what factors influenced your academic confidence?

W: I think **having performed well** for me, increase my confidence.

M: That's cool, yeah. Any other factors?

W: No, I think just seeing that I didn't have to put in X amount of hours to get a certain grade, cause in my previous study I had to work really hard and I was still getting like really bad grades and here I haven't worked as much but I gotten much better grades. So I think once I like got used to or got hang of HTH, it was better.

M: And did COVID implement impact your academic confidence?

W: I'm trying to think of it actually did. I'm not sure. **I think it impacted my motivation more than it did confidence.**

M: OK. And did that relate to each other for you?

W: **Not necessarily**. Uh. I think for me, the times where it's been like really hard lockdowns, I've still gotten really good grades because I've just focused on studying a lot for school because I didn't have anything else to do. So I can't really say that it goes together because it kind of yeah. I don't know.

M: Yeah, I could imagine. Yeah. OK, that's fair enough. And if you know a little bit about academic confidence, would you be interested in learning about it in HTH or not?

W: I think for sure that's something to um, because I think for the for HTH, like looking back at it, **the biggest struggle isn't necessarily the theory or the thing that you have to learn, it's more how do you learn it?** What kind of **mindset** you need to have? Like **what is actually expected?** Like all of those things around it. I think that's more what's causing, or at least for me what has **caused a lot of uncertainty** and a lot of unnecessary **worrying** or yeah, just **annoyance**. So I think having like more structure on everything around the actual things that we have to learn would be making it easier to learn, so I think that maybe if I would look at it, say. The that maybe the overall confidence, actually, of being in school and knowing what to do would make it easier to actually learn what it is that we need to learn.

M: Yeah, I agree. That's part of why I'm doing this thesis

W: Yeah. What was the question again?

M: If you would be interested in learning about it and then I have to follow up questions. So if yes, yeah, structure wise, how would you design it if you could?

W: Can you specify?

M: Like what moment in HTH, how long, what quantity of students who would teach it, etcetera.

W: Yeah, it's difficult to say because I mean they do have the on course or the PRD sessions where I think they've tried to implement a bit more like how to actually do things. Um. But I think first of all, I mean there's a huge problem there when it comes to the tutors and the difference between how tutors do things. So maybe I wouldn't say make the tutors in charge of it. I would say maybe um having I don't know how successful that mentor programme was for the year younger school students but maybe having a **mentor programme for students** where you could have some sort of like school is arranging it. They're holding the meetings or whatever they are in charge of getting people who are mentors or older students who want to be mentors and then **having workshops together, older students with first year students** for example. Um some sort of social thing that could be not like comitas or something different than that, but it's still yeah, there's **more social rather than a tutor teaching you**. I don't know. Like knowing how many different things they've tried to set up in school and how few people actually show up. I mean, that is kind of difficult. So would you then make it mandatory? I don't know. Um. But there would have to be **some sort of incentive**, I think, other than 'this is available for you' because I don't think that works in school.

M: Interesting. And can you think of an incentive?

W: I don't know maybe **as part of PRD**. I remember first year you had to go out and you had to **get to know somebody different from you and write like a report on it**. Maybe

here already because in CLT or CLP you have to have an interview with like alumni. So maybe one of the things in the first year could be to you need to have meetings with a fourth or third or fourth year student and then also that student needs to incorporate that into their CLP CLT. Maybe that could be like something. Then you have it on both ends.

M: Sounds like a good idea.

W: Yeah, yeah. To me, it does. Super nice, I mean, it would be easier than just the stranger part, you know.

M: Yep. Agree. And then content wise, if you have these kind of classes, what would you like to discuss for your own academic confidence to increase?

W: I think like study tricks. Uh, just like um. Yeah, I know. Like in Norway. That's a huge thing for like university kids. They have like books and stuff on how to study better or whatever. So that could be like a topic on how to approach school and how to work smart and then maybe something like how to um just like classes evolving everything around school. So I don't know about like student financing, like especially considering how many international students there are. Maybe something like practical about like housing, taxes, like all of those things. I don't know if that's necessarily academic confidence. Maybe. I mean, I'm writing about mindfulness, and I'm a huge believer in that. So maybe that could be something that could be incorporated like different ways of, um, breathing to make you feel more calm. Something like that.

M: Nice. Ohh, sorry I'm distracted here. I have a little cat. Ohh. It's not supposed to be in this part of the building because this is close to the kitchen. Ohh. So I don't know how she got here, but she's here. OK, I'm just gonna keep her. You're not supposed to be here, but okay. Sorry. Yeah, I mean that that sounds. Also vice versa, if at one point at your thesis you're like, hey, mindfulness. Can you send me something or do you know? So please let me know, yeah.

W: Not there yet, but just when the time comes, yeah.

M: Okay, nice. Um, yeah, I mean, you've already basically answered my next question because I've also encountered there's a lot of PD problems. So, of course, somebody would need to teach you about this if it were to be a thing in school. Yeah, my findings say that at this moment, it's not smart to have the tutors do that, since there's such a big difference in satisfaction amongst tutors. How do you think this can be best solved?

W: I think having, um, well, like the whole tutor thing, that's a whole different thing. No, I think you need to have, like, I don't know, one person who's in charge of it or there's a team of three. Like, I know Mr Koning, for example, have a lot to do with a lot of different things. Like let's say he is in in charge of it and he has three people who like they all rotate or something like that. They have different... Yeah, you could do it like seminar style, like having it in the aula with having like a whole bunch of people in there at one time for one hour. And then that's like a super effective way of doing it. Maybe you have Mr Oehlers doing one thing and, you know, like different people in school who are good at like, what they do or like one specific thing. So like, have doctors Sok coming in and have a mindfulness thing that everybody has to attend, you know? Um, yeah I think that would be also making it a bit different like having that academic ish moment where people are gathered to learn something together across phases, because I think there's a very division there.

M: Sounds good.

W: But it's, yeah. And then of course if I don't know if you would do something. Like a lot of things I think you could do in **big groups**. Because yeah, I think the first step would be to actually get it out there and then because the workshop styles of the tutor groups doesn't really work that well either, you know? So why try to do that when you can just do a big group and then yeah.

M: Then one more question. Are you a first generation student? So did people in your direct environment go to college before you?

W: I'm the first. My whole family has only high school. Both my parents were in the military for quite some years and there is some schooling part of that, but it isn't college

M: Nice. Okay. Then let me think because we've pretty much discussed if you would be interested in it and what kind of class and how everything. That's basically everything from my part. Yeah, you still have anything that you think is interesting to talk about or that you want to ask me regarding this topic that we did not yet discuss?

W: Yeah, I'm just like a bit, um by going back to how it is now with like some of the especially like some of the dutchies being so like in the first year, so party party and so little school. I just have like that I can imagine for you must be very difficult to find something that would work for everybody you know? Because maybe them in the first year, that's not really something that's in their mind of thinking of something that they want, but maybe like **more international students would want that**. So and then maybe more in the **second year** where they're actually like, oh I have to work that. It's more something that would be interested at least like from the experience in Amsterdam.

M: That's a good suggestion. Yeah. That makes sense.

W: Yeah. But if you have any other questions, yeah. I can imagine it's difficult. If you have any other questions though, just let me know. I'm happy to do another call if there is any anything else.

M: Yeah, I think at this moment I have the questions for my interview, maybe on dissemination. Though it would be really nice if I can present my solution to you and a couple of other students have interviewed because then I can get feedback on that before I handed in and that would be amazing.

W: Yeah, that would be great.

M: Then I think for now, yeah. Thank you so much for your time and for your answers, I can really work with this for now.

W: Good. Good. OK. Well, have a nice weekend.

M: Thank you. You too. Good luck on your thesis and then we'll be in touch about the dissemination.

W: Yeah, amazing. Okay. Thank you.

## **Appendix 12 Interview student 7**

C = Student\_7

M = Merel van den Brink

(Student\_7, 2022)

M: Well, first of all, thank you so much for making time to do this. It's highly appreciated. Is it okay with you if I record the meeting? You will stay anonymous

C: Of course.

M: Do you have any idea what my thesis is about?

C: You tell you did text me your thesis, but I can't really remember.

M: So it's about academic confidence and therefore my first question is, do you know what academic confidence is?

C: Not exactly.

M: Okay. And if you had to guess something?

C: well, I guess um **being confident about the fact that you can actually accomplish and finish your studies, like get your degree at the end.**

M: Yeah, that's exactly what it is. It's not only at the end, it's also being confident you will pass your tests or if you have a reset that you will make it. Any confidence that's academically related, alright and you said that you're now in PE? And it's now two blocks of PE if I understand it correctly?

C: Yes, it's two blocks of PE

M: And in which block are you now? The 1st or the 2nd?

C: The second one. So we are in block B right now, week 4

M: Yeah. OK then in C you would go on internship.

C: Yes, exactly.

M: OK, so then you started in 2021 C

C: 2021 February yes.

M: Okay, perfect. And which country are you from?

C: Cyprus.

M: OK, cool, perfect. Then I have all my basic information for my population. So academic confidence is as you mentioned, how confident you are in your own academic skills. If you had to grade your own academic confidence right now on a scale of 1 to 10, what grade would you give yourself?

C: Right now, **I would give myself a 8.**

M: And if you think about your academic confidence since you started HTH, what has it been like if you just walk me through it?

C: Well, starting HTH, I didn't know what to expect at all. So my academic confidence was low, let's say **3 or a 4.** And then I started working way too hard, like I was spending

8 hours from 8:00 in the morning until 20:00 at night at Uni, studying or going to lessons, etcetera. And then after the first block when I passed all my exams, I was like okay seems doable, and then second block as well and I was like Okay I got this. So it's kind of like from a 4 to a 6 to an 8.

M: And what was it like before you started school?

C: Um I would say an 8 as well.

M: So from an 8, to a 4, to a 6, to an 8 again.

C: Exactly because it was something unknown.

M: Yeah, yeah, no. Makes sense. And what factors influenced your academic confidence?

C: Well, firstly, I was from Cyprus, so I know completely how the Cypriot system works, grading universities and everything. Then coming to the Netherlands at the school that I was at the time the 5th best hospitality school in the world, etcetera, I was like okay for it to be the 5th best, then it should be pretty demanding. And I've basically overvalued how demanding the school would be. I thought it would be extremely difficult for example, but in reality it seems much more double than I would have expected.

M: Interesting. And were other factors influencing you as well?

C: Um, yes, absolutely. Students that were above me that were like, yeah, it's pretty difficult and barely anyone passes CBV at once and it's like a 30% passing rate, etcetera. And you know it concerns you. And then in reality, what I realise it is because the students don't really find a balance between partying and studying. That's why they don't pass it in the end in my opinion.

M: OK, so I think, you can call it culture difference?

C: Yeah, well, maybe not different, but maybe expectations before entering, the expectations before entering and also the social comparison.

M: Okay, and anything else?

C: Lectures, of course, because, I think it's good for them that they do it. They warn students, right? That right at the beginning that you know what, if you do not study for the course, then you will not pass the course like and they make you kind of anxious. But it really depends on the kind of personality you have if it works or make you more stressed. Yeah, so I was concerned about it, but other people are like 'ohh, I'm just gonna put an all nighter and it will be fine' Yeah, for me it really did affect me at the very beginning. Now isn't that bad.

M: And do they affect you in a positive way or in a negative way?

C: In a positive way if you see it as motivating me to study, and your negative way if you see it through the lenses of how stressful it was for me at the very beginning.

M: I think I've had the exact same when I entered. Some students, at least that's how I feel. You don't need to tell them that they need to study hard because they will. But if you do tell them 'ohh, but you know, this is really hard, you should really study', then these students are going to stress and they're going to work even harder most of the time. The message is not for them. The message is for the few who are more partying. At least that's how I experienced it. I don't know if that's the same for you

C: Ohh. I experienced it exactly the same as you. Yeah. And then you stress you out and then you worked so hard and you submit and like you, you don't know what grade to expect. And then it was, it's like a very good grade. For example, it took me some time to realise that most of the time when they give those speeches, it's not for students like you and me who already study, but it's for the others. It's hard, it's hard to ignore those messages. So that's at least that's what I experienced.

M: Yeah I experience the same as you. OK, so I think how can we call that? Teacher preaching sounds a bit harsh, but like.

C: **Warnings from teachers.**

M: Yeah, warnings from teachers. We could for sure call it that. So anything else besides warning from teachers, social comparison and expectations prior to entering?

C: It's could be expectations prior to entering as well, To add to that we have a lot of Cyprus students that, during the past few years, a lot come to the Netherlands for studies and most of them returned back to Cyprus failing, and it was that kind of saying that it's easy to enter the university, but it's also easy to fall out of it. So that's a thing that I had in mind, I was like and everyone was telling me 'oh you're going to the Netherlands. Yeah, it was easy to get in, but then how is it going? It's going to be hard for you to get your diploma at the end.' But what I haven't realised that those people are actually went to research universities, which is something that I did not actually know the difference before coming here. I was like yeah, and then I realised, oh, HTH is applied sciences. It's not research. Fun fact are some research universities back home where you get a Bachelor of Science for example and consider the research university. They are 100% easier than that what we have here as applied sciences.

M: What could you call that? It's also expectations before. Um, yeah, but maybe expectations, like from those surroundings you so much your own expectations.

C: It's more like **stereotypes and biases.**

M: I like that one. Yeah. And you said you started 2022, see so then did COVID still impact your studies or not?

C: **So in reality it did not impact it at all.** Like at the very very very beginning, maybe some students like got sick for like a week, like they had COVID and they couldn't attend classes, but they did attend online. But everything was just fine. However the school decided to that we are actually an intake that's still impacted by COVID and therefore we have **all of the benefits that the COVID intakes have.** Which in my opinion, it's quite **unfair.**

M: And what are a few of those benefits?

C: **Everyone gets like a third chance, regardless of whether they have an 80% attendance** or what. you can finish your degree in like **get your propaedeutic in 2 years** instead of 1. I mean that's more than enough benefits like at the end of the day even students that okay, you might have 'saved' not even students that should not proceed into the second, third phase, whatever. And the thing is because we also have like all these group assignments, you get to carry them along. So it's something that I really do not like. But yeah, it's not that I want what is bad for them. I just think the way that the university is treating them is just like little kids.

M: How do you think that is impacting people's confidence? Well, let me rephrase that into two questions. one time for yourself and one time maybe for your semester. Because I think that could be a really interesting factor in academic confidence that you suddenly get all these benefits. So how is that for you?

C: Well, for me at the **very beginning I was like, Oh yes, good. So I'm actually a bit more relaxed** and that. But now I realise that I'm gonna get my propaedeutic in like the first year. It's good like if everything goes right so far everything. All of my EC's are in so it's OK. It **impacts me negatively in a way that some people that are not putting that much effort into it**, they know that once they get their prophetic, they have ten years to graduate and if HTH continues with all these group assignments and stuff, so many people **are going to get carried along because of other students**. And that's something that I do not really appreciate like it impacts me negatively because you know, yeah, we're going to get the same degree but not everyone is going to be working so hard for it.

M: Yeah, I can imagine. And do you know how other people in your semester feel about this?

C: **Other people in my semester are taking full advantage of it**. Yes, we have so many. We have third chance for every subject. We can finish in two years instead of one, so **everyone is like very chill**.

M: No. OK, so you could say that some people in your semester are really taking advantage of those benefits. Are there other people who think like you?% or like can you give me of a variety of like how many people are taking advantage, how many people find it concerning like a 20%-80% or 30%-70%?

C: No one like except me and maybe another one to two persons think that 'Ohh we're gonna carry along all those kind of people that do not really study' because people don't think of it that way. But because now it's not that much of a group assignments but I can see it coming. It's not that all of the others are taking advantage of it, it's just that all of the others are not thinking that all that could be the case.

M: OK. And now that you know a little bit about academic confidence, would you be interested in learning about it in school or not?

C: Oh yeah, for sure. I mean I've already participated in some workshops about exam anxiety and it's kinds of interrelated, I think, **because exam anxiety is often coming from you not having the academic confidence**. So you could say that I've already kind of without knowing, trying to compact the issue.

M: Perfect and so if you could design this teaching course, structure wise, how do you think it can be taught best?

C: Hmm. Well, certainly I wouldn't like it to be PD workshops. I would not like because they are mandatory. I mean they have the 80% attendance and all in all that kind of workshops and people who are not interested about it at all they just come and you don't see a lot of participation. In my view it should be like a **workshop that is voluntarily**, a workshop that if you want to join and if you really really interested in that. Then join it because through that, we're going to have students that are actually interested. **You can build connections with the students that show up**. just like from a past workshop that I had last semester about exam anxiety. I still talk with those people and I still feel kind of connected to them.

M: And in what moment would you say it's best to host to have these workshops in the four years?

C: Well our curriculum changed, so there is no more Checking In. You now only have like a week of checking in which we learned the very basics of like how myhotelschool works, information about Internet, about applications, about everything. And then you should begin your regular block. You're getting to finance or you get into HR. I think it should be a workshop then, because you also have workshops during that week, which is going to be a mandatory workshop at that point in time and then a **good marketing and advertisement through the HTH platforms like the television we have hanging at school, intranet, Instagram platforms** and this kind things. like can join like whatever. Yeah, it doesn't matter the year that you're in.

M: Okay, cool. Would you say it matters in which week of the block you have this workshop?

C: Yes. As it could, I think advertising would be lovely to start during the end of last block and at the very beginning of the first block like what first, second, first, second week and then the workshop can begin a third week because and then you're going to have **one workshop like every week. 3rd, 4th, 5th, 6th, 7th**. For example, an eighth and then that's it. Because then people are gonna start studying and then people can actually implement what they've learned during the workshop during their exams, so it can help them boost their confidence when they're having exams. Well, theoretically, that's how I have it in mind. I don't know if it's gonna work.

M: Well, that's why I'm asking. And content wise, what things would you need to discuss or learn in those workshops so your academic confidence would increase?

C: Well, firstly I would like it to be done **by someone who has knowledge on the subject** and someone who is maybe not a professor in whatever subject it could be, for example as I've had it with a finance teacher and with the leadership skills teacher, which, OK, leadership skills. OK, kind of related. But in my opinion it would be lovely if we actually had a **psychologist** because **it's mainly about anxiety**. I think it's mainly about **not feeling that you can achieve something, not valuing yourself** at what do you. So if you we could have like a specialist in the area, a psychologist for example, or a **coach**. Not the leadership skills coach. Psychologist, then. That would be lovely. Like to give an actual workshop on it, and someone external could be someone. It doesn't have to be a professor in our university because we don't really have psychologists and hotelschool is actually now collaborating with a company that actually offers us free 30 minutes sessions with coaching.

M: Are you talking about the expat psychology or the **OOPKOP**?

C: Ohh yeah. I've never tried it. Actually, I've always seen the emails, but I want to get into more details about it because I don't know what's going on.

M: I know OOPKOP is one thing, but before that they had **expat psychology**.

C: We still have that, actually.

M: Yeah. So I didn't do the OOPKOP, but they did do the other thing and I really liked that. So yeah, I can see where you're coming from.

C: But the expert psychologists like for eight sessions, right? Free, and then you pay for it, right?

M: I think when they look at your case again, then they decide if you have to pay or not. With the OOPKOP, it's like 30 Sessions for free. Something like it? I'm not sure.

C: Yeah, so yeah, 30. Like 30 minutes, like 30 minutes. I don't know the amount of it, that number, but yeah, something like it. Like to have a psychologist to the workshop or someone who's really into the subject and content wise. I'm not really the appropriate person to say what can be the concern of it.

M: But why not? I mean that that's what I've been asking all the people I've interviewed, because I think if you get a student perspective on what each individual would need, then you can get a good basic for a workshop, so.

C: Well. It could be a session where firstly we need to be **build trust** between the candidates, so **firstly getting to know each other**. Everyone can share a bit of their struggles, whether they struggling mostly with. And then we can either if it's psychologist get into just a little bit on why this may have developed like the possible reasons because I think people are going to find a **similar issues** that through their academic life, childhood, whatever, growing up and then they it will be a **sense of community** in there and then starting to implement or like **every week, different ways of tackling those issues**. So seeing things like different strategies.

M: And what would be a strategy for you?

C: **Think of what you learned in the past**. Actually, I have to say I have to think what I'm doing what I've for example, take a moment and see back like when you are that anxious about something, did you at the end of the day managed to fulfil that, manage to pass it, manage in general and then people that are like that, not all of them, but most of them would be like 'ohh yes at the end of the day yes everything went well' That kind of thing. Well If I knew exactly what needs to be done, then I wouldn't have exam anxiety so yeah.

M: Cool, thanks and say if you'd learn about it, you already mentioned that you would like an expert to teach you. And my question would be how would you feel if your tutor was gonna be the one to teach you?

C: Well, as long as my tutor is has knowledge in regard to that subject, it will be just fine. But I need someone who actually has the knowledge and the people skills to do it like to be to be a psychologist. A research psychologist, for example, is one thing, but to be a therapist is another thing.

M: Yeah, okay. And would you say your current tutor has that?

C: Unfortunately, unfortunately, unfortunately not. Yeah, it's a shame, but it's the way it is, OK?

M: And actually, one more question, seemingly a bit random, but there is a connection between academic confidence people have and if people in their surroundings went to college or university before them. You call that first generation student. So you would be a first generation student if you are the first one in your friends and family who went to college. Are you a first generation student or not?

C: No, no. I have plenty of people that also went to university before me and uh, yeah. Just from other person, yeah.

M: Okay, great. Those were all my questions. Is there anything you would still like to add or ask me that we did not yet discuss?

C: Um, well, I'm actually pretty much covered and I think your research is quite valuable. It's very valuable to the university, honestly, to any university. But yes, it would be lovely for HTH also to get some knowledge, get some insights from students and from you. So yeah, it was lovely helping you. If you have anymore questions, please contact me. And uh, if I forget to answer, yeah, just fine to double text me. Because sometimes in my mind, yeah, I think I've answered, But then I'm like not answer.

M: It would be really great if I could contact you in a while again after I've written my solution, because part of the thesis is to get feedback from the students you interviewed and then hand my thesis in. It's called dissemination. It would be really great if I could contact you for that. But I first have to write everything, so I don't know what time that would be yet.

C: Alright, hit me up. Lovely to talk with you.

M: Thank you. Let's say good luck with your shift. Thank you very much.

C: Good luck with the rest of your internship. Yeah. Thank you. Bye, bye.

## Appendix 13 Interview student 8

S = Student\_8

M = Merel van den Brink  
(Student\_8, 2022)

M: Well, thank you for making time for this interview. It's highly appreciated. Do you consent to being recorded? You will be anonymous

S: Ohh no worries. Yeah, I was also a little bit busy so I couldn't schedule it right away.

M: Ohh no, no worries at all. And what moment in your studies are you at the moment?

S: Uh, I'm in phase 3 in BTS right now, I've had some block delays as well.

M: Okay, so then you started in which block?

S: February 2019

M: Okay, and where are you from?

S: I'm originally from Poland,

M: OK, perfect. And to confirm, what gender do you identify with?

S: A woman. Female woman. Is that even a standard question as an interview like this?

M: Not necessarily, but I'd like to double check it.

S: Okay, fair enough.

M: No, cause it's gonna make my findings easier if I know if the people I've interviewed are either international or Dutch and from which phase and which gender stuff like that. So it's going to make my conclusions easier.

S: Fair enough.

M: Perfect then. Do you have any idea what my thesis about?

S: Umm. I believe it was something about the wellbeing of the students.

M: Um, so it's about, um, well-being of the students in regard to academic confidence and how academic confidence impacts the study's success of students at our school? But since academic confidence is quite an unknown term, my first question is, do you know what it is?

S: To be honest, not really

M: That's okay. And if you had to guess?

S: Uh, it's probably something **how comfortable you feel at school** or something in that direction.

M: Yeah, almost. It's how confident you feel in your own academic capabilities. So whether you will pass the course, but also if you have a reset, how confident you are you

will pass that, how sure you are you will get your degree, basically any confidence related to school.

S: Okay.

M: And uh, you said you're in the beginning of phase three right now, so how would you create your own academic confidence right now on a scale of 1 to 10?

S: I would say like between 6 and 7

M: OK, cool. And since you started hotel school until now, what has it been like? Like if you just walk me through it?

S: Hmm. So while phase one I would say it was like 7, then phase two was more like 8,5 and now it's a 6 because I got a resit from MFD 2 which is like terrible to reset, yeah.

M: What would you say are factors that impact your confidence?

S: Um, well for sure actually the workload. So how much stuff I need to do or if I have resit from the previous blocks. I work as well. So of course the amount of hours I do at work. Um, what's more? Yeah. Also, if you are actually having a group project and you fail as a group, then it's also like that is all not only actually your fault, but that's something that actually worries me more than if I fail my own exam.

M: Yeah, I can imagine. If you look, because of course you've had all of these things throughout the three years in school now. So why was it sometimes in the beginning you said I think it's seven and then it went a bit higher and then it went down again. Like what caused that change?

S: Well, I think for phase one, starting from phase one, it was that uh, you actually need to get used to everything at school. You get you need to get used to this system people you of course want to feel at home in Skotel. So that's also really an important factor regarding like getting out of your comfort zone um, so and I think it was in general that I didn't study for a bit because I had a year of a break so I had to go back on track with that. So and then the first exam was checking in and I didn't pass it so my motivation went down right away because I was like Oh my God I didn't pass my first exam. And then of course in between Corona happened. So, that had a lot of impact as well because I was only the first two blocks and then we had to go in Block C, we had to go out of Skotel. And then in phase two and I came back, I actually had more confidence. I knew what's going on and it was also nice to come back after COVID. So in phase two it actually went really well. Also regarding study load, which was quite a lot, but still I managed to do it, but I also work less in that time. And then of course MFD was my last block. And then for year three, the courses which we have now there are actually new, so they're also really vague. So that's more that no one really knows what to do. That's why no one is really confident if we did something right or wrong.

M: Yeah, I can imagine so. Why is it vague Is it because the course itself is not explained, or because you cannot ask older students how they did it, or a different reason all together?

S: My stream is the 2nd stream who has this course. So pretty much it was only like yeah one. Well the course is 2 blocks so two blocks before was the first time and there was not really clear grading rubric. There's not really a clear explanation what we need to do what we need to use and they said they improve it from the first time they had that course, but it's still vague because they change half of the course. So pretty much

the course is new and we don't have any examples how to do things we don't. We don't know actually what they really expect from us, because the grading rubric is still vague.

M: So if I understand it would be a combination of **knowing what's expected of you** and also **having examples on how to do it.**

S: Yes, exactly.

M: Yeah, OK. And you already mentioned that COVID impacted your studies because you had to go out of Skotel after 2 blocks. Did COVID have an impact on your academic confidence?

S: Hmm. Well, it's for sure it had a big impact, but I cannot really say if it was good or bad. When COVID started I took also two block delays, so I actually split my courses. So in that sense if you look at it was not the best thing to do because of course no one want to have a delay, but then at least I had enough time to study for the subject I could focus on and the other one I had to do after I was back when you actually could go back to school. So yeah, if I would like to sum it up it had a **bad impact because I had to take the two blocks delay** but yeah, on this hotel side, I was actually happy that we moved out of Skotel because that was also quite intense

M: OK. And did it impact your academic confidence that certainly things were online or that you had a block delay?

S: I guess that's for sure because classes were also not the same as they would give them in real life, so **I didn't feel confident enough that I actually was prepared enough for it as the other classes were online.** The classes were quite boring in the sense that they were just talking in one place and it was no interaction. So it was quite hard.

M: Yes, yeah, I can imagine. And now that you know a little bit about academic confidence, would you be interested in learning about it in school or not? And please don't, don't answer for my sake, because of course I'm writing my thesis about it. But just generally, if you would now see it, would you go or would you say, no, it's not for me?

S: Well, it really depends actually how the course would be structured or the extra class or how we do it. Because if it would really do something on how to build your confidence regarding exams and so on. I think I would be interested, but if it would be just a lecture where someone is just talking about it for a 100 minutes, then I'm not sure if I would go. So it depends if it would be more practical or theoretical.

M: Okay, cool because those are my next two questions if you could design this structure wise and content wise. What would be the best way for you?

S: Uh, well, I think it would be better if it will be **more practical** that you also make some, I don't know, **specific exercise** or yeah, something. I'm not sure how you can actually improve it, so I'm not sure how to do it, but I think that it more practical, it would be more fun. Because we have more than enough lectures, so another class about it when someone is talking for 100 minutes about academic confidence would not make a big difference or people would just not come.

M: Yeah, I think you have a good point. And how many people would you put in a class if you're gonna do exercises?

S: I think **between 10 and 18/20**. Maybe not too many. So you actually have enough attention for everyone. And I think maybe to start to do it **voluntarily** and see how many people actually will join or keep joining and if people are interested in it maybe to do it even mandatory.

M: And what moment in HTH do you think would be best?

S: I actually think it would be best from the start. However, in phase one you already have more than enough classes. Um, but **somewhere through phase one** so people. Because a lot of people actually quit after phase one that the amount of people who are living after phase one is the highest. So I think it would be best to do it still in phase one when people still see how they are actually coping in phase one.

M: And then who do you think can teach it best?

S: Well, I think **skills lecturers** could do that because they know quite a lot also about the psychology part or someone. Maybe someone will actually even have a psychology degree because I think it some sort of links psychology. So I think either skills lecturers or **someone with a psychology degree**.

M: OK, nice. And you already mentioned that content wise you would like exercises. What kind of exercises would you need for your own academic confidence to increase?

S: That's a hard question. Um. Yeah, probably. Maybe something on **how to stay calm during the exams**. Because I know for myself that I tend to stress a lot during the exams. Um, and to not worry too much when the deadline is coming up, because I know the stress is important. But for some people, for example, for me, it's like sometimes stressing like crazy the day before the deadline. That whatever I'm doing which is not related to the deadline, I already feel bad about it. Or I just cancel everything, even if something is important for me, just because it's a deadline.

M: Okay, cool. And say you would learn about this, how would you feel about your tutor being the one teaching you?

S: **I think that would be also a good idea.**

M: And because you already mentioned the TMS teachers, you prefer those people slash psychologists or your tutor?

S: I think either **my tutor** them or **psychologists**.

M: OK, and what is your opinion on your tutor?

S: Ohh to be honest, **I love my tutor**. She's the best person you could have that's super nice. So I would have a **really good relation with my tutor**.

M: And then my final question, seems a bit off topic, but there's research that your confidence can be impacted if people in your surroundings went to college or university before you. You call that a first generation student. The first generation student is somebody who's the first one of their surroundings to go to college. Would that apply to you?

S: No, not really. I have like a lot of people who are here either in the university at the same time.

M: Then those were all my questions. Anything you would like to ask me or add on that we've talked about?

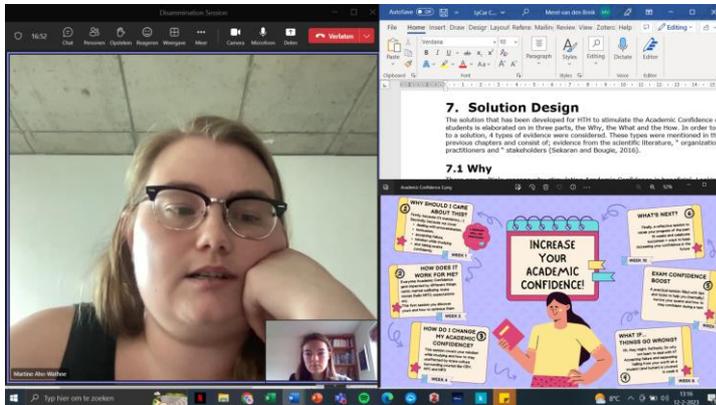
S: No, I think everything was clear.

M: And I would say thank you once again so much for your answers because it really helps.

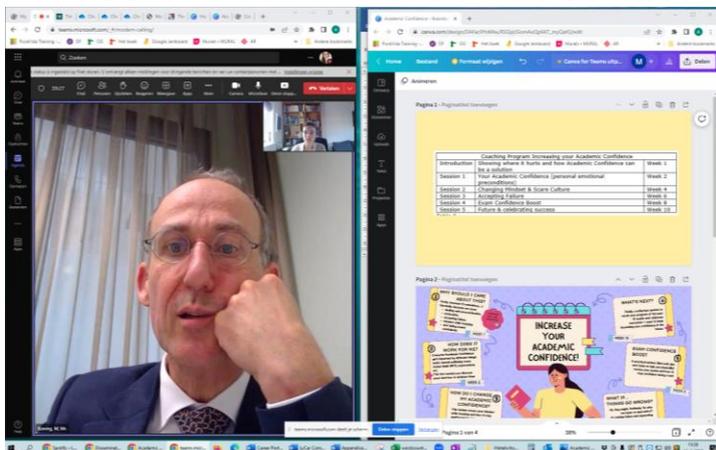
S: No worries. I hope that it was quite helpful as well.

## Appendix 14 Proof of dissemination

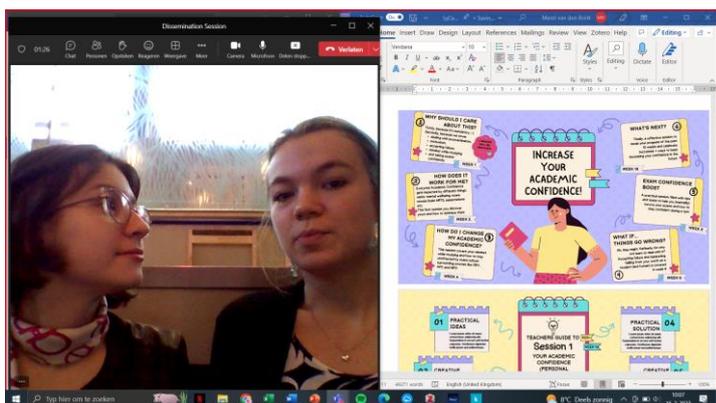
### 14.1 First act of dissemination - student



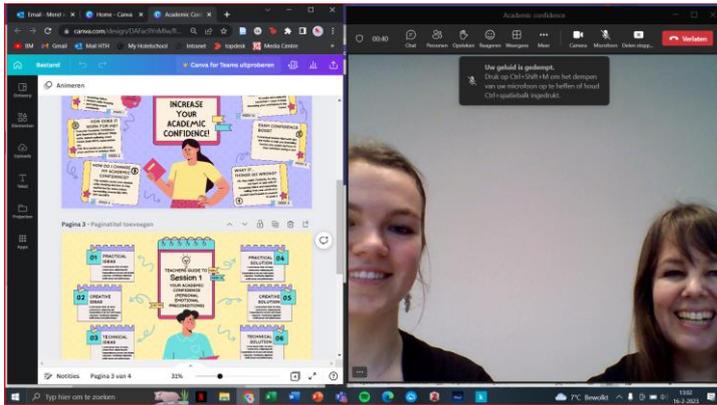
### 14.2 Second act of dissemination - teacher



### 14.3 Third act of dissemination - Student Council



### 14.4 Fourth act of dissemination - Commissioner



## 14.5 Fifth act of dissemination - Tutor

Dissemination of my thesis on Academic Confidence

Merel van den Brink  
To: Geuns, van, J.J., Ms.  
Thu 16/02/2023 11:20

LyCar Proposal\_Merel van de...  
1 MB

2 attachments (2 MB) Save all to OneDrive - Hotelschool Den Haag Download all

Dear Ms. Geuns,

It was lovely running into you. Thank you for showing interest in my thesis and wanting to discover more about my solution to teach Academic Confidence at HTH. As we discussed, I will share my report with you once I completed it. In the attachments I have already uploaded my proposal and my designed solution. My solution will be a teaching program of an introduction class and 5 sessions where students learn about Academic Confidence. The attachment shows an info graphic that students would see around school to inform them of the program.

Thank you once again for your interest and I look forward to hearing what you think.

Kind regards,  
Merel van den Brink

Reply Forward

Geuns, van, J.J., Ms.  
To: Merel van den Brink  
Fri 17/02/2023 15:19

Dear Merel,

I just had time to scan: looks nice what you have made there. I suppose you also have looked into the development courses that are there already at HTH? I was just curious to know if the Covid situation was a real gamechanger in this respect? If so, in what way and will this be a permanent effect to cater for by the solution you propose? Lastly: academic confidence can also be interpreted as the Lycar competences needed for doing research.. Are you aware of this connotation? These were my quick questions..

When will you present your final report and findings?  
Let me know,

The best of luck for now.

Warm regards,  
Jeannette van Geuns

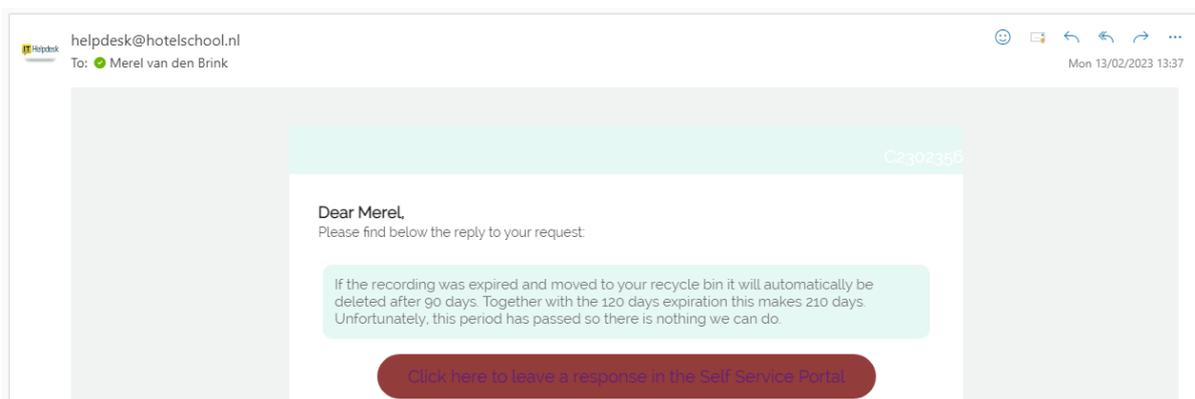
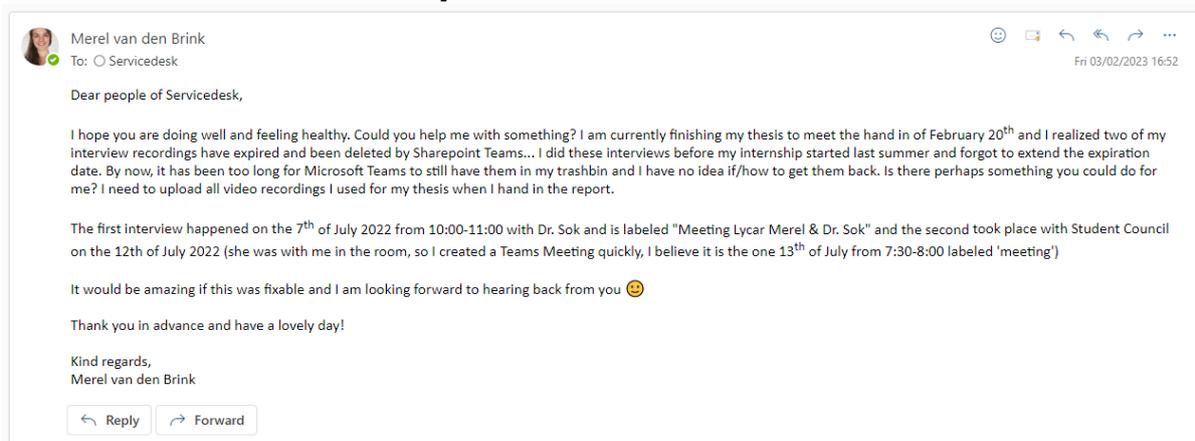
Reply Forward

## Appendix 15 Proof of validity interviews 1 and 2

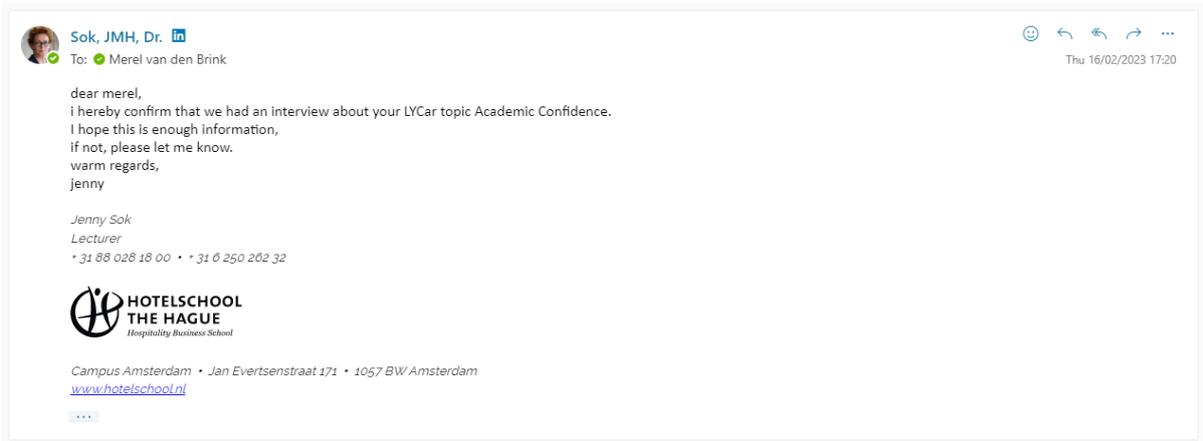
The researcher discovered the first two interviews has expired before submitting this report. The first two conducted interviews were the interview with Dr. Sok and the interview with a Student Council representative. The full transcripts can be read in Appendix 1 and 2.

As proof needs to be presented the interviews took place the researcher contacted HTH Helpdesk and her Lycar Coach. Unfortunately the recordings could no longer be saved and in agreements with her coach the researcher emailed the interviewees to confirm the interview took place. These screenshots will be presented as proof of validity, next to the transcript the researcher made of the interviews. Screenshots of emails to Helpdesk, the coach and the interviewees have been added to this appendix, and a note was added at the start of both transcripts .

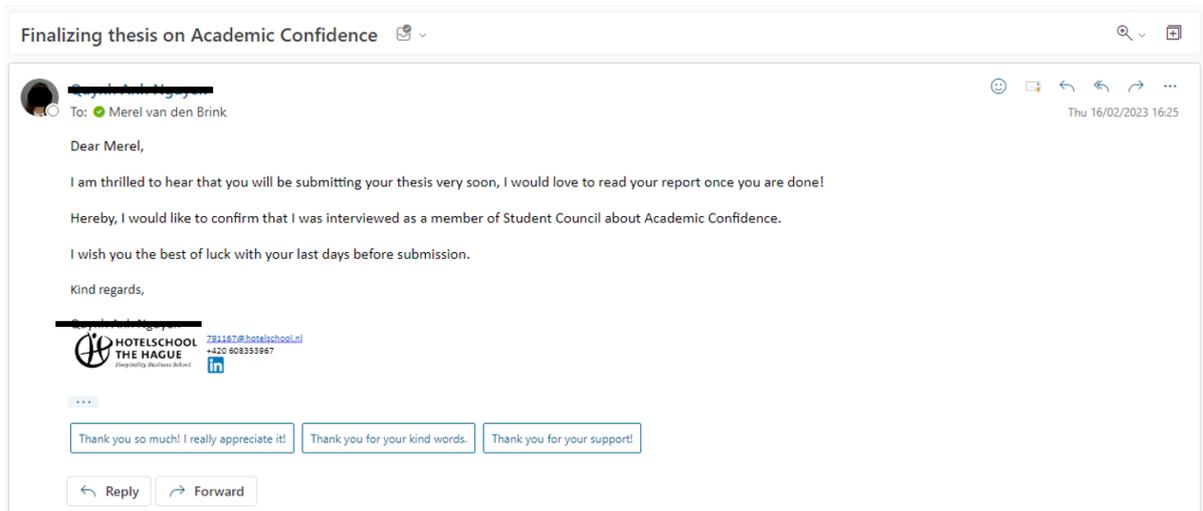
### 15.1 Emails to/from Helpdesk



### 15.2 Confirmation of interviewees Confirmation Interview Dr. Sok (Appendix 1)



## Confirmation Interview Student Council Representative (Appendix 2)



# Appendix 16 Evaluation Form Company Project

## Evaluation Form Company Project/Research

(EVALUATION FORM OF ALL CLIENTS AND ON ALL DELIVERABLES IS COMPULSORY, FORMAT IS NOT)

Name of student:	Merel van den Brink	Student number:	782020
Name of company/organisation:	Hotelschool the Hague	Department:	PRD
Name of company tutor/research commissioner:	Ms. Smeets	Position of company tutor/commissioner (if applicable):	Lecturer, Manager education and research support.
Project and/or Deliverable: (please specify)	Academic Confidence		
During the first (unofficial) evaluation the set-up for the project and end deliverable(s) is discussed. For this final evaluation the project has been delivered by the student and is thus evaluated. This is taken into consideration for the final assessment of the student.			

CATEGORY 1: EXPERTISE/KNOWLEDGE OF THE FIELD				
Rating	Excellent	Good	Room for improvement	Comments
	In-depth use of relevant literature and knowledge of the field. The deliverable shows excellent thinking capacity of the student (considering all significant factors and looking from all different perspectives).	Use of relevant literature and knowledge of the field. The deliverable shows mostly intellectual depth (considering significant factors and looking from different perspectives).	No or incorrect use of literature and knowledge of the field. The deliverable lacks intellectual depth.	Merel has gained a lot of knowledge on the topic of academic confidence and has actively engaged with many stakeholders.

CATEGORY 2: KNOWLEDGE APPLICATION/SOLVING PROBLEMS				
Rating	Excellent	Good	Room for improvement	Comments
	The theories and models are skillfully applied and the student can translate this in a unique solution and implementation. The student can relate situations to concepts that results into a solution that adds great value to the company's overall strategy. The creative solution is/ can be implemented and evaluated and is solving the problem.	The student uses theory, models, and shows understanding of the issues at hand. The solution is realistic and implementable for the company. The solution is/ can be implemented and evaluated.	Mentioning theory and models, but not using them in the correct way. The student cannot convince of the possibilities to implement and evaluate. It is not solving the problem.	Merel has made good use of theories and models and has created a good solution.

CATEGORY 3: INFORMED JUDGEMENTS				
Rating	Excellent	Good	Room for improvement	Comments
	The research process is done and explained in an excellent way. All statements, conclusions and recommendations are underpinned with the data collected by the students and/or referencing. The analysis is very substantial.	The research process is done and explained well. Most statements, conclusions and recommendations are underpinned with the data collected by the student and/or referencing. The analysis is substantial.	Weak problem analysis, research question not clear enough. Data collection and/or methodology is insufficient. Weak analysis, use of data from one dimension and not backed up.	Merel's research has been thorough and her recommendations are well thought out.

CATEGORY 4: COMMUNICATION AND SHARING KNOWLEDGE				
Rating	Excellent	Good	Room for improvement	Comments
	Excellent ability to communicate information, ideas, problems and solutions to all stakeholders involved. The deliverable adds great value to the main stakeholders. Initial and creative channels have been actively used to share outputs and knowledge.	Good ability to communicate information, ideas, problems and solutions to stakeholders. The deliverable adds value to the company. Existing channels have been used to share knowledge.	The deliverable could have been better delivered to the stakeholders. The deliverable could have added more value, if better delivered. No active communication of outputs and knowledge.	Merel is an excellent communicator and deals well with various stakeholders.

CATEGORY 5: INTERCULTURAL HOSPITALITY LEADERSHIP				
Rating	Excellent	Good	Room for improvement	Comments
	Student can lead the project by themselves. Student is self-critical towards improvement and takes feedback to heart. Student deals with a diversity of stakeholders in an intercultural competent way. Hospitality mindset is seen in project or work in a very distinct way.	Student can lead the project with little help. Student is critical towards improvement and listens to feedback. Student deals with different stakeholders. Hospitality mindset can be seen.	Tasks performed are described and not critically analyzed. Student is not too critical towards own learning and can listen better to feedback. Student does not know how to deal with differences in stakeholders. Hospitality can be improved.	Merel has required little guidance and has been very independent.

**OVERALL COMMENTS:**  
Merel has done a wonderful job and is very thorough and diligent in her work. Her deliverables are worked out well and are detailed.

**STUDENTS' COMMENTS:**  
Comments on evaluation:

DATE & STUDENT'S SIGNATURE:  16.2.23

COMPANY SUPERVISOR'S/RESEARCH COMMISSIONER'S SIGNATURE:  16/2/23

## Appendix 17 Screenshot Research Centre

File Upload Notification 

 noreply <noreply@hotelschool.nl>        
To:  Merel van den Brink Sat 18/02/2023 16:13

Dear Merel Brink, van den,

This is an automatic delivery message to notify you that a new file has been uploaded.

Name : Merel Brink, van den  
Student Number : 782020  
Email : 782020@hotelschool.nl  
LYCar Coach : Ms. Huynh  
Research Number : 2022-851

We kindly request you to forward this email to your LYCar coach as evidence that your data files have been uploaded securely.  
Thank You.

Today

Other: New conversations  
[LinkedIn Learning](#)

-  noreply  
File Upload Notification 18:10  
Dear Merel Brink, van den, This is an aut...
-  noreply  
File Upload Notification 18:09  
Dear Merel Brink, van den, This is an aut...
-  noreply  
File Upload Notification 18:08  
Dear Merel Brink, van den, This is an aut...
-  noreply  
File Upload Notification 18:08  
Dear Merel Brink, van den, This is an aut...
-  noreply  
File Upload Notification 18:07  
Dear Merel Brink, van den, This is an aut...
-  noreply  
File Upload Notification 18:06  
Dear Merel Brink, van den, This is an aut...
-  noreply  
File Upload Notification 18:02  
Dear Merel Brink, van den, This is an aut...
-  noreply  
File Upload Notification 18:00  
Dear Merel Brink, van den, This is an aut...
-  noreply  
File Upload Notification 17:59  
Dear Merel Brink, van den, This is an aut...

 noreply <noreply@hotelschool.nl>       
To:  Merel van den Brink Sat 18/02/2023 16:13

Dear Merel Brink, van den,

This is an automatic delivery message to notify you that a new file has been uploaded.

Name : Merel Brink, van den  
Student Number : 782020  
Email : 782020@hotelschool.nl  
LYCar Coach : Ms. Huynh  
Research Number : 2022-851

We kindly request you to forward this email to your LYCar coach as evidence that your data files have been uploaded securely.  
Thank You.

# Appendix 18 Proposal assessment and feedback form

## LYCar Proposal Grading Rubric

*V.1.1 (Version LYCar 2020; 16 February, 2021)*

Student Name:	Merel van den Brink	LYCar Coach:	Ms. Huynh
Student Number:	782020	Primary PLO:	7
Date Submitted:	12-8-2022	Secondary PLO(s):	9

Note: All boxes with red border to be filled by student

Preconditions (required for assessment)	Yes	No	Comments
<b>Checks content and completeness</b>			
Executive Summary is present, concise, can be read independently, contains information about process and content, focuses on results and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>LYCar Proposal meets formal reporting criteria (according to e.g., LYCar Reading &amp; Writing Guide)</b>			
LYCar Proposal is written in English and is professional, including common basic components such as Intro, ToC, Conclusion etc.- see Reading & Writing Guide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal is max. <b>5.000 words</b> (counting after Table of Content, incl. text in tables) + visual proof of wordcount is included in Appendices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Harvard Referencing Style is used consistently, referencing to primary sources only, List of References is well presented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Check (technical) formalities and submissions</b>			
Ephorus upload	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal incl. Appendices are uploaded in Osiris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Ethics and data management</b>			
Ethical, integrity and data management requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Entitled to assessment? (All yes above required):</b>	<input checked="" type="checkbox"/>		

DD1: The student has demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that is supported by advanced textbooks

	Excellent	Pass	No Go
1.1 Use of literature and knowledge of the field	Student uses in-depth literature and knowledge of the field throughout the report. The report contains no mistakes and factual incorrectness.	Student uses in most cases literature and knowledge of the field in the report. The report contains some mistakes and factual incorrectness in a limited part of the report.	No sufficient or correct use of literature and knowledge of the field in the report. The report contains mistakes and factual incorrectness.
1.2 Intellectual depth and abstract thinking	Student takes all significant factors into account and looks from different perspectives, sees patterns, relates situations to concepts in order to solve larger problems. The reports show excellent thinking capacity of the student. New unique insights presented in the topic and depth of understanding displayed. Excellent linking between the elements and the underlying issues within the case situation.	Student takes different perspectives into account. The report shows intellectual depth (taking into account all significant factors and looking from different perspectives) in most parts of the report. Some patterns are clear. Some links have been made.	The report lacks intellectual depth (superficial and merely descriptive) in some parts of the report. Patterns are not sufficiently made clear.

Student Feedback:	Pass	<input checked="" type="checkbox"/>	I believe I have used a large amount of high quality literature, including two interviews with people who are both stakeholders and experts in their field. I present different perspectives with the global, national and company level and I structured my report by creating 3 pillars. I could have gone further and included an industry/type of study level. It would have been interesting to see if there is a difference in academic confidence between different studies and or industries.
	Not Yet	<input type="checkbox"/>	
Assessor Feedback:	Pass	<input checked="" type="checkbox"/>	I agree with your analysis, because your focus on 3 pillars is already complete and complex. I do think you SHOULD NOT have gone further into the industry/type of study level, this could you your topic for further research. Maybe Me Smeets can give this to another student :-)
	Not Yet	<input type="checkbox"/>	

DD2: The student can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and has competences typically demonstrated through devising and sustaining feedback and solving problems within their field of study			
	Excellent	Pass	No Go
2.1 Application of theories/models to situations at hand	Student uses a range of theories/models appropriate to the problems in the case skilfully and able to add their own unique perspective and insight. They own the model(s).	Student mentions a range of theories/models appropriate to the problems in the case and applying some of them in the correct way.	Mentioning models and theories but not using them in a correct way.
2.2 Possible impact and meaning of own work - dissemination of research	Student plans evaluation of impact and meaning of own work in relation to business and industry with sound underpinning. Identification of all stakeholders and acts of dissemination. Plan on how to effectively disseminate knowledge through different channels fitted for a variety of audiences is also presented.	Student formulates criteria for evaluation. Student describes possible impact and meaning of own work. Identification of stakeholders and planning of dissemination through at least one valuable channel with an audience is presented.	Student fails to describe criteria how to evaluate impact. No identification of stakeholders or realistic plan on dissemination of knowledge through at least one valuable channel with an audience.
Student Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	In my opinion I have used plenty of models and figures to support my writing, for example one of the most important aspects of pillar 3 is the model the four stages of competence, and I have translated figures that were not available in English yet. I believe I have kept the possible impact of my work realistic by repeatedly specifying there is a possibility there will be no interest in learning about academic confidence. However, I could have overdone this and given the impression I am uncertain about my work and believe there will be no interest (which was not my intention)	
Assessor Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	I believe you did a wonderful job, academic confidence is a complex topic, it is therefore GREAT to have all the facts and figures at hand, numbers don't lie!!!! You should NOT be uncertain, you a great at what you do!!!! AND I also would like to add - when is it a success?	

DD3: the student has the ability to devise data gathering events, gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues			
	Excellent	Pass	No Go
3.1 The Design Based Research Process	Student sets the research process up in a systematic and well organised way. Student makes sense of a problem mess, analyses a (complex) problem and formulates feasible solutions by using a design-based research approach. Logical flow from Problem definition to Analysis to Solutions Design/methods are well chosen and motivated.	Student analyses the problem, and formulates possible solutions underpinned by literature using a design-based research approach. Methods motivated and mostly logically chosen	Insufficient problem analysis and methodology, research cycle not used.
3.2 Analysis and evaluation of data	Student plans analysis and evaluation of data/information well using appropriate (digital) tools and makes data-driven decisions. All statements are underpinned with facts and figures and/or referencing. The appropriate tools are used in all steps. Analysis is sufficiently complex with use of information from more than 2 different dimensions (practioners, scientific literature, the organization and stakeholders).	Student plans analysis and evaluation of solutions clearly, with some flaws or uncertainties. Some statements are underpinned with facts and figures and/or referencing, some lacking underpinning. Analysis is sufficiently complex using data from at least one dimension and sufficiently backed up with literature.	Plan of analysis and evaluation of solutions is not clear. Statements are mostly not underpinned with facts and figures and/or referencing; some are contradicting. No tools are used. Lacking or no analysis and not backed up with literature.
Student Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	All the required stages of the DBR cycle are present. I believe I have painted a clear enough picture of a problem mess in the levels global, national and company and use my conceptual framework and further referring of its three pillars to get to two solutions that are realistic, feasible and useful.	
Assessor Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	YES, agree!!!	

DD4: the student can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences			
	Excellent	Pass	No Go
4.1 Communication to audience making use of professional (business) English	Student divides information effectively in paragraphs/chapters. No noticeable errors in English usage and mechanics. Use of language enhances the argument and avoids abbreviations. Sentence structures are well varied, and voice and tone are highly suitable for the specific audience/s. Style and content complement each other into an appealing, high quality story. Highly skilful organisational strategy. The logical sequence of ideas increases the effectiveness of the argument and transitions between paragraphs strengthen the relationship between ideas. Sub-headings are employed effectively and the links between different sections are reinforced through linking expressions. Shows attention to detail in all parts of the report.	Student divides information in paragraphs/chapters. Errors in English usage and mechanics are present, but they rarely impede understanding. Use of language supports the argument. Sentence structures are varied, and voice and tone are generally appropriate for the intended audience/s. Generally, a clear organisational strategy. The sequence of ideas in most cases supports the argument and transitions between paragraphs clarify the relationship between ideas. The report is mainly comprehensively written and lacks some attention to detail in some parts of the report.	Distracting errors in English usage are present and they impede understanding. Use of language is basic, only somewhat clear and does not support the argument. Word choice is general and imprecise. Voice and tone are not always appropriate for the intended audience/s. Basic organisational strategy, with most ideas logically grouped. Transitions between paragraphs sometimes clarify the relationship among ideas. The report is not comprehensively written and lacks attention to detail in most parts of the report.
Student Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	In my opinion this report has been written using professional business English. Graphs that were in Dutch were translated to English and enough structure is created in both the chapters/headers, as well as the different levels and pillars. Readers can easily find the connection to each of the three pillars due to the coloured symbols on the left side of the page. A point of improvement is that I could have also used symbols for the global/national/company level to make that connection extra clear throughout the report.	
Assessor Feedback:	Pass <input checked="" type="checkbox"/> Not Yet <input type="checkbox"/>	Yes, I agree!	

DD5: the student has developed those learning skills necessary to continue to undertake further study with a high degree of autonomy

	Excellent	Pass	No Go
5.1 Plan on IQ development in PLO: Reflection on product(s)	Student has clear plans on what will be delivered and uses different relevant theory to underpin own work and reflect on it.	Student has a plan on what will be delivered and uses theory to underpin planned own work and reflect on it.	No clear deliverables mentioned and almost no theory to underpin own work and reflection.
5.2 Plan on AQ & EQ Self development	Student devises excellent ability to critically reflect on own developmental goals and demonstrates real growth mindset for life-long learning. Student proposes a demonstration of being able to self-direct, taking initiative in unpredictable situations. Student shows different metrics that can demonstrate development in terms of their EQ/AQ.	Student shows developmental goals and demonstrates growth mindset. There is a plan on how to reflect on values, attitudes and behaviour. Starting levels and desired end levels are described and measurements are provided.	Developmental goals are not concrete, there is no demonstration of growth mindset. Plan on how to reflect is vague and does not give enough substantiation to show growth.
5.3 Plan on EQ Social development	Student provides a plan on how to construct a multitude of proof that shows development as an Intercultural Hospitality Leader. Excellent ability to contribute to the global society/local community as a responsible citizen. Excellent analysis of diversity of people the student will deal with. Possible effective collaboration with all stakeholders in different cultural settings. Hospitality is key to the project or work the student does.	Student provides a plan on how to prove development as an Intercultural Hospitality Leader. Plan on how to contribute to the global society/local community as a responsible citizen. Proposing ideas on how to collaborate with different stakeholders in different cultural settings. Hospitality is a differentiator in the students' project or work.	No clear plan on development as an Intercultural Hospitality Leader. Plan on how to contribute to global society/local community is missing. Ideas proposed on collaboration or hospitality are not sufficient.

**Student Feedback:**

Pass   
Not Yet

Reflecting on my self-reflection ;-): I have written honestly, critically and fairly to and about myself. By retaking the quizzes I can compare myself and I created goals that are important to me and that I care about. So all in all am I satisfied and proud of my work.

**Assessor Feedback:**

Excellent   
Pass   
Not Yet

YES, you did a wonderful job in your analysis, where would you like to be in 5 years time and what steps do you have to take? How do you get to the steps?

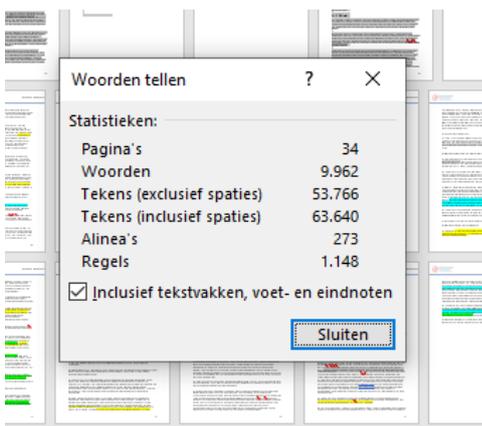
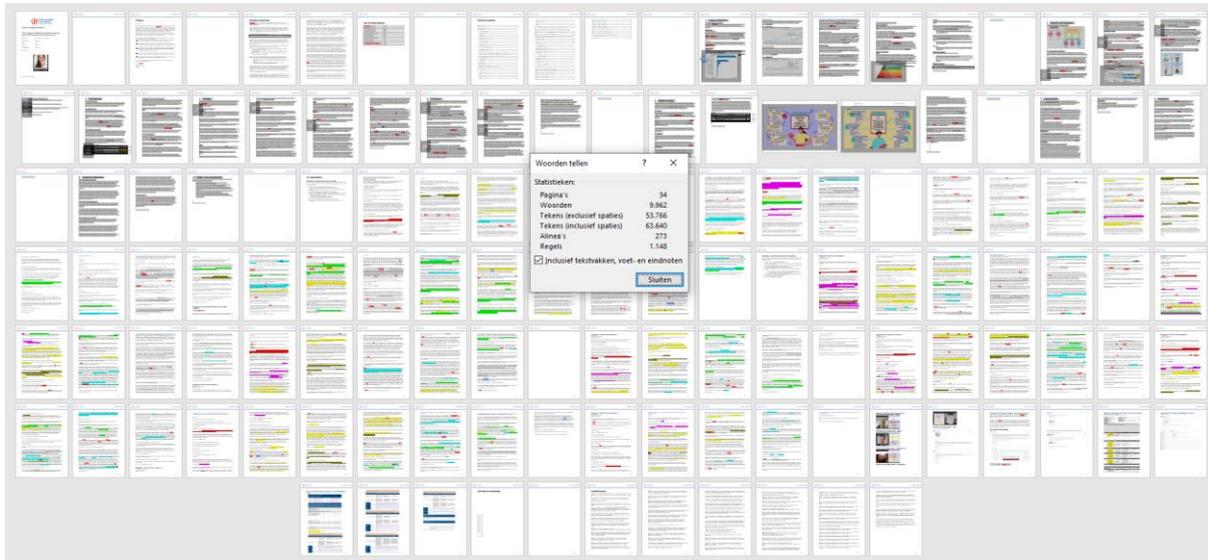
### Overall Assessor Feedback

Good luck, Merel with finishing your research and ENJOY your placement!!!!

### LYCar Proposal Outcome

- Pass  All qualitative criteria awarded a "Pass". "P" registered in Osiris. Student can continue with LYCar execution.
- No Go  One or more qualitative criteria graded as "Not Yet". "F" registered in Osiris. Student re-writes LYCar Proposal with incorporated feedback.
- Pre-Condition NY  Pre-conditions not met. Student resubmits LYCar Proposal. No grade or feedback provided to the student.

## 12. Proof of wordcount



Words: 9962

Figure 1: 39

Figure 2: 24

Figure 3: 52

Figure 4: 44

Figure 5: 35

Figure 6: 51

Figure 7: 12

Figure 8: 204

Figure 9: 244

= 705

Total = 10661



## 13. References

- Aho-Wathne, M., 2023 Information obtained during an online dissemination session on Microsoft Teams with Martine Aho-Wathne, student at Hotelschool The Hague, on 12-02-23.
- Bambaerero, F. and Shokrpour, N., 2017 The impact of the teachers' non-verbal communication on success in teaching. *Journal of Advances in Medical Education & Professionalism*, 5(2), pp.51–59.
- Barends, E. and Rousseau, D.M., 2018 *Evidence-based management: how to use evidence to make better organizational decisions*, 1st Edition, London ; New York, Kogan Page Ltd.
- Barlow, A. and McCann, M., 2019 ACADEMIC SELF-CONFIDENCE: STUDENTS PROGRESSING FROM FURTHER TO HIGHER EDUCATION. *11th International Conference on Education and New Learning Technologies*. July 2019 Palma, Spain, 1st-3rd July 2019, United Kingdom, Glasgow Caledonian University.
- Bewick, B., Koutsopoulou, G., Miles, J., Slaa, E. and Barkham, M., 2010 Changes in undergraduate students' psychological well-being as they progress through university. *Studies in Higher Education*, 35(6), pp.633–645.
- Bickerstaff, S., Barragan, M. and Rucks-Ahidiana, Z., 2017 Experiences of Earned Success: Community College Students' Shifts in College Confidence. *International Journal of Teaching and Learning in Higher Education*, 29(3), pp.501–510.
- Bingham, A.J. and Witkowsky, P., 2022, *Qualitative analysis: Deductive and inductive approaches* Available at: <https://www.andreajbingham.com/resources-tips-and-tricks/deductive-and-inductive-approaches-to-qualitative-analysis> (Accessed 18 July 2022).
- BKR, 2022, *Terug naar de basisbeurs* Available at: <https://www.bkr.nl/nieuws/2022/3/terug-naar-de-basisbeurs/> (Accessed 31 May 2022).
- Brando-Garrido, C., Montes-Hidalgo, J., Limonero, J.T., Gómez-Romero, M.J. and Tomás-Sábado, J., 2020 Relationship of academic procrastination with perceived competence, coping, self-esteem and self-efficacy in Nursing students. *Enfermería Clínica (English Edition)*, 30(6), pp.398–403.
- CBS, 2021a, 6. *Coronacrisis en jongeren* Available at: <https://www.cbs.nl/nl-nl/longread/rapportages/2021/welzijn-en-stress-bij-jongeren-in-coronatijd/6-coronacrisis-en-jongeren> (Accessed 5 July 2022).
- CBS, 2022a, *Inflation rate 9.6 percent in April* Available at: <https://www.cbs.nl/en-gb/news/2022/19/inflation-rate-9-6-percent-in-april> (Accessed 31 May 2022).
- CBS, 2021b, *Mentale gezondheid in eerste helft 2021 op dieptepunt* Available at: <https://www.cbs.nl/nl-nl/nieuws/2021/35/mentale-gezondheid-in-eerste-helft-2021-op-dieptepunt> (Accessed 31 May 2022).

CBS, 2022b, *More businesses experience shortages of staff and materials* Available at: <https://www.cbs.nl/en-gb/news/2022/20/more-businesses-experience-shortages-of-staff-and-materials> (Accessed 31 May 2022).

Codina, N., Castillo, I., Pestana, J.V. and Balaguer, I., 2020 Preventing Procrastination Behaviours: Teaching Styles and Competence in University Students. *Sustainability*, 12(6), p.2448.

Darroch, G., 2020 Coronavirus: A timeline of the pandemic in the Netherlands. *DutchNews.nl*. Available at: <https://www.dutchnews.nl/news/2020/05/coronavirus-a-timeline-of-the-pandemic-in-the-netherlands/> (Accessed 31 May 2022).

European Commission, 2022, *European Credit Transfer and Accumulation System (ECTS) | European Education Area* Available at: <https://education.ec.europa.eu/node/1523> (Accessed 18 May 2022).

FAO, 2022, *FAO - News Article: New Scenarios on Global Food Security based on Russia-Ukraine Conflict* Available at: <https://www.fao.org/director-general/news/news-article/en/c/1476480/> (Accessed 30 May 2022).

Fayram, J., Boswood, N., Kan, Q., Motzo, A. and Proudfoot, A., 2018 Investigating the benefits of online peer mentoring for student confidence and motivation. *International Journal of Mentoring and Coaching in Education*, 7(4), pp.312–328.

Fishbach, A. and Woolley, K., 2022, *The Structure of Intrinsic Motivation | Annual Review of Organizational Psychology and Organizational Behavior* Available at: <https://www.annualreviews.org/doi/10.1146/annurev-orgpsych-012420-091122> (Accessed 13 February 2023).

Flower, J., 1999 In the mush. *Physician executive*, 25(1), pp.64–66.

de la Fuente, J., Sander, P., Garzón-Umerenkova, A., Vera-Martínez, M.M., Fadda, S. and Gaetha, M.L., 2021 Self-Regulation and Regulatory Teaching as Determinants of Academic Behavioral Confidence and Procrastination in Undergraduate Students. *Frontiers in Psychology*, 12(1), p.602904.

Gibbons, M.M., Rhinehart, A. and Hardin, E., 2019 How First-Generation College Students Adjust to College. *Journal of College Student Retention: Research, Theory & Practice*, 20(4), pp.488–510.

Hardorff, A., 2022 Jaarverslag 2021 Hotelschool The Hague. Available at: [https://cms.hotelschool.nl/storage/media/HTH-Annual-report-2021\\_2022-10-04-151509\\_dv1r.pdf?v=1664896509](https://cms.hotelschool.nl/storage/media/HTH-Annual-report-2021_2022-10-04-151509_dv1r.pdf?v=1664896509).

Ho, L., 2022, *How To Do Open, Axial, & Selective Coding in Grounded Theory* Available at: <https://delvetool.com/blog/openaxialselective> (Accessed 18 July 2022).

HTH, 2022a, *Discover your potential at the heart of hospitality* Available at: <https://www.hotelschool.nl/> (Accessed 18 May 2022).

HTH, 2022b, *Hotelschool-The-Hague-Bachelor-Programme-overview.pdf* Available at: <https://cms.hotelschool.nl/storage/media/Hotelschool-The-Hague-Bachelor-Programme-overview.pdf?v=1646729380> (Accessed 18 May 2022).

HTH, 2022c Join the Breakfast Club! – Hotelschool The Hague Intranet. Available at: <https://intra.hotelschool.nl/join-the-breakfast-club/> (Accessed 11 February 2023).

Kabir, S.M., 2016 METHODS OF DATA COLLECTION. In: *Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Book Zone Publication., pp. 201–275.

Kirikkanat, B. and Kali, M., 2017 A Path Analysis Model Pertinent to Undergraduates' Academic Success: Examining Academic Confidence, Psychological Capital and Academic Coping Factors. *European Journal of Educational Research*, 7(1), pp.133–150.

Koning, M., 2023a Information obtained during an online dissemination session on Microsoft Teams with Mark Koning, lecturer at Hotelschool The Hague, on 15-02-23.

Koning, M., 2023b, *My Hotelschool : Student Wellbeing : Home* Available at: <https://www.myhotelschool.nl/portal/site/StudentWellbeing/page/b3456f9c-0582-40eb-ae70-e19665563f7b> (Accessed 13 February 2023).

Koning, M. and Brannon, D., 2022 Information obtained during an online Microsoft Teams video interview with Mark Koning and David Brannon, lecturers at HTH, on 24-11-2022.

Kumar, M., 2019, *Verbatim vs Non-Verbatim Transcription: Differences, Requirements, & Jobs* Available at: <https://www.transcriptioncertificationinstitute.org/blog/verbatim-vs-non-verbatim-transcription-differences-requirements-jobs> (Accessed 18 July 2022).

Kutsyuruba, B. and Godden, L., 2019 The role of mentoring and coaching as a means of supporting the well-being of educators and students. *International Journal of Mentoring and Coaching in Education*, 8(4), pp.229–234.

LinkedIn, 2020, *The 4 Stages of Learning | LinkedIn* Available at: <https://www.linkedin.com/pulse/4-stages-learning-joe-morrison/?articleId=6638758045142786049> (Accessed 10 July 2022).

Maslow, A.H., 1943 A Theory of Human Motivation. *Psychological Review*, 50(4), pp.430–437.

McCarthy, P. and Gupta, S., 2022 Set Goals to Get Goals. *Frontiers for Young Minds, Neuroscience and Psychology, Glasgow Caledonian University, Glasgow, United Kingdom*, 10(1), pp.1–7.

McGee, G. and Webster, D., 2019 Process Goals Raise Academic Confidence and Performance of First-Generation College Students. *The Winthrop McNair Research Bulletin*, 6(1), pp.32–38.

Mercy Corps, 2022, *War in Ukraine threatens food security around the world | Mercy Corps* Available at: <https://europe.mercycorps.org/en-gb/blog/war-ukraine-food-security> (Accessed 28 May 2022).

Myhotelschool, 2020, *My Hotelschool : PD 2021C : Syllabus* Available at: <https://www.myhotelschool.nl/portal/site/PD1Dev/tool/5a58b00b-c490-46b3-82eb-c0cd3047bc92/main> (Accessed 18 May 2022).

Nicholson, L., Putwain, D., Connors, L. and Hornby-Atkinson, P., 2013 The key to successful achievement as an undergraduate student: confidence and realistic expectations? *Studies in Higher Education*, 38(2), pp.285–298.

NOS, 2022, *Leenstelselstudenten protesteren tegen misgelopen 14.000 euro* Available at: <https://nos.nl/l/2415645> (Accessed 31 May 2022).

NOS, 2020, *Tienduizenden studenten lopen door coronacrisis studievertraging op* Available at: <https://nos.nl/l/2337407> (Accessed 31 May 2022).

NSE, 2023, *Nationale Studenten Enquete* Available at: <https://nsectsurvey.crowdtech.com/Questionnaire> (Accessed 16 February 2023).

NU, 2022, *Kuipers wijt toename van zelfdodingen onder jongeren deels aan sluiten scholen* Available at: <https://www.nu.nl/coronavirus/6178164/kuipers-wijt-toename-van-zelfdodingen-onder-jongeren-deels-aan-sluiten-scholen.html> (Accessed 6 June 2022).

Pancani, L., Marinucci, M., Aureli, N. and Riva, P., 2020 Forced social isolation and mental health: A study on 1006 Italians under COVID-19 lockdown. Available at: <https://psyarxiv.com/uacfj/> (Accessed 5 July 2022).

Pratt, I., Hunter, B., Harwood, J. and Cavazos, C., 2019 Should I Stay or Should I Go? Retention in First-Generation College Students. *Journal of College Student Retention: Research, Theory & Practice*, 21(1), pp.105–118.

Pulford, B.D., Woodward, B. and Taylor, E., 2018 Do social comparisons in academic settings relate to gender and academic self-confidence? *Social Psychology of Education*, 21(3), pp.677–690.

Rijksoverheid, 2021, *Mentale gezondheid studenten onder druk - Nieuwsbericht - Rijksoverheid.nl* Available at: <https://www.rijksoverheid.nl/actueel/nieuws/2021/11/11/mentale-gezondheid-studenten-onder-druk> (Accessed 6 June 2022).

RIVM, 2021, *Concerns about mental health and substance use among students justified | RIVM* Available at: <https://www.rivm.nl/en/news/concerns-about-mental-health-and-substance-use-among-students-justified> (Accessed 6 June 2022).

RIVM, 2022, *Tijdlĳn van coronamaatregelen | RIVM* Available at: <https://www.rivm.nl/gedragsonderzoek/tijdlĳn-maatregelen-covid> (Accessed 31 May 2022).

RTL, 2022, *"Lange lockdowns leveren studenten blijvende psychische schade op"* Available at: <https://www.rtlnieuws.nl/nieuws/nederland/artikel/5280402/studenten-hoger-onderwijs-universiteit-mbo-psychische-problemen> (Accessed 5 July 2022).

ScienceGuide, 2021, *Hbo'ers en armere studenten vaker getroffen door coronacrisis*  
Available at: <https://www.scienceguide.nl/2021/10/hboers-en-armere-studenten-vaker-getroffen-door-coronacrisis/> (Accessed 31 May 2022).

Sekaran, U. and Bougie, R., 2016 *Research methods for business: a skill-building approach*, Seventh edition., Chichester, West Sussex, United Kingdom, John Wiley & Sons.

Smeets, W., 2023 Information obtained during a dissemination session with Wendy Smeets, lecturer at Hotelschool The Hague, Hotelschool the Hague, The Hague, on 12-02-23.

Sok, J, 2022 Information obtained during an online Microsoft Teams interview with Dr. Jenny Sok, Teacher at Hotelschool The Hague, The Hague, on 7 July 2022.

Sok, J., 2022 Quote taken from a PowerPoint presentation shared by Dr. Jenny Sok at online interview on 29 June 2022. Student Wellbeing Monitor 2022.

Statista, 2022, *Russia-Ukraine war 2022 – statistics & facts | Statista* Available at: <https://www.statista.com/topics/9087/russia-ukraine-war-2022/> (Accessed 28 May 2022).

Student Council, 2023 Information obtained during a dissemination session with Student Council, Hotelschool The Hague, The Hague, on 16-02-23.

Student Council, 2022 Information obtained during an online Microsoft Teams interview with the chair of Student Council at Hotelschool The Hague, The Hague, on 12 July 2022.

Student\_1, 2022 Information obtained during an online Microsoft Teams video interview with Student\_1, student at HTH, on 25-11-2022.

Student\_2, 2022 Information obtained during an online Microsoft Teams video interview with Student\_2, student at Hotelschool The Hague, on 26-11-2022.

Student\_3, 2022 Information obtained during an online Microsoft Teams video interview with Student\_3, student at Hotelschool The Hague, on 27-11-2022.

Student\_4, 2022 Information obtained during an online Microsoft Teams video interview with Student\_4, student at Hotelschool The Hague, on 1-12-2022.

Student\_5, 2022 Information obtained during an online Microsoft Teams video interview with Student\_5, student at Hotelschool The Hague, on 3-12-2022.

Student\_6, 2022 Information obtained during an online Microsoft Teams video interview with Student\_6, student at Hotelschool The Hague, on 3-12-2022.

Student\_7, 2022 Information obtained during an online Microsoft Teams video interview with Student\_7, student at Hotelschool The Hague, on 9-12-2022.

Student\_8, 2022 Information obtained during an online Microsoft Teams video interview with Student\_8, student at Hotelschool The Hague, on 9-12-2022.

Tasneem, S. and Panwar, N., 2019 ACADEMIC CONFIDENCE AND MINDFULNESS: A STUDY ON GENDER DIFFERENCES. *International Journal of Social Science and Economic Research*, 04(06), pp.4690–4702.

Tegan, G., 2022, *Semi-Structured Interview | Definition, Guide & Examples* Available at: <https://www.scribbr.com/methodology/semi-structured-interview/> (Accessed 12 July 2022).

Tezer, M. and Oneri Uzun, G., 2019 Student Perceptions on War Topics and War Anxiety in History Classes. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(1), p.256.

Varga, T.V. et al., 2021 Loneliness, worries, anxiety, and precautionary behaviours in response to the COVID-19 pandemic: A longitudinal analysis of 200,000 Western and Northern Europeans. *The Lancet Regional Health - Europe*, 2(1), p.100020.

Vasileiou, K., Barnett, J., Thorpe, S. and Young, T., 2018 Characterising and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. *BMC Medical Research Methodology*, 18(1), p.148.

van der Velden, P.G., van Bakel, H.J.A. and Das, M., 2022 Mental health problems among Dutch adolescents of the general population before and 9 months after the COVID-19 outbreak: A longitudinal cohort study. *Psychiatry Research*, 311, p.114528.

Worldometer, 2022, *COVID-19 cases, recoveries, and deaths* Available at: <https://www-statista-com.eu1.proxy.openathens.net/statistics/1087466/covid19-cases-recoveries-deaths-worldwide/> (Accessed 31 May 2022).