

EXPLORING THE ROLE OF ENGLISH THESIS SUPERVISOR-SUPERVISEE:
EXPECTATIONS AND RELATIONSHIP

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
Masters of Arts in English

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BRAC University
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Approval

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Ethics Statement

The ethical considerations involved in conducting the research were carefully addressed. The methodology section provides a more in-depth discussion of these ethical aspects.

Abstract

This study explores the dynamics between English thesis supervisors and supervisees within MA programs at both public and private universities, focusing on expectations and challenges. Despite the acknowledged significance of the supervisor-supervisee relationship in academic writing, there is a notable lack of information in the literature regarding the unique dynamics within the Bangladeshi ESOL context, particularly among master's students. Therefore, this study aims to bridge this gap. Utilising a phenomenological study, qualitative interviews revealed that supervisees faced various obstacles, including difficulties in topic selection, resource acquisition, and balancing academic responsibilities with personal life. Moreover, they encountered issues related to grammar, methodological frameworks, literature review, and emotional challenges, which often resulted in low self-confidence. In response, supervisees employed strategies such as seeking detailed feedback, maintaining open communication, and fostering supportive relationships with their supervisors. The findings emphasise that supervisees expect mutual respect, friendly interactions, comprehensive feedback, emotional support, and consistent guidance throughout the thesis process. Furthermore, the study underscores the necessity for supervisors to adopt personalised supervisory styles that address individual needs, thereby significantly enhancing the overall thesis experience. The study informs the best practices for thesis supervision, offering valuable insights applicable not only to ESOL contexts such as Bangladesh but worldwide.

Keywords: Supervisor, Supervisee, Thesis, Supervision, Expectations, ESOL

Dedication

I would like to dedicate this thesis to my beloved parents, my sister, and my significant other, whose unwavering love, support, and insightful guidance have played a pivotal role in my personal and academic growth. Their encouragement and belief in my abilities have been invaluable throughout this journey.

Acknowledgement

I would first like to express my deepest gratitude to Almighty Allah for granting me the strength and patience to complete this research. I am also sincerely thankful to my supervisor for her continuous support and guidance throughout this study, which helped shape it into a complete and structured work. I extend my thanks to the participants for their valuable contributions through interviews, as well as to my friends and family for their unwavering encouragement. Lastly, I am grateful to the Department of English and Humanities for equipping me with the knowledge and resources necessary to complete this research.

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List of Acronyms

ESOL English for Speakers of Other Languages

MA Master of Arts

Glossary

English for Speakers of Other Languages (ESOL) ESOL is an abbreviation for English for speakers of other languages. Countries like- India, Bangladesh, Malaysia, Indonesia, and many other countries have their first language and speak English as their second or foreign language.

Supervisor Individual responsible for guiding and mentoring students throughout the research and thesis writing process.

Supervisee Students under the mentorship of supervisors receive guidance for the successful completion of their thesis or research projects.

Thesis A comprehensive academic document submitted by students, presenting original research or critical analysis as part of a degree requirement.

Supervision The structured academic process through which supervisors provide guidance, feedback, and support to students in developing and completing their thesis.

Chapter One

Introduction

1.1 Background of the Study

For an extended period, higher education institutions have regarded the formal thesis or research project as an essential part of the bachelor's degree program (Brew & Mintai, 2017; Lee & Loton, 2017). As per the guidelines set forth by the Australian Qualifications Framework Council (2013), finishing a thesis is a prerequisite for obtaining a graduation degree in Australia. Moreover, research-based education, as promoted by the Boyer Commission (1998), has also been around in the USA to improve the quality of the undergraduate learning process. Additionally, the undergraduate thesis has recently become increasingly popular in Europe (Vera & Briones, 2015). Ädel et al. (2023) highlight that undergraduate students in the humanities in Sweden are required to undertake a research project with the support of a supervisor. The results of this research are generally presented in the form of a written thesis during a seminar. During this seminar, the student defends their thesis before a designated reader, often a fellow student and an examiner, typically a colleague of the supervisor—who provides feedback on the project's validity and quality.

1.2 Research Supervision

Supervision plays a critical role during the thesis or research process (Da Costa, 2016). As noted by Al-Muallem et al. (2016), supervision is a complex and multifaceted procedure that requires collaboration between the supervisor and supervisee, fostering mutual learning and growth (van Rensburg et al., 2016). Throughout this process, both parties strive toward a shared objective (Ismail et al., 2011; Zaaba et al., 2015). Notably, major results of effective research supervision include supervisee fulfilment, higher research success rates, and high-quality research outcomes (Abiddin et al., 2011; Alam et al., 2013). In the words of Paltridge and

Starfield (2007), thesis and dissertation writers of second languages need direct and hands-on supervision. They added that during hands-on supervision, the student and the supervisor work together to build a walkway so the student can pass. To ensure that both parties get the most out of the supervision, the student and the supervisor openly discuss roles, responsibilities, and expectations (Sharma,2017). Transferring research skills from supervisors to supervisees (van Rensburg, Mayers, & Roets, 2016), Wisker (2005) highlights how this process helps transform a research scholar into an independent researcher. Moreover, effective supervision of postgraduate students is crucial for the success and quality of higher education (Alam et al., 2013). Baptista (2015) and Qureshi and Vazir (2016) emphasise the necessity of collaboration between the supervisor and supervisee to reach their goals together.

1.3 Importance of Research Supervision

Research and supervision play a critical role in the success of postgraduate studies. Effective supervision is essential for guiding postgraduate students throughout their academic journey. This process is inherently complex, as it involves a social interaction between two parties with both shared and differing interests. Consequently, balancing these interests is vital for successfully overseeing graduate research projects (Ismail et al., 2011). Examining the dynamics of supervision can significantly enhance the quality of graduate research (Russell, 1996). Therefore, effective supervision is crucial in ensuring that students make consistent progress toward the completion of their studies (Hockey, 1996). Effective supervision is crucial for guiding postgraduate students and ensuring the quality of research amidst complex interactions between supervisors and students.

Furthermore, supervision is one of the main elements to consider when discussing graduate students. Many researchers have operationalised supervision in various ways, but the exact nature of its function remains somewhat uncertain (Ismail et al., 2011). Despite this, constant

and thoughtful supervision, along with the availability of supervisors, is key to successful graduate program completion (Donald et al., 1995). Students must possess determination and perseverance to successfully complete their research (Phillips & Pugh, 2000). Furthermore, effective supervision and clear communication with their supervisors are essential for their progress. The supervision of research students encompasses not only academic expertise but also the adept management of personal and professional relationships (Norhasni & West, 2007). Effective supervision, characterised by consistent guidance and clear communication, is vital for the successful completion of graduate programs despite the varied operationalisations of its function.

Examining supervision contributes significantly to the quality of graduate research (Russell, 1996). It ensures that students progress (Hockey, 1996) and addresses academic and personal needs, making it an indispensable part of postgraduate studies. By recognising the importance of effective supervision, academic institutions can better support their postgraduate students, ultimately enhancing graduate research programs' overall quality and outcomes. Supervision fosters academic achievement and promotes personal development and self-reflection (Hawkins & Shohet, 1989). Recognising the importance of effective supervision is crucial for enhancing academic progress, fostering personal development, and improving the overall quality of graduate research programs.

1.4 Responsibilities of the Thesis Supervisor and Supervisee

Since students frequently lack the necessary research skills, the supervisor is crucial in helping them behave professionally and complete various tasks (Chikte & Chabilall, 2016; Lee, 2009). In a similar vein, Ali, Watson, and Dhingra (2016) investigated the attitudes of supervisors and students regarding supervision, and they discovered that good supervisors show an interest in their students' work, offer insightful criticism, point out their areas of

deficiencies and strengths, help with time management, support independent study, and offer venues for research sharing. Other researchers also emphasise the supervisor's responsibility to mentor a student's research project through its final stages (Ismail et al., 2013). Supervisors should also provide guidance, time, and knowledge to guarantee that the student completes a thesis of the highest possible standard (Heath, 2002). Furthermore, according to Doğan and Bıkmaz (2015), supervisors greatly influence the supervisees' professional expertise, emotional or personal state, and intellectual growth.

Magnusson and Zackariasson (2019) discovered in an undergraduate study that while supervisors considered themselves guiding students, they also expected students to take ownership of things like starting conversations, making well-reasoned decisions, and considering suggestions. Transitioning to the responsibilities outlined by Abiddin and Ismail (2011), the journey's highlights include proposal acceptance, methodological choices, thesis writing, conference attendance and presentation, thesis submission, defence, and research publications. Moses (1984) further emphasises that supervisors expect their students to be industrious, inspired, concentrated, enthusiastic, and motivated.

Talking about the student's role, according to Currie (2019), students should be comfortable taking responsibility for maintaining a positive and productive working relationship with their supervisor or supervisory team in order to select an appropriate topic and ensure that their research questions and methodology connect with their personal ethical and moral beliefs. It was also mentioned that students must exhibit the ability to conduct their research independently, even though they will undoubtedly need supervision from their supervisors. For example, a supervisor is not a proof-reader or editor of a student's assignments; therefore, students should edit all of their work thoroughly before submitting it to ensure the supervisor sees it in the best possible light. Currie (2019) listed a few duties that supervisees must fulfil, such as making sure to inquire if unsure about the precise requirements, treating the supervisor

with decency, at the same time, though, assert themselves positively but without becoming argumentative, and maintaining a journal is crucial, it is important to include documentation of your interactions with your supervisors and the decisions made at each meeting.

1.5 Statement of the Problem

Writing a thesis has become integral to a student's academic journey (Yousuf, 2018). Additionally, for Master's degree students, crafting a thesis is an alternative to traditional written examinations (Sharma, 2017). Moreover, it is highlighted how important research universities are to the 21st-century knowledge economy (Yousuf et al., 2019). Furthermore, increasingly acknowledged as vital for fostering innovation, research is the primary driver of societal progress and development, serving as a key indicator of national advancement (Eslamipour et al., 2015). Garwe et al. (2015) mentioned that students in developed nations actively engage in research activities during their undergraduate or postgraduate studies. Postgraduate research, characterized by its complexity, entails close mentorship from senior academics, guiding learners towards becoming independent researchers and integrating them into the academic community (Garwe et al., 2015; Sharma, 2017). For example, their supervisors increasingly expect undergraduates undertaking dissertations in Australia to produce research with potential publication (Roberts & Seaman, 2018).

However, because of their lack of experience (Li et al., 2017), ignorance of thesis requirements (Kitchener et al., 2010), and the high expectations placed on them by thesis writers (Basturkmen et al., 2014), Master's students typically find thesis writing to be a difficult undertaking. Additionally, Wichmann-Hansen and colleagues (2015) discovered that it can be difficult for experienced supervisors to unravel students' inquiries and issues and recognize and foster their analytical abilities. According to De Kleijn and colleagues (2014), experienced

supervisors face challenges in both their personal and professional lives. These may result in a thesis outcome that is not successful. As a result, thesis writing is frequently seen by Master's students as corresponding to or greater than the time and effort they dedicate during their entire studies (Sadeghi & Khajepasha, 2015).

More research still needs to be done in the Bangladeshi ESOL context on how masters students do their English theses. There is a clear lack of information in the literature about the unique dynamics between English thesis supervisors and supervisees within the ESOL context, particularly among Bangladeshi masters students, despite the acknowledged significance of the supervisor-supervisee relationship in academic writing. Although earlier research has emphasised the importance of this role (Ashwin et al., 2017; Chikte & Chabilall, 2016), expectation (Ädel et al., 2023; Bui, 2014; Doğan et al., 2015) and relationship (Alam et al., 2013; Beinart & Clohessy, 2017), it has primarily concentrated on larger contexts. However, there is limited study on student's expectations, challenges in thesis supervision, and how they overcome in non-native ESOL contexts. That is why this study examines thesis students' expectations and challenges when they take a thesis as their degree completion in an ESOL context, such as Bangladesh. It also focuses on how the students overcome the challenges. This study will be useful for managing thesis supervision in English studies in an ESOL context such as Bangladesh.

1.6 Central Research Objective

The study explores the dynamics between supervisors and supervisees in English thesis writing, focusing on the expectations and challenges of the thesis supervisees and how they overcome the challenges.

1.7 Research Questions

The following research questions have been created in order to achieve the objectives of the study:

- 1) What are the specific expectations of Bangladeshi master's students from their English thesis supervisors within the ESOL context?
 - 2) What are the unique challenges faced by Bangladeshi master's students in English studies during their thesis writing process?
 - 3) How do the students overcome the challenges?
- a) How do supervisors help mitigate these challenges?

1.8 Significance of the Study

This study provides insights into the supervision of English thesis writing in Bangladeshi universities. By looking at the expectations and challenges of master's thesis students, the research aims to improve supervision practices and support better academic outcomes in English studies. Consequently, the study aims to support better academic outcomes by promoting more effective supervision strategies.

Moreover, the findings of this research provide practical recommendations for developing a more student-centered approach to supervision. For instance, by emphasizing the importance of clear communication, constructive feedback, and emotional support, the study seeks to guide educators and institutions toward refining their supervisory methods. Ultimately, this research will contribute to creating a more supportive and productive academic environment for students.

1.9 Scope of the Study

This study examines the expectations and challenges faced by master's students writing English theses in Bangladeshi universities, where English is a second language. Specifically, it explores how these students navigate the supervision process, what they expect from their supervisors, and the strategies they use to overcome various difficulties. Although the study focuses on Bangladeshi students, its findings can be applied to other ESOL (English for Speakers of Other Languages) contexts, offering valuable insights for improving thesis supervision practices in settings where English is not the first language.

The research is conducted in both private and public universities in Bangladesh, where non-native English-speaking supervisors provide supervision. This setting was selected to address a gap in the literature, as most existing studies focus on supervision in Western universities with native English-speaking supervisors. By examining this different context, the study provides practical recommendations for enhancing thesis supervision in non-native English environments. Ultimately, the goal is to support academic success and improve the quality of supervision for students in similar global settings.

1.10 Limitation

This study included only supervisee participants; however, it is essential to understand the complete thesis supervision process by also considering the supervisor's perspective. Additionally, since detailed interviews were conducted, participants were somewhat hesitant to share certain information about their supervisors, often repeating information or avoiding direct comments.

1.11 Chapter Summary

This chapter provides an overview of the thesis supervision scenario, beginning with the Background of the study and exploring the concept of research supervision. It highlights the importance of research supervision in guiding students and outlines the responsibilities of the

thesis supervisor and supervisee. The chapter presents the statement of the problem, identifies the central research objective, and poses the key research questions. It emphasises the significance of the study in improving supervision practices, defines the scope of the study, and acknowledges the limitations that may affect the research outcomes.

Chapter Two

Literature Review

2.1 Introduction

The primary objective of the study is to explore the dynamics between supervisors and supervisees in English thesis writing, emphasising the expectations and challenges faced by supervisees and their strategies for overcoming these obstacles. This chapter will review various past research studies on this topic and aim to identify existing research gaps. The chapter is divided into three sections.

Part 1: Supervisor-Supervisee in Research Supervision discusses the roles, responsibilities and expectations of supervisors and supervisees.

Part 2: Relationship of Supervisors-Supervisees emphasises the importance of building cooperative relationships among thesis supervisors and supervisees

Part 3: Challenges of Research Project Supervision discusses the challenges faced by the supervisors and supervisees and solutions to overcome those.

2.2 Part 1: Supervisor-Supervisee in Research Supervision

In academic research, the collaboration between supervisors and students is paramount in ensuring the successful completion of thesis projects (Khan,2023). Various studies have delved into the dynamics of the supervisor-supervisee relationship, shedding light on how supervisors and students perceive their respective roles (Ashwin et al., 2017). Analysis showed that to create a path, cross it, or complete the thesis writing task, the typical student desired to collaborate with their supervisor to plan and supervise the thesis writing process

(Sharma,2017). To successfully finish their thesis as planned, students must be dedicated and passionate about their subjects and receive helpful guidance from their thesis supervisors (Teklesellassie, 2019). Because of this, it is critical to consider the roles and responsibilities that supervisors and supervisees must follow to complete thesis writing successfully.

2.2.1 Roles and Responsibilities of Supervisors and Supervisees in Research Project

In search of ideal roles and responsibilities of supervisor and supervisee, Shahzad et al. (2019), in a quantitative study, found out how supervisees and supervisors view their roles in students' research projects at every investigation stage. The study's findings demonstrated that supervisors held supervisees more responsible for their topic selection and degree of scholarship. Furthermore, the supervisor's assistance is required for supervisees to select an ideal research topic, develop a plan for the research, establish a trustworthy relationship between the supervisor and supervisee, be accessible and supportive when necessary, design reliable and valuable work, create timetables and realistic goals, access appropriate resources, stay on track with helpful feedback, write their theses under academic regulations, and get ready for their viva or oral and public defense (Chikte & Chabilall, 2016; Moskvicheva et al., 2015; Severinsson, 2015). Supervisees, however, feel that their supervisors have less say over the choice of subjects and whether or not to suggest a piece of work for publication. Additionally, Sharma (2017) stated that the supervisor and the student should collaborate to build the bridge that the student must cross during their thesis writing journey based on their shared understanding of their respective roles in finishing the work that has been done previously. Likewise, the article also aims to understand and investigate how students perceive their roles as candidates for a master's thesis and the supervisor's role in completing it. The students anticipated the supervisor's cooperative role. To ensure that the thesis is completed within a reasonable time frame, it is advised that the student and the supervisor communicate their expectations of one another, develop a mutual understanding of the roles that each play

beforehand, and take appropriate action (Sharma, 2017). That is why supervisors and students must clearly understand each other's roles and communicate effectively for the thesis to be completed successfully.

Therefore, a study by Guzdev, Terentev, and Dzhafarova (2020) looked at the different ways supervisors interact with students in top Russian universities. They identified six main styles of supervision: superhero, hands-off supervisor, research practice mediator, dialogue partner, mentor, and research advisor. Each style offers different kinds of support to students. For example, the research practice mediator mainly helps with the dissertation, while the research advisor is more focused on the research itself rather than just the dissertation. Like consultants, dialogue partners can offer suggestions, counsel, and commentary. Mentors also assist doctorate students in adjusting to the academic world, but their roles differ. Supervisors are essential in guiding students to approach their research from a disciplinary perspective (Ashwin et al., 2017).

Furthermore, a supervisor possesses specialized knowledge in a specific field of study and is assigned to the most suitable candidate for guidance (Jeyaraj, 2020). Similarly, Yousuf (2019) pointed out that good supervision requires certain prioritise, such as the supervisor being good at academics and being passionate about the work. According to the study, they should keep in touch regularly, give helpful feedback on time, keep the students motivated, and help them adjust to the academic world; they should also guide them in choosing a research topic, understanding and guiding the students per the institution's expectations and requirements, assisting with research methods problems, and providing access to resources. It is also vital that they treat everyone fairly and do not show favouritism based on gender and fairness in the authorship of publications. As for the students, they need to work hard, pick a research topic, and do some initial reading to understand what has already been done in that area. They should be enthusiastic, motivated, and able to get along well with others to build good relationships

with peers and their respective supervisors. Students should know how to deal with problems in a good way and be helpful in the workplace (Yousuf et al., 2019) According to these studies (Jeyaraj,2020; Yousuf,2019), for students to have a successful academic journey, they must be cooperative, hardworking, and enthusiastic, and supervisors must be knowledgeable and compassionate.

Lastly, supervisors are essential in guiding students to approach their research from a disciplinary perspective (Ashwin et al., 2017). The supervisor is like a trusted guide for the students, ensuring their work meets the standards set by the institution (Kimani, 2014). Most importantly, good supervisors help their students succeed in their academic life (Sidhu et al., 2014).

2.2.2 Expectations of Supervisors-Supervisees

Supervisors and supervisees in academic research have precise expectations of one another. These standards set the tone for their cooperation and specify their responsibilities for succeeding academically (Magnusson & Zackariasson,2019). For example, in an undergraduate study, Magnusson and Zackariasson (2019) discovered that although supervisors considered themselves to be guiding students, they also expected students to take charge of things like striking up conversations, making decisions based on the facts, and giving feedback careful thought rather than unquestioningly adhering to instructions. Additionally, they anticipated that students would consider pragmatic aspects such as adhering to deadlines and appropriately structuring texts. Also, according to Davis (2019), students have recognised interest, zeal, and accessibility as attributes of the perfect supervisor. Another element that is thought to be essential to both research and supervision to achieve research integrity is trust (Muthanna & Alduais, 2021).

Seek out the expectations that students have of their study supervisor, Ädel et al. (2023) stated in a qualitative study that the supervisor ought to be a subject expert: a qualified and academically competent supervisor who is exceptionally familiar with the theories, methods, and research. The study also emphasises the supervisor's role as a discussion partner by stating that the student and supervisor should engage before the student chooses the thesis topic. Another expectation mentioned in the study is that supervisors should be provided with adequate resources to give students the supervisory support they are entitled to. Therefore, even though the student is expected to demonstrate independence, the supervisor should support the student in providing the right environment for success (Ädel et al., 2023). Moreover, in a study, Doğan et al. (2015) listed several requirements that students wanted their thesis supervisor to meet. The research findings indicate that the attribute most desired by postgraduate students in an academic supervisor is the supervisor's dedication to the plan created with the student, where the student's opinions are valued. Also, supervisors should support the student's academic studies, provide timely feedback, have in-depth knowledge of the field of study and allow students to think freely and support their academic pursuits. Based on these, it can be concluded that students expect their supervisors to manage their time well because they focus the most on their supervisors' organization, timeliness in providing feedback, and ease of communication. Both supervisors' and supervisees' satisfaction can be influenced by the amount of time supervisors can devote and the level of involvement students expect (Rio et al., 2017). Therefore, if they need feedback on their research writing, most students expect their supervisors to be fair, competent, and encouraging of their work (Sidhu et al., 2014). According to Kimani (2014), students are more likely to trust and value an approachable, encouraging supervisor who demonstrates an interest in their work and progress.

In the same way, supervisors want their students to have a strong sense of purpose and vision, to be passionate about their research, and to acquire social skills, empathy, and self-awareness

(Magnusson & Zackariasson, 2019). These elements may contribute to the establishment and upkeep of positive, productive interpersonal relationships. They will probably be more driven to complete their research within the allotted time frame (Bui, 2014). Supervisors expect students to build social networks through connections with peers and mentors. Individuals who work alone and prefer being alone frequently face difficulties (Bui, 2014). Doan et al. (2022) attempted to comprehend the supervisors' role from the students' perspective and their expectations. The answers to the questionnaire show that students held their supervisors in high regard. Students, in particular, want their supervisor to be someone who respects their opinions, is knowledgeable about research, can offer constructive criticism, and is always willing to help. For supervisees and supervisors to collaborate well in academic mentoring, there must be clear expectations. They create pathways for academic success and development by communicating transparently and carrying out their designated roles.

2.3 Part 2: Relationship of Supervisor-Supervisee

To help supervisees complete their theses, supervisors and students engage in a cooperative, engaging, and complicated relationship known as thesis supervision. This relationship includes sentimental and intellectual elements (Zhang & Hyland, 2021). The relationship between students and supervisors has two aspects, according to Strebel et al. (2021): the first is about giving guidelines and writing recommendations, and the second is about research information as research supervision provides professional guidance and monitoring throughout a learner's candidature to produce the highest quality research (Yousuf et al., 2019). That is why Beinart (2014) encouraged fostering and maintaining a solid supervisory relationship to give supervisees a secure atmosphere in which to learn. The study also mentioned that their relationship with their supervisor largely determined the success or failure of a postgraduate student's research project. Undoubtedly, a supervisor is the most accessible individual to mentor and offer the essential support and direction to a student who requires it (Alam et al.,

2013). Supervisory relationships are based on openness, trust, and motivation and are more likely to make supervisees feel comfortable and supported when they confide in their supervisors about their fears (Watkins, 2012). Similarly, DePue et al. (2016) assert that one of the most crucial elements of adequate supervision is the supervisory relationship. According to Beinart and Clohessy (2017), supervisees report effective and positive supervision when there is a solid supervisory relationship and perceive their supervisors as competent, sympathetic, polite, and helpful. On the other hand, negative supervisor-supervisee relationships, on the other hand, have been linked to higher levels of anxiety, depression, exhaustion, and conflict between roles, as well as decreased supervisee happiness and accomplishment with work (Beinart & Clohessy, 2017). Consequently, fostering a supportive relationship is essential to the mutual success of supervisors and students.

2.3.1 Importance of Building Cooperative Relationships Among Supervisors and Supervisees

A successful thesis procedure relies heavily on the relationship between supervisors and students, and this connection, known as supervision, is vital for guiding students through their thesis or research work (Zhang & Hyland, 2021). A good relationship between supervisors and students can help projects succeed, while a bad one can cause frustration and slow progress (Beinart & Clohessy, 2017). This section will cover concerns, including the significance of encouraging good relationships between supervisees and supervisors and how these relationships affect the completion of research theses.

The significance of a positive interpersonal relationship between a supervisor and the student has been emphasised in doctoral-level research (Seeber & Horta, 2021). Even the definition of supervision suggests it is the intense, one-on-one relationship between the supervisor and the student with a focus on interpersonal dynamics (Wood & Louw, 2018). In addition, the

supervisor-student relationship is crucial to the success of a research thesis, and supervision is necessary for any research project (Da Costa, 2016). According to Garwe et al. (2015), a positive student-supervisor relationship guarantees students' success in their research projects, while a negative relationship frequently causes students to become frustrated. Likewise, a qualitative study by Bazrafkan et al. (2019) revealed that the foundation of supervision is the interpersonal connections between the thesis supervisors and the supervisees. According to Muraraneza et al. (2020), trust, independence, commitment, and a willingness to share experiences define good thesis supervision; these elements call for commitment from the supervisee and the supervisor at every procedure stage. Additionally, the supervisee-supervisor relationship helps improve the thesis during the thesis writing process (Muthanna & Alduais, 2021). Several studies on sufficient supervision have examined variables that affect the success of a thesis project. Supervisors' close relationship with their students is one of these elements (Bazrafkan, 2019; Howells et al., 2017; Muraraneza et al., 2020). Even though this relationship has been acknowledged as necessary, supervisor development in helping students with their research is still a relatively new, understudied, undertheorized, and poorly understood field of study (Manathunga, 2012). According to Roach et al. (2019), students respect supervisors who cultivate support relationships during supervision. To sum up, having a good relationship between supervisors and students is worthy of attention.

2.4 Part 3: Challenges of Research Project Supervision

Both the supervisee and the supervisor encounter difficulties when writing a thesis, which may act as roadblocks to their ability to complete the task successfully. Such as, according to scholars, postgraduate students face stress because of academic and personal life imbalances (Guo et al., 2021; Woolston, 2019) or because supervisors and supervisees have different expectations of one another (Volkert et al., 2018). On the other hand, Ngozi and Kayode (2013) observe that in Nigeria, supervisors fail to stick to timetables. For example, Peng (2015)

evaluated the quality of research supervision in higher education on the Chinese mainland and found that supervisors did not have enough time to spend with students. Following this, in a study, it was found that 85% of the students thought their supervisors were unreachable (Garwe & Mugari, 2015). However, Ädel et al. (2023) stated in a qualitative study that a certain amount of time is usually allotted to the supervisor but roughly 10–20 hours for a bachelor thesis. Some other challenges, according to a survey conducted by Beaudin et al. (2016) among postgraduate dental research trainees in Canada, those who were not happy with the standard of their supervision contacted or had meetings with their supervisors less frequently than once a week. Doğan and Bıkmaz (2015) also stated that some educators who serve as thesis supervisors lack the qualifications needed to oversee students. In the study, they also mentioned that supervisors play a beneficial role in the thesis development process, so not having the necessary abilities could make it more difficult. This could help to explain why thesis candidates sometimes fall short of their goals or, in unfortunate situations, never complete their thesis. Even students exhibit signs of anxiety and disability to address their thesis when faced with these circumstances (Doğan & Bıkmaz, 2015). This demonstrates the challenges the supervisee and the supervisor must be identified.

2.3.1 Challenges Faced by Supervisor and Supervisee

Prior research has shown that supervisors face several difficulties and barriers, such as in a study mentioned that an additional obstacle related to students' failure to act upon supervisors' feedback leaves supervisors angry as they are responsible for giving the same feedback and guidance over and over again (Carter & Kumar, 2017). Problems typically stem from a lack of supervision time, an ineffective system, supervision procedures that fall short of students' expectations, and a lack of facilities for supervisor-student interactions (Agricola et al., 2020; Ortiz-Catalan et al., 2019). Regarding supervisors, difficulties or issues are typically linked to the unsuitability of supervisors' roles and methods of supervision (Agricola et al., 2020). Peng's

(2018) investigation addressed common hurdles encountered by Chinese graduate students in theses and dissertations composed in English as a foreign language (EFL). It was noted that supervisors identified recurring difficulties concerning students' formulation of conceptual frameworks in research documents, their struggle to incorporate and extrapolate theories effectively, and their insufficient proficiency in English. It was also found that many of the students' works contained non-standard vocabulary or grammatical errors in English. Moreover, Shahsavari and Kourepaz's (2020) study on students' difficulties writing the literature review section corroborated these results. The majority of their student participants, even those who considered themselves capable, could not combine ideas, analytically argue, or ideally elaborate related literature in their writings, according to their findings. However, insufficient interactions may result in students' expectations not being fully met and increase their negative opinions of their supervisors (Agricola et al., 2020). It has been stated that writing a thesis is complex, laborious, and time-consuming, requiring the supervisee and supervisor to collaborate on predefined tasks and roles (Sharma, 2017), and before assigning a supervisor-supervisee for their thesis writing, these difficulties must be addressed.

While talking about challenges, Nouri et al. (2019) mentioned that due to the significant abilities, expertise, and dedication required, finishing a thesis on time can be challenging. Since many students finance their postgraduate studies, it can be highly costly for them not to be able to complete their thesis within the allotted time. It generally refers to wasteful expenditures (Nouri et al., 2019). However, Noortyani (2016) claims that students lose their ability to communicate their ideas because they lack understanding and are confused. In addition to struggling with proper idea and thought organization, students also struggle with confidence. She discovered from her research that participants acknowledged having trouble developing a research topic. The study also focuses on students' challenges, such as inadequate guidance when they could not select a thesis topic. As per Yusuf (2018), composing a thesis has become

crucial to a student's educational experience. It is, therefore, imperative that they select a worthy research topic.

According to Xia (2013), choosing a topic can be the most challenging task from the student's standpoint. They cannot articulate their ideas because of a lack of understanding and mental confusion, claims Noortyani (2016). Additionally, the study focuses on the challenges faced by the students, such as inadequate support when they could not select a thesis topic. Another noteworthy discovery of this investigation is that students lack the knowledge and skills to conduct effective searches for resources, such as articles and research materials, on the internet and other sites. Fadhly et al. (2018) added that one of the elements affecting thesis topic selection is a lack of resources. They are confused about this process and lack knowledge about this field, so they do not know where to look for resources. The students also mentioned having trouble developing a less-researched study topic and identifying a research gap. They are looking for a less researched and original topic, but not many students can locate an original one. In his research study, Adhikari (2020) also mentioned how the supervisees encountered challenges because his participants could not focus on a narrow thesis topic. Khan et al. (2023) highlight the students' writing challenges in the study results. Their lack of understanding of the structure and methodology of thesis writing was evident. Khan et al. (2023) mentioned a few other challenges that supervisees face, including a shortage of data resources, a lack of confidence in previously acquired knowledge or past knowledge, a hesitation to meet teachers and ask questions, and finding a gap in the topic. To ensure that students succeed with their theses, supervisors and supervisees must overcome the complex obstacles that arise during the thesis writing process. By doing so, the supervisor-supervisee path will become easier to cross.

2.4.2 Overcoming the Challenges

To address the issues, many researchers offered recommendations and solutions. One standard recommendation when it comes to supervision practices is that supervisors should find out from the beginning what each student would prefer in terms of clear organizing from the supervisor (Roberts & Seaman, 2018) or that the allocation of roles and responsibilities should be discussed and made clear and this may lessen the likelihood of disagreements and tensions, which are common concerns in studies on supervision (Kleijn et al., 2012). Identically, Doğan and Bıkmaz (2015) stated that to meet graduate students' expectations successfully, thesis supervisors must consider the study's several significant recommendations. Highlighting the value of careful planning and schedule observance, fostering open, crystal clear, and honest interaction between supervisors and students, providing timely and insightful feedback on student work, continuously enhancing supervisors' proficiency in research methods and techniques, acknowledging the unique needs of doctorate students, accounting for time limitations for students with professional responsibilities, and encouraging the development of skills for problem-solving are a few of these recommendations mentioned in the study. Moreover, in the context of thesis composition, it is advisable to acknowledge supervisors' pivotal role, especially in light of students' relative inexperience in research, thus highlighting the importance of their guidance in topic selection (Keshavarz & Shekari, 2020). Postgraduate students prioritise preserving academic integrity within the supervision process, as Roach et al. (2019) underscored. Furthermore, supervisors should possess a comprehensive understanding of diverse research methodologies, techniques, and protocols to mentor students effectively (Doğan & Bıkmaz, 2015).

Additionally, Bayona-Oré (2021), in a quantitative study, emphasises that it is crucial for thesis supervisors to help students with their research and mentions that they should focus more on how students are doing with their work and one way to make this better is by having full-time teachers in master's programs. In the study, supervisors should offer helpful ideas and advice

to support students with their academic tasks and thesis writing. Similarly, Khan et al. (2023) make several recommendations, including urging students to get in touch with their instructors and initiate conversation, educating them on the proper use of the internet, promoting professional journals as a source for research, emphasising the affordability of university online library resources, and highlighting the significance of observing to supervisory instructions. The study also mentioned that it is essential to support students in feeling secure in their prior knowledge. When choosing a topic, the focus should be on developing critical and analytical thinking skills, encouraging creativity and note-taking, offering advice on topic selection strategies, and recommending suggested approaches for more approachable topic selection (Khan et al.,2023; Doğan & Bıkmaz,2015; Roach et al.,2019). By executing these suggestions, supervisors, and supervisees can cultivate a supportive and encouraging environment for their academic success and growth.

2.5 Research gap

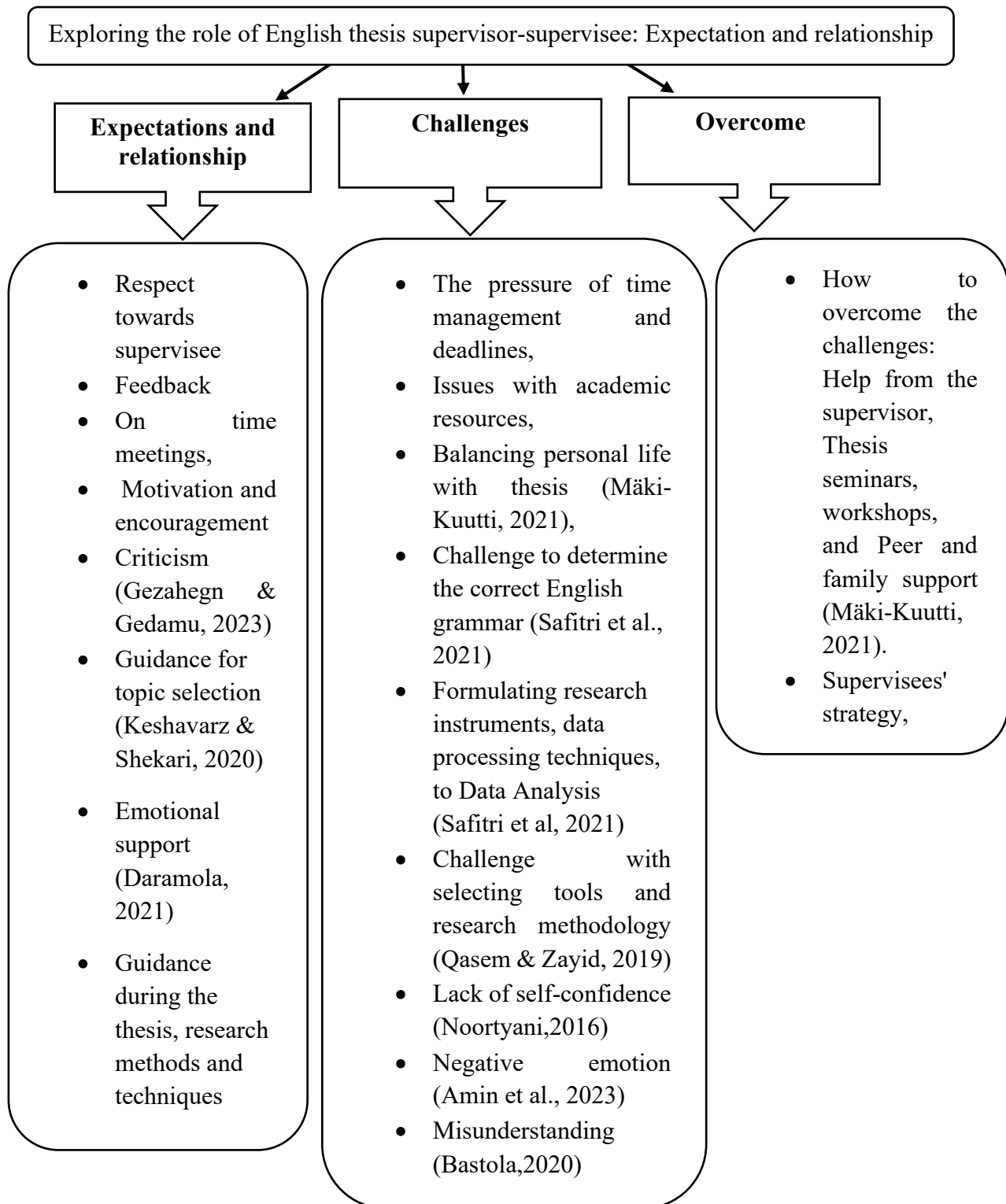
The existing scholarly literature on supervisors-supervisees in English thesis writing emphasis the overall role and responsibilities of supervisors-supervisees (Ashwin et al., 2017; Chikte & Chabilall, 2016; Jeyaraj, 2020; Moskvicheva et al., 2015; Shahzad et al.,2019; Severinsson, 2015; Sidhu et al., 2014; Sharma,2017; Yousuf, 2019), their expectations (Ädel et al., 2023; Bui, 2014; Doğan et al., 2015; Davis ,2019; Kimani,2014; Magnusson & Zackariasson,2019; Muthanna & Alduais, 2021; Rio et al., 2017; Sidhu et al., 2014) importance of their bonding for successful thesis writing(Alam et al., 2013; Beinart & Clohessy, 2017; Bazrafkan et al.,2019; Beinart, 2014; Muraraneza et al.,2020; Roach et al.,2019; Seeber & Horta, 2021; Wood & Louw, 2018; Yousuf et al., 2019; Zhang & Hyland, 2021), their difficulties while coping with each other in research supervision(Agricola et al., 2020; Ädel et al.,2023; Beaudin et al.,2016; Doğan & Bıkmaz,2015; Fadhly et al.,2018; Guo et al., 2021; Garwe & Mugari, 2015; Khan et al.,2023; Ortiz-Catalan et al., 2019; Peng,2018; Shahsavar & Kourepaz,2020;

Volkert et al., 2018; Woolston, 2019; Xia,2013), and different supervisory techniques (Doğan & Bıkmaz, 2015) and also discussions about the solution for overcoming the challenges (Bayona-Oré,2021; Doğan & Bıkmaz,2015; Keshavarz & Shekari, 2020; Khan et al.,2023; Kleijn et al., 2012; Roberts & Seaman, 2018; Roach et al., 2019). Here, some authors presented supervisors' points of view (Bui, 2014; Magnusson & Zackariasson,2019) and some supervisees' points of view (Ädel et al.,2023; Doğan et al.,2015; Sidhu et al., 2014).

To date, very few studies have explored the role of English thesis supervisor-supervisee: expectations and relationship. The current study attempts to bridge this knowledge gap and explore the supervisory scenario between supervisors and supervisees. In addition, most previous studies were set in contexts where they were doing a thesis or research project other than English and situated in foreign schools or universities. That is why this study explores the role of English thesis supervisors and supervisors and their expectations and relationships in the Bangladesh context.

2.6 The Conceptual Framework of the Study

Figure 2.1 Conceptual Framework



This study developed a conceptual framework by synthesising findings from several significant sources to address the aspects of thesis supervision comprehensively. The researcher built a

conceptual framework by combining the methodology mentioned in a study by Filippou (2021) titled "Supervising Master's Theses in International Master's Degree Programmes: Roles, Responsibilities, and Models".

To enrich the framework further, the researcher divided the conceptual framework into three major parts: relationships and expectations, challenges, and how to overcome the challenges. Regarding relationships and expectations, the framework emphasised supervisors' responsibilities, including providing help during the thesis and guidance on research methods and techniques. It also added components like respect for the supervisee, the need for constructive feedback, meetings, motivation, encouragement, and criticism, as outlined by Gezahegn & Gedamu (2023). Additionally, it included guidance for topic selection (Keshavarz & Shekari, 2020). To further determine the bond between supervisor and supervisee, the researcher included components addressing the scenario of emotional support for students during thesis writing (Daramola, 2021).

Challenges were categorized into significant areas such as the pressure of time management and deadlines, availability of academic resources, and balancing personal life with thesis writing (Mäki-Kuutti, 2021). The researcher provided more detailed information by adding components like the challenge to determine the correct English grammar (Safitri et al., 2021), difficulties while formulating research instruments, data processing techniques, and data analysis (Safitri et al., 2021), the challenge with selecting tools and research methodology (Qasem & Zayid, 2019), lack of self-confidence (Noortyani, 2016), negative emotion (Amin et al., 2023), and misunderstanding between supervisor-supervisee (Bastola, 2020).

Finally, the strategies for overcoming these challenges were highlighted, including support from the supervisor, thesis seminars, workshops, and peer and family support. These strategies emphasise key factors for successful thesis writing, drawing from the findings of Mäki-Kuutti's

(2021) thesis titled "The Master's Thesis Process, Its Challenges, and How to Overcome Them". This study created a clear framework for thesis supervision by combining ideas and methods from important research, offering a practical guide to understanding and managing the roles, challenges, and strategies involved in successful thesis writing.

2.7 Chapter Summary

The first part of the chapter introduced the concepts of supervisors and supervisees in research supervision. The second part briefly discussed the importance of having good relationships between supervisors and supervisees. The final part of the chapter described the challenges of research supervisors and supervisees. At the end of the chapter, the gap in the knowledge that has been found was placed in the light of the current studies of the field and, finally, the conceptual framework.

Chapter Three

Methodology

3.1 Introduction

This chapter covers the research methodology employed for this study.

3.2 The Qualitative Paradigm and its Philosophical Assumptions

Table 3.1

Research paradigm	Philosophical assumptions			
Interpretivism	Ontological Multiple realities of the participants will be discussed. (need more information)	Epistemological The interaction between the participant and the researcher produced the study's findings.	Axiological The researchers' experiences and worldviews have an impact on how they analyse the data and frame their questions.	Methodological Phenomenological study

In the words of Kuhn (2015), a paradigm is a theoretical framework consisting of hypotheses, ontology, epistemology, and research techniques, and the scientific community generally accepts this framework (Scotland, 2012). (what is interpretivism) Since the interpretivism paradigm was applied, this study is only based on qualitative data. The interpretivism paradigm

and qualitative methodology are closely connected; one is a methodological strategy, and the other is a data collection instrument. Researchers who employ the interpretivism paradigm and qualitative approaches usually look to human experiences, understandings, and viewpoints or perspectives for their data to uncover the truth rather than depending on large amounts of statistics (Thanh & Thanh, 2015). In the study, the researcher gathered data from individual experiences and perspectives. Researchers say the interpretivism paradigm mostly employs qualitative methodologies (Nind & Todd, 2011; Thomas, 2003 & Willis, 2007). In the interpretivism paradigm, reality is perceived as a subjective experience that differs from one observer to another (Alharahsheh & Pius, 2020). This approach emphasises that understanding the individual is paramount (Bogdan & Biklen, 1998).

Studying reality's nature is known as ontology (Creswell & Poth, 2018). In Heidegger's words (2013), ontology is the core concept of reality. It focuses on understanding the nature of the existence of a particular phenomenon. Ontology can be explored through assessing others' perspectives by examining how different interpretations and constructions of reality emerge from varied experiences and worldviews. For this, the researcher explores students' opinions and perspectives about their thesis completion journey and the specific expectations of Bangladeshi masters students from their English thesis supervisors within the ESOL context to analyse their multiple perceptions through interviews and video or audio recordings (if needed) (RQ1). The interview was based on questions to investigate the unique challenges faced by Bangladeshi masters students in English studies during their thesis writing process, how their supervisors help mitigate these challenges (RQ2, 2a) and how the students overcome them (RQ3).

The subject matter of epistemology is about the nature and depth of knowledge and it has to do with how people acquire knowledge and how they determine what is true (Creswell & Poth, 2018). Epistemology deals with how scientists understand and acquire knowledge about reality

(Carson et al., 2005). It focuses on the development of knowledge and the nature of objects. Moreover, epistemology affects how researchers view the world and determine what is right and wrong when conducting research (Ryan, 2018).

In this study, the researcher engaged with participants to gain an in-depth perspective. Following the axiological assumption, the researcher acknowledged the biases and values they brought to the research, recognizing the value-laden nature of the qualitative data collected (Creswell & Poth, 2018). Nevertheless, the researcher ensured that they did not exert any influence on the participants, thereby facilitating the acquisition of genuine and accurate information. However, the researcher discussed the participants' overall answers in relation to their views.

The methodology, which indicates techniques, reflects the ideology guiding data collection. Data was collected through interviews with inductive views of methodology. Here, phenomenology was also used as methodology. Phenomenological research tries to understand common experiences by talking to people and looking at how they see their own experiences. This type of qualitative research focuses on detailed, non-numerical data and uses interviews and observation notes (Qutoshi, 2018). Phenomenological approaches excel at capturing and detailing subjective experiences, such as insights, beliefs, motivations, actions, and common wisdom, rather than providing explanations for them (Husserl, 1977). It can focus on either single or multiple cases, aiming for minimal structure and maximum depth to balance the research focus within time and resource limitations (Lester, 1999). Similar to other qualitative approaches, this research methodology employs a range of techniques, such as observation, action research, interviews, focus groups, discussions, and text analysis. Phenomenology is a way to refine our perspective, clarify our position, expand our understanding of the world, and explore lived experiences more deeply. It combines elements of both philosophy and a method of inquiry (Creswell, 2007). Qutoshi (2018) explained that in phenomenological studies, it is

crucial first to provide detailed descriptions of the experiences before making any interpretations, this involves summarising the findings, discussing them, and making recommendations to ensure the report is clear and understandable. The findings should be presented fairly, without biases, and can include direct quotes from participants. It was also mentioned that the purpose is to closely examine lived experiences from the participants' perspectives, allowing us to understand these experiences deeply and explore our own nature and this approach helps researchers reflect critically, becoming more thoughtful and attentive in understanding social practices.

3.3 Researcher's Role

Currently, the researcher is pursuing an MA in Linguistics and English Language Teaching (ELT), which provides a strong foundation in educational theory and practice. As a researcher exploring the dynamics between English thesis supervisors and supervisees in Bangladeshi universities, this presented a valuable opportunity to understand the process. This academic journey has sparked the researcher's interest in understanding thesis supervision, particularly in English Language Studies.

Although completing a thesis is a requirement for the degree, the researcher has always been fascinated by the concept. Having worked on small reports and research projects before, this is the researcher's first experience with a full thesis, bringing both excitement and nervousness. When registering for the thesis, the researcher was initially unsure about which topic to pursue. The researcher observed other peers and friends who were doing their thesis and found that one person was frustrated due to difficulties in making progress. At the same time, another overcame challenges and successfully completed their work, finding the process rewarding. Another classmate struggled and took longer to finish. Conversations with others also revealed that some had completed their MA without writing a thesis, highlighting the variety of thesis experiences. The key factor behind these differences appeared to be the nature of supervision

students received. This observation gave the researcher an opportunity to both experience and analyse these dynamics, leading to a deeper study of the factors affecting thesis supervision and student success.

Throughout the thesis process, the researcher remained neutral and unbiased, focusing on capturing the real experiences of thesis students. In Bangladesh's education system, a thesis is an important part of higher education, offering students both a unique learning experience and a significant academic achievement. The researcher chose to conduct the study under English thesis supervision, considering writing a thesis a significant achievement. As an ELT student, the researcher relates more to English than to other fields, making this topic particularly meaningful. The goal of this study was to understand the perceptions and experiences of supervisees regarding their thesis journey, supervisors, and the nature of supervision without influencing their responses. A structured approach was followed for selecting participants to ensure fairness. Since both the participants and the researcher were engaged in similar thesis work, communication and participation flowed naturally. Additionally, steps were taken to ensure the research was trustworthy and credible. Therefore, this study explores the roles, challenges, and expectations of thesis supervisees in the Bangladeshi ESOL context, particularly within English studies.

3.4 Setting

This research is set in both public and private universities in Dhaka, Bangladesh. The researcher chose tertiary-level participants because these students are ESOL learners who have completed a thesis as part of their MA course and have firsthand experience with the process. The primary purpose of the study is to gain insights into the supervision of English thesis writing in Bangladeshi universities. By examining the expectations and challenges faced by master's students, this research aims to enhance supervision practices and support better academic

outcomes in English studies. Therefore, the researcher selected MA thesis students to obtain more detailed information.

3.5 Selecting the Participants

Snowball sampling was employed in this study to choose participants. Snowballing is a sort of purposive sample technique known as chain referral sampling (Parker et al.,2019). With this strategy, the researcher directs participants to seek their social and contact networks for more potential volunteers. When a researcher cannot sample from a group using traditional methods, they turn to snowball. Snowball sampling, one of the qualitative research's most popular techniques, is based on networking and recommendation theories. Here in the study, the researcher started with a small group of initial contacts (seeds) who have been invited to join since they fit the criteria. Interested participants are subsequently encouraged to suggest additional contacts who fulfil the study requirements and may be willing to participate. These new contacts are then invited to recommend further connections who also meet the research criteria and might be inclined to volunteer, continuing this process in a chain-like manner (Parker et al., 2019). In snowball sampling, the sample population grows as it rolls down a hill like a snowball. Enough data is gathered as the sample size increases to be helpful for the investigation (Sharma,2017). Since the participants were not randomly selected thus, snowball sampling was used.

According to Taherdoost (2016), groups of participants are chosen for purposive sampling based on predetermined criteria. Including criteria that are related to the research questions. Three criteria were taken into consideration while choosing the participants. Participants for this study were selected based on three criteria.

- The first criterion is that the participants must complete their MA thesis

- The 2nd criterion is the participants' willingness to talk and ability to describe their experiences, expectations, and perceptions.
- The 3rd criterion is that participants will be selected at the tertiary levels and will be ESOL learners in Bangladesh.

3.6 Participants Profile

Table 3.1

No	Name (Pseudonym), age, and gender	Academic qualifications	Institute
1.	Nehleen, 27, (F)	MA in ELT	Private University, Bangladesh
2.	Rafi, 25 (M)	MA in ELT	Public University, Bangladesh
3.	Sharmin, 26 (F)	MA in Literature	Private University, Bangladesh
4.	Bristy, 28 (F)	MA in ELT	Private University, Bangladesh
5.	Marzia, 27 (F)	MA in ELT	Private University, Bangladesh
6.	Nusrat, 26 (F)	MA in ELT	Private University, Bangladesh
7.	Jarif, 26 (M)	MA in ELT	Private University, Bangladesh

3.7 An Overview of Data Collection Procedure

3.7.1 Semi-Structured Interview

In this study, the researcher employed a semi-structured interview format to collect detailed data while facilitating a more open and engaging dialogue with participants. As noted by Adhabi and Anozie (2017), interviews are regarded as one of the most effective methods for

data collection in qualitative research. Furthermore, interviews are commonly utilised across various research contexts and can be categorized into five primary types: structured, semi-structured, in-depth, focus group, and oral history interviews (Muratovski, 2016). Among these options, the researcher intentionally chose the semi-structured interview approach because it not only allows for flexibility but also cultivates a conversational and comfortable atmosphere for participants. Consequently, this method promotes deeper and more meaningful engagement during the data collection process.

3.7.2 The Interview Protocol

For this research, the investigator adopted Yeong's (2018) Interview Protocol Refinement (IPR) Framework, as outlined by Castillo-Montoya (2016). This framework serves as a crucial tool for refining interview protocols within multiracial contexts and utilizes semi-structured interviews. Specifically designed for qualitative research, it enables the collection of data pertaining to participants' experiences and perspectives. The framework consists of four essential steps:

Step 1: Aligning Interview Questions with Research Questions

The initial step ensures that the interview questions are closely aligned with the research questions and objectives. This process begins with introductory questions aimed at gathering background information, followed by a series of open-ended questions that encourage deeper exploration.

Step 2: Constructing an Inquiry-Based Conversation

In the second step, the focus shifts to formulating interview questions that are distinct from the research questions. Additionally, the organization of these interview questions is scrutinized to promote a coherent and natural flow of conversation.

Step 3: Receiving Feedback on Interview Protocols

The third step entails consulting an expert to obtain feedback intended to enhance the reliability of the interview questions. This feedback is vital for ensuring that the questions effectively capture the intended data.

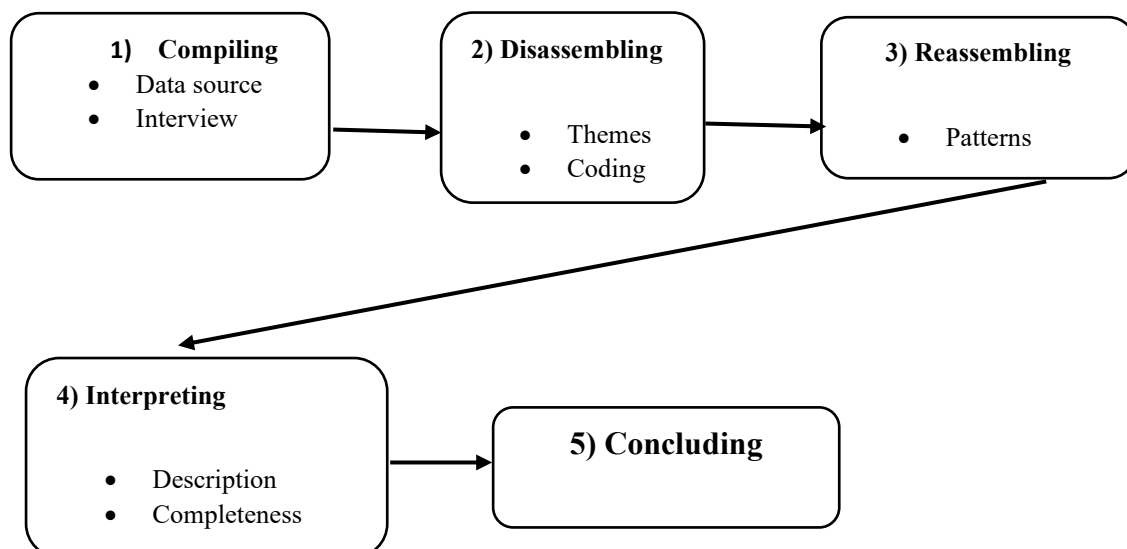
Step 4: Pilot Testing the Interview Protocol

The final step, based on Castillo-Montoya (2016), recommends conducting a pilot interview with one or two participants to gather feedback on the effectiveness of the protocol. Through this pilot testing, the researcher can refine the interview questions further, ensuring they meet the study's objectives.

3.8 Data Analysis Framework

A five-step data analysis procedure presented in the figure below, proposed by Yin (2015), forms the data analytic framework in this qualitative research.

Figure 3.2 Data Analysis Framework



Initially, raw data was collected from students through interviews. This compilation step involved repeatedly rereading the transcribed notes to refresh the researcher's memory regarding the field interviews. During this phase, the researcher systematically organized all the data gathered from the fieldwork by sorting through the audio recordings. Ultimately, the data was formatted consistently into a data record, enabling further analysis for this study and thereby completing Step 1 of Yin's procedure (2015).

Subsequently, the researcher progressed to Step 2, disassembling. In this phase, the compiled textual data was broken down into smaller fragments, with each fragment being assigned a specific label. This process focused on organizing the data under designated labels to facilitate more structured analysis. Through coding, the researcher broke down information according to specific opinions or explanations from the participants.

Reassembling the data required combining dispersed pieces into various groupings utilizing important themes in a manner distinct from the original note. In this stage, the researcher looked for patterns by comparing the events and experiences described by various individuals to determine if they were similar or dissimilar.

After that, the researcher moved on to step 4, interpretation. The researcher sought a close alignment between the data and the study questions in this phase. The researcher scanned the reassembled data from a wider angle and then narrowed it down in accordance with the research goals to highlight key features.

After providing a thorough interpretation of the data analysis, the researcher chose a focused and concise conclusion to summarize the five-step data analysis process described by Yin (2015). This approach effectively highlighted the key findings and implications of the study.

3.9 Design of the Study

Qualitative data thus served as the study's foundation. Typically, qualitative approaches rely less on vast amounts of statistics and more on human experiences, understandings, and viewpoints to uncover the truth (Thanh & Thanh, 2015). Therefore, the study followed a qualitative design. The participants subsequently discussed their personal experiences in a narrative format (Barkhuizen, 2014). Moreover, phenomenology is a way to refine the perspective in this study, clarify the position, expand our understanding of the world, and explore lived experiences more deeply. It further combines elements of both philosophy and a method of inquiry (Creswell, 2007).

3.10 Instruments

The researcher employed a semi-structured interview approach. Specifically, there were both face-to-face interviews and additionally, one interview was conducted through a phone call; all the interviews were recorded with the consent of the participants. This method allowed for flexibility in gathering in-depth responses while ensuring key topics were covered across all interviews.

3.11 Ethical Considerations

Prior to commencing the data collection methods, the ethical implications of conducting the current study were meticulously considered. First and foremost, participants were presented with a consent form prior to the interview, which they were required to sign, thereby acknowledging their understanding that the session would be recorded. Furthermore, the researcher assured the participants that their privacy would be rigorously protected. To uphold this promise, she assigned a pseudonym to each participant and deliberately refrained from using the names of their respective institutions throughout the study. By taking these measures, the researcher aimed to ensure ethical integrity and build trust with the participants.

3.12 Establishing the trustworthiness and credibility of the study

Researchers can establish the significance of their study findings by demonstrating trustworthiness (Lincoln & Guba, 1985). To enhance the concept of trustworthiness, Lincoln and Guba (1985) introduced the dimensions of credibility, transferability, dependability, and confirmability, thereby expanding upon traditional quantitative evaluation criteria of validity and reliability.

In terms of credibility, Lincoln and Guba (1985) proposed several strategies, including prolonged engagement, persistent observation, data collection, and researcher triangulation. Additionally, member checking serves as another method to operationalize credibility, as it validates results and interpretations with participants (Lincoln & Guba, 1985).

Moreover, transferability refers to the extent to which study findings can be applied in different contexts. By providing a comprehensive description of the study's context, participant selection, and conclusions, researchers enable others to assess the transferability of the results. This process is often referred to as "thick description."

To achieve dependability, researchers should ensure that the study procedures are logical, traceable, and well-documented (Tobin & Begley, 2004). When readers can observe how a study was conducted, they are better positioned to evaluate the report's dependability (Lincoln & Guba, 1985). One effective approach to demonstrating dependability is through the auditing of the research process (Koch, 1994). In this study, the researcher maintains an audit trail to enhance the overall dependability of the findings.

To demonstrate that the interpretations and findings of the research are clearly derived from the data, the researcher in this study provided evidence detailing how conclusions and interpretations were reached (Tobin & Begley, 2004). Furthermore, Guba and Lincoln (1989) assert that establishing confirmability contributes to credibility, transferability, and

dependability. In light of this, the researcher adhered to these guidelines to enhance both credibility and dependability throughout the study.

Chapter Four

Results and Discussion

4.1 Introduction

The main aim of this study is to explore the dynamics between supervisors and supervisees in English thesis writing, specifically examining the expectations and challenges encountered by thesis supervisees and the strategies they employ to overcome these obstacles. Additionally, the study offers an overview of the roles and relationships between supervisors and supervisees throughout the English thesis process.

This chapter presents the findings of the study based on the following research questions:

- 1) What are the specific expectations of Bangladeshi master's students from their English thesis supervisors within the ESOL context?
- 2) What are the unique challenges faced by Bangladeshi master's students in English studies during their thesis writing process?
- 3) How do the students overcome the challenges?
 - a) How do supervisors help mitigate these challenges?

This chapter begins by discussing the specific expectations of Bangladeshi Master's students from their English thesis supervisors within the ESOL context. Following this, the second section delves into the challenges that thesis supervisees face during their thesis writing process. In the next section, the focus shifts to the strategies and methods supervisees employ to overcome these challenges. Furthermore, the fourth section examines the critical role supervisors play in helping mitigate these difficulties.

4.2 Specific Expectations of Bangladeshi Master's Students from Their English Thesis Supervisors within the ESOL Context

This section looks at the expectations Bangladeshi Master's students have from their thesis supervisors in the ESOL context. Students expect to choose their thesis topic, though some feel dissatisfied when they do not get that chance, while others are happy when they can choose. Mutual respect is also important as it helps build a good relationship. Students want timely feedback and regular meetings, as delays can be frustrating. Many also expect motivation, encouragement, and emotional support to help them handle the challenges of thesis writing. Finally, this section looks at how well these expectations are met and their overall effect on students' experiences.

4.2.1 Expectations about Thesis Topic Selection

Writing a thesis has become a significant aspect of a student's academic journey (Yousuf, 2018). Therefore, selecting an appropriate research topic is essential for their success. To understand the thesis topic selection process and supervisees' expectations, supervisees were asked whether they were satisfied with their thesis topic and whether they had the opportunity to choose it themselves.

It was found that some supervisees were satisfied with their topic as they were given the chance to choose it without their supervisor's interference. However, some supervisees were dissatisfied because they were not allowed to choose their topic. Their supervisors assigned topics without considering the supervisees' areas of interest, leading to dissatisfaction. For example, one supervisee had the opportunity to choose a topic but was unhappy with it, finding it too broad. Another supervisee, although initially dissatisfied because she did not get to choose, later appreciated her supervisor's explanation of the topic's potential, which improved her perception of it. These findings clearly show that supervisees expect to choose a topic that

aligns with their interests, but they also value guidance and consultation from their supervisors in this process.

4.2.1.1 Satisfaction with the Thesis Topic

Regarding thesis topic satisfaction, Nehleen shared that she was satisfied because she selected the topic herself according to her preferences: *"I am satisfied with my topic because I had the chance to choose it by myself according to my own liking."* (DU NEH 12)

Similarly, Nusrat expressed: *"I am satisfied, and I chose the topic by myself."* (DU NUS 16)

Marzia also conveyed her satisfaction, highlighting the collaboration with her supervisor in selecting the topic: *"I am satisfied with the topic. I did get the chance to choose my topic on my own, at least the general area, you know. I let my supervisor know about my preference, and then my supervisor and I discussed it and combined them to come up with this topic. I would say I love the topic."* (DU MAR 14)

4.2.1.2 Dissatisfaction with the Thesis Topic

In contrast to Marzia, Nusrat and Nehleen, Bristy shared a completely different experience, expressing dissatisfaction and asserting, *"I am not satisfied with my topic at all. I did not get the chance to choose it according to my likeness, and till now, I do not like the topic. My supervisor decided to choose this topic."* (DU BRI 12)

Similarly, Rafi stated, *"I did not get the chance to choose my topic; sir chose it for me, which was completely new. I was not actually satisfied or happy about it."* (DU RAF 12)

Jarif had a unique experience, as he chose the topic himself but was dissatisfied with his decision due to selecting a broad area, *"Sir asked me to submit my topic, so I did. But the thing is, I chose a broad topic, like technology in education. It was a broad area, which was difficult to cover in a short time for me. That is why I was not satisfied."* (DU JAR 12)

Lastly, Sharmin expressed partial satisfaction with her topic. Initially, she wanted to pursue a different idea. However, she later appreciated her supervisor's suggestion: *"I will not say I am fully satisfied, but I liked my thesis topic, and my supervisor suggested it. I had a different idea that I was more interested in, but my supervisor felt it was not the best choice and suggested the topic. So, I did not get the chance to choose. At first, I was unsure, but after we talked about it, I understood the supervisor's point and decided to go with it."* (DU SHA 16)

Additionally, a supervisor is considered central to the research process, particularly in the selection of a thesis topic, as students often lack experience in research (Keshavarz & Shekari, 2020). The findings from this study show that supervisees generally expect to have a say in choosing their topic, as reflected in the experiences of Nehleen, Nusrat, and Marzia, who expressed satisfaction after being able to select or collaborate on their thesis topics. However, supervisees like Bristy and Rafi, who were assigned topics by their supervisors without their input, experienced dissatisfaction. Even in cases like Sharmin's, where the supervisee did not initially choose the topic but later appreciated the supervisor's guidance, the need for a balance between personal interest and supervisor consultation was evident. Shahzad et al. (2019) confirm that supervisor support is essential in selecting an ideal research topic, while Pemberton (2012) and Adhikari (2020) emphasise the importance of passion and personal interest in the process. These findings highlight that supervisees expect to choose a topic aligned with their interests but also value their supervisor's guidance, which is crucial for ensuring satisfaction and a well-rounded research topic.

4.2.2 Expectations of Mutual Respect

Mutual respect between a supervisor and supervisee is essential in the thesis process. The findings of this study are consistent with Chang (2006), who highlights that effective

supervision should be marked by mutual respect, authentic communication, and attentiveness to both academic and intercultural needs. Respectful interactions create a trusting environment, fostering better academic support, clearer communication, and ultimately promoting effective learning. When both parties feel valued, the quality of the supervision experience improves, leading to more productive discussions and a smoother thesis journey. Similar results were found in this study, as participants emphasised the importance of mutual respect and shared their expectations of being respected as supervisees.

For instance, supervisees expressed clear expectations regarding mutual respect. Nehleen uttered, *“I expected to be respected and valued for sure, for my hard work and dedication throughout my thesis journey.”* (DU NEH 14). In this matter, Marzia expressed, *“Of course, mutual respect is important to me. I believe for better work and to have a better understanding of thesis work, mutual respect is necessary.”* (DU MAR 16). Similarly, Jarif said, *“I really expected to get respect from my supervisor because mutual respect is so important in this kind of working relationship.”* (DU JAR 14)

To explore the specifics of what supervisees considered respectful or disrespectful, participants were asked to share instances where they felt respected or disrespected. This approach revealed what behaviours supervisees perceived as signs of respect or the lack of respect.

For example, Nehleen mentioned how she appreciated her supervisor's patience by saying, *“He is respectful towards me. Even if I made repetitive mistakes, he never got annoyed, which I appreciated.”* (DU NEH 16)

On the other hand, some participants shared experiences where they felt disrespected. Sharmin described an instance of public humiliation, and she asserted that, *“But once, I felt disrespected*

when she shouted at me in front of others, like publicly, which I see as an instance of disrespect.” (DU SHA 20)

Like Sharmin, Bristy also highlighted indirect disrespect due to her supervisor’s behaviour and expressed, *“There was no direct disrespect, I can say, but there were instances where I felt unappreciated or not treated well.” (DU BRI 16)* and *“I often had to wait outside his office for 2 to 3 hours, even when I had a scheduled appointment. Even if he saw me waiting, he would just acknowledge my presence with a comment like, 'Oh, you came,' and then make me wait another 30 to 40 minutes. This was not a one-time occurrence; it happened almost every time I met him. I found this behaviour very disrespectful and felt that he did not value my time.” (DU BRI 18)*

Other participants, such as Rafi and Nusrat, also shared their experiences of disrespect. In this regard, Rafi shared, *“I was scolded many times by my supervisor. Whenever I made a mistake, she would sometimes yell at me. She always spoke in a strict tone. These things made me feel disrespected.” (DU RAF 16)*. Nusrat also mentioned, *“I felt disrespected when she made rude behaviour and harsh comments about my mistakes.” (DU NUS 22)*

These instances of disrespect were unexpected for the participants and had a noticeable impact on their thesis experience. When asked whether respect from their supervisor influenced their motivation and productivity, participants like Nehleen, Marzia, Jarif, and Nusrat responded affirmatively. Nehleen expressed, *“Yes, respect from my supervisor had a big impact on my motivation and productivity. He was always respectful, which is why I was able to put in my best effort.” (DU NEH 18)*. To add on, Marzia said, *“My supervisor was respectful towards me, which helped me work on my tasks more spontaneously and increased motivation and productivity. This respect gave me extra confidence.” (DU MAR 20)*. Similarly, Jarif stated, *“I believe that because my supervisor was respectful towards me, I was able to complete the*

thesis even with limited time, and I gained the confidence to work. So, I can say that respect from my supervisor greatly influences my motivation and productivity.” (DU JAR 18)

Conversely, Sharmin and Nusrat shared how disrespect negatively affected their motivation. Sharmin stated, *“When respect was missing, like being shouted at, ignored, or disrespected, it was discouraging and made me quiet and shy. I feel it made it hard to ask questions or engage in conversations, which slowed down my progress.” (DU SHA 26)*. In this regard, Nusrat added, *“As she was rude sometimes, I used to be very upset and nervous before showing her my work.” (DU NUS 22)*

Bristy added that the absence of respect made her thesis experience less productive and she mentioned, *“Working under such a teacher or supervisor who is respectful towards their supervisee can be highly motivating and significantly increase productivity. I felt this was absent during my thesis.” (DU BRI 22)*

These examples highlight how disrespectful behaviour from supervisors undermined participants' motivation, confidence, and progress during their thesis journey, aligning with Callahan and Love's (2020) findings that such behaviour is a key factor in negative supervision experiences. Participants' feelings of being ignored, shouted at, or disrespected echo Ellis's (2010) point that a respectful and supportive supervisory relationship is crucial for fostering professional development and achieving successful outcomes. Similarly, Vähämäki et al. (2021) emphasise that demeaning communication can damage the supervisor-supervisee relationship, eroding trust and hindering learning. The findings of this study mirror these insights, underscoring the importance of mutual respect in fostering a positive and productive thesis experience.

4.2.3 Expectations about Feedback and Meetings

Nehleen, Sharmin, Bristy, Marzia, Jarif, Rafi, and Nusrat all expected regular meetings and timely feedback to help them navigate their thesis work and clear any confusion. In line with this, Yousuf (2019) pointed out that effective supervision requires prioritizing regular communication and providing timely, constructive feedback. Jarif emphasised the importance of these practices by stating, *"I believe regular meetings and feedback sessions have no replacements. Whenever I made mistakes or had confusion, I felt it was crucial to discuss them immediately with my supervisor for corrections."* (DU JAR 20).

Similarly, Rafi and Sharmin also stressed the value of consistent meetings and feedback. Rafi mentioned, *"I definitely expected to have regular meetings and feedback to have a flow in my work."* (DU RAF 20). At the same time, Sharmin added, *"I expected feedback and meetings regularly whenever I needed them."* (DU SHA 28). These accounts demonstrate how vital regular interaction and timely feedback were in meeting participants' expectations for successful thesis supervision.

After understanding that all participants expected regular meetings and feedback sessions, they were asked how often meetings and feedback were scheduled with their supervisors and whether they occurred on time. In this case, Marzia and Jarif mentioned that they had a fixed time and date each week for their meetings and feedback sessions. Marzia noted, *"We had meetings and feedback sessions every week once a day. It was regular. We never missed it without any reason"* (DU MAR 22). Similarly, Jarif added, *"We had meetings every Saturday and Sunday in Sir's office, and there were 10 marks allocated for attendance"* (DU JAR 20).

In contrast, Nehleen, Bristy, Rafi, Sharmin, and Nusrat stated that they did not have a fixed date or time for their meetings. Instead, they met only after completing their work and when specific doubts arose. For instance, Nehleen shared, *"I ended up having meetings and receiving feedback every two to three weeks after finishing my tasks. There was no fixed schedule. The*

timing varied" (DU NEH 20). Additionally, Sharmin remarked, *"It depended on my work progress. Once I finished a task, a meeting was arranged. Like there were no fixed dates"* (DU SHA 28). Rafi further explained, *"Whenever I needed feedback or revisions, I would let her know, and then we would meet. But it was not something we did every day or regularly"* (DU RAF 20).

Sangani et al. (2016) highlighted the importance of regular meetings between supervisees and their supervisors to encourage the timely completion of assignments. However, this study found that most supervisees did not get fixed or regular meeting schedules for feedback. Instead, they met with their supervisors only when they encountered specific queries or needed to provide updates on their work.

4.2.3.1 Form of Feedback and Meetings

In feedback studies, various types are identified, including verbal, written, formal, informal, evaluative, descriptive, and self-assessed feedback (NSW Government, 2020). These feedback types can be provided through different channels, either physical or digital (Yende, 2021). This distinction was evident in the findings of this study, where Bristy, Nusrat, Sharmin, and Jarif shared that they primarily received verbal feedback, while Rafi received written feedback. On the other hand, Nehleen and Marzia experienced a mixture of both verbal and written feedback, with meetings taking place either physically or via online platforms.

To better understand the participants' experiences, they were asked how they received feedback and in what form their supervisors delivered it. For instance, Nehleen and Marzia explained that they received a combination of written and verbal feedback. Nehleen mentioned, *"Most of the feedback I received was through comments on Google Docs. We did not have many online or face-to-face meetings, but we had about three or four Zoom meetings when I needed clarification on his comments or guidance for my next task"* (DU NEH 20).

Similarly, Marzia shared, *"Most of the time, he gave feedback on Google Docs comments; in the meetings, he used to discuss my errors and corrections. Also, if I had any confusion, I used to share it in the meeting through Zoom"* (DU MAR 22).

Moreover, Nusrat shared her experience of receiving verbal feedback during Zoom meetings, stating, *"Ma'am used to arrange meetings on Zoom, and she gave feedback verbally"* (DU NUS 24). However, Bristy's experience slightly differed in terms of the meeting channel, as she received verbal feedback through phone calls. She expressed, *"He gave verbal feedback through phone calls"* (DU BRI 28).

In contrast, Jarif also received verbal feedback, but in physical meetings. He stated, *"He mainly gave me verbal feedback based on the printed copy I submitted to him, and we used to have physical meetings at his office"* (DU JAR 20).

Sharmin echoed the use of verbal feedback but noted the convenience of different meeting methods, saying, *"We used WhatsApp calls or Google Classroom. If the opportunity arose, we met physically at the university. Feedback was often given verbally. When I brought a printed copy of my work, the supervisor wrote notes on it"* (DU SHA 28).

Azman et al. (2014) found that a combination of written and face-to-face feedback is the most effective mode, which aligns with Nehleen and Marzia's experiences, as they received both verbal and written feedback. In contrast, Singh (2023) emphasised the importance of written feedback for successful thesis writing, reinforcing that written feedback is particularly helpful. This was evident in Marzia and Rafi's reflections. Marzia expressed her preference for written feedback through Google Docs, saying, *"Face-to-face or oral feedback was hard for me to follow and remember. Since my supervisor gave feedback through Google Docs comments, I had access to it all the time. I had a saved version of feedback, and whenever I needed it, I*

could refer back to it. Everything was highlighted, making it easy to find. This saved me a lot of time. If I needed to revise anything or needed clarification, we met on Zoom. It was a win-win situation for me" (DU MAR 22). Rafi shared by stating, *"Written feedback through Google Docs was convenient for me, not going to lie"* (DU RAF 20).

These experiences illustrate how different types of feedback and channels can cater to individual preferences and needs, ultimately impacting the effectiveness of the feedback and the overall thesis writing process.

4.2.3.2 Impact of Timely and Delayed Meetings and Feedback

The various feedback types and channels shaped participants' thesis experiences; however, the timing of feedback also played a significant role. A study highlighted that implementing strategies such as establishing proper timelines and scheduling regular meetings during the research process could enhance student success (Yende, 2021). This emphasis on timing is crucial, as participants were asked about their experiences and opinions regarding the effects of timely versus delayed meetings and feedback.

4.2.3.2.1 Negative Impact of Delayed Meetings and Feedback

Several participants expressed that delayed feedback had a detrimental effect on their progress. Nehleen remarked, *"I did receive delayed feedback, as my supervisor took a few weeks to respond. This did slow down my progress because I had to wait for his feedback before moving forward. It was a time-consuming fact for me"* (DU NEH 24). In a similar vein, Bristy shared, *"Delayed meetings had a negative impact on my thesis progress. It created a lot of uncertainty and wasted time because I could not move forward without getting feedback from my supervisor"* (DU BRI 46).

Additionally, Sharmin indicated that postponements in meetings complicated her ability to address mistakes: *"Dealing with mistakes became difficult to sort out which ones to fix first. Delayed meetings had a negative impact on my overall routine"* (DU SHA 38). Marzia emphasised how her illness affected her ability to communicate, noting, *"I was sick and on medication. I was not able to contact him or meet him. At that time, I was late with everything and felt that I was slow with my thesis progress"* (DU MAR 30). Rafi also acknowledged the disruption in his workflow, stating, *"There were occasions when I missed meetings due to personal issues or other reasons, which disrupted my workflow"* (DU RAF 28). Similarly, Bahtilla (2022) emphasises that receiving feedback late from research supervisors can obstruct the thesis writing process and reduce the development of research skills throughout the supervision experience.

Moreover, Nusrat conveyed her frustration with not receiving immediate support, expressing, *"Many times, I could not get immediate help or feedback, and it happened often. During those times, my workload would increase, making it hard to keep up with my work, especially as deadlines were coming up"* (DU NUS 32). These experiences underscore the significant negative consequences of delayed meetings and feedback on students' progress. As highlighted by Lessing and Schulze (2011), a lack of regular meetings and feedback between students and supervisors is a significant factor contributing to student dropout rates. It decreases the chances of timely completion of the thesis.

4.2.3.2.2 Positive Impact of Timely Meetings and Feedback

On the other hand, participants who benefited from timely feedback highlighted its positive impact on their thesis progress. Sharmin stated, *"Timely meetings and feedback helped me stay on track and prevented errors from piling up"* (DU SHA 38). Similarly, Marzia noted, *"Sir*

always encouraged me to meet once a week. This actually helped me get timely feedback and timely completion of the tasks" (DU MAR 30).

In addition, Jarif pointed out that regular meetings allowed him to maintain a consistent pace: *"Because I kept up with regular meetings and feedback, everything stayed on schedule, and I was able to complete my work properly"* (DU JAR 28). Rafi reinforced this by stating, *"There were times when I received timely feedback that helped keep me on track"* (DU RAF 28).

These insights are in agreement with Comley-White and Potterton (2018), who assert that providing students with quality time and adequate guidance can facilitate their completion of studies within the expected timeframe. Likewise, Bahtilla (2022) emphasises the importance of giving timely and constructive feedback during the supervision process, as it is essential for completing a thesis and developing lasting research skills.

4.2.4 Expectations about Getting Motivation and Encouragement

Expanding upon the importance of timely meetings and feedback, participants naturally transitioned into discussing their expectations for motivation and encouragement from their supervisors. This need for motivational support was evident when all participants—Rafi, Sharmin, Jarif, Nehleen, Marzia, Nusrat, and Bristy—shared their thoughts. When asked, "Did you expect motivation and encouragement from your supervisor?" they expressed a strong desire for this type of support. Similarly, Watkins (2012) emphasises that supervisory relationships grounded in motivation are more likely to foster a sense of comfort and trust, enabling students to confide in their supervisors when grappling with fears and challenges.

For Nehleen, the expectation of motivation and encouragement was particularly significant. She shared, *"Yes, I did expect motivation and encouragement from my supervisor. I hoped for support that would help me stay motivated and focused throughout the thesis process"* (DU

NEH 30). Similarly, Marzia's experience sheds light on how crucial this support was for her during a difficult period. She revealed, *"Of course. I expected this. I was sick and had fallen behind, plus I had a job and a course to handle at the same time. You can understand how much encouragement and motivation were necessary for me"* (DU MAR 34). This showed how the supervisees do not just seek academic guidance but also rely on their supervisors to help them maintain momentum during what is often a stressful process. Similar to these findings, Yousuf (2019) points out that a supervisor's role extends beyond academic guidance. It is equally crucial for them to provide motivation, helping students navigate the challenges of the academic world.

Sharmin also shared similar sentiments, expressing, *"Yes, I did expect motivation and encouragement from my supervisor"* (DU SHA 40). In this matter, Nusrat said, *"I had to drop the semester because I failed to finish the thesis within the two semesters, and I was also working a full-time job. I lacked the motivation and encouragement to resume my thesis in the next semester. I really expected my supervisor to give me the courage to start again"* (DU NUS 34). These findings are similar to those of Zainuddin et al. (2021), who emphasise that motivation is essential not only for encouraging students to participate in learning but also for assisting them in reaching their academic objectives. It significantly influences students' success throughout their educational experiences.

These findings and reflections demonstrate that participants highly valued motivation and encouragement as critical elements of their relationship with their supervisors.

4.2.5 Expectations About Getting Emotional Support

González-Ocampo and Castelló (2019) advocate for supervisors to provide both academic and personal emotional support, recognizing that these elements are crucial for student success.

In light of this context, several participants in the study voiced their expectations for emotional support during the thesis process. For instance, Rafi shared, *“I was fed up with thesis work, typing, and even seeing my laptop. I used to panic. At that time, I felt I needed something that was not feedback, something outside of the thesis and some support to calm me down. It was actually the emotional support that I expected from my supervisor”* (DU RAF 38). His experience highlights a common struggle among students, who often require reassurance beyond academic critiques. Similarly, Nehleen expressed, *“I did expect emotional support during my thesis because many things were going on, and I was struggling”* (DU NEH 40). Sharmin added, *“Of course, I did expect emotional support”* (DU SHA 48), and Bristy affirmed, *“Yes, definitely I expected it”* (DU BRI 56). Thus, their responses illustrate a shared understanding that emotional support is vital during the thesis journey and similar to the research findings that indicate, students place a high value on emotional support from their supervisors (Sayed et al., 1998).

4.2.5.1 Lack of Emotional Support

Despite these expectations, many participants reported a lack of emotional support from their supervisors. For example, Nehleen noted, *“However, I never asked my supervisor for this kind of support, and he was not particularly friendly or open to discussing personal matters. As a result, I did not receive emotional support from him”* (DU NEH 40). Likewise, Bristy expressed, *“But my supervisor did not offer much emotional support during the thesis writing process”* (DU BRI 58). In a similar vein, Jarif reflected on his emotional struggles, saying, *“During my thesis writing, there were times when I felt emotionally weak. If my supervisor had provided emotional support, it would have been better, but I never discussed this with my supervisor, nor did he offer me emotional support”* (DU JAR 38). Additionally, Nusrat expressed a comparable sentiment, stating, *“I did not receive any direct emotional support, I can say”* (DU NUS 42). Moreover, Sharmin highlighted the emotional distance, mentioning,

“But we were not that close emotionally. I am unsure how emotionally attached she was” (DU SHA 48). This lack of emotional connection is concerning, especially considering Makoni (2021) emphasises that supervisors must ensure that students produce academically sound thesis chapters while also safeguarding their mental and emotional well-being during the process. This was absent among Nehleen, Bristy, Jarif, Nusrat, Sharmin and their supervisors.

4.2.5.2 Emotional Support Through Trust and Flexibility

In contrast to the lack of emotional support experienced by many, Marzia shared a positive experience: *“I did expect some emotional support from my supervisor during my sickness, and fortunately, he provided it. I was given extra time because I was sick. He also paid attention to my comfort and health during my medication and never pressured me about deadlines or work”* (DU MAR 42). This experience underscores the importance of flexibility and understanding from supervisors, especially during times of personal difficulty.

Furthermore, Rafi also reflected on the supportive relationship he had with his supervisor, stating, *“She was like a motherly figure to me who actually understood my situation and helped me by advising me on how to tackle the pressure. She trusted me that I would do the tasks, and that helped me a lot”* (DU RAF 38). This viewpoint resonates with Hallberg et al. (2012), who argued that supervisors can take on various roles, including those of supporters, educators, friends, and even parental figures. Moreover, Rigg et al. (2013) highlighted that support from supervisors can alleviate emotional exhaustion, underscoring the vital importance of emotional support in fostering student resilience and well-being.

In summary, while many students expressed a strong expectation of emotional support from their supervisors, the reality often fell short. Thus, the contrasting experiences highlight the importance of establishing an emotionally supportive and trusting supervisory relationship to help students navigate the challenges of their academic journeys.

4.2.6 Overall Expectations From Supervisor

To gain a fuller understanding, it is essential to examine the overall expectations supervisees had from their supervisors during the thesis process. Therefore, they were asked what their overall expectations were and whether those expectations had been fulfilled during the thesis writing.

4.2.6.1 Overall Expectations of Supervisees

In response to the overall expectations from their supervisors, participants such as Nehleen, Bristy, Jarif, Nusrat, Rafi, Marzia, and Sharmin expressed a range of expectations they held throughout their thesis journey. As supervisees, it is normal to have certain expectations; as Doan et al. (2022) noted, students generally have high expectations from their supervisors. According to the study, supervisors are also expected to adapt their guidance to meet the varying expectations of different students.

Nusrat was one of the first to reflect on her expectations, stating, *"Now, if I have to say, I will say I expected to have detailed feedback and on-time feedback on my work and friendly behaviour from my supervisor. As I had to drop the semester, I also expected motivation to continue my journey"* (DU NUS 98). Similarly, Bristy echoed these sentiments, sharing, *"I expected to have a good thesis experience with a supportive, friendly, and understanding supervisor who would help me develop my ideas for my thesis and guide me when I made mistakes"* (DU BRI 118). Rafi added, *"I definitely expected to have a friendly and supportive supervisor"* (DU RAF 94). These observations are in line with the results of Nasir and Masek (2015), who pointed out that students generally anticipate their supervisors to be supportive and friendly. Furthermore, Ali et al. (2016) emphasised that an effective supervisor should be approachable, knowledgeable about the expectations for their students' work, and supportive.

Nusrat also mentioned her expectation for motivation, particularly after a personal setback. This expectation resonates with the views of James and Baldwin (1999), who identified that a key responsibility of a good supervisor is to inspire and motivate students, especially during academic or personal crises.

Nusrat, Bristy, Marzia, Nehleen, Jarif, and Sharmin all mentioned their expectation for detailed feedback on their errors, as well as guidance and a helpful attitude from their supervisors. This expectation is in line with Nasir and Masek's (2015) findings, which highlighted that students typically expect constructive feedback from their supervisors to help improve their work.

Marzia, for instance, emphasised, "*I expected to have a helpful supervisor*" (DU MAR 102). Nehleen shared a similar expectation, explaining, "*From the beginning, I expected my supervisor to guide me and teach me how to write a thesis. I wanted help with immediately fixing my mistakes, a supervisor who understood me, and a good overall thesis experience*" (DU NEH 104). Jarif also reflected on the importance of detailed feedback, stating, "*Detailed feedback on mistakes was the only major expectation I can remember*" (DU JAR 98). These responses highlight how significant constructive and timely feedback was to their learning process.

Sharmin added another dimension to these expectations by mentioning the importance of respectful behavior, saying, "*I also hoped for respectful behaviour, one major expectation was fulfilled: my supervisor provided detailed feedback and was very helpful with my doubts*" (DU SHA 118). Sharmin's expectation aligns with the research findings of Doan et al. (2022), which indicate that students expect respect from their supervisors as an essential part of the relationship.

Through these perspectives, it is clear that beyond just feedback, students also sought guidance, respect, friendly and supportive nature, and helpfulness from their supervisors to navigate the challenges of thesis writing.

4.2.6.2 Fulfilment of Supervisees' Expectations

Having explored the overall expectations that supervisees had from their supervisors during the thesis process, it is important to examine how well these expectations were fulfilled throughout their academic journey. Participants like Nehleen, Jarif, Marzia, and Nusrat felt their expectations were fulfilled. Nehleen noted, *“More or less, yes, my expectations were fulfilled”* (DU NEH 106). Similarly, Nusrat shared, *“My supervisor motivated me a lot; otherwise, I might not have completed my thesis; my expectations were fulfilled”* (DU NUS 98). This highlights the significant impact of motivation on student success. Marzia added, *“I expected to have a helpful supervisor, and that expectation was fulfilled”* (DU MAR 102). At the same time, Jarif appreciated his supervisor’s punctuality: *“Sir gave me detailed feedback on my work, my expectation was fulfilled”* (DU JAR 98).

However, not all experiences were positive. Bristy, Rafi, and Sharmin mentioned their expectations were not fulfilled. Bristy expressed disappointment, stating, *“I was disappointed with how my supervisor handled things. My expectations were not fulfilled”* (DU BRI 118). Rafi shared similar frustrations, saying, *“She was not friendly; she was strict, so my expectation of having a friendly supervisor was not fulfilled”* (DU RAF 94). While Masek et al. (2020) highlighted the significance of having a friendly supervisor who provides consultation and feedback, Rafi's experience was notably different. Similarly, Sharmin reflected on her unmet expectations by stating, *“I expected to choose my own topic and make some additions, but I did not get the chance to do that. I also hoped for respectful behavior, but my supervisor shouted at me and did not fully understand my introverted nature, which made me feel that my*

expectations were not completely fulfilled" (DU SHA 118). Moreover, Doan et al. (2022) mentioned in their study findings how students were expected to be respected by their supervisors, and supervisees expected supervisors to be respectful of their views and ideas. However, it was not found in the case of Bristy, Rafi, and Sharmin. This indicates a significant gap between expectations and reality.

Thus, some supervisees felt their expectations were met, and others felt different. This highlights the need for supervisors to foster a more supportive and understanding environment to bridge the gap between supervisees' expectations and reality.

4.3 Challenges Faced by Thesis Supervisees During Their Thesis Writing Process

It is undeniable that students worldwide encounter various difficulties when writing their theses and dissertations. These challenges are not unique to specific regions but are, in fact, a global phenomenon (Komba, 2015). In the following section, the specific challenges supervisees face during this process are explored.

4.3.1 Difficulties with Managing Time and Deadlines

When participants were asked how they managed their time and deadlines, most reported facing significant difficulties. Similarly, Sharma (2017) observed that thesis writing is a laborious and time-consuming task, often made more stressful by the pressure of managing schedules and deadlines. For instance, Nehleen shared, *"Managing my time and deadlines during the thesis writing process was challenging"* (DU NEH 52). She elaborated on this by explaining how she felt overwhelmed as deadlines approached, stating, *"As the deadline approached, I felt anxious and frustrated because I thought I would not revise it carefully, and I worried about not getting everything perfect"* (DU NEH 54). Additionally, Sharmin added by saying, *"Managing the many small tasks and deadlines was difficult,"* further adding, *"Deadlines for me were the pressure. But I must say, deadlines are tough. Just the word itself*

is scary" (DU SHA 58). She also noted, *"I always became nervous and puzzled when Ma'am mentioned strict deadlines; I was never happy about it"* (DU SHA 60). This sentiment aligns with findings from Mäki-Kuutti (2021) found in his study that many students did not prefer strict deadlines, and the supervisees mentioned that they were not fans of strict deadlines, which was similar to the findings of Nehleen and Sharmin.

Moreover, Bristy expressed these concerns, stating, *"Deadlines were tough to maintain, and I was worried about meeting the deadline and how I would manage the time for thesis work under pressure"* (DU BRI 62). She also highlighted the additional stress caused by delayed feedback from her supervisor, saying, *"As sir was giving feedback late and I was reaching the submission date, I did feel a constant sense of stress"* (DU BRI 64). Likewise, Jarif found managing deadlines challenging, explaining, *"Deadlines were tough and managing time according to the deadline was more challenging"* (DU JAR 46). He added, *"I used to be nervous during deadlines and failed to manage my time accordingly due to this feeling"* (DU JAR 48). In a similar way, Nusrat shared her struggles, stating, *"I did mess up with this deadline, and managing time was challenging, of course"* (DU NUS 50). She described feeling overwhelmed, saying, *"I was overwhelmed and stressed as my deadline was near and there were lots of pending works. That is when I dropped the semester because of the pressure and stress"* (DU NUS 52). Furthermore, Rafi, who was working while completing his thesis, also expressed frustration: *"I was doing a job and had duties. Whenever deadlines approached, it was actually frustrating for me, and I faced difficulties managing my time during that period"* (DU RAF 44).

These challenges are consistent with the findings of Sadeghi et al. (2015), who identified strict deadlines and students' lack of time management skills as significant challenges faced by master's thesis supervisees. Similarly, Mäki-Kuutti (2021) observed that while many students initially wanted to avoid strict deadlines to reduce stress.

On the other hand, Marzia shared a contrasting experience. She stated, *"I was worried about deadlines, but gradually, I stopped feeling that way because my supervisor did not put much pressure on me"* (DU MAR 50). Additionally, Marzia further mentioned, *"For me, deadlines were like a reminder that I need to work fast, though sir never pressured me about this. It is funny that I think deadlines were manageable and not tough"* (DU MAR 50). Additionally, Herweg et al. (2011) discovered that straightforward deadlines can assist individuals with self-control challenges in enhancing their performance. They found that being aware of deadlines allows people to distribute their efforts more effectively, leading to increased overall effort and improved performance.

Overall, the findings about deadlines show that most students found managing deadlines and time management to be difficult. However, Marzia shared a different experience and opinion. This viewpoint is consistent with the research by Mäki-Kuutti (2021), which revealed that some students desired stricter deadlines to help them stay focused, while others preferred a different approach. Consequently, this contrast in preferences highlights the diversity of students' experiences and how different approaches to deadlines can either alleviate or exacerbate the pressures associated with thesis work.

4.3.2 Challenges while Accessing Academic Resources

All of the participants reported difficulties in accessing academic resources. For instance, Jarif, Nusrat, Sharmin, Marzia, Nehleen, Rafi, and Bristy specifically mentioned the obstacles they faced in locating suitable citations, references, and resources for their theses. According to Hartato (2016) highlights that resources are crucial in the thesis writing process, as they provide essential guidance for students in completing their work. Additionally, Pringle et al. (2019) observe that for international students, writing a master's thesis in English can be especially difficult due to their limited experience in independently locating academic resources.

For instance, Nehleen shared, *"I did face some challenges. I had to search for suitable information and resources, but I faced challenges getting specific information online"* (DU NEH 60). She elaborated on this by explaining how she felt, stating, *"I must say, when you search and spend a long time on a laptop, not getting the information that is suitable for your topic is frustrating and annoying"* (DU NEH 60).

In addition, Jarif remarked, *"I did not think there was anyone who did not face difficulties in finding academic resources. I faced challenges while trying to find recent citations and references; I cannot express in words how frustrated I was"* (DU JAR 52). He added that *"the necessary papers and articles were either unavailable or required payment to access, and they were hard to find on websites where I could get proper information"* (DU JAR 52). Moreover, Marzia commented, *"It was a bit difficult to find recent work"* (DU MAR 54).

Furthermore, Bristy shared, *"When I started searching for information online on my topic, there was very little available, and finding specific details was even harder"* (DU BRI 66). To be honest, Nusrat explained, *"I was confused about where to search and how to find suitable resources for my topic. Eventually, I learned about a few websites, but some were not accessible. Because of this, it was a challenging task for me to access academic resources"* (DU NUS 54).

Additionally, Sharmin stated, *"I did face some challenges accessing academic resources. Finding specific literature and relevant articles online was sometimes difficult. Some books I needed were not available in stores, so I had to wait and order them online, which was quite expensive"* (DU SHA 68). Likewise, Rafi expressed, *"I faced challenges in finding recent works, and citations related to my topic were difficult to find"* (DU RAF 48).

Ultimately, in this study, the students faced significant challenges due to the limited availability of both references and relevant resources for their thesis topics (Safitri et al., 2021). This finding, as expressed by Nehleen, Jarif, Marzia, Nusrat, and Bristy, aligns with the work of Andani and Oktaviani (2018), who identified that a significant hurdle for students writing theses is the difficulty in obtaining necessary resources and references. Similarly, Fitria (2023) noted that thesis students often struggle to locate references online. Additionally, AlQasari (2016) found that many required academic materials, whether articles, journals, or books, were absent from libraries, making it hard for students to gather the necessary resources for their research. In this context, Sharmin also mentioned her struggles with accessing the materials she needed. Overall, these challenges highlight the importance of improving access to academic resources to support students in their thesis writing processes.

4.3.3 Difficulties in Selecting a Thesis Topic

Writing a thesis has emerged as an essential part of a student's academic experience (Yousuf, 2018). Therefore, selecting an appropriate research topic is vital for their success. Xia (2013) points out that, from the students' perspective, choosing a topic can often be a considerable challenge. Similar findings emerged in this study when participants were asked about the difficulties they faced while choosing their thesis topics.

Sharmin asserted, "*Topic selection is actually one of the difficult stages in a thesis, I must say*" (DU SHA 56). Nehleen expressed her confusion about selecting her area of interest from a wide range of topics, stating, "*I did face a lot of difficulties during the topic selection process. It was a challenging task. I was confused about which area to focus on because there are so many aspects of ELT and various theories to consider*" (DU NEH 50). This aligns with the observations made by Shahid et al. (2013), who highlighted that numerous students encounter

challenges in either selecting their topic or recognizing their area of interest. Similarly, Bristy shared that her supervisor assigned her a topic, expressing, *"I did not find the topic interesting. It was not a good feeling"* (DU BRI 54). To emphasise her feelings, she added, *"I started to think that maybe the topic was not the right one for me, and it made everything even more challenging"* (DU BRI 68). This indicates Bristy's lack of interest in her topic and her perception of it as unsuitable. In this regard, Shahid et al. (2013) noted that selecting an unsuitable thesis topic can result in circumstances where students struggle to satisfy the criteria for a quality thesis or feel pressured to lower the standards of their work.

In contrast to Bristy, Marzia chose their own topic but also found it difficult to select an appropriate one. She stated, *"Yes, I struggled a lot while selecting my thesis topic because I chose it myself. Most of the topics I considered were either too complex or overly simple, making it difficult to find a balance. This left me feeling unsure and stuck in the decision-making process"* (DU MAR 52). Jarif also shared his experience, saying, *"I spent a lot of time deciding on my thesis topic, but what I ended up doing was choosing a broad topic. That is why I faced a lot of pressure to cover the area. I was confused about what to choose, and it was actually a difficult task"* (DU JAR 42). Regarding the confusion faced by Marzia and Jarif, Noortyani (2016) explained that due to their limited knowledge and internal confusion, they become unable to articulate their ideas effectively.

Additionally, Rafi shared, *"I wasted a lot of time trying to choose a topic, but then my supervisor suggested one."* (DU RAF 70). This sentiment is affirmed by Poock et al. (2001), who stated that for many graduate students, the process of topic selection is often labor-intensive, stressful, and time-consuming. Nusrat also added, *"I found it very difficult to select a topic that would be suitable for my master's thesis."* (DU NUS 76). Furthermore, the results of this study illustrate that participants perceive the topic selection process as a challenging task. Similarly, Eley and Murray (2009) indicated that students often faced difficulties in

selecting their topics and lacked a clear understanding of what to choose. One reason students encounter challenges when choosing their thesis topics is highlighted by Lubis and Huda (2019), who stated that students often struggle to connect their prior knowledge with the new insights they seek to gain through their research, complicating the topic selection process.

4.3.4 Challenges while selecting the research methodology for the thesis (tools, survey, IQ, framework, participates)

Khan et al. (2023) highlighted that students often struggle with understanding the structure and methodology of thesis writing. In this study, participants were asked whether they encountered any challenges with their thesis methodology, particularly in selecting tools, designing surveys, framing interview questions, choosing appropriate frameworks, or selecting participants. The responses revealed various difficulties experienced during this process. For instance, Qasem and Zayid (2019) noted that many students lack sufficient knowledge of research methodology, which can hinder their ability to carry out effective and well-structured research.

4.3.4.1 Difficulty Finding Participants

Finding suitable participants for their research was a major challenge for many of the participants in this study. Specifically, Nehleen, Bristy, Marzia, and Nusrat all expressed that this was one of the most difficult aspects of their thesis work. For instance, Nehleen pointed out, *"finding participants who could both give interviews and provide writing samples was a really challenging part"* (DU NEH 70). Likewise, Bristy also mentioned that *"managing participants was quite hectic"* (DU BRI 76). In addition, Marzia and Nusrat faced similar difficulties. Marzia shared, *"I faced more problems finding participants"* (DU MAR 64). She further explained, *"Some people did not want to give interviews after hearing about it. Since a certain number of participants were required, repeatedly requesting, convincing them, and scheduling their time was quite difficult. I also faced cancellations at the last moment"* (DU

MAR 64). Similarly, Nusrat described her struggles: *"I spent a lot of time searching for participants who had relevant experience with my topic. It was really time-consuming, especially conducting interviews or explaining everything to the participants. A few of them were not very interested and spoke very little, and some of them hesitated to share their real experience, which made the process even more difficult"* (DU NUS 62).

These findings closely resemble those described by Moser et al. (2018), who pointed out that researchers often face obstacles when managing participants. They noted that some participants tend to engage minimally, struggle with sharing their true feelings on sensitive issues, and alter their behaviour when observed. Additionally, Safitri et al. (2021) highlighted challenges in research methodology, including difficulties in determining the sample size and population, which further complicates the data collection process. The experiences shared by Nehleen, Bristy, Marzia, and Nusrat align with these observations, showing that managing and selecting participants can be a time-consuming and complicated task, especially when participants are hesitant or unavailable. From this, it is evident that the participants encountered difficulties in this matter, yet the supervisor did not offer any assistance.

4.3.4.2 Challenges in Creating the Framework

Rafi, Nusrat, Nehleen, and Marzia all expressed significant challenges while designing the framework for their thesis. For instance, according to Peng (2018), supervisors frequently identified common struggles among students when formulating conceptual frameworks in research papers. Additionally, Muchanga and Chalawila (2022) found that postgraduate students generally had a limited understanding of conceptual frameworks, largely due to inadequate emphasis on this topic in their education.

Specifically, Nusrat shared, *"I was confused about making a conceptual framework; it was also very difficult for me to design"* (DU NUS 62). Likewise, Rafi reflected, *"I clearly remember*

how I struggled to create a framework in my methodology section. It felt like an extremely exhausting experience" (DU RAF 56). In the same way, Nehleen acknowledged that *"creating the framework was tough"* (DU NEH 70). Furthermore, Marzia added, *"Creating the framework was a huge task, and I found it very confusing. Even after finishing my thesis, the framework part still seemed difficult"* (DU MAR 64).

These findings closely align with Muchanga and Chalawila's (2022) research, which highlighted the difficulty many students face when attempting to develop an effective conceptual framework, largely due to insufficient guidance and understanding. Based on the findings and the insights from scholarly articles, it is evident that the process of developing conceptual frameworks poses a significant challenge for many postgraduate students.

4.3.4.3 Difficulty Developing Survey and Interview Questions

The challenges students encounter in developing effective survey and interview questions are notably significant. For instance, Jarif stated, *"I found it difficult to create survey questions. Surveys usually need short answers, like yes or no, but I ended up making broad questions instead. So, some participants ignored a few questions that needed 2 or 3-line answers"* (DU JAR 62). Additionally, Rafi shared how he faced difficulties in creating interview questions and remarked, *"I had a hard time creating interview questions. I struggled to come up with questions that would initiate a conversation with the participants"* (DU RAF 56). These experiences align with Nguyễn's (2024) findings, which indicate that a considerable number of students struggle to effectively articulate their ideas and formulate relevant questions for data collection. Ultimately, these findings underscore the widespread challenge students face in crafting clear and engaging questions for their research. Some students faced difficulties in formulating survey and interview questions without supervisor assistance, whereas others received support, allowing them to develop effective questions and collect detailed data.

4.3.4.4 Struggles with Selecting the Right Research Tools and Detailed Data Collection

In the process of conducting research, selecting the appropriate tools and methods for data collection can be a significant challenge (Sharma, 2017). In this context, Sharmin shared a similar struggle, stating, *"I had to choose tools and resources very carefully. It was challenging to choose the right one for better data collection"* (DU SHA 80). Furthermore, Rafi expressed his concern regarding the data collection process, explaining, *"I conducted interviews for data collection but felt that the responses were not as detailed as I needed, mainly due to the limited time for each interview. It made it difficult for me to gather detailed data"* (DU RAF 56).

Additionally, these findings align with Qasem and Zayid (2019), who discovered that 40% of supervisees lack adequate knowledge in selecting research tools, data collection techniques, and data analysis. This highlights the difficulties students often face in this area. Moreover, both Sharmin and Rafi emphasised their struggles in ensuring that their chosen tools and methods were effective in gathering comprehensive data. Ultimately, this underscores the importance of having sufficient knowledge and understanding when selecting research tools to avoid limitations in data collection.

4.3.5 Difficulties Maintaining a Balance Between Personal Life and Thesis Writing

This section explores the challenges participants faced in balancing their personal lives with the demands of thesis writing. Overall, all participants acknowledged significant difficulties in this regard.

For instance, Nehleen expressed her struggle with balancing personal life and thesis writing, stating, *"It felt like it was difficult to balance; I was like a robot just going through the motions"* (DU NEH 62). Moreover, to illustrate her sense of imbalance, Sharmin noted how she

sacrificed various activities for her thesis work, saying, *"I had to avoid personal activities, like hanging out with friends or attending family gatherings, because I was focused on completing the thesis and meeting deadlines"* (DU SHA 70). Similarly, Bristy mentioned, *"Maintaining a balance between my personal life and thesis writing was quite difficult"* (DU BRI 68). In addition, Bristy further elaborated on her struggles, stating, *"I often stayed up all night not sleeping properly, trying to find information, but I struggled to find anything useful. Because I felt tired of sitting in front of the laptop all the time and I was so caught up in the thesis, I skipped sleep and meals, which only added to my frustration"* (DU BRI 68). Additionally, Jarif conveyed the challenges of balancing both areas of life, expressing, *"Of course, it is difficult to balance; I could not balance my personal life and thesis writing simultaneously"* (DU JAR 54).

Furthermore, scholarly research supports these findings, indicating that postgraduate students frequently experience stress due to the competing demands of academic and personal life (Guo et al., 2021; Woolston, 2019). This clearly aligns with the sentiments shared by the participants in this study, reflecting a struggle about the imbalance of personal life and thesis work.

On the other hand, Marzia, Nusrat, and Rafi highlighted the hectic nature of their lives due to the dual pressures of job and thesis work. For instance, Marzia spoke about her physical and mental exhaustion, stating, *"Yes, it often felt frustrating. Since I had a job, I did not have much time except for the weekends. After coming back from work, I had to sit down to work on the thesis late at night. I did not get much rest and often felt very lazy. I had to wake up early the next morning to go to work again. On top of that, I had some medical issues, too. Overall, I felt mentally and physically exhausted"* (DU MAR 58). Likewise, Rafi, who was also juggling a full-time job, mentioned, *"I had a problem balancing everything, which affected my ability to concentrate fully on my thesis. Since I had a full-time job, it was difficult to find a balance"* (DU RAF 50). Similarly, Nusrat stated, *"I cannot fully express how difficult it was to work on my thesis alongside my job. There was absolutely no balance at all"* (DU NUS 56). Regarding

balancing job and thesis writing, Mäki-Kuutti (2021) noted that holding full-time jobs and maintaining busy schedules often leaves little energy for thesis work, suggesting that working full-time while writing a thesis is not advisable. Moreover, beyond work and other significant commitments, achieving a balance between thesis work and other activities is vital, as preserving one's mental and physical well-being is crucial (Mäki-Kuutti, 2021). However, the results of this study revealed that participants did not have the opportunity to adhere to this advice, encountering difficulties in managing their personal lives, jobs, and thesis writing. Consequently, this imbalance contributed to increased mental and physical exhaustion.

4.3.6 Challenges in English Grammar

According to Alfaki (2015), writing is a complex task that demands a deep understanding of grammatical rules. As part of their thesis writing process, participants were asked about the grammatical challenges they encountered.

4.3.6.1 Problems with Academic Writing Style

Nusrat and Jarif shared their struggles with adapting to the academic writing style. For instance, Nusrat explained, "My supervisor strictly instructed me to write in an academic style, but I faced many difficulties with it. I had to spend a lot of time adjusting to and following the academic writing style for my thesis" (DU NUS 58). Similarly, Jarif added, "I had a hard time writing academic sentences and using advanced words. It took a lot of time and effort to improve and meet the standards" (DU JAR 58). This resonates with Paltridge and Starfield's (2019) view that maintaining a high level of grammatical precision is crucial for academic writing, especially in thesis work. In this regard in a study, supervisors indicated that some master's degree students need assistance in developing their academic writing style (Yende, 2021).

4.3.6.2 Uncertainty about Tense Usage

Bristy and Rafi expressed difficulties with tense usage. For example, Rafi said, "I was unsure about what tense to use where at first" (DU BRI 74). Similarly Rafi admitted, "Um... there were a few mistakes in tense or word formation, but nothing else" (DU RAF 52). This observation aligns with Krishnasamy's (2015) research findings, which revealed that errors related to tense usage constitute 38.2% of all mistakes made by students in academic writing.

4.3.6.3 Struggles with Vocabulary and Word Choice

Moreover, Marzia and Sharmin expressed concerns about vocabulary and word selection. Sharmin noted, "Yes, I did face challenges with English grammar, specifically with advanced vocabulary and adjectives" (DU SHA 74). At the same time, Marzia added, "I had problems with parts of speech and word formation" (DU MAR 60). These challenges support Bailey's (2011) argument that writers should be mindful of their vocabulary choices, avoiding colloquial language and instead using clear, standard English. Thus, the struggle to use precise and formal language highlights the complexity of academic writing.

4.3.6.4 Challenges with Punctuation and Sentence Structure

Nehleen encountered difficulties with punctuation and forming complex sentences. She shared, "I struggled with punctuation and forming compound sentences" (DU NEH 66). This is consistent with Gay et al. (2012), who emphasise the need for writers to use clear and correct grammar, including proper punctuation. Additionally, Blaxter et al. (2006) suggest that ensuring error-free grammar, punctuation, and spelling greatly contributes to making a good impression in academic writing.

These responses from the supervisees show that they faced various grammatical challenges during their thesis writing, ranging from difficulties in mastering the academic writing style and proper tense usage to struggles with vocabulary, punctuation, and sentence structure. These challenges underscore the complexities of achieving grammatical accuracy. Similar to findings of this study, Fitria (2023) identified several internal factors that contribute to EFL students' challenges in writing and completing a thesis. One of these factors includes difficulties with English grammar, selecting appropriate vocabulary, and correctly using spelling and punctuation. Furthermore, Fengjie et al. (2016) attribute some of these difficulties to the differences between students' first languages and English. Ultimately, as Paltridge and Starfield (2019) emphasise, maintaining high levels of grammatical precision is essential for successful thesis writing.

4.3.7 Experience Negative Emotions like Stress, Anxiety, or Nervousness During Thesis Writing

Nusrat, Nehleen, Jarif, Marzia, Rafi, Sharmin, and Bristy all expressed their experiences of negative emotions during their thesis writing journey, including stress, anxiety, nervousness, confusion, lack of confidence, demotivation, and more. According to Cameron et al. (2009) and Wellington (2010), students often experience heightened emotions such as anxiety, stress, fear, and confusion during the thesis process. Similarly, participants in this study mentioned,

4.3.7.1 Stress and Anxiety Due to Busy Schedules and Workload

Participants reported feeling overwhelmed due to the dual demands of thesis work and job responsibilities. For instance, Rafi noted, "I was really stressed as I was doing my thesis as well as my job duties" (DU RAF 64). Furthermore, on particularly busy days, the workload became so intense that Nehleen felt she could not dedicate enough time to their thesis. She shared,

"Some days were so busy and stressful that I could not give enough time to my thesis. This made me nervous about whether I could finish it" (DU NEH 78). Similarly, Sharmin expressed, *"When there were many tasks left to complete, I often felt very nervous and stressed"* (DU SHA 88). In addition, from the very beginning, Bristy felt a pervasive sense of nervousness: *"I felt very nervous from the start"* (DU BRI 86).

4.3.7.2 Nervousness About Deadlines and Feedback Delays

Moreover, the pressure of impending deadlines and delays in receiving feedback further exacerbated these feelings. For instance, Nusrat remarked, *"Before submitting my final work, I experienced a lot of nervousness and stress"* (DU NUS 70). Additionally, Rafi stated, *"I was filled with nervousness and anxiety before the final submission"* (DU RAF 64). Jarif conveyed his inner turmoil, stating, *"Inside me, there was always a nervousness about whether I would finish my thesis on time"* (DU JAR 70). Consequently, Nehleen also mentioned feeling anxious when her supervisor's feedback was delayed, *"I also felt anxious when my supervisor's feedback was delayed"* (DU NEH 78). This aligns with Mäki-Kuutti (2021), who highlights that students often worry about delayed feedback and tight schedules, leading to discomfort and stress.

4.3.7.3 Confusion and Lack of Confidence Causing Stress

In addition, confusion about feedback and a lack of confidence were significant sources of stress, especially for those undertaking their first thesis. As Marzia stated, *"Since it was my first time doing a thesis, I lacked confidence"* (DU MAR 72). Similarly, Sharmin also expressed her nervousness: *"I felt nervous whenever I was confused about feedback"* (DU SHA 88).

4.3.7.4 Feelings of Demotivation and Hopelessness

Furthermore, demotivation and feelings of hopelessness frequently emerged as recurring themes among participants. For instance, Nusrat reflected on a particularly challenging period:

"I had to drop my semester. That was the time I was sad and felt that I had wasted my time and money for nothing" (DU NUS 70). This sentiment is especially concerning, considering that many students self-finance their postgraduate studies. Consequently, failing to complete the thesis on time not only leads to financial hardship but also evokes a deep sense of wasted effort. Moreover, Nouri et al. (2019) emphasise that such situations are emotionally distressing, as students face significant financial and emotional burdens. Additionally, Amin et al. (2023) highlight that this issue is even more alarming extended delays or dropouts negatively affect not only the students' well-being but also the academic programs.

On the other hand, Bristy expressed her feelings by saying, *"There were no in-person presentations, and a short viva was done over a phone call by my supervisor. This made me feel less motivated, and I felt I had not achieved complete success"* (DU BRI 86).

4.3.7.5 Health Issues and Job Duties Contributing to Stress

Lastly, health problems and job responsibilities compounded the stress experienced by participants. One individual shared, *"Dealing with health problems and job duties made me even more stressed and exhausted"* (DU MAR 72).

Lastly, the findings revealed that Bristy felt demotivated, Marzia was stressed and exhausted, and Nusrat was sad by her semester drop. Additionally, Jarif, Nehleen, Rafi, and Sharmin also expressed feelings of nervousness and anxiety as negative emotions. This is similar to what Fikri et al. (2024) reported, as they experienced negative emotions, including persistent feelings of exhaustion, sadness, boredom, worry, and a lack of motivation.

4.3.8 Moments of Self-doubt or Lack of Confidence During Thesis Work

To explore the challenges encountered by supervisees during their thesis process, participants were prompted to reflect on moments that elicited self-doubt and a lack of confidence, ultimately impacting their overall thesis experience. Specifically, Nehleen, Sharmin, Bristy,

Marzia, Jarif, Rafi, and Nusrat each recounted distinct instances that contributed to their feelings of self-doubt and diminished confidence. Consequently, these experiences significantly hindered their progress throughout the thesis journey.

4.3.8.1 Incompletion of the thesis, Confusion, and Lack of Knowledge about the Thesis Brings Self-Doubt and a Lack of Confidence

To begin with, Nehleen and Sharmin shared how their workload and various responsibilities contributed to self-doubt and a lack of confidence regarding their ability to complete their theses on time. In this regard, Nehleen expressed, *“A lot was going on, so it was natural for me to have self-doubts and a lack of confidence about completing my thesis on time. I was not confident, and I was doubtful. I felt that I might not complete the thesis handling everything together”* (DU NEH 74). Similarly, Sharmin reflected on her own struggles, noting that her illness and heavy workload exacerbated her feelings of self-doubt and diminished confidence. She stated, *“When there was so much work left, and I was sick, I felt low confidence. I always felt that I might not complete the thesis in time”* (DU SHA 84). Moreover, this aligns with findings from Chang et al. (2022), which indicated that a review of previous research identified incomplete theses as a primary reason for graduate student dropouts, closely followed by issues related to low confidence. Thus, the experiences shared by Nehleen and Sharmin underscore the significant impact that workload and personal challenges can have on students' confidence and their overall thesis completion.

In addition to these experiences, Bristy also expressed her doubts about completing her thesis on time, highlighting her struggles with self-confidence and self-doubt stemming from her disinterest in the topic. She shared, *“I struggled a lot with self-doubt and a lack of confidence during my thesis work. I was constantly worried about whether I would be able to complete it as I had a lack of knowledge about my topic, and I was not even interested in working on that”*

(DU BRI 80). Similarly, Marzia articulated her reasons for experiencing a lack of confidence and self-doubt, primarily due to her limited understanding of the topic. Additionally, she mentioned how her confusion seemed to arise continuously, further undermining her confidence in her skills and knowledge. She stated, *"I used to have a lot of confusion about my thesis. It felt like as soon as one confusion was resolved, another one would begin. Additionally, I did not have a very strong understanding of my topic. So, when I started working on it, I did not feel confident at all"* (DU MAR 68). In this regard, Jarif added, *"I had a lot of self-doubt and felt unsure about my work. I kept worrying that the topic was too wide, not good enough, and that I would be able to finish it properly"* (DU JAR 66). These findings resonate with Muszynski's (1990) research, which indicated that graduate students who do not graduate on time may lack interest in their research topics. Furthermore, self-doubt is characterized as a feeling of uncertainty regarding one's abilities, skills, and understanding of the subject matter, as defined by Hermann et al. (2002). Consequently, Jarif's, Bristy's, and Marzia's experiences illustrate how a lack of interest and understanding can significantly contribute to feelings of self-doubt and hamper thesis completion.

Furthermore, Rafi continued by sharing how his limited knowledge of thesis writing contributed to his self-doubt and lack of confidence. He stated, *"I had a lack of knowledge of how to write a thesis, which I felt brings self-doubts and a lack of confidence for me. I struggled a lot about this matter"* (DU RAF 60). Similarly, Rosales et al. (2012) found that the majority of participants in their study lacked confidence in their writing due to insufficient writing skills. This connection highlights how deficiencies in thesis-writing abilities can further hinder confidence and create additional challenges during the thesis process.

Finally, Nusrat shared her struggles with falling behind in her thesis work, which led to self-doubt and a lack of confidence. She expressed how these feelings made the thesis writing process even more challenging. She stated, *"I was falling behind. My friends finished their*

work while I could not complete mine. Thinking about all this brought a lot of self-doubt and made me feel less confident. Working with all of these in mind was such a hassle, I can tell you" (DU NUS 66). Kerdeman (2015) similarly highlights that self-doubt and lack of confidence can be deeply distressing, as students neither anticipate nor desire to experience such emotions. Nusrat's experience reflects this, illustrating how falling behind can intensify self-doubt and create additional hurdles during the thesis process.

The findings from these participants reveal how workload, personal challenges, a lack of interest or understanding of the thesis topic, and insufficient writing skills all contribute to heightened self-doubt and lack of confidence.

4.3.9 Experience of Misunderstandings or Miscommunication and Disagreement Between Supervisor and Supervisee

Misunderstandings or miscommunication and disagreement between supervisors and supervisees can frequently create significant challenges during the supervision process. For instance, Jarif, Bristy, and Sharmin each shared experiences where such misunderstandings led to uncooperative situations, which ultimately affected their progress and collaboration. Bristy shared her experience about how she misunderstood feedback from her supervisor during a phone call and his way of providing brief feedback. She explained, "Sir used to call me and give me feedback about the submitted parts; he used to give me short feedback, and he mentioned that I needed to revise the methodology part. What I did was read that part and edit a few grammatical or paraphrased changes. However, after the submission, sir asked me why I did not change the framework as the framework did not mention the theories I added to my conceptual framework. I was blank." (DU BRI 90). This example reflects the findings of Rasool et al. (2022), who discovered that the absence of in-person interaction and reliance on

online communication can limit the effectiveness of the feedback process. Furthermore, many cases reported in their study revealed miscommunication and wrongly understood feedback between students and supervisors, which ultimately caused confusion and delayed progress. In Bristy's case, her phone communication experience reflects similar challenges, where brief and indirect feedback caused a major misunderstanding about the framework revision.

Similarly, Sharmin also highlighted how her introverted nature might have led to misunderstandings with her supervisor. She stated, "It is possible that my introverted nature led to some misunderstandings with my supervisor. She might have thought I was intentionally keeping quiet, but that was not the case." (DU SHA 94). This aligns with the findings of Rasool et al. (2022), which suggest that non-verbal cues such as tone and gestures can be misinterpreted in online or indirect communications, making it harder for supervisors to understand a student's intentions fully. Moreover, Sharmin further mentioned that their meetings were conducted via WhatsApp calls, Google Classroom, and in-person sessions (DU SHA 28). This combination of communication modes, especially the reliance on online platforms, may have increased the likelihood of miscommunication, supporting Rasool et al.'s (2022) point that such mediums often result in misunderstandings.

In addition, Jarif shared another perspective on miscommunication, caused by his supervisor's forgetfulness. He said, "Sir used to forget many things, which often led to misunderstandings. For example, before the interview, he had also told me to start data collection. However, when I showed him the data later, he questioned why I had started collecting it without informing him. Since he had forgotten our earlier conversation, this caused a misunderstanding between us." (DU JAR 74). This issue may arise because supervisors often deal with multiple supervisees and other responsibilities, making it difficult for them to track every conversation and instruction. As ÖzyiğİT (2022) notes, high course hours, heavy workloads, and the large

number of supervisees contribute to supervisors forgetting details or prior discussions, leading to miscommunication.

In contrast, Nehleen shared a positive experience, saying, "As he was very straightforward and clear with his feedback and suggestions, I did not experience any misunderstandings or miscommunications." (DU NEH 82). This emphasises how clear, detailed feedback can significantly reduce the risk of misunderstandings.

4.3.9.1 Experience of Disagreement with the Supervisor

Furthermore, Sharmin and Bristy both described instances where their differing perceptions led to disagreements with their supervisors. Sharmin shared, "There were situations where my supervisor and I had different ideas. For example, I initially wanted to work on a topic related to the modern era. I tried to convince my supervisor, but he did not agree with me. These instances felt like disagreements to me, as we had different viewpoints on how to work. But at last, I accepted his preferred topic." (DU SHA 32). Bristy added, "There was a disagreement when he rejected the topic I was interested in. According to him, it was not appropriate for me, but I disagreed." (DU BRI 38). These cases are consistent with Bastola (2022), who found that supervisors and students often interpret feedback in contrasting ways, which can lead to disagreements. Moreover, Marzia also shared a similar experience, saying, "My supervisor disagreed with the way I wrote the result chapter, and I naturally felt discouraged." (DU MAR 26).

In summary, misunderstandings and disagreements between supervisors and supervisees often stem from communication barriers, lack of physical presence, or differing perspectives. Nevertheless, these challenges can be mitigated through clear, detailed, and structured feedback, which helps align expectations and reduce misinterpretation.

4.3.10 Feelings About Criticism from the Supervisor

The supervisees in this study have interpreted criticism from their supervisors in two distinct ways. Specifically, Nehleen, Marzia, Nusrat, and Bristy reported perceiving the feedback as harsh, discouraging, and embarrassing, which instilled a sense of fear. Conversely, Rafi and Sharmin acknowledged that, despite the criticism feeling uncomfortable or severe at times, it ultimately contributed to enhancing their productivity and improving the quality of their work.

4.3.10.1 Criticism Felt Difficult and Demotivating

Criticism felt difficult for many students during their thesis journey. For instance, Nehleen mentioned how her supervisor criticized her for mistakes with citation, which was awkward and embarrassing for her. She stated, *"My supervisor criticised me and questioned why, as an MA student, I was making such mistakes. It was an awkward moment, and I felt embarrassed and did not have a response at the time"* (DU NEH 34). Similarly, when Marzia was asked how she felt about criticism from her supervisor, she expressed, *"I obviously felt sad"* (DU MAR 38). Additionally, Nusrat shared a similar feeling, saying, *"I felt sad whenever my supervisor criticised me for any reason, and criticism always felt harsh for me"* (DU NUS 38). Moreover, Bristy highlighted how topic rejection and criticism made her fearful of the entire thesis process. She recalled, *"The criticism I received when he initially rejected my topic, and it was when I first became scared about the thesis"* (DU BRI 50).

As participants shared their experiences with criticism, they were asked whether it helped or demotivated them. In response, Nusrat, Sharmin, Bristy, and Nehleen expressed that the criticism had a demotivating effect on them. For example, Nusrat plainly stated, *"I felt demotivated by the criticism"* (DU NUS 36). Similarly, although Sharmin had previously mentioned mixed feelings about criticism, she highlighted how it could also be demotivating, explaining, *"There were also moments when harsh criticism, especially when it was in front of others, felt demotivating. I still remember how upsetting it was to be criticized in front of*

others" (DU SHA 46). In the same way, Bristy confirmed, *"It definitely demotivated me"* (DU BRI 52). Furthermore, Nehleen emphasised that the criticism she received was not only demotivating but also discouraging and upsetting, and she reflected, *"I must say the criticism quite demotivated me. It felt discouraging and upsetting"* (DU NEH 36). Thus, these findings showed that criticism often felt emotionally challenging and disheartening for supervisees, which brings demotivation.

4.3.10.2 Mixed feelings about Criticism with Little Motivation

On the other hand, Sharmin and Rafi shared their mixed feelings about criticism. Although it initially felt harsh and sad, they soon realized that criticism was ultimately beneficial for their improvement. Specifically, Sharmin explained, *"I had mixed feelings about the criticism I received from my supervisor. While I understood that she aimed to help me improve, there were times when her approach felt harsh"* (DU SHA 44). Furthermore, Rafi added, *"At first, I was sad, but I later realised it was necessary for my growth. It helped me improve my work speed and complete the tasks before the deadline"* (DU RAF 34).

When asked whether criticism helped or demotivated them, participants offered varied responses. For instance, Sharmin acknowledged that while criticism in front of others felt demotivating, she also recognized how it helped her overcome her quiet nature. She shared, *"There were times when my supervisor criticised me as I was quiet all the time. Still, I was motivated by my supervisor's efforts to push me to initiate conversations, ask questions, and discuss ideas"* (DU SHA 46). In contrast, Rafi explained how, despite the harshness of the criticism, it motivated him differently. He mentioned, *"Let me tell you, for me, criticism harshly motivated me"* (DU RAF 36). Likewise, Marzia, who initially struggled with criticism, later reflected on how it benefited her. She admitted, *"Even though I felt sad at first, I would say it*

motivated me in some way. My conscious sense kicked in when my supervisor criticised me, and I made sure I would not repeat it next time" (DU MAR 40).

Therefore, it becomes evident that while criticism can initially feel demotivating or harsh, it can also serve as a motivational force. As seen in these cases, participants like Sharmin, Rafi, and Marzia found that, despite the initial difficulty, criticism ultimately contributed to their academic progress.

The findings indicate that criticism serves two distinct roles, depending on how it is delivered and received. On one hand, criticism can demotivate, evoke feelings of sadness, or create fear in supervisees. On the other hand, it can act as a catalyst for improvement, as noted by Rafi and Sharmin. This observation aligns with previous scholarly research, such as Hyland et al. (2001), who explored criticism as a crucial component of feedback on ESL students' writing assignments.

4.3.11 Health and Technical Challenges Faced During Thesis Writing

Thesis writing is a lengthy process that requires supervisees to engage in extended periods of work. Given this context, participants were asked whether they faced any health or technical issues resulting from spending so much time on their laptops and thesis works. In this regard, Fitria (2023) notes that EFL students struggle with thesis writing and completion due to a range of internal and external influences. Specifically, internal factors include health issues, whereas external factors encompass technical problems with devices such as laptops and computers.

4.3.11.1 Health Issues

For instance, Nehleen expressed, *"I cannot finish talking about my back pain. It was so bad that I could not tolerate it at a point. Back pain is just part of working on a thesis, and I dealt with all of it"* (DU NEH 108). Similarly, Sharmin mentioned, *"I faced extreme headaches and eye pain. Whenever I opened the screen, my eyes would turn red, and the headaches were*

unbearable. My back pain was constant, my hands were hurting, and so much more" (DU SHA 120). Marzia also highlighted her struggle with back pain, stating, *"I suffered a lot from back pain"* (DU MAR 106).

Rafi shared his experience of back pain alongside his nonstop work and lack of sleep: *"I had very little time to complete my thesis. I used to work straight for 6-7 hours, only taking 20 to 30-minute breaks for meals or other tasks before getting back to work again. It honestly felt like hell. My back would go numb, and due to the lack of sleep, I often felt dizzy"* (DU JAR 102). Moreover, Nusrat, who was managing both a job and thesis writing, described the health issues caused by prolonged screen time: *"I spent all weekend working on my laptop for my thesis, and during the week, I was back on the laptop at my office. My eyes were exhausted from staring at the screen constantly. I would sit at my office desk and then at my study chair at home. The back and neck pain was intense, and I barely walked because I was sitting for most of the time"* (DU NUS 100). In support of these findings, various scholarly articles highlight similar concerns. For example, according to Skoblina et al. (2020), people who spend 1 to 4 hours a day using mobile phones and laptops often experience symptoms like eye strain, headaches, and blurred vision. Furthermore, Yadegaripour et al. (2020) indicate that extended laptop use can increase the likelihood of neck and back injuries over time.

4.3.11.2 Technical Issues

On the other hand, technical issues also emerged as a significant concern among participants. Bristy shared her challenges with slow internet, an outdated device, and limited laptop proficiency, stating, *"I live in a village, and slow internet was a thing that I faced a lot; even my laptop is quite old, so it was a lot difficult to work with it. I am also not a pro at using laptops; I faced a lot of problems during the thesis formatting, and it was time-consuming"* (DU BRI 120).

Sharmin, who previously mentioned health issues, added, *"I also dealt with technical issues, like my laptop freezing or slowing down"* (DU SHA 120). Rafi recounted his frustrations related to file deletion, which exemplified the technical challenges he faced: *"All my files got deleted, and even now, I feel frustrated just thinking about it. I still cannot believe I made such a big mistake by not keeping any backup or saving it anywhere. A huge part of my work was actually gone. Later, I needed expert help to recover it, and a lot of time was wasted in the process"* (DU RAF 96). These experiences align with Fitria's (2023) finding that 75% of students encounter technical issues with devices such as laptops and computers while working on and completing their thesis. Overall, the combination of health and technical issues presents significant challenges for students during the thesis writing process.

4.4 Strategies and Ways Supervisees Use to Overcome Challenges

As discussed in the previous section, various challenges encountered by the supervisees during their thesis writing significantly impacted their academic journey. Therefore, it is essential to understand how the supervisees overcame these challenges, what strategies they employed, and whether they had specific approaches to address these issues. This section aims to clarify these aspects.

4.4.1 Supervisees Personal Strategies to Overcome Various Challenges of Thesis Writing

This section discusses the various personal strategies that supervisees employed to tackle the challenges they encountered during their thesis writing process.

4.4.1.2 Fixed Daily Time for Thesis Writing

Nehleen faced the challenge of managing her thesis while simultaneously working on a course, which she described as a difficult balancing act. To overcome the hassle of juggling both responsibilities, Nehleen divided her time between other tasks and her thesis work, ensuring

that she set aside fixed times for her thesis that would not be interrupted. Consequently, this approach helped her manage her workload more effectively. Additionally, she emphasised the importance of following her supervisor's feedback; as Nehleen explained, "Work and courses along with my thesis were hard tasks, so I set aside personal time for myself and fixed times for my thesis. I relied on my supervisor's feedback, which became an easy and reliable strategy for me" (DU NEH 84). Similarly, Jarif identified time constraints as his biggest challenge when working on a complex project like his thesis. He struggled with having very limited time to complete his work; however, to overcome this, he implemented his strategy. Like Nehleen, Jarif also emphasised the importance of allocating fixed times for thesis writing. He explained that his approach was to be punctual and consistent, ensuring that even with many other commitments, he dedicated a specific portion of each day to his thesis. As Jarif mentioned, "My biggest challenge was that I had very little time to finish my thesis. I tried to be punctual, and even though I had many things going on, I made sure to dedicate a specific time of the day to work on my thesis. My goal was to do at least something for my thesis every day, no matter how small" (DU JAR 76). This highlights the value of time management and consistency in overcoming time-related challenges (Sharma, 2017). In addition, Nusrat shared her similar strategy of having a strict routine for her thesis work during the weekend to overcome the frustration of managing a full-time job and thesis at the same time. She stated, "Managing my job and thesis was really frustrating for me. I followed a routine where I worked on my thesis all weekend. I tried not to do any job-related tasks during the weekends so I could focus on my thesis. I also made a checklist to help me decide what to do first" (DU NUS 78). These findings reveal that the supervisees employed effective strategies, such as time management and structured routines, to successfully navigate the challenges of balancing their thesis work with other responsibilities.

4.4.1.3 Organising Ideas Through Drafts

Furthermore, Sharmin mentioned how she used to face challenges due to the extensive writing pressure of the thesis and the numerous tasks involved. To overcome this, she organised her main ideas in a draft so that she could later incorporate them into the larger sections without getting confused. Moreover, she emphasised that she followed a one-task-at-a-time strategy to avoid feeling overwhelmed. As she stated, "The thesis is a big piece of writing, and I often found myself puzzled by the large amount of writing tasks, editing, and so on. To manage this, I planned and made drafts to organise my ideas before writing the main part. Then, I tackled one task at a time instead of trying to handle everything at once" (DU SHA 98).

4.4.1.4 Independent Work Management and Tracking Deadlines

In addition, Bristy used independent work management and deadline tracking to overcome the challenges, and she mentioned the challenges she faced due to her supervisor's late and brief feedback. To address this, she started working on her own and completed tasks based on their deadlines. She stated, "My supervisor took a long time to give me feedback, and he used to give brief feedback, as I mentioned, so I just started not waiting for his feedback. My strategy was to work independently. I also started tracking the deadlines and finishing the work accordingly." (DU BRI 92).

4.4.1.5 Taking Short Breaks

Moreover, Marzia mentioned another effective strategy involving the incorporation of short breaks. She expressed that she often felt stressed due to the continuous nature of her thesis work; therefore, she took breaks to relax. As she stated, "I used to be fed up while doing non-stop work on my thesis. For this, I took short breaks and spent some time closing all the work. It made me relax." (DU MAR 80).

4.4.1.6 Avoiding Unnecessary Information and Broad Chapter

Finally, Shamrin also shared how she felt the pressure of writing too much. Similarly, Rafi mentioned that he experienced this pressure but followed a strategy to save his time and effort by avoiding the idea of creating a lengthy piece of writing. He stated, "I felt that I wasted a lot of time trying to make the chapters look big. I then realized that this approach was taking up too much of my time. So, I avoided adding unnecessary or crowded information just to make my chapters longer; instead, I focused on writing the main ideas without stretching them." (DU RAF 72).

Overall, supervisees utilised various strategies, such as setting fixed times for writing, organizing ideas through drafts, and taking short breaks, to manage the challenges of thesis writing effectively.

4.4.2 Techniques Used by the Supervisees to Stay Motivated and Focused Throughout the Thesis

In this section, the strategies employed by supervisees to maintain motivation and focus during their thesis work are explored.

4.4.2.1 Setting Goals and Managing Pressure

In this regard, Marzia shared her approach by stating, "*I took breaks and worked only on weekends to avoid feeling pressured. Whenever I felt tired, I stopped working and took breaks. This approach helped me a lot to motivate me*" (DU MAR 84). This indicates that Marzia effectively managed her workload by incorporating breaks, which prevented burnout and enhanced her motivation. Similarly, Bristy emphasised the importance of setting clear goals, expressing, "*To stay motivated and focused during my thesis, I kept reminding myself that finishing my MA was the most important thing and my target*" (DU BRI 96). This highlights how Bristy's focus on her goal provided her with the drive needed to remain committed to her thesis work.

4.4.2.2 Self-realisation for Future Benefits and Enhanced Qualification

In this context, Nehleen expressed, "I reminded myself that completing the thesis would be beneficial for my future and could enhance my qualifications. Being able to work independently, make my own decisions, and detailed feedback was also a source of motivation" (DU NEH 88). This highlights how Nehleen recognized the long-term benefits of her thesis work as a motivator, emphasizing that her ability to work independently and receive constructive feedback contributed to her motivation throughout the process and also illustrates that self-realisation regarding future advantages and the importance of independence played a crucial role in keeping her motivated.

4.4.2.3 Key Factors for Motivation: Sense of Accomplishment, Small Tasks, Senior Support, and Task Management

In discussing their motivations during the thesis writing process, Sharmin, Rafi, Jarif, and Nusrat identified several key factors that helped them stay focused and engaged. To begin with, Sharmin emphasised the importance of recognizing the sense of accomplishment she would feel upon completing her thesis, stating, "*I constantly reminded myself of its importance and the sense of accomplishment I would feel once it was completed*" (DU SHA 102). This highlights how maintaining a focus on the end goal fueled her motivation. Moreover, Jarif shared his strategy of breaking the thesis into smaller tasks, which made the overall process feel more manageable. He mentioned, "*Since the thesis is a very broad task, I often did not feel like starting it. So, I would challenge myself by setting small tasks, like finding five references today. I would give myself specific targets, such as writing 500 words today. After completing the task, I might reward myself with a break or whatever*" (DU JAR 80). This indicates that setting achievable goals and rewarding himself helped him overcome the overwhelming nature of the thesis.

Additionally, Rafi found motivation through conversations with peers who had previously completed their theses. He stated, *"I often talked to the senior brothers who did the thesis; I talked to them about how they completed it, which was quite motivating to talk to them"* (DU RAF 76). This reflects the value of shared experiences and encouragement from others. Finally, Nusrat highlighted her use of task lists as a motivational tool. She expressed, *"I motivated myself by making a list of tasks that needed to be completed. I would look at the lists and tell myself, 'Nusrat, you have done it'"* (DU NUS 82). This illustrates how maintaining a clear overview of her tasks reinforced her sense of achievement and progress. Furthermore, the findings demonstrate that the supervisees utilised various strategies, including recognizing accomplishments, breaking tasks into smaller challenges, seeking support from peers, and maintaining task lists to enhance their motivation during the thesis process.

4.4.3 Strategies Used by the Supervisees to Boost Their Self-confidence

Nusrat, Jarif, Sharmin, and Marzia did not mention any specific strategies to boost their self-confidence; however, they noted that completing assigned tasks on time significantly enhanced their confidence for future work.

In exploring how supervisees aimed to enhance their self-confidence, it is evident that they linked the timely completion of tasks to a positive boost in their confidence levels. In this context, Sharmin conveyed that completing tasks one by one fostered her confidence, stating, *"When I was completing tasks one by one, it made me confident"* (DU SHA 86). Furthermore, Nusrat emphasised the sense of achievement associated with timely task completion, expressing, *"If I did complete any task on time, I felt like, yes, I could do it; that was like an achievement which helped"* (DU NUS 68). Additionally, Marzia pointed out the motivational aspect of staying on track, noting, *"To boost my self-confidence, I focused on completing tasks on time to avoid wasting time and money, which helped me stay motivated and boost my*

confidence" (DU MAR 70). Finally, Jarif highlighted the impact of his previous thesis experience, saying, *"My confidence was increased due to the fact that I did a thesis earlier in my graduation; this boosted my confidence, to be honest"* (DU JA 68). Overall, the findings reveal that the supervisees associated task completion and past experiences with enhanced self-confidence in their thesis work.

On the other hand, in this regard, Nehleen expressed that the autonomy provided by her supervisor to choose her topics and methods played a crucial role in boosting her confidence, stating, *"When my supervisor gave me the freedom to choose my topics and methods, it greatly helped me gain confidence"* (DU NEH 76). This highlights how having the freedom to work independently can enhance self-confidence for Nehleen. Similarly, Rafi emphasised the importance of self-initiated learning in overcoming challenges, saying, *"Whenever I faced difficulties or confusion, I did some self-study and research. I looked for answers to my own questions, which helped boost my confidence and clear up my doubts"* (DU RAF 62). This indicates that Rafi's proactive approach to learning and problem-solving significantly contributed to his confidence during the thesis process.

The findings here reveal that supervisees boosted their self-confidence primarily through the timely completion of tasks, previous experiences, autonomy in topic selection, and self-initiated learning strategies.

4.4.4 Strategies Used by Supervisees to Prioritise and Organise Tasks to Maintain Steady Progress on the Thesis

To navigate the complexities of thesis writing, supervisees employed various strategies to prioritise and organise their tasks effectively.

4.4.4.1 Task Management and Maintaining Deadlines

Supervisees recognized the importance of effective task management and adherence to deadlines to ensure steady progress on their theses. In this regard, Nehleen stated, "*I prioritise and organise my tasks by working through each chapter step by step, ensuring I never leave a task incomplete before moving on to the next chapter*" (DU NEH 86). Similarly, Marzia emphasised her strategy of tracking deadlines, stating, "*I reminded myself of the deadlines and set goals to complete tasks on time. This helped me stay organised and ensured steady progress on my thesis*" (DU MAR 82). Moreover, Jarif highlighted the significance of completing chapters promptly, saying, "*For progress, I believed in chapter completion before the deadlines*" (DU JAR 78). These findings indicate that supervisees utilize effective task management strategies, such as completing chapters sequentially, setting goals while tracking deadlines, and emphasizing timely chapter completion to ensure steady progress on their theses.

4.4.4.2 Maintaining To-Do lists and Checklists

To maintain steady progress on their theses, supervisees can effectively utilize to-do lists and checklists, which help prioritise tasks, track progress, and ensure that all necessary components are addressed.

In this context, Nusrat maintained a checklist to stay organised and focused on her tasks. She stated, "I maintained a checklist and used to tick off tasks after completing them; it helped me check what was left, what needed to be completed, and how much time I had; overall, it helped me stay on track" (DU NUS 76). This reflects her intention to have a clear overview of her responsibilities and to avoid feeling overwhelmed. Similarly, Rafi emphasised the importance of having a routine to keep his work on track. He mentioned, "I followed a routine and list that I maintained for my thesis work; completing the lists meant I was done with my work" (DU RAF 74). This indicates his desire to create a sense of accomplishment and ensure that he stays

productive. Furthermore, Bristy highlighted her approach to task management by using a diary to document her responsibilities. She explained, "I listed my tasks by keeping a strict to-do list. I maintained a diary where I wrote down everything I needed to do, even small tasks. This actually helped me stay on track and manage my time well" (DU BRI 94). This shows her intention to break down her workload into manageable parts and effectively allocate her time. The findings indicate that supervisees utilised to-do lists and checklists as effective strategies to prioritise tasks, track their progress, and maintain steady progress on their thesis.

4.4.5 Overcoming Negative Emotions Like Stress, Anxiety, and Nervousness During the Thesis

Negative emotions hampered the thesis writing experience for the supervisees, as they mentioned earlier. When asked about strategies to overcome these emotions, they shared several approaches they found helpful.

To begin with, Nehleen emphasised the importance of keeping her personal issues separate from her thesis work to mitigate negative emotions. She stated, *"I also tried to keep my personal issues separate from my thesis work. Although it was not always easy, I made an effort to set aside time to relax and time to work on my thesis, which helped me"* (DU NEH 78). Moreover, Sharmin adopted a strategy of tackling one task at a time to maintain her mental and physical well-being. She noted, *"I realized that starting all tasks at once would be not only helpful for my thesis but also for my mental and physical health, so I began tackling them one by one"* (DU SHA 90).

In addition, Marzia highlighted the importance of taking breaks from her continuous thesis work. She found that listening to music and spending time with friends helped her to relax and

clear her mind. She said, "*I took breaks by listening to music, chatting with friends, or going out. These breaks helped me relax and clear my mind*" (DU MAR 72).

Furthermore, Rafi shared his approach of engaging in activities outside of his thesis work, such as watching movies and getting enough sleep, to re-energize himself. He explained, "*I used to give myself some time for my own. I might watch movies, eat well, or just sleep. These helped me to overcome my stress, and I got energy for further work*" (DU RAF 64).

On the other hand, Jarif mentioned that his previous experience with thesis writing helped him manage stress and nervousness. He remarked, "*As I did my thesis in my undergrad, stress or nervousness never weighed heavily on me*" (DU JAR 70). This aligns with findings by Mäki-Kuutti (2021), who noted that completing a thesis without prior knowledge can be particularly challenging for supervisees. Lastly, Nusrat expressed her strategy of maintaining a positive mindset to combat the negative emotions she encountered. She said, "*Whenever I felt overly sad, I tried to stay positive and hoped for good outcomes*" (DU NUS 70).

The findings indicate that the supervisees employed various strategies to manage negative emotions during their thesis writing process. These included separating personal issues from academic responsibilities, focusing on one task at a time, taking breaks to recharge, and maintaining a positive mindset.

4.4.6 Benefits of seminars, Workshops, and Courses to Overcome the Challenges

Most of the participants in this study mentioned that they did not get the chance to attend any thesis-related seminars or workshops; rather, they attended research methodology as a requirement for their degree, which was helpful, they mentioned.

4.4.6.1 No Seminar or Workshop Attendance

Rafi (DU RAF 80), Bristy (DU BRI 100), Jarif (DU JAR 84), Marzia (DU MAR 88), and Nehleen (DU NEH 92) shared that they did not attend any thesis-related seminars or workshops. However, Nusrat highlighted the positive impact of attending a seminar, explaining, *"My supervisor had invited me to a seminar at our university, and I attended it. Some senior professors had talked about their research reports, and a few students had given presentations on theirs. I found it really helpful. It made me realize that there were so many areas to explore in research"* (DU NUS 86). Therefore, these findings reveal that while many participants missed out on valuable learning opportunities, Nusrat's experience underscores the potential benefits of attending thesis-related events. Consequently, these insights suggest that such seminars and workshops could play a crucial role in enhancing the research skills and awareness of supervisees.

4.4.6.2 Helpfulness of Methodology Course

Though participants did not have the opportunity to attend any thesis seminars or workshops except Nusrat, others shared that they attended a course titled "Research Methodology." This course provided valuable insights and skills that significantly aided them in their thesis work. In this regard, Nehleen stated, *"I did a course titled research methodology, which helped me with my thesis"* (DU NEH 92). Similarly, Marzia expressed that she learnt her basic research knowledge from the methodology course and considered it beneficial for her thesis; she said, *"I did a methodology course in my undergrad as well as in my MA; the basics were actually learned from the course"* (DU MAR 88). Additionally, both Bristy (DU BRI 100) and Sharmin (DU SHA 106) shared that they attended the methodology course, which they also found beneficial. Furthermore, in this regard, Setiawan et al. (2020) mentioned that the research methodology course appears to be beneficial for completing students' research and assignments.

Furthermore, these findings indicate that while some participants missed valuable opportunities to attend seminars and workshops to overcome the challenges, nevertheless, the methodology course played a significant role in enhancing their research capabilities and overall thesis work.

4.4.7 Role of Peers and Family in the Thesis Journey

Thesis writing is a complex journey where supervisors are there to help. However, there are several other factors at play, making the roles of peers and family incredibly important. To explore this aspect, participants in this study were asked how they sought help from their peers and family during the stressful journey of their thesis and whether they received the support they needed.

4.4.7.1 Lack of Support from Peers and Family

To explore the role of family support during the thesis process, participants were asked about the help they received. Specifically, Nehleen mentioned that she did not involve her family in her thesis work, explaining, "*I did not involve my family members in my thesis work because I did not want to bother them*" (DU NEH 94). In addition, Bristy shared that she never sought any help from her peers or family, stating, "*I never talked to them about my struggles, so I did not receive any help from them*" (DU BRI 102). Similarly, Sharmin expressed that she also did not receive any form of assistance, noting, "*I did not receive much help from peers or family during my thesis work*" (DU SHA 108). Moreover, Marzia, with a touch of sarcasm, remarked, "*I cannot say that my family did much, but they did pay the semester fees*" (DU MAR 92). Further reinforcing this, Jarif added, "*My family did not even know I did a thesis*" (DU JAR 86). Overall, these responses highlight the lack of involvement from both peers and family members during the thesis journey for many participants.

4.4.7.2 Support from Peers and Family

Despite this, some participants found help from their peers. For instance, Marzia, while not receiving direct assistance from her family, relied on her friends and peers. She noted, "*I talked a lot with friends who had done or were doing their theses. I stayed in contact with them and received a lot of help. When I felt stressed, I would talk to friends or go out to eat. They also helped in finding participants*" (DU MAR 92). Likewise, Nehleen acknowledged the valuable support of her peers in helping her locate participants for her research, stating, "*Some of my peers and classmates helped me by finding participants for my research*" (DU NEH 94). Similarly, Jarif credited his peers for their assistance during his survey, noting, "*Peers were helpful during my survey*" (DU JAR 86), which further emphasises the importance of peer support in the research process.

On the other hand, Nusrat was the only participant who mentioned significant family support. In particular, she shared that during a difficult time, her family encouraged her to continue, explaining, "*I talked to my parents about dropping the semester. They helped me and asked me to continue the next semester, which I felt was helpful for me at that time*" (DU NUS 88). Similarly, Fitria (2023) highlights the importance of family support in building confidence during the thesis process, especially when facing non-academic challenges. While Fitria's (2023) study found that 85% of participants received family support and 75% received help from peers, the findings in this study present a different scenario.

4.4.8 Strategies by the Supervisees to Manage the Balance Between Personal Life and Thesis Writing

Regarding balancing personal life and thesis writing, most participants mentioned experiencing an imbalance. They were asked how they tried to maintain a balance and what the scenario of their personal life and thesis writing looked like.

4.4.8.1 Time Management and Organization

Bristy shared that she was overwhelmed by the pressure of her thesis to the point where she skipped meals and sleep, which caused frustration in her personal life. To cope with this, she decided to maintain a to-do list. She explained, *"I started to maintain a to-do list to manage everything without a hassle. I gave time to work accordingly that I mentioned on my list; I told myself that there would be no more extra forcing and all."* (DU BRI 68).

Similarly, Jarif shared how he maintained a routine to manage external responsibilities alongside the pressure of his thesis. He stated, *"I soon realised that if I had to work on my thesis while also giving time to my other responsibilities, including my personal life, I needed to maintain a strict routine to stay focused and allocate time separately for study and personal tasks. I finally did that and managed the situation."* (DU JAR 54). Additionally, Nusrat explained how she established a routine by separating her personal and job responsibilities from her thesis work. She said, *"I was only free during my weekends, so I just made that a routine for my thesis that I would only work during that fixed time, and on other days, I would focus on my job or any other duties."* (DU NUS 56).

4.4.4.8.2 Motivation and Enthusiasm

As the participants faced challenges in balancing personal life and thesis writing, Nehleen and Marzia shared how they sought motivation and enthusiasm to alleviate their struggles and pressure. The findings highlight the importance of motivation and enthusiasm in their efforts to complete their thesis. Nehleen stated, *"I reminded myself that if I worked hard now, it would pay off in the future. I could not leave my thesis unfinished; I needed both a degree and a job."* (DU NEH 62). Marzia expressed how she pushed herself to complete her work to avoid the constant pressure of thesis incompleteness, saying, *"I pushed myself, thinking the sooner I*

finished the work, the sooner I could relax. I did not like the idea of sitting idle without completing it because I would constantly feel the pressure." (DU MAR 58).

4.4.8.3 Failed to Balance Personal Life and Thesis Pressure

Sharmin, in the beginning, shares how she struggled to maintain a balance and ended up neglecting all of her personal life activities due to the demands of thesis writing. She stated, *"I had to avoid personal activities, like hanging out with friends or attending family gatherings because I was focused on completing the thesis and meeting deadlines."* (DU SHA 70). Like Sharmin, Rafi also shared how he struggled to manage the situation and experienced an imbalance. He stated, *"I had to concentrate on my thesis more than other things."* (DU RAF 50).

Overall, the findings indicate that while some participants successfully implemented strategies to manage their time and maintain motivation, others faced significant challenges in balancing their personal lives with the demands of thesis writing.

4.4.9 Strategy to Manage the Deadlines

In this study, participants mentioned that they faced pressure and challenges regarding deadlines, so they were asked how they managed to handle the pressure.

4.4.9.1 Intense Work Effort

To handle deadline pressure, Nehleen emphasised the importance of hard work, stating, "To handle it, I focused on working hard" (DU NEH 56). Similarly, Jarif described his approach, noting that he worked nonstop to complete his tasks before the deadlines. He remarked, "I used to work nonstop before the deadline so that I would not miss the submission. I remember working the entire night without sleeping right before the deadline" (DU JAR 48). Comparably,

Rafi also shared his experience, admitting, “I would not say I handled the pressure well, but I worked for hours to complete my tasks before the deadline” (DU RAF 46).

4.4.9.2 Task Management for the Deadline

In addition to intense work efforts, Sharmin adopted a strategic approach to managing her deadlines. She mentioned two effective strategies: taking one step at a time and prioritizing tasks with the nearest deadlines. She explained, “Instead of doing everything all at once, I chose to work on one step at a time. I always made sure to keep track of my deadlines by focusing on whichever one was coming up first” (DU SHA 64).

4.4.9.3 Independent Work

Bristy highlighted the challenge of dealing with deadline pressure due to her supervisor's late feedback. To address this issue, she decided to take control of her situation by working independently. She stated, “I decided to take control by working independently” (DU BRI 64).

4.4.9.4 Compromising Detailed Information to Manage Deadlines

Finally, Nusrat expressed her struggle with managing deadlines, admitting, “I could not handle it, to be honest. What I did was leave a few parts with minimal writing, just the main ideas, so that I could save time and complete my work by the deadline” (DU NUS 52). Although she was not satisfied with this compromise, it allowed her to meet her deadlines.

Furthermore, the findings highlight that supervisees used various strategies to cope with deadline pressure, including intense work efforts, task management, and independent problem-solving. While some participants effectively managed their workload, others had to compromise on quality to meet deadlines.

4.5 Role of Supervisors in Mitigating Challenges

Supervisors are essential in helping students navigate the difficulties of thesis writing. As noted by Sharma (2017), the collaboration between the supervisor and the student is vital in creating a pathway for the student's academic success. Acting as a trusted guide, the supervisor ensures that the student's work meets institutional standards (Kimani, 2014). Therefore, in this study, participants were asked during interviews how their supervisors helped them overcome the challenges they faced during the thesis writing process.

4.5.1 Impact of Supervisor Feedback on Improving Work

There were a few parts in the thesis that participants mentioned were improved due to the feedback from their supervisors. Such as,

4.5.1.1 Feedback on Literature Review

The findings highlight the essential role of supervisors in providing feedback on literature reviews, which significantly enhances the quality of students' work. For instance, Sharmin remarked on the transformative impact of her supervisor's feedback, stating, *“Specifically, when I had a draft ready for my literature review, she provided feedback on my draft. I revised the work thoroughly according to the feedback, which made a significant improvement in the quality of my literature review”* (DU SHA 30). Furthermore, Bristy acknowledged the limited time her supervisor allocated; nevertheless, she still found the feedback beneficial. She noted, *“In the literature review, he did help me, though he only gave me very little time. Still, it was helpful for my understanding of how to organise the literature review”* (DU BRI 34). Additionally, Nusrat highlighted the significance of feedback in improving citation quality within her literature review. She explained, *“My literature review was not well cited at first, but after my supervisor gave me feedback, I tried to find more information to add, which is necessary, I think”* (DU NUS 26). Thus, feedback from supervisors plays a crucial role in improving literature reviews by facilitating revisions, enhancing organizational skills, and

promoting thorough citation practices. Similarly, Basturkmen (2010) rightly observes that the majority of L2 students need feedback on their literature reviews, as mentioned here in this study.

4.5.1.2 Feedback on Specific Thesis Elements

The findings illustrate the critical role of supervisors in providing feedback on specific thesis elements, which significantly contributes to the overall quality of students' research. For instance, Nusrat emphasised that the guidance she received regarding her framework was instrumental in strengthening her conceptual approach. She stated, *“The feedback about the framework I received and my supervisor's suggested I adopt it from other works actually made my conceptual framework stronger”* (DU NUS 26). This highlights how the supervisor's insights not only improved Nusrat's understanding but also encouraged her to leverage existing literature effectively.

Moreover, Jarif reflected on the impact of feedback on his academic writing, noting that his supervisor's assistance was crucial in enhancing the quality of his thesis. He articulated, *“He helped me a lot in improving my academic writing style, which I felt was one of the reasons my thesis was of good quality”* (DU JAR 22).

Additionally, Marzia stated that the feedback from her supervisor helped her write the abstract correctly and overcome her struggles. She mentioned, *“He helped me to write the abstract in a correct manner as I was struggling”* (DU MAR 24).

Finally, Rafi provided an example of how feedback can directly improve data collection strategies. He explained, *“I had created interview questions, but I was not getting detailed answers from the participants. Then, my supervisor and I had a meeting where my supervisor*

provided feedback on my interview questions. She also made some edits and suggested that I focus on creating open-ended questions for better responses” (DU RAF 22).

In conclusion, the feedback provided by supervisors has been instrumental in improving various thesis elements, including conceptual frameworks, academic writing styles, abstract composition, and data collection strategies.

4.5.1.3 Improvement of Quality Through Feedback

The findings indicate that feedback from supervisors plays a crucial role in enhancing the quality of students' research. For instance, Nehleen noted, *"He suggested that I make the chapter more informative and better cited. He pointed out where I needed to add more details and include more references"* (DU NEH 26). This feedback not only guided her in improving the depth of her work but also emphasised the importance of proper citation practices.

4.5.2 Supervisor's Assistance in Choosing Research Methods and Techniques

Khan et al. (2023) highlighted the students' writing challenges in the study results their lack of understanding of the structure and methodology of thesis writing was evident.

In this regard, Nehleen shared that, in terms of methodology and techniques, her supervisor provided a suggestion that significantly aided her in collecting detailed data, which she found both interesting and helpful. Initially, she explained, *"I planned to collect data through interviews. However, my supervisor also suggested that I review writing scripts and samples, such as homework and exam papers, to better understand and gather additional data"* (DU NEH 48). Similarly, Sharmin noted that her supervisor assisted her in selecting the appropriate thesis methodology and techniques, stating, *"Yes, my supervisor did help me with choosing research methods and techniques. She suggested which novels and literature to focus on and helped me create a clear outline"* (DU SHA 54). Additionally, Rafi highlighted that his supervisor was pivotal in guiding him through the design of his conceptual framework, noting

that it was a significant relief for him after struggling for many days to construct one. He stated, *"In the conceptual framework, my supervisor helped me a lot"* (DU RAF 42).

Furthermore, Nusrat indicated that her supervisor also supported her regarding the thesis framework, stating, *"She suggested a few papers from which I adopted some parts to create the framework. It was really helpful"* (DU NUS 46). These findings illustrate how supervisors provided targeted guidance that not only clarified research methodologies but also empowered students to structure their work effectively.

On the other hand, Bristy noted that, despite facing several challenges and confusion regarding the methodology section, she did not receive any assistance from her supervisor. Specifically, she mentioned that she did not get any feedback on her methodology, stating, *"When it came to research methods and techniques, he only told me to conduct an interview, but there was no other discussion or advice"* (DU BRI 60). Consequently, Bristy had to navigate this aspect independently, which not only increased the difficulty of the process but also led her to question the quality of her work. Similarly, Jarif revealed that his supervisor neglected to assist him with his confusions regarding the methodology and techniques. Instead of offering guidance or assistance, the supervisor merely directed Jarif to conduct independent research. He stated, *"I often felt confused about the methodology part. I told my supervisor that I was unsure whether to choose a mixed method or a qualitative method, and I struggled to find a suitable framework. Instead of helping me, he told me, 'You need to do some research on your own first and finish your work'"* (DU JAR 44). Consequently, the absence of support during such a critical phase of his research likely impacted the quality of his work, as he was left to resolve intricate methodological issues without adequate guidance.

4.5.2.1 Supervisor's Assistance in Choosing Research Tools

4.5.2.1.1 Supervisor Assistance with research tools and methodologies through suggestions and guidance

The findings indicate that supervisors provided significant support in helping students select appropriate research tools and methodologies, thereby enhancing their research processes. For instance, Nehleen emphasised that, *“We did discuss this in a meeting and came up with the decision to interview and check scripts”* (DU NEH 72). Consequently, this demonstrates that her supervisor actively engaged in discussions that led to informed decisions about the research approach. Similarly, Sharmin articulated how her supervisor guided her focus, stating, *“She suggested specific novels and scholarly critiques that would be relevant to my topic. She suggested I analyze more rather than just reading about the characters”* (DU SHA 82). Thus, this highlights that the supervisor provided targeted recommendations that shaped Sharmin's research direction and analytical depth. Additionally, Bristy noted, *“My supervisor guided me by suggesting that I should use qualitative research and conduct interviews”* (DU BRI 78). Therefore, this indicates that her supervisor offered specific methodological guidance essential for Bristy's research framework. Overall, these statements collectively justify that the supervisors played a crucial role in assisting students with their choice of research tools and methodologies.

4.5.2.1.2 No Help for Choosing the Right Research Tool

The findings reveal a significant lack of support from supervisors regarding the selection of appropriate research tools among several students. For instance, Jarif articulated his confusion, stating, *“I was confused about whether to choose a mixed method or a qualitative method. Since my supervisor did not help me, I ended up choosing the mixed method, which turned out to be a big mistake, especially since there was so little time left to complete my thesis”* (DU JAR 64).

Consequently, this lack of guidance resulted in a poorly informed decision that made it difficult for him to conduct his research within the limited timeframe.

Similarly, Rafi expressed his frustration, noting, *"No, I did not get any help or suggestions from my supervisor, so I decided to go with the interview as my data collection tool"* (DU RAF 58). This indicates how students like Rafi had to navigate their research independently, increasing the likelihood of compromising the quality of their thesis.

Furthermore, Nusrat remarked, *"We did not specifically discuss the research tools. Since I was working with qualitative data, I already knew what to do and which tools to use"* (DU NUS 64). Thus, it becomes evident that the absence of explicit discussions with her supervisor left her to rely solely on her prior knowledge without any external validation.

Overall, these accounts underscore the considerable challenges students faced due to insufficient assistance in selecting appropriate research tools.

4.5.3 Supervisor's Help in Addressing English Grammar Issues

The findings reveal the varying degrees of support supervisors provided to students in overcoming grammatical challenges during their thesis writing.

4.5.3.1 Error Correction and Suggested Improvements

The findings show that supervisors played a significant role in helping students overcome grammatical challenges during their thesis writing. For example, Sharmin shared that she had difficulties using advanced vocabulary. Her supervisor often suggested ways to improve her work by locating the errors. She stated, *"She pointed out where I could use more precise and impactful words. Often, she asked me to consider other word choices and suggested that I research and find better synonyms"* (DU SHA 76). Likewise, Nehleen mentioned that her supervisor helped her by pointing out mistakes and providing suggestions for improvement.

She explained, "*My supervisor frequently made comments in Google Docs, pointing out mistakes and suggesting improvements*" (DU NEH 66). Additionally, Bristy, who was unsure about which tense to use, received feedback from her supervisor. She said, "My supervisor also advised me to write in the past tense" (DU BRI 74).

In a similar vein, supervisors provided recommendations on tools that could assist in correcting grammar. Marzia mentioned that her supervisor suggested improvements in parts of speech and word formation, and also recommended using Grammarly to correct her mistakes. She noted, "*He suggested improvements in parts of speech and word formation and recommended using Grammarly to avoid grammatical mistakes*" (DU MAR 62). Similarly, Rafi's supervisor encouraged him to use Grammarly for basic grammatical errors, advising him to work on those errors himself. He shared, "*My supervisor suggested Grammarly and asked me to correct basic grammatical errors by myself with the help of Grammarly*" (DU RAF 52). Thus, these findings highlight the support supervisors offered, not only by pointing out errors but also by providing tools to enhance the students' writing quality.

4.5.3.2 Suggested Improvements by Showing Examples

To illustrate how his supervisor assisted him, Jarif shared that, to help with his struggle with academic writing style, his supervisor provided him with examples. He stated, "*My supervisor gave me some papers and the writing of other students to show me how they wrote in an academic style*" (DU JAR 58).

4.5.3.3 Lack of Help from Supervisor

Conversely, Nusrat described her experience with her supervisor's lack of support in addressing grammatical errors. She indicated that rather than providing suggestions or assistance, her supervisor assigned her the responsibility for corrections. She articulated, "*My supervisor did not help me in this case; if he noticed any errors, he used to mark them. I had to maintain that*

I would not make errors or I would do the correction by myself" (DU NUS 58). This indicates a notable absence of guidance in her development of grammatical proficiency.

While many students, like Sharmin, Nehleen, Bristy, Marzia, Jarif, and Rafi, benefited from their supervisors' constructive feedback and suggestions for improvement, in contrast, Nusrat's experience highlights a lack of support in addressing grammatical issues.

4.5.4 Impact of Supervisor's Motivation and Encouragement

The increasing enrolment of graduate students in research programs underscores the critical need for support and encouragement in academic writing (Basturkmen et al., 2014). participants were questioned about the motivation and encouragement they received from their supervisors, as well as the effect this support had on their thesis experience.

4.5.4.1 Encouragement and Motivation for the Thesis Journey

The participants shared positive experiences of receiving motivation and encouragement from their supervisors, which significantly impacted their thesis journeys. For instance, Nehleen expressed that her supervisor encouraged her to choose a topic aligned with her interests, noting that this support allowed her to select an area she genuinely cared about and provided her with more options. She stated, *"My supervisor's encouragement made a difference when he supported me in choosing my own thesis topic. He encouraged me to pick an area that genuinely interested me rather than assigning a topic or limiting my options by his preference"* (DU NEH 32). Similarly, Marzia described her challenging experience of fearing she would not complete her thesis on time. However, her supervisor motivated her to work hard, which positively impacted her ability to finish her thesis promptly. She shared, *"I was late to start the first semester of my thesis. I was scared to continue because I thought I would not be able to finish it. But sir encouraged me to work hard and complete it on time. I listened to him, and as you can see, I completed it on time"* (DU MAR 36).

In addition, Nusrat reflected on how her supervisor's encouragement helped her persist in her studies, stating, *"I had to drop a semester, which was depressing for me. However, my supervisor encouraged me to continue in the next semester and to complete my thesis"* (DU NUS 36). Furthermore, Jarif highlighted how his supervisor motivated him by discussing the importance of completing a thesis. He remarked, *"I had the option to not do the thesis and still receive my degree, but my supervisor motivated me by explaining how an MA-level thesis would enhance my qualifications and serve as an achievement. As a result, I decided to do the thesis"* (DU JAR 32). Overall, these findings indicate that the participants experienced substantial support and encouragement from their supervisors, which played a crucial role in motivating them to pursue their thesis work and ultimately achieve their academic goals.

4.5.4.2 Encouragement and Motivation for Communication

Sharmin shared a unique situation regarding her communication with her supervisor. Specifically, she mentioned that she felt hesitant to talk and often remained quiet during discussions. However, her supervisor recognized this and made an effort to help her engage in conversations. She stated, *"My supervisor encouraged me to talk more, even though I was hesitant. She made an effort to help me ask questions and have conversations with her"* (DU SHA 42). Similarly, Khan et al. (2023) mentioned a few other challenges that supervisees face, including a hesitation to meet teachers and ask questions that Sharmin faced. Additionally, this highlights the supervisor's proactive approach to creating a supportive environment by initiating conversation (Sharma, 2017), helping Sharmin feel more comfortable in expressing her thoughts.

4.5.4.3 Lack of Encouragement and Motivation

Bristy's experience further highlights a significant lack of encouragement and motivation from her supervisor. She shared that she never experienced any instances of encouragement or

motivation from her supervisor. Moreover, she articulated that her supervisor merely focused on reviewing her scripts and providing feedback without offering any supportive words or motivation, stating, "*Sir never encouraged or motivated me; he just checked my scripts and gave feedback on them...that was it*" (DU BRI 36).

These findings show that participants like Nehleen, Marzia, Nusrat, Jarif, and Sharmin received significant encouragement and motivation from their supervisors, which positively impacted their thesis progress and communication. However, Bristy's experience highlighted a lack of such support, as her supervisor focused solely on reviewing her scripts without offering any motivational guidance.

4.5.5 Instance of Supervisor's Support in Managing Negative Emotions

The participants shared their experiences of receiving support from their supervisors, which played a crucial role in helping them manage negative emotions throughout their thesis journey. In particular, Nehleen explained how detailed feedback from her supervisor helped her cope with feelings of stress and nervousness. She noted, "his detailed feedback and giving me the freedom to choose my own topics and methods were somehow helpful in making me feel less stressed and nervous" (DU NEH 80). Similarly, Sharmin expressed that due to her illness, she had accumulated a backlog of work, and although she was late, her supervisor did not scold her. Instead, the supervisor demonstrated kindness and patience. Sharmin said, "She was kind and patient, waiting for me to finish my tasks before providing feedback. This really helped me and supported me" (DU SHA 92).

Furthermore, Jarif shared how his supervisor made an effort to encourage him with supportive words. He stated, "My supervisor used to encourage me by saying, 'It is okay,' and 'You can do it.' These were helpful for me in managing my nervousness and tension" (DU JAR 72). Lastly, Nusrat indicated that praise from her supervisor significantly helped her overcome negative

emotions. She stated, "Sometimes, when I completed a task on time or wrote well, my supervisor would praise me. Those moments were very encouraging and helped me manage my stress, nervousness, and other burdens" (DU NUS 74).

4.5.5.1 Supervisees Received a Lack of Support from the Supervisor

On the other hand, participants like Bristy, Marzia, and Rafi expressed that they did not receive any help or support from their supervisors to overcome the challenges stemming from negative emotions. For instance, Bristy stated that her supervisor was academically oriented and only focused on the thesis without offering any assistance outside that. She mentioned, "My supervisor's support was generally focused on my thesis, so there was no help he provided to reduce my stress" (DU BRI 88). Similarly, Marzia shared that because her supervisor was a male teacher, she felt uncomfortable sharing her emotional struggles with him. As a result, she did not receive any help. She stated, "I did not share these feelings. He is a male teacher, and as a female student experiencing mood swings, I did not feel comfortable sharing this with him. So, he did not actually help me in these cases" (DU MAR 74).

Moreover, Rafi conveyed similar sentiments, explaining that he never informed his supervisor about his stress. He shared, "I never received any help from my supervisor to manage my sadness, stress, or nervousness; I never shared with my supervisor that I was stressed or needed help" (DU RAF 68).

These experiences illustrate that there was a communication gap between Bristy, Marzia, Rafi, and their supervisors. They were hesitant to share their emotional states due to academic reasons, and the supervisors did not attempt to uncover these issues to offer help. Furthermore, Rio et al. (2017) emphasised the importance of communicational ease, stating that supervisees should feel comfortable sharing their personal and academic struggles with their supervisors, who must also be proactive in identifying obstacles that hinder supervisees' progress. However,

it was found that there was a lack of communicational ease, and the supervisors were unaware of how the supervisees' emotional struggles were affecting their thesis journeys.

4.5.6 Supervisor's Assistance with Topic Selection

Supervisees faced difficulties while choosing their thesis topics, and consequently, they tried to seek help from their supervisors for guidance in selecting an appropriate topic for their thesis. For instance, as Nusrat said, her supervisor asked her to keep a few things in mind before choosing the topic, which ultimately helped her in selecting an appropriate one for her thesis. She stated, *"I had a lot of trouble choosing my thesis topic, but my supervisor helped by giving me some suggestions. He advised me to choose a topic related to current issues or those that have not been researched much yet. These suggestions really helped me"* (DU NUS 76).

In this regard, both Marzia and Nehleen shared similar experiences of how their supervisors provided valuable guidance through discussions about their preferred topics. Marzia explained that her supervisor played a crucial role by helping her narrow down her options. She shared, *"My supervisor asked me to bring three topics of my choice to discuss with him. I was confused about which one to finalise. He explained each topic to me, describing their fields and how they were different. He also pointed out which one had more unique scope for the future. That discussion gave me a clear idea"* (DU MAR 52). Similarly, Nehleen emphasised how her supervisor's explanations guided her decision-making process. She stated, *"My supervisor helped by explaining how I could approach each topic and what I could do with them. This guidance made it easier for me to make the decision"* (DU NEH 50).

Moreover, these findings align with Doğan and Bıkmaz (2015), who highlight that supervisors' strategic advice helps supervisees in selecting suitable topics. Like, Nusrat, Marzia, and

Nehleen, all benefited from their supervisors' guidance, which made their topic selection process clearer and more manageable.

4.5.6.1 Lack of Supervisor Support in Topic Selection

Sharmin shared that her supervisor chose a topic for her, which initially felt demotivating. However, she later discovered the potential of her topic and ended up liking it. She said, "*My supervisor suggested another topic. At first, I was a little bit demotivated and unsure*" (DU SHA 56). Similarly, Bristy expressed her experience, stating, "*He suggested a topic of his own. I felt forced, to be honest*" (DU BRI 54). Both Sharmin and Bristy conveyed that their supervisors did not provide assistance or suggestions for topic selection; instead, they directly chose the topics without consulting them, which they found to be unhelpful and somewhat imposed.

In contrast, Jarif explained the difficulties he faced while choosing a topic; however, he noted that his supervisor did not offer any help. He stated, "*I was confused about what to choose, and it was actually a difficult task. My supervisor did not help me choose the topic. He was okay with mine*" (DU JAR 42). Additionally, Rafi shared a similar sentiment, describing how his supervisor offered to choose a topic for him but ultimately selected a complex one that he found challenging. He remarked, "*I found it very difficult to select a topic that would be suitable for my master's thesis. Then my supervisor chose a topic for me, which I found a complex one*" (DU RAF 70). Overall, these results resonate with Shahid et al. (2013), who emphasised that selecting an inappropriate thesis topic can lead to significant struggles for students.

4.5.7 Support from Supervisors in Overcoming Academic Resource Challenges

In this study, supervisees reported their difficulties in finding resources and references suitable for their thesis topics. Consequently, in this section, they were asked how their supervisors assisted them in overcoming these challenges

In addressing the challenges related to accessing academic resources, Nehleen, Marzia, Sharmin, and Nusrat highlighted the essential support they received from their supervisors. Specifically, Nehleen noted that her supervisor provided a helpful starting point by suggesting a few papers and directing her to various platforms for research. As she stated, "*Sir helped by suggesting a few papers at the beginning and also suggested some platforms where I could search*" (DU NEH 60). Similarly, Sharmin expressed her appreciation for her supervisor's assistance in navigating available resources, stating, "*My supervisor was helpful in suggesting useful websites and guiding me on where to look. She also recommended specific books and papers*" (DU SHA 68). This shows how Nehleens and Sharmin's supervisors made the effort to suggest as well as provide specific help for addressing their challenges with finding academic resources.

Moreover, Marzia emphasised the impact of her supervisor's recommendations, saying, "He suggested papers to me, which was very helpful" (DU MAR 54). To add to this, Nusrat shared that her supervisor directed her to Google Scholar, stating, "My supervisor helped me by telling me to search on Google Scholar" (DU NUS 54). This demonstrates a minimal yet effective approach from supervisors to assist supervisees by simply providing suggestions for mitigating the challenges they face.

4.5.7.1 Lack of Help from the Supervisor

On the other hand, Rafi, Jarif and Bristy shared that they did not get any help from their supervisor in this matter.

On the other hand, Rafi, Bristy, and Jarif expressed their struggles in acquiring proper academic resources and their dissatisfaction with the lack of support from their supervisors in this regard. Rafi revealed that he had informed his supervisor about his difficulties in finding recent and relevant articles. However, despite his efforts to communicate this, his supervisor did not offer

any assistance or suggestions. As Rafi noted, *"I mentioned to my supervisor that I was struggling to find recent works or relevant articles, but he never said anything about it"* (DU RAF 48). Similarly, Bristy shared her experience of struggling to find specific information on her topic. She also highlighted how her supervisor failed to provide any guidance or suggestions to alleviate her difficulties. She expressed frustration, stating, *"When I started searching, I found it difficult to get specific information about my topic... never suggested where to look, which websites to use, or any books to follow. He had his own journal but never recommended it to me"* (DU BRI 66).

In addition, Jarif encountered similar challenges in sourcing proper citations for his thesis. He explained that his supervisor only gave general instructions without offering any practical help in locating the necessary citations. Jarif stated, *"Sir just told me to add citations from well-known and reputable scholars, but I found it really hard to find them. He only gave me instructions and did not help me with finding the sources"* (DU JAR 52).

Lastly, these findings reveal a mixed alignment with Beinart et al. (2017) view that supervisors must play the role of a provider, ensuring supervisees have access to necessary resources and materials. While supervisees like Nehleen, Sharmin, Marzia, and Nusrat experienced this level of support, supervisors for Rafi, Bristy, and Jarif did not fulfil this role, leaving supervisees without the guidance needed to overcome their resource challenges.

4.5.8 Supervisor's Role in Boosting Self-Confidence

Participants were asked how their supervisors boosted their confidence, and most of them mentioned that they found confidence through various gestures and approaches from their supervisors.

4.5.8.1 Encouraging Words and Praise Enhance Confidence

Jarif noted, *“My supervisor would occasionally say specific encouraging words to motivate me, such as 'You can do it' and 'You're doing well.' These comments really helped boost my confidence”* (DU JAR 68). This demonstrates that such affirmations reassured him during challenging times, fostering a sense of belief in his abilities. Similarly, Nusrat articulated her experience, stating, *“Whenever my supervisor praised my work, it gave me a significant boost in confidence. It felt like all my hard work was finally paying off”* (DU NUS 68). This indicates that recognition of her efforts validated her dedication, reinforcing her motivation to continue striving for excellence.

4.5.8.2 Detailed Feedback and Suggestions Boost Confidence

From a student's point of view, feedback acts as a tool for evaluating their knowledge, abilities, and comprehension, allowing them to measure their own development (Scott, 2014). For instance, Nehleen expressed how her supervisor's comprehensive feedback positively impacted her self-assurance, stating, *“His detailed feedback also boosted my confidence, as I could make corrections and complete my work properly on time. Whenever I felt that I had applied his suggestions well and completed a task, it boosted my confidence”* (DU NEH 76). This illustrates that the ability to correct mistakes and achieve successful outcomes based on feedback significantly contributes to Nehleens' confidence levels.

Additionally, Sharmin emphasised the supportive nature of her supervisor's feedback, noting, *“My supervisor always tried to find and address my errors, providing detailed feedback to help me improve and be confident. Whenever I was confused or unsure, she gave direct suggestions on what to do. During our meetings, she encouraged me to share my ideas and ask questions, which boosted my confidence to talk”* (DU SHA 86). This highlights that a constructive feedback loop not only aids in error correction but also fosters an environment where Sharmin feels comfortable expressing her thoughts and engaging more openly in discussions.

4.5.8.3 Supervisor's Understanding and Kindness in Improving Confidence

Marzia emphasised the importance of her supervisor's supportive nature, stating, "*My supervisor was kind and understanding, which also helped me*" (DU MAR 70). Consequently, such kindness fosters a sense of trust and security, allowing students to engage more fully in their academic pursuits (Muraraneza et al.,2020).

4.5.8.4 Supervisor's Unawareness of Confidence Issues

Bristy highlighted a significant gap in communication, noting that her supervisor's lack of awareness prevented him from effectively addressing her struggles. She stated, "*Sir was not even aware of my lack of confidence*" (DU BRI 82). Consequently, this absence of acknowledgement likely hindered her ability to seek the necessary support and guidance, ultimately affecting her academic experience and self-assurance. Such insights emphasise the critical need for fostering open communication between supervisors and students, enabling better identification and resolution of confidence-related challenges. As Watkins (2012) asserts, supervisory relationships are based on openness. However, this openness was noticeably absent in Bristy's relationship with her supervisor.

These findings show how supervisors boost students' self-confidence through encouragement, detailed feedback, and kindness, while poor communication can hinder this development. Fostering open relationships is essential for student success.

4.6 Emergent Themes of the Study

Figure 4.3 Emergent Themes of the Study

Exploring the Role of English Thesis Supervisor-Supervisee: Expectations and Relationship

RQ1 Supervisees' Expectations

- There are both satisfaction and dissatisfaction with the thesis topic.
- Expectation of motivation and encouragement throughout the thesis process
- Expectation of emotional support
- Mutual respect is expected
- Expectations for regular meetings and timely feedback to address thesis work and

RQ2 Challenges Faced by Supervisees in Thesis Writing

- Challenges in managing time and deadlines
- Difficulty finding information and academic resources
- Challenges in selecting a suitable topic for the thesis
- Difficulty with methodology
- Difficulty balancing thesis work and personal life
- Struggle with negative emotions
- Grammatical challenges

RQ3 How Supervisees Overcome Thesis Challenges

- Personal strategies to overcome the thesis challenges

RQ3a How Supervisors Help with Thesis Challenges

- Detailed feedback and suggestions about errors and doubts
- Encouraging and motivating supervisees
- Flexibility and understanding behaviour

Reasons for the challenges

- Difficulty finding participants
- Challenges in creating the framework
- Struggles with selecting the right tools and resources
- Difficulty developing survey and interview questions
- Stress and anxiety due to busy schedules and workload
- Nervousness about deadlines and feedback delays
- Confusion and lack of confidence causing stress
- Problems with academic writing style, uncertainty about tense usage, struggles with vocabulary and word choice

Some personal strategy

- Fixed schedule for relaxation and thesis work
- Organizing ideas through drafts
- One task at a time approach
- Independent work management
- Tracking deadlines, taking short breaks
- Fixed daily time for thesis writing
- Avoiding unnecessary information and broad chapters

4.7 Chapter Summary

This chapter presents the findings regarding the expectations, challenges, strategies, and role of supervisors in the thesis writing process of Bangladeshi Master's students within the ESOL context. Firstly, the results indicate that students have diverse expectations from their supervisors, particularly regarding thesis topic selection, with many expressing dissatisfaction or feeling they had limited choices in their topics. Moreover, mutual respect is identified as a vital component of the supervisory relationship, significantly impacting students' motivation and confidence. In addition, significant challenges emerged during the thesis writing process, including difficulties in managing time, issues with grammar, navigating frameworks, conducting literature reviews, accessing academic resources, and selecting focused topics. The excessive pressure associated with thesis work often led to negative emotions such as stress and anxiety. Consequently, students employed various strategies to overcome these hurdles, including structured planning, seeking feedback and guidance from supervisors, and establishing routine work habits. Furthermore, the discussion highlights the critical role supervisors play in alleviating these challenges through timely feedback, emotional support, and guidance in research methodologies, thereby fostering a more productive and supportive academic environment. Ultimately, the findings emphasise the need for effective communication, a tailored supervisory style, detailed feedback, regular communication, and mutual understanding in the supervisor-supervisee relationship to enhance the thesis writing experience for students.

Chapter Five

Conclusion

5.1 Introduction

The concluding chapter discusses the implications and recommendations for both supervisors and supervisees for successful thesis supervision. The current study attempts to bridge this knowledge gap and explore the supervisory scenario between supervisors and supervisees.

The study explores the dynamics between supervisors and supervisees in English thesis writing, focusing on the expectations and challenges of the thesis supervisees and how they overcome the challenges.

5.2 Contributions of the Study

5.2.1 Implications for Teaching Pedagogies

The findings of this study provide valuable insights that can benefit both supervisors and supervisees by encouraging a more adaptive, flexible supervisory style and teaching methodologies in thesis supervision. For supervisors, the study highlights the importance of employing diverse pedagogical strategies tailored to the specific needs and challenges of each supervisee. This can include incorporating workshops, seminars, and individualized support sessions to help supervisees develop essential research skills and boost their confidence. These strategies promote a more personalized approach, allowing supervisors to cater to the varying academic and emotional needs of their students.

For supervisees, the study's framework emphasises the need for active participation and communication with their supervisors, helping them gain clarity on their roles and responsibilities during thesis writing. By engaging in a more interactive learning environment, supervisees will be better equipped to handle challenges such as time management, research

methodology, and overcoming self-doubt. The study shows that fostering open communication and receiving consistent feedback from supervisors can enhance supervisees' overall academic experience, helping them stay motivated and focused throughout the thesis process.

Implications for education at large are also significant. By adopting the suggested framework, every thesis supervisor can find practical strategies to better support their supervisees, from providing timely feedback to addressing emotional and psychological needs. Every supervisee, in turn, will benefit from having a clearer understanding of expectations, stronger guidance, and improved access to resources and emotional support, ultimately leading to more successful thesis outcomes.

In a broader educational context, this study helps reinforce the idea that thesis supervision is not just about imparting technical research skills but also about creating a nurturing, collaborative learning environment. This will enhance the quality of education by making the thesis writing experience more effective and rewarding, ensuring that both supervisors and supervisees work toward common academic goals in a productive and supportive manner. This, in turn, contributes to the development of better teaching practices, ensuring that future thesis supervision aligns more closely with the needs of students in an evolving academic landscape.

5.2.2 Implications for the Theories

The conceptual framework developed for this study incorporates a new element, as the researcher has successfully combined various theories. Theoretically sound, this framework is intended to provide practical applications. By integrating the scholarly works of Filippou (2021), Gezahegn & Gedamu (2023), and Mäki-Kuutti (2021), the framework offers a clear approach that addresses the complex dynamics of relationships, challenges, and solutions in

thesis supervision. This advancement not only improves supervisory practices but also adds to theoretical discussions.

Importantly, this framework serves as a useful resource for researchers worldwide, especially in the areas of ESOL and English Language Teaching (ELT). By using this framework, educators can enhance their supervisory methods, leading to better outcomes for students in various academic settings. Additionally, the framework contributes to the broader research field by providing valuable insights into effective supervision strategies, ultimately benefiting the global academic community and improving the quality of education in ESOL contexts. Through its theoretical and practical implications, this framework aims to create a more supportive and effective environment for supervisors and supervisees as they navigate their thesis journeys.

5.2.3 The Implication in Society

On a societal level, this research underscores the importance of academic mentorship in shaping future professionals. By improving thesis supervision, universities can enhance the quality of research outputs, thereby contributing to the body of knowledge in various fields. Moreover, effective supervision practices can lead to higher graduation rates, which can positively impact societal progress by ensuring a well-educated workforce.

5.2.4 Implications for Knowledge

Despite the recognized importance of the supervisor-supervisee relationship in academic writing, there is a significant lack of research focused on the dynamics of thesis supervision in the Bangladeshi ESOL context. Current literature offers limited insights into the expectations and challenges faced by master's students, particularly regarding how they navigate the thesis

process in non-native English environments. As a result, the unique experiences of these students remain underexplored, leaving a substantial knowledge gap.

This study seeks to address this deficiency by examining the specific expectations and challenges encountered by thesis students in Bangladesh. Through qualitative interviews, the research will gather in-depth perspectives from students, allowing for a nuanced understanding of their experiences. Additionally, the study will investigate the strategies that students employ to overcome these challenges, thus providing a clearer picture of effective practices in thesis supervision. By shedding light on these crucial aspects, this study will contribute to the existing literature, offering valuable insights and practical recommendations for enhancing thesis supervision in English studies within the Bangladeshi ESOL context. Ultimately, this research aims to fill the current gap in knowledge and improve academic outcomes for future students.

5.3 Recommendations

- It is recommended that openness be fostered to create a comfortable, conversational environment.
- Supervisors should be attentive to the emotional well-being of students in conjunction with their thesis work. Support should be provided for personal struggles without compromising privacy.
- Workshops and seminars should be organised to enhance learning and development.
- Additional pressure should be avoided to maintain a conducive working atmosphere.
- Detailed feedback and error correction should be an integral part of the supervisory process.
- Regular meetings should be held to ensure consistent communication.
- Opportunities should be provided for thesis students to express their independent ideas.

- Students should take the lead in topic selection while receiving guidance from their supervisors.
- It is essential that supervisors do not ignore any shared problems but instead offer constructive suggestions. Supervisors should fulfil their roles as motivators, providing guidance and ensuring access to necessary materials and resources for their students.
- There should be a prior thesis discussion regarding the thesis structure, format, literature review, and theoretical frameworks to ensure clarity and direction for the students.
- Both supervisors and supervisees must maintain mutual respect to create a conducive and supportive academic environment.
- Supervisors should undergo training on different thesis supervision styles to better understand and meet the diverse needs of their supervisees.

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APPENDIX A

LETTER OF CONSENT FOR PARTICIPANTS

Dear Sir/Madam,

I am Nowshin Nower Tasnim, a post-graduate student of Applied Linguistics and ELT at the Department of English and Humanities, BRAC University. As a part of my thesis, I am conducting research. The topic is “Exploring the Role of English Thesis Supervisor-Supervisee: Expectations and Relationship.” I would like to invite you to be a part of an interview and share your valuable experience with your thesis journey.

According to your convenience, the interview can be conducted in person or using a telephone. The interview will be recorded, and I would like to inform you that your personal information will not be shared with anyone. Please note that the information I will collect from you will only be used anonymously for the study. I can assure you that none of the information will be misused.

If you would like to participate in the study, please read the attached consent form and sign it. Your contribution to this study will be appreciated.

Thank you,

Nowshin Nower Tasnim,

Department of English and Humanities, BRAC University,

Phone No: 01762081083

E-mail: nowshintasnim0123@gmail.com

Research Participation Consent Form

Please read the following statements and tick the blank space.

1. I confirm that I have read and understood the information given, which describes what this study is about and data collection methods will be taken_____
2. I understand that my participation is voluntary, and I am free to withdraw at any time_____
3. I agree to participate in the interview session_____
4. I agree to be audio-taped for my voice_____
5. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection_____

.....

Name

.....

Signature

Date

Phone no

E-mail

APPENDIX -B

INTERVIEW QUESTIONS FOR PARTICIPANTS

Interview Questions for Students to be asked for collecting data to answer the research questions:

No	Interview Questions	Background	RQ1	RQ2	RQ3	RQ3a
1.	What is your current field of study and thesis topic?	*				
2.	Do you have previous experience with large research or reports?	*				
3.	How long have you been working on your thesis?	*				
4.	How did you choose your thesis supervisor?	*				
5.	How would you describe your relationship with your supervisor?	*				
6.	Are you satisfied with your thesis topic? Did you get the opportunity to choose it to your liking?		*			
7.	What were your expectations about mutual respect, and how did you perceive it?		*			
8.	Can you share an example where you felt respected (or disrespected) by your thesis supervisor?		*			
9.	Do you think respect from your supervisor influences your motivation and productivity? If yes/no, why?		*			
10.	How frequently did you expect feedback and meetings, and what was the scenario of you receiving feedback from your supervisor, and in what form (written, verbal, etc.)?		*			
11.	Can you describe a time when the feedback from your supervisor significantly improved your work?					*
12.	How regularly do you and your supervisor schedule meetings and feedback, and how often do they occur on time?		*			
13.	What impact do timely or delayed meetings and feedback have on your progress?		*			
14.	Do you expect motivation and encouragement from your supervisor?		*			

15.	In what ways does your supervisor motivate and encourage you throughout the thesis process?					*
16.	Can you provide an example of a time when your supervisor's motivation and encouragement made a significant difference to your work?					*
17.	How do you feel about the criticism you receive from your supervisor?			*		
18.	Does criticism help you or demotivate you?			*		
19.	Do you ever expect emotional support from your supervisor? and how does your supervisor provide emotional support during the thesis writing process?		*			
20.	Have you faced any instances where you disagreed with your supervisor?			*		
21.	Did you face difficulties managing your time and deadlines during the thesis writing process, and how did you manage them?			*		
22.	Can you share an instance where you felt overwhelmed by deadlines, and how did you handle it?			*		
23.	Have you encountered any challenges in accessing academic resources, and how did your supervisor assist you?			*		
24.	Did you face any difficulties during the topic selection process, and did your supervisor help you with it?			*		
25.	What challenges did you encounter in selecting the research methodology for your thesis? (tools, survey, IQ, framework, participates)			*		
26.	Does your supervisor help you in choosing research methods and techniques? If yes, then how does your supervisor's guidance on research methods and techniques influence the quality of your thesis work?					*
27.	How did your supervisor assist you in choosing the right research tools and methodologies?					*

28.	Did you face any difficulties while maintaining a balance between your personal life and thesis writing? If so, how did you manage them?			*		
29.	What challenges have you faced with English grammar during your thesis writing? If yes, how does your supervisor help you address issues related to English grammar?			*		
30.	Can you provide an example of a grammatical correction or improvement suggested by your supervisor that enhanced your thesis?					*
31.	Did you face moments of self-doubt or lack of confidence during your thesis work? and how did you deal with them?			*		
32.	What strategies do you use to boost your self-confidence?				*	
33.	How does your supervisor help boost your self-confidence?					*
34.	Have you ever experienced negative emotions like stress, anxiety, or nervousness during your thesis?			*		
35.	How did you overcome negative emotions like stress, anxiety, or nervousness during your thesis?				*	
36.	Can you describe a specific instance where your supervisor's support helped you manage stress or negative emotions?					*
37.	Have you experienced any misunderstandings or miscommunication with your supervisor during the thesis process? Can you share the incident?			*		
38.	What strategies have you personally developed to manage the various challenges of thesis writing?				*	
39.	What strategies do you use to prioritise and organise your tasks to maintain steady progress on your thesis?				*	
40.	What techniques do you use to stay motivated and focused throughout the thesis?				*	

41.	How has your supervisor helped you overcome specific challenges during your thesis writing process?					*
42.	Have you participated in any thesis seminars, courses or workshops? If so, how have they benefited your research?				*	
43.	How did you seek support from peers and family members during stressful periods of your thesis work?				*	
44.	What were your overall expectations from your supervisee in your thesis writing journey?		*			
45.	Did you face any health issues for that or any technical issues you faced while working?			*		
46.	To what extent did your supervisor, peers, and family's support impact your thesis experience?					*

APPENDIX- C

SAMPLE INTERVIEWS OF PARTICIPANTS

Notational Conventions of the Interview Transcripts

Notation	Meaning
1. ?	Interrogative sentence or word
2. Um...	While thinking about answers
3. Ha ha ha	Laugh
4. DU	Discourse Unit
5. Hmm...hmm	Agreement
6. ...	Small Pause
7. DU NEH 40	DU Student name's first three alphabets DU number DU NEH 40 refers to Nehleen's discourse unit number 40.

APPENDIX D1

Interview Transcript of a Participant Nehleen

Nehleen's full interview		
DU	Participants	Questions and answers
1.	Interviewer	Greetings. What is your current field of study and thesis topic?
2.	Nehleen	I finished my MA last year, and now I am working as a teacher at a non-government school. My thesis topic was "The Influence of First Language Interference on Second Language Writing Skills: A Study Among Secondary-Level Students."
3.	Interviewer	Do you have previous experience with large assignments, research projects, or reports? If so, can you describe one of these experiences?
4.	Nehleen	Yes, I have experience. As a private university student majoring in ELT, I think assignments are a universal experience. I did many assignments and term papers during my undergraduate and MA studies, usually with 15-20 to 30 marks each. But, I started doing small research or reports during my MA program. So, I have experience with various types of assignments, reports, and research. Thesis I was doing for the first time for my MA.
5.	Interviewer	How long it took to complete your thesis?
6.	Nehleen	It took two semesters, or six to seven months, to complete.
7.	Interviewer	How did you choose your thesis supervisor? Or how was he/she assigned to you?
8.	Nehleen	The university assigned me my thesis supervisor. The department typically assigns supervisors based on their areas of expertise and student's research interests, so I did not have the option to choose my supervisor.
9.	Interviewer	How would you describe your relationship with your supervisor?
10.	Nehleen	My relationship with my thesis supervisor was formal. He is a very formal person and always maintained a teacher-like tone with me. He was also very serious about thesis supervision, so our interactions were definitely academic and formal.
11.	Interviewer	Are you satisfied with your thesis topic? Did you get the opportunity to choose it to your liking?
12.	Nehleen	I am satisfied with my topic because I had the chance to choose it myself according to my own liking. Although it was a tough task, my supervisor asked me to come up with three topics that interested me. After listing three topics, I talked to my supervisor. We discussed the scope and available resources and then chose my topic. I took some time to think about it; eventually, it was a nice one for me.
13.	Interviewer	What were your expectations about mutual respect, and how did you perceive it?

14.	Nehleen	I expected to be respected and valued for sure, for my hard work and dedication throughout my thesis journey. Working on one thing for a long time can make you vulnerable, but receiving respect for your efforts can increase your confidence and help you stick to it. A supervisor should be respected for their dedication to guiding us, and we should be respected for our hard work. For me, mutual respect for serious academic work such as a thesis is a must requirement.
15.	Interviewer	Can you share an example where you felt respected (or disrespected) by your thesis supervisor?
16.	Nehleen	He is quite respectful. Even if I made repetitive mistakes, he never got annoyed, which I appreciated. To be honest, I felt he handled the situation well. I never experienced any disrespectful incidents with him.
17.	Interviewer	Do you think respect from your supervisor influences your motivation and productivity? If yes/no, why?
18.	Nehleen	Hmm hmm..., respect from my supervisor had a big impact on my motivation and productivity. He was always respectful, which is why I was able to put in my best effort. Being respected always gave me the courage to work hard. It made me feel valued and confident, which pushed me to give my best effort.
19.	Interviewer	How frequently did you expect meetings and feedback, and what was the scenario of you receiving feedback from your supervisor, and in what form (written, verbal, etc.)?
20.	Nehleen	I initially expected to have meetings and feedback sessions once or twice a week. However, as I progressed with my work, I found that it often took more time to complete tasks, so I ended up having meetings and receiving feedback every two to three weeks after finishing my tasks. When I emailed parts of my work to my supervisor, it sometimes took him two to three weeks to respond. There was no fixed schedule; I would send him my work when it was ready, and he would provide feedback. The timing varied. Most of the feedback I received was through comments on Google Docs. We did not have many online or face-to-face meetings, but we had about three or four Zoom meetings when I needed clarification on his comments or guidance for my next task.
21.	Interviewer	How regularly do you and your supervisor schedule meetings and feedback, and how often do they occur on time?
22.	Nehleen	As I mentioned, we did not have meetings very often, only when necessary, like if I had any confusion that I needed to discuss. Feedback was usually given about two to three weeks after I submitted my work. My supervisor provided detailed comments and feedback directly in Google Docs, which is why we needed fewer meetings. Meetings and discussions only happened when I was confused about his feedback on Google Docs.
23.	Interviewer	What impact did timely or delayed meetings and feedback have on your progress?

24.	Nehleen	I did receive delayed feedback, as my supervisor took a few weeks to respond. This did slow down my progress because I had to wait for his feedback before moving forward. It was a time-consuming fact for me. We also had fewer meetings, which meant I had less opportunity to discuss my work directly. One reason for the delay was that my supervisor provided very detailed feedback. He reviewed my work line by line, pointing out errors and suggesting edits. While the feedback took longer to receive, the thorough comments were very helpful and allowed me to make improvements to my work.
25.	Interviewer	Can you describe a time when the feedback from your supervisor significantly improved your work?
26.	Nehleen	There was a time when I got feedback from my supervisor on one of my thesis chapters. He suggested that I make the chapter more informative and better cited. He pointed out where I needed to add more details and include more references. After receiving his feedback, I went back to the chapter, added the necessary information, and included more citations to back up my points. This made the chapter much more standard and more convincing. This feedback was helpful for my thesis improvement.
27.	Interviewer	Did you face any instances where you disagreed with your supervisor?
28.	Nehleen	No, I did not face any instances where I disagreed with my supervisor. Most of his feedback was through detailed comments in Google Docs, where he clearly explained my errors and suggested improvements. During meetings, he addressed any confusion I had. I always tried to follow his advice, suggestions, and feedback closely. As a result, there was no room for disagreement. I aimed to stay on the same page with him, and since his feedback was always detailed and well-explained, there was no need for second thoughts or arguments that could lead to disagreement.
29.	Interviewer	Did you expect motivation and encouragement from your supervisor? And in what ways does your supervisor motivate and encourage you throughout the thesis process?
30.	Nehleen	Yes, I did expect motivation and encouragement from my supervisor. I hoped for support that would help me stay motivated and focused throughout the thesis process. However, since we had limited discussions, the visible signs of motivation and encouragement were not very prominent. But, I tried to find motivation and encouragement, like the way he encouraged me to choose a topic I was interested in and always provided detailed feedback and corrections, which was motivating for me.
31.	Interviewer	Can you provide an example of a time when your supervisor's encouragement made a significant difference to your work?
32.	Nehleen	My supervisor's encouragement made a difference when he supported me in choosing my own thesis topic. He encouraged me to pick an area that genuinely interested me rather than assigning a topic or limiting my options by his preference. This freedom

		allowed me to explore something I was interested in, which made me more invested in my work and motivated me to dive deeper into the thesis. This support improved my engagement with the thesis and the overall quality of my thesis.
33.	Interviewer	How do you feel about the criticism you receive from your supervisor?
34.	Nehleen	Let me share an incident; even though we had a few meetings, in one of them, I mentioned my struggle with citation and APA 7th references. During that meeting, my supervisor criticised me and questioned why, as an MA student, I was making such mistakes. It was an awkward moment, and I felt embarrassed and did not have a response at the time.
35.	Interviewer	Does criticism help you or demotivate you? Can you share your experience?
36.	Nehleen	At that time, I must say the criticism quite demotivated me. It felt discouraging and upsetting to be questioned about why, after completing so many reports and assignments as an MA student, I was still making mistakes. I have always had confusion about citation references, which is why I felt a bit discouraged. I was not sure how to do it correctly and was concerned about how it might affect my thesis. This uncertainty made me quite tense.
37.	Interviewer	How did you overcome this challenge, and in what ways did your supervisor help you?
38.	Nehleen	I used to copy references from different authentic papers. However, if they were not in APA 7th format, I followed the guidelines my supervisor provided. He shared YouTube videos and slides with me about APA 7th references, which greatly helped me. There were online tools as well that I used, but I can not remember the names right now.
39.	Interviewer	Did you ever expect emotional support from your supervisor? And how did your supervisor provide emotional support during the thesis writing process?
40.	Nehleen	I did expect emotional support during my thesis because many things were going on, and I was struggling. However, I never asked my supervisor for this kind of support, and he was not particularly friendly or open to discussing personal matters. As a result, I did not receive emotional support from him.
41.	Interviewer	Can you share about your struggle?
42.	Nehleen	Coming from a middle-class family and studying at a private university, staying in Dhaka alone, which is quite expensive, I had to balance my job and study, like tutoring students to help cover my costs. Balancing a course, cooking, cleaning, and studying was really tough. Despite these challenges, I never shared my difficulties with my supervisor. I was uncomfortable doing so and worried about how he might react. He is a senior teacher and a male, so as a female student, I felt uneasy discussing personal issues with him, especially since he was serious about academics. I was concerned that sharing my struggles might disturb him.

43.	Interviewer	So, if the supervisor had been female, would you have been more likely to share your struggles?
44.	Nehleen	May be. I was unsure how well a male supervisor would understand my personal issues, like family problems, financial struggles, and the difficulties of living alone in Dhaka. I felt that a female supervisor might better relate to another woman's struggles. If I had fallen behind or felt exhausted, I think I would have been more comfortable explaining my situation to a female supervisor without feeling embarrassed or uncomfortable. I believe a female supervisor might have shown more interest and provided helpful suggestions, as many female teachers I have had were very sensitive to these matters.
45.	Interviewer	Can you describe a situation where emotional support from your supervisor might be particularly important to you?
46.	Nehleen	Yes, as I mentioned, I was struggling. Maybe a simple conversation outside of the thesis could have helped me to be strong and worked as an emotional support.
47.	Interviewer	Did your supervisor help you in choosing research methods and techniques? If yes, then how does your supervisor's guidance on research methods and techniques influence the quality of your thesis work?
48.	Nehleen	Yes, my supervisor did help and guide me with my research methods and techniques. Initially, I planned to collect data through interviews. We discussed this approach and finalized it together. However, my supervisor also suggested that I review writing scripts and samples, such as homework and exam papers, to better understand and gather additional data. This additional idea was very interesting to me and significantly enhanced the quality of my data collection. His suggestions helped me take a more thorough and thoughtful approach, which improved the overall quality of my findings.
49.	Interviewer	Did you face any difficulties during the topic selection process, and did your supervisor help you with it?
50.	Nehleen	I did face a lot of difficulties during the topic selection process. It was a challenging task. My supervisor allowed me the freedom to explore and choose a topic that interested me, but I did not expect it to be so difficult. I was confused about which area to focus on because there are so many aspects of ELT and various theories to consider. I worried about whether my chosen topic would be suitable for a thesis. Eventually, I shortlisted a few options and selected one during a meeting. My supervisor helped by explaining how I could approach each topic and what I could do with them. This guidance made it easier for me to make the decision.
51.	Interviewer	Have you faced difficulties managing your time and deadlines during the thesis writing process?

52.	Nehleen	Managing my time and deadlines during the thesis writing process was challenging. As I mentioned, there were times when I took longer to finish my work, and my supervisor's feedback was sometimes delayed. This often brought me close to the deadlines. I cannot deny that there were many occasions when I finished and submitted my work after the deadline. I knew that the main submission deadlines were crucial and could not be missed. For other deadlines, my supervisor would set a specific timeframe for me to submit my work. I often struggled to meet these deadlines, but it did not cause major problems. To manage my tasks, I dedicated a lot of time to my thesis, including revising, editing, error correction, and checking feedback. I would set a fixed time for these tasks and ensure that I did not leave work incomplete. I would address feedback as soon as I received it and complete one task fully before starting on the next.
53.	Interviewer	Can you share an instance where you felt overwhelmed by deadlines, and how did you handle it?
54.	Nehleen	I did not feel overwhelmed by most of my thesis deadlines, as I knew only the final submission date was crucial. However, as the final deadline approached, I worked non-stop revising and editing my entire thesis for three days. Even then, I felt like there were still issues I could not fix. As the deadline approached, I wished I had more days to make additional revisions. I felt anxious and frustrated because I thought I would not revise it carefully, and I worried about not getting everything perfect. I cannot fully explain the nervousness and confusion that I felt before the final submission.
55.	Interviewer	How did you handle the situation?
56.	Nehleen	My thesis was already complete, so I was not worried about not being able to submit anything. But as it was the final submission and I would be marked based on that, so, I was nervous. To handle it, I focused on working hard and treating the final revision as just another task. I kept reminding myself that I had to do it and that it would help improve my thesis. I told myself it was one last step to finish, and no matter how nervous I felt, I pushed through and got it done. I took it as a part of my thesis process and just kept going.
57.	Interviewer	How did you coordinate with your supervisor to ensure smooth progress on your thesis?
58.	Nehleen	For smooth progress, I made sure to strictly follow my supervisor's feedback because he always gave me good, detailed comments with clear explanations. I tried my best to follow all of his suggestions. Following his feedback and suggestions actually helped me to coordinate with my supervisor. Whenever I felt I needed more details or had any confusion, I asked for a Zoom meeting or an in-person meeting at the university. These feedback and meetings helped keep us both on the same page and allowed me to share my updates, get feedback, and ask any questions. I coordinated with my supervisor by first following his feedback and then setting up meetings if needed, making sure to prepare my tasks according to his suggestions.

59.	Interviewer	Have you encountered any challenges in accessing academic resources, and how did your supervisor assist you?
60.	Nehleen	I did face some challenges. For the thesis, you need to gather a lot of scholarly articles and information. Sir was very particular about this. So, I had to search for suitable information and resources, but I faced challenges getting specific information online. Sir helped by suggesting a few papers at the beginning and also suggested some platforms where I could search. But, gathering information and resources can be frustrating. Sometimes, I must say, when you search and spend a long time on a laptop, not getting the information that is suitable for your topic is frustrating and annoying.
61.	Interviewer	Did you face any difficulties while maintaining a balance between your personal life and thesis writing? If so, how did you manage them?
62.	Nehleen	At that time, my personal life was really stressful. I did not have a fixed job with a good salary, so I was struggling financially. I was staying in a hostel. I had to handle cooking, cleaning, and washing. To earn some money, I took on two tutoring jobs, which added more responsibilities. On top of that, I was working on my last course and my thesis. It felt like it was difficult to balance, I was like a robot just going through the motions. I reminded myself that if I worked hard now, it would pay off in the future. I could not leave my thesis unfinished; I needed both a degree and a job. So, I pushed through and managed everything on my own, making sure nothing was missed.
63.	Interviewer	Can you describe your process for organizing and structuring your research ideas?
64.	Nehleen	For organizing and structuring my thesis, I followed a guideline that my supervisor introduced to me from the beginning. We started by selecting a topic and then moved on to drafting the literature review and finding relevant information. After that, we set clear objectives and chose the methodology for our research. We collected data and analysed the results. We worked on the thesis chapter by chapter, completing each section one at a time according to the provided guidelines. These steps are universal for thesis writing and following the supervisor's guidelines helped me organise my ideas effectively.
65.	Interviewer	What challenges have you faced with English grammar during your thesis writing? If yes, how does your supervisor help you address issues related to English grammar?
66.	Nehleen	I faced several grammatical issues during my thesis writing. My supervisor frequently made comments in Google Docs, pointing out mistakes and suggesting improvements. For example, I struggled with punctuation and forming compound sentences. I often wrote short, disconnected lines, but my supervisor advised me to combine these into longer sentences to create better flow and connection between ideas.

67.	Interviewer	Can you provide an example of a grammatical correction or improvement suggested by your supervisor that enhanced your thesis?
68.	Nehleen	As I mentioned, I used to write short, simple sentences that sometimes repeated the same ideas, which made my writing feel disjointed and broke the flow of the message. My supervisor suggested using compound sentences to connect the ideas better, which improved the clarity. For example, I used to write: I am Nehleen. I am 27 years old. I love to watch movies. But sir suggested: I am Nehleen, 27 years old, and I love to watch movies.
69.	Interviewer	That is great. What challenges did you encounter in selecting the research methodology for your thesis? (tools, survey, IQ, framework, participates)
70.	Nehleen	For the methodology, my supervisor and I decided to use interviews. Later, he suggested checking students' writing samples, which made choosing the data collection method easier for me as sir gave feedback and suggestions that I liked. However, finding participants who could both give interviews and provide writing samples was a really challenging part, and creating the framework was tough, too. It needed to clearly reflect what I was planning to do, and designing it took a lot of time and effort.
71.	Interviewer	How did your supervisor assist you in choosing the proper research tools and methodologies?
72.	Nehleen	He first asked me about my preference; I shared mine. And he suggested checking scripts for data collection. Like we did discuss in a meeting and came up with the decision to interview and check scripts.
73.	Interviewer	Did you face moments of self-doubt or lack of confidence during your thesis work that hampered your thesis experience? And how did you deal with them?
74.	Nehleen	As I mentioned before, a lot was going on, so it was natural for me to have self-doubts and a lack of confidence about completing my thesis on time. And I was not confident, and I was doubtful. I felt that I might not complete the thesis handling everything together. However, willingly or unwillingly, my supervisor helped me. He was dedicated to my thesis, providing detailed feedback. I looked at his comments and thought about how much time and effort he must have taken to check my work carefully; otherwise, such detailed feedback would not have been possible. Whenever I felt doubtful or lacked confidence, I reminded myself about my future goal to get a job and complete my MA and how my supervisor was also putting in effort for my thesis. I reminded myself that this is how life is. There will always be struggles, and no one else will do my work for me. I had to do it myself, and I did.
75.	Interviewer	What strategies did you and your supervisor use to help boost your self-confidence?
76.	Nehleen	When my supervisor gave me the freedom to choose my topics and methods, it greatly helped me gain confidence. It made me realize that I had the knowledge and ideas necessary to make

		those choices. To support me, he suggested improvements, which reassured me that I was on the right track. His detailed feedback also boosted my confidence, as I could make corrections and complete my work properly. I used the strategy of dedicating time to carefully following his feedback. Whenever I felt that I had applied his suggestions well and completed a task on time, it boosted my confidence. The strategy that I followed to boost my confidence was to carefully follow his feedback and suggestions and start working on them as soon as I received them.
77.	Interviewer	Did you ever experience negative emotions like stress, anxiety, or nervousness during your thesis? If yes, how did you overcome them?
78.	Nehleen	I was handling many tasks at once, and some days were so busy and stressful that I could not give enough time to my thesis. This made me nervous about whether I could finish it on time and do my best. I also felt anxious when my supervisor's feedback was delayed, as I was unsure when I would receive it or what to do next. To manage this, I focused on the clear and helpful feedback my supervisor eventually provided, which eased my worries about the delays. I also tried to keep my personal issues separate from my thesis work. Although it was not always easy, I made an effort to set aside time to relax and time to work on my thesis, which helped me.
79.	Interviewer	Can you describe a specific instance where your supervisor's support helped you manage stress or negative emotions?
80.	Nehleen	There was less specific situation where my supervisor's support directly helped me manage stress or negative emotions. As I said, his detailed feedback and giving me the freedom to choose my own topics and methods were somehow helpful in making me feel less stressed and nervous. Knowing that I could make my own choices while still getting clear guidance helped me trust my abilities and feel more in control of my thesis work.
81.	Interviewer	Have you experienced any misunderstandings with your supervisor during the thesis process? Can you share the incident? If yes, how do you and your supervisor resolve misunderstandings or miscommunications?
82.	Nehleen	As he was very straightforward and clear with his feedback and suggestions, I did not experience any misunderstandings or miscommunications. I received feedback in two ways: detailed comments on Google Docs and, when needed, follow-up meetings. He always took the time to explain why I needed to do certain things rather than just telling me what to do. For me, this clear and direct approach was very helpful and avoided any chance of misunderstandings.
83.	Interviewer	Let's talk about the overall challenges you faced. What strategies have you personally developed to manage the various challenges of thesis writing?
84.	Nehleen	I never intentionally set any specific strategies for myself, but one thing that definitely helped was having my own freedom and

		interest in my work. From the beginning, my supervisor made sure I had the freedom to choose my topic and enjoy the process, and I maintained that throughout my thesis. Since I liked the topic, it naturally helped me overcome the challenges that came up. Managing other work and courses along with my thesis was a hard task, but as I mentioned earlier, I set aside personal time for myself and fixed times for my thesis. During these times, I tried my best not to think about anything else that could interrupt my writing. For any errors or confusion about my thesis, I relied on my supervisor's feedback, which became an easy and reliable strategy for me.
85.	Interviewer	What strategies did you use to prioritise and organise your tasks to maintain steady progress on your thesis?
86.	Nehleen	Thesis work requires strong organisation to achieve better quality and standards. I prioritise and organise my tasks by working through each chapter step by step, ensuring I never leave a task incomplete before moving on to the next chapter.
87.	Interviewer	What techniques did you use to stay motivated and focused throughout the thesis?
88.	Nehleen	I reminded myself that completing the thesis would be beneficial for my future and could enhance my qualifications. Finishing the thesis was not just an option; it was mandatory for me. Thinking about these factors kept me motivated. Being able to work independently, make my own decisions, and detailed feedback was also a source of motivation.
89.	Interviewer	How has your supervisor helped you overcome specific challenges during your thesis writing process?
90.	Nehleen	My supervisor helped me overcome specific challenges, such as struggling with citation issues and simple sentences, by providing clear guidelines, error correction and direct suggestions.
91.	Interviewer	Have you participated in any thesis seminars, courses or workshops? If so, how have they benefited your research?
92.	Nehleen	I did not attend any additional workshops or seminars. Instead, I did a course titled research methodology, which helped me with my thesis.
93.	Interviewer	How did you seek support from peers and family members during stressful periods of your thesis work?
94.	Nehleen	I did not involve my family members in my thesis work because I did not want to bother them. Some of my peers and classmates helped me by finding participants for my research. That was it.
95.	Interviewer	To what extent did your supervisor, peers, and family's support impact your thesis experience?
96.	Nehleen	My supervisor was crucial to my thesis. He guided me through every step, fixing both big and small issues, so his impact was important. My peers also helped by finding participants for my research, which was useful. I did not involve my family in the thesis process, so their impact was minimal.
97.	Interviewer	Is there anything you wish you had done differently?

98.	Nehleen	Yes, there are a few things I wish I had done differently. I wish I had talked to my parents about how much I was struggling emotionally while staying alone. It might have helped lighten the burden and made me feel less isolated. I wish I had not wasted time being lazy.
99.	Interviewer	What advice would you give to someone about to start their thesis under a similar supervisor?
100	Nehleen	Be prepared with a topic you are genuinely interested in. Follow your supervisor's feedback closely to ensure your thesis is as error-free as possible. Feedback might come later than expected, so be patient. It will be detailed; do not worry.
101	Interviewer	Do you think any other supervisor would have been better for you? What do you think?
102	Nehleen	No, I do not think another supervisor would have been better for me. My supervisor's dedication and seriousness were crucial in completing my thesis with less hassle. I know some friends who struggled with their supervisors, but I did not have that experience. I feel lucky to have had a supervisor who provided the support I needed.
103	Interviewer	What were your overall expectations from your supervisor in your thesis writing journey?
104	Nehleen	From the beginning, I expected my supervisor to guide me and teach me how to write a thesis. I wanted help with immediately fixing my mistakes, a supervisor who understood me, and a good overall thesis experience.
105	Interviewer	Did your expectations get fulfilled?
106	Nehleen	More or less, yes, my expectations were fulfilled.
107	Interviewer	As writing a thesis is a long-term process, it is often required to sit in front of the laptop for a long time. Did you face any health issues for that or any technical issues you faced while working?
108	Nehleen	Ha ha ha...Good question, good question. I can not finish talking about my back pain. It was so bad that I could not tolerate it at a point. Back pain is just part of working on a thesis, and I dealt with all of it. Otherwise, I did not face any technical issues that I can remember.
109	Interviewer	Lastly, how do you feel about the overall experience of completing your thesis?
110	Nehleen	Overall, completing my thesis was a challenging but rewarding experience. It involved a lot of hard work. Now I can relax a bit.
111	interviewer	Thank you so much for your response.
112	Nehleen	Welcome

APPENDIX D2

Interview Transcript of a Participant Sharmin

Sharmin's full interview		
DU	Participants	Questions and answers
1.	Interviewer	Greetings. What is your current field of study and thesis topic?
2.	Sharmin	I recently completed my MA in English Literature. My thesis topic was the representation of women in 19th-century Gothic novels. I explored how female characters were portrayed with that era's societal expectations and cultural anxieties.
3.	Interviewer	Do you have previous experience with large assignments, research projects, or reports?
4.	Sharmin	Yes, I have had experience with research projects and assignments before, both during my MA and my undergraduate years.
5.	Interviewer	How long have you been working on your thesis?
6.	Sharmin	I worked on my thesis for about 8 months.
7.	Interviewer	How did you choose your thesis supervisor? Or how was he/she assigned to you?
8.	Sharmin	After finishing our courses, I registered for my thesis. At that point, the university asked all thesis students to inform us about our preferred thesis topics because we should get someone who specialises in our topics, so I submitted mine in the mail. A few days later, I found out that I had been assigned to my thesis supervisor, who specialised in the field of my topic, Ma'am.
9.	Interviewer	How would you describe your relationship with her?
10.	Sharmin	I would say the relationship with my supervisor was quite formal but not fully like a typical student-teacher relationship. I would say it was a mixture; it was not too friendly, but it was not overly strict or bossy either. This kind of relationship is actually a mixture, isn't it?
11.	Interviewer	Yes, of course.
12.	Sharmin	Yes, I know, and that is why I am saying our relationship was a mixture. She kept things professional in her tone and behavior but was always approachable and open to questions. I felt comfortable discussing my thesis work with her, but our conversations mostly stayed focused on the thesis without getting too personal.

13.	Interviewer	Too personal means?
14.	Sharmin	I mean, she was friendly, but not like she was always making fun or joking around or talking about what was going on at our home. She was strict and friendly but for academics only in a balanced way. Does it make sense?
15.	Interviewer	Yes. Are you satisfied with the thesis topic? Did you get the opportunity to choose it to your liking?
16.	Sharmin	I will not say I am fully satisfied, but I liked my thesis topic, and my supervisor suggested it. I had a different idea that I was more interested in, but my supervisor felt it was not the best choice and suggested the topic. So, I did not get the chance to choose. At first, I was unsure, but after we talked about it, I understood their point and decided to go with it. As I worked on it, I started to like the topic more than I thought I would and appreciated the new things I learned.
17.	Interviewer	What were your expectations about mutual respect, and how did you perceive it?
18.	Sharmin	I feel like mutual respect is really important for me, and I expected it, of course. Um..Okay..so..In my opinion, mutual respect helps me to build trust and open communication so both sides can freely share their ideas. Without that respect, I am sure things can get tough, and it is difficult to give your all 100% when you are facing disrespect
19.	Interviewer	Can you share an example where you felt respected (or disrespected) by your thesis supervisor?
20.	Sharmin	I felt respected because at least my supervisor never ignored my problems and she was available whenever I needed her to help me with my thesis, so I consider that respect. But once, I felt disrespected when she shouted at me in front of others, like publicly, which I see as an instance of disrespect.
21.	Interviewer	Why did she shout?
22.	Sharmin	During the meeting where my supervisor had called four of us who were working on our theses under her, I was still working on the initial parts, while the others were almost finished. The meeting was crowded, with many questions on different topics being asked. My supervisor was answering questions, and I remained quiet for a while. She first shouted because I was not

		participating in the discussion. Later, when I showed a part of my work where I had made mistakes and repeatedly said I could not understand it, she shouted again. She told me that she could not give feedback on the same topic multiple times and said I was wasting time. She also warned that if I remained quiet, I would not finish on time.
23.	Interviewer	How did you later correct the mistakes you made in that part?
24.		You might laugh when you hear that I went home and texted her on WhatsApp again, saying that I still had confusion about that part. One reason for this was that I felt sad about being shouted at, and with so many discussions happening between others and the supervisor, I could not focus. Later, the supervisor arranged an online meeting for me. During this follow-up meeting, I told her about the issues, and she corrected the errors and provided the necessary improvements to my work.
25.	Interviewer	Do you think respect from your supervisor influences your motivation and productivity? If yes/no, why?
26.	Sharmin	As an introvert, respect from my supervisor is important for my motivation and productivity. When I feel respected, I become more confident and am more willing to share my ideas and ask questions. This respect is important and makes me more motivated and productive. On the other hand, when respect was missing, like being shouted at, ignored or disrespected, it was discouraging and made me quiet and shy. I feel it made it hard to ask questions or engage in conversations, which slowed down my progress. So, for me, respect creates a positive environment that helps me work better and stay motivated.
27.	Interviewer	How frequently did you expect feedback and meetings, and What was the scenario of you receiving feedback and meetings with your supervisor, and in what form (written, verbal, etc.)?
28.	Sharmin	I expected feedback and meetings regularly whenever I needed them. Talking about the real scenario, it depended on my work. Once I finished a task, a meeting was arranged. Like there were no fixed dates. However, there were many ways to hold these meetings, which was quite convenient for me. For example, if there was an issue with my work or the supervisor's tight schedule, we used WhatsApp calls or Google Classroom. If the opportunity arose, we met physically at the university. Feedback was often given verbally. When I brought a printed copy of my work, the supervisor wrote notes on it. Frankly speaking, meetings were not fixed; instead, we arranged a mutual date whenever needed.
29.	Interviewer	Can you describe a time when the feedback from your supervisor significantly improved your work?

30.	Sharmin	Yes, of course. My supervisor's feedback was helpful throughout my thesis. Specifically, when I had a draft ready for my literature review, she provided feedback on my draft. I needed that feedback, not going to lie; the literature review should be well organised; otherwise, it is difficult to make the thesis standard, you know. I revised the work thoroughly according to the feedback, which made a significant improvement in the quality of my literature review. This kind of detailed feedback was extremely helpful for me. Similarly, the feedback helped me see and correct many mistakes I had not noticed. I revised the work thoroughly according to the feedback, which made a significant in the quality of my thesis. This kind of detailed feedback was extremely helpful for me.
31.	Interviewer	Did you face any instances where you disagreed with your supervisor?
32.	Sharmin	There were situations where my supervisor and I had different ideas. For example, I initially wanted to work on a topic related to the modern era. Still, my supervisor suggested an alternative idea because someone else had already worked on the topic I was interested in. Adapting to this new idea was challenging for me, but I tried to convince my supervisor, but he did not agree with me. There was also a situation where I wanted to work on some specific novels, but my supervisor did not fully support that idea of mine and suggested some different ones. These instances felt like disagreements to me, as we had different viewpoints on how to work. But at last, I accepted his preferred topic.
33.	Interviewer	How did you handle feedback that you disagreed with?
34.	Sharmin	Um....When I received feedback that I disagreed with, I considered it from an academic perspective. For example, when my supervisor suggested a different topic because someone else was already working on mine, I understood the logic and accepted the change. Similarly, when my supervisor recommended working on different novels, I followed that advice and approached the work accordingly. I did not hold onto disagreements out of stubbornness or being sad about it. Instead, I knew the feedback may not be my preference, but the feedback made sense academically. If I had concerns, I discussed them but ultimately respected my supervisor's guidance as important for my academic progress.
35.	Interviewer	How regularly did you and your supervisor schedule meetings, and how often do they occur on time?
36.	Sharmin	Whenever I needed. I was always in touch with her through WhatsApp and phone calls. But there were times when we also

		met in her office, like after completing my chapters. And yes, she maintained our decided time. Because we first discussed what the app is like when we wanted to meet so, time was maintained.
37.	Interviewer	What impact did timely or delayed meetings and feedback have on your progress?
38.	Sharmin	Timely meetings helped me stay on track and prevented errors from piling up. If I delayed dealing with mistakes, it became difficult to sort out which ones to fix first. Delayed meetings had a negative impact on my overall routine. They meant that I fell behind, which slowed down my progress. When meetings were late, it felt like a disruption to my work rhythm. Sometimes, I could not finish my tasks before a meeting, and my supervisor had to cancel a few meetings, too. Initially, I thought this gave me extra time to relax, but I soon realized that without timely feedback, my work pace slowed down, and I struggled to keep up.
39.	Interviewer	Did you expect motivation and encouragement from your supervisor? And in what ways does your supervisor motivate and encourage you throughout the thesis process?
40.	Sharmin	Yes, I did expect motivation and encouragement from my supervisor. My supervisor motivated and encouraged me by providing constructive feedback that helped me understand where I could improve and guided me in the right direction. This feedback was crucial in boosting my motivation and helping me stay focused. She also listened to my problems and arranged meetings in various formats, such as in person, via WhatsApp calls, or Google Classroom, to ensure convenience and support for my thesis. Though once she shouted at me, most of the time, I mean most of the time, she was well-behaved, and this support was more than enough to keep me motivated.
41.	Interviewer	Can you provide an example of a time when your supervisor's encouragement made a significant difference to your work?
42.	Sharmin	As I mentioned, I am an introvert and prefer to stay quiet during meetings. After noticing this, my supervisor encouraged me to talk more, even though I was hesitant. She made an effort to help me ask questions and have conversations with her. This encouragement was really helpful for me.
43.	Interviewer	How did you feel about the criticism you received from your supervisor?
44.	Sharmin	I had mixed feelings about the criticism I received from my supervisor. While I understood that she aimed to help me improve, there were times when her approach felt harsh. For example, she often criticized my shyness and quietness. Once, during a meeting, she even shouted at me in front of others, which made me really sad. She warned me that I would not finish my thesis if I continued to be quiet. Although I knew her feedback

		was intended for my betterment, it was difficult to handle at that moment. So, sometimes, I knew it was for my own good. I have mixed feelings, I can say.
45.	Interviewer	Does criticism help you or demotivate you? Can you share your experience?
46.	Sharmin	Um.....What can I say to you about this? Okay, I understand. There were times when my supervisor criticised me as I was quiet all the time. Still, I was motivated by my supervisor's efforts to push me to initiate conversations, ask questions, and discuss ideas. These actions helped me a lot in the long run. However, there were also moments when harsh criticism, especially when it was in front of others, felt demotivating. I still remember how upsetting it was to be criticized in front of others, and it affected my confidence. So, I will say while feedback can be motivating, it can also have demotivating effects depending on how it is delivered.
47.	Interviewer	Did you ever expect emotional support from your supervisor? And how did your supervisor provide emotional support during the thesis writing process?
48.	Sharmin	Of course, I did expect emotional support. But we were not that close emotionally. I am unsure how emotionally attached she was.
49.	Interviewer	So, are you saying you did not get that emotional support?
50.	Sharmin	Yes, that is right. While my supervisor was very supportive academically and helped me a lot with my thesis, I felt that there was a lack of emotional support during my struggle with dengue. Her response was, "Okay, try to complete the work as soon as you feel good", rather than offering comfort or understanding, which made me feel that emotional support was missing. She gave me extra time I will not lie. But, there was not much personal attachment from her side. I did not share a lot personally either, so it is hard to say what might have happened if I had shared more. However, the lack of personal attachment was evident during my dengue illness.
51.	Interviewer	Can you describe a situation where emotional support from your supervisor was particularly important to you?
52.	Sharmin	When I was sick, some kind words might help to give me emotional support. I needed it that time. But did not get it.
53.	Interviewer	Did your supervisor help you in choosing research methods and techniques? If yes, then how did your supervisor's guidance on research methods and techniques influence the quality of your thesis work?

54.	Sharmin	Yes, my supervisor did help me with choosing research methods and techniques. Her feedback and guidance were extremely helpful for my methodology. She suggested which novels and literature to focus on and helped me create a clear outline. This feedback greatly improved the overall quality of my work. Her suggestions ensured that I was on the right track and significantly enhanced the depth of my thesis.
55.	Interviewer	Did you face any difficulties during the topic selection process, and did your supervisor help you with it?
56.	Sharmin	Yes, I did face difficulties during the topic selection process. Topic selection is actually one of the difficult stages in a thesis, I must say. I initially had a different topic in mind, but my supervisor suggested another one. At first, I was a little bit demotivated and unsure because I wanted to work on something I was more knowledgeable about. She helped me, but it was a gradual process. Since I was not very open about my lack of interest, it took some time. However, as she discussed the topic with me and asked me to read and plan, I gradually saw its potential and ended up liking my thesis topic.
57.	Interviewer	Have you faced difficulties managing your time and deadlines during the thesis writing process?
58.	Sharmin	We had almost a year to complete the thesis, which initially seemed like a long time. However, given the amount of work and information involved, it was pretty challenging. Meeting deadlines was crucial, and I always aimed to finish my work within the given timeframe. Managing the many small tasks and deadlines was difficult; while I would not say I was always perfect with timing, sometimes there were 5-6 days of mismatched, or I submitted on time, each day was different. Deadlines for me were the pressure, which is why I used to work fast or skip writing detailed information so that I could save time before deadlines. But I must say, deadlines are tough. Just the word itself is scary.
59.	Interviewer	So, working fast or skipping detailed writing did help you manage the deadlines?
60.	Sharmin	Sometimes yes. But I did it because of the pressure. I always became nervous and puzzled when Ma'am mentioned strict deadlines; I was never happy about it.
61.	Interviewer	Can you share an instance where you felt overwhelmed by deadlines, and how did you handle it?

62.	Sharmin	As a literature student, covering multiple relevant novels, articles, or pieces of literature can be quite challenging. Each characteristic needs to be studied in detail, which makes it difficult for me. There was a time when several parts of my thesis were due around the same time, and it felt overwhelming, of course.
63.	Interviewer	How did you handle it?
64.	Sharmin	Instead of doing everything all at once, I chose to work on one step at a time. I always made sure to keep track of my deadlines by focusing on whichever one was coming up first. I would start working on that before moving on to the next task. I was worried about having everything piled up from the start, and my supervisor also mentioned this concern. So, I focused on completing tasks one by one. Trying to handle everything simultaneously felt overwhelming and depressing, so I decided to avoid multitasking. Instead, I worked step by step, setting fixed times to complete each part.
65.	Interviewer	How did you coordinate with your supervisor to ensure smooth progress on your thesis?
66.	Sharmin	By talking to her, even though I was initially afraid of doing so. Having meetings or calls and asking questions about my confusion was really helpful. My supervisor was supportive and made sure to address my doubts, which kept the progress smooth.
67.	Interviewer	Have you encountered any challenges in accessing academic resources, and how did your supervisor assist you?
68.	Sharmin	I did face some challenges accessing academic resources. Finding specific literature and relevant articles online was sometimes difficult. Some books I needed were not available in stores, so I had to wait and order them online, which was quite expensive. My supervisor was helpful in suggesting useful websites and guiding me on where to look. She also recommended specific books and papers, and I was able to borrow some books from her as well.
69.	Interviewer	Did you face any difficulties while maintaining a balance between your personal life and thesis writing? If so, how did you manage them?
70.	Sharmin	As I mentioned, I suffered from dengue, and there were times when all my work piled up. I could not finish tasks all day long. My friends often thought I had plenty of time for the thesis or wondered why there was so much work, but I knew I had to handle it myself. I had to avoid personal activities, like hanging out with friends or attending family gatherings, because I was focused on completing the thesis and meeting deadlines.

71.	Interviewer	Can you describe how you organised and structured your research ideas?
72.	Sharmin	Creating a draft or sample and discussing key points with my supervisor really helped me organise my research ideas. I spent time planning and making a brief draft, which allowed me to lay out the main points. Then, I worked on the details based on that initial plan. This process made it easier to structure my ideas and incorporate any suggestions from my supervisor. The draft was crucial because it allowed me to see how my ideas were coming together.
73.	Interviewer	What challenges did you face with English grammar during your thesis writing? If yes, how does your supervisor help you address issues related to English grammar?
74.	Sharmin	Yes, I did face challenges with English grammar. Specifically, about vocabulary and adjectives. I especially struggled with giving adjectives to my female characters, often using basic words that did not create a strong visual image. You know what I mean.
75.	Interviewer	How did your supervisor help you address issues related to English grammar?
76.	Sharmin	My supervisor sometimes suggested words during our discussions and encouraged me to use more advanced vocabulary to improve the quality of my writing. She pointed out where I could use more precise and impactful words. Often, she asked me to consider other word choices and suggested that I research and find better synonyms. I eventually took her advice and spent time searching for appropriate synonyms to enhance my writing.
77.	Interviewer	Can you provide an example of a grammatical correction or improvement suggested by your supervisor that enhanced your thesis?
78.	Sharmin	He suggested I use advanced vocabulary that I felt enhanced my thesis. For example, instead of writing "brave girl," my supervisor suggested using phrases like "courageous young woman" or "fearless." I wish I could tell you more, but right now, I do not remember.
79.	Interviewer	That is okay. What challenges did you encounter in selecting the research methodology for your thesis? (tools, survey, IQ, framework, participates)
80.	Sharmin	For my topic, textual analysis was essential. I had to ensure that the novels I selected were representative of my research focus and that my analysis would provide the necessary insights. So, I had to choose tools and resources very carefully. It was challenging to choose the right one for better data collection.

81.	Interviewer	How did your supervisor assist you in choosing the proper research tools and methodologies?
82.	Sharmin	My supervisor helped me by guiding me in selecting research tools and methodologies. She suggested specific novels and scholarly critiques that would be relevant to my topic. She suggested me to analyse more rather than just reading about the characters. These were helpful for me.
83.	Interviewer	Did you face moments of self-doubt or lack of confidence during your thesis work that hampered your thesis experience? And how did you deal with them?
84.	Sharmin	When there was so much work left, and I was sick, I felt low confidence. I always felt that I might not complete the thesis in time. During moments of self-doubt or lack of confidence, I reminded myself of the progress I had made, even though there were times when I struggled to work. I focused on staying positive and managed to tackle one task at a time rather than forcing myself to handle everything at once. This approach helped me stay motivated and gradually overcome my doubts.
85.	Interviewer	What strategies did you and your supervisor use to help boost your self-confidence?
86.	Sharmin	My supervisor always tried to find and address my errors, providing detailed feedback to help me improve and be confident. Whenever I was confused or unsure, she gave direct suggestions on what to do. During our meetings, she encouraged me to share my ideas and ask questions, which boosted my confidence to talk. As I told you, I tried to be positive and kept things done and completed one by one, which made me less pressured. Also, when I was completing tasks one by one, it made me confident.
87.	Interviewer	Did you ever experience negative emotions like stress, anxiety, or nervousness during your thesis? If yes, how did you overcome them?
88.	Sharmin	I felt nervous whenever I was confused about feedback. Also, when there were many tasks left to complete, I often felt very nervous and stressed. I worried about how and when I would be able to finish everything.
89.	Interviewer	How did you overcome them?
90.	Sharmin	I tried to discuss with my supervisor about my confusion. I realized that starting all tasks at once would be not only helpful for my thesis but also my mental and physical health, so I began tackling them one by one. I knew it if I ruined my mental health, I would not be able to complete it or get the mindset to work.

91.	Interviewer	Can you describe a specific instance where your supervisor's support helped you manage stress or negative emotions?
92.	Sharmin	There was a time when I had a lot of work piled up, and I felt nervous and very stressed. I was worried that my supervisor might scold me or be harsh. However, she was kind and patient, waiting for me to finish my tasks before providing feedback. This really helped me and supported me to manage stress or negative emotions.
93.	Interviewer	Have you experienced any misunderstandings with your supervisor during the thesis process? Can you share the incident? If yes, how do you and your supervisor resolve misunderstandings or miscommunications?
94.	Sharmin	It is possible that my introverted nature led to some misunderstandings with my supervisor. She might have thought I was intentionally keeping quiet, but that was not the case. It was more about my personal tendency to stay reserved. Aside from this, there were not any other significant misunderstandings.
95.	Interviewer	Did you discuss with your supervisor how your introverted nature might have led to misunderstandings?
96.	Sharmin	No, I did not. It was just my thought that she might think that.
97.	Interviewer	Okay. What strategies have you personally developed to manage the various challenges of thesis writing?
98.	Sharmin	I used a few strategies, as I mentioned earlier. The thesis is a big piece of writing, and I often found myself puzzled by the large amount of writing tasks, editing, and so on. To manage this, I planned and made drafts to organise my ideas before writing the main part. Then, I tackled one task at a time instead of trying to handle everything at once. These might sound typical, but they really helped me a lot during my tough times when there were so many things to do.
99.	Interviewer	What strategies do you use to prioritise and organise your tasks to maintain steady progress on your thesis?
100.	Sharmin	I break tasks into smaller steps and list them out. I then prioritise them based on deadlines and importance. Because there are some parts that need to be done before. You will not write results before gathering data, right? So, I prioritised my tasks like this. By focusing on one task at a time and using a schedule to track what needs to be done.
101.	Interviewer	What techniques did you use to stay motivated and focused throughout the thesis?
102.	Sharmin	The thesis is something that will be mine forever, and I have wanted to work on something like this for a long time. I constantly reminded myself of its importance and the sense of

		accomplishment I would feel once it was completed. This helped keep me motivated and focused.
103.	Interviewer	If I talk about the challenges. How has your supervisor helped you overcome specific challenges during your thesis writing process?
104.	Sharmin	There are so many. My supervisor provided support throughout my thesis. She helped with vocabulary by suggesting more precise and advanced words. She consistently found and corrected errors, offered better ways to approach my work, and provided valuable feedback. Additionally, she encouraged me to overcome my tendency to be reserved, helping me learn to communicate my queries and resolve issues effectively, at least with her.

APPENDIX E1

Sample Of Inter-Coding Template by Coder Nehleen's Full Response

Interview Question (1)	Subordinate keyword of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What is your current field of study and thesis topic?	*Current field of study *Thesis topic	*Finished MA	I finished my MA last year. My thesis topic was "The Influence of First Language Interference on Second Language Writing Skills: A Study Among Secondary-Level Students."	*Completed MA *"The Influence of First Language Interference on Second Language Writing Skills: A Study Among Secondary-Level Students."	1 1	DU NEH 2
Do you have previous experience with large assignments,	*Previous experience	*Have experience	Yes, I have experience. As a private university student majoring in	*Doing thesis for the first time but have experience with large	1	DU NEH 4

research projects, or reports?	*Large assignment research report	*Assignments are universal *Did assignments and term papers in undergraduate *Started doing small research or reports during the MA program *Thesis for the first time	ELT, I think assignments are a universal experience. I did many assignments and term papers during my undergraduate and MA studies, usually with 15-20 to 30 marks each. But, I started doing small research or reports during my MA program. So, I have experience with various types of assignments, reports, and research. Thesis I was doing for the first time for my MA.	assignments, research projects, or reports		
How long have you been working on your thesis?	*How long *Working *Thesis	*Two semesters	It took two semesters, or six to seven months, to complete.	*Two semesters	1	DU NEH 6

		*Interactions were academic and formal				
Are you satisfied with your thesis topic? Did you get the opportunity to choose it according to your liking?	*Thesis topic *Satisfaction *Opportunity to choose *Your liking	*Satisfied *Had the chance to choose	I am satisfied with my topic because I had the chance to choose it by myself according to my own liking.	*Satisfied with the topic *Had the chance to choose	1 1	DU NEH 12
What were your expectations about mutual respect, and how did you perceive it?	*Expectations *Mutual respect *Perceive	*Mutual respect expected *Receiving respect for efforts	I expected to be respected and valued for sure, for my hard work and dedication throughout my thesis journey. Working on one	*Mutual respect expected *Receiving respect for efforts	1 1	DU NEH 14

		can increase confidence *Mutual respect is a must requirement	thing for a long time can make you vulnerable, but receiving respect for your efforts can increase your confidence and help you stick to it. For me, mutual respect for serious academic work such as a thesis is a must requirement.	can increase confidence *Mutual respect is a must requirement	1	
Can you share an example where you felt respected (or disrespected) by your thesis supervisor?	*Respected *Disrespected	*Respectful *Never got annoyed *Never experienced disrespectful	He is respectful towards me. Even if I made repetitive mistakes, he never got annoyed, which I appreciated. To be honest, I felt he handled the situation well. I never experienced any disrespectful incidents with him.	*The supervisor is respectful towards the supervisee	1	DU NEH 16

Do you think respect from your supervisor influences your motivation and	*Respect from supervisor *Influence	*Respect from supervisor had a big impact on motivation and productivity	Yes, respect from my supervisor had a big impact on my motivation and productivity. He was always respectful, which is why I was	*Respect from the supervisor increases motivation and productivity	1	DU NEH 18

productivity? If yes/no, why?	*Motivation and productivity	*Respect brings best effort *Encouraged to work hard	able to put in my best effort. Being respected always gave me the courage to work hard.	*Respect brings the best effort and encouraged to work hard	1	
How frequently did you expect feedback and meetings? What was the scenario of you receiving feedback and meetings with your supervisor, and in what form (written, verbal, etc.)?	*Frequently Expect Feedback and meeting *Scenario Receiving feedback Feedback form	*Expected fixed feedback and meeting dates *Having feedback and meetings 2-3 weeks after finishing work *No fixed dates *Comments on Google Docs	I initially expected fixed feedback dates, like having meetings and feedback sessions once or twice a week. However, as I progressed with my work, I found that it often took more time to complete tasks, so I ended up having meetings and receiving feedback every two to three weeks after finishing my tasks.	*Expected fixed feedback and meeting dates *Having feedback and meetings 2-3 weeks after finishing work *No fixed time and dates *Written feedback on Google Docs	1 1 1 1	DU NEH 20

		*Less online or face-to-face meetings	There was no fixed schedule. The timing varied. Most of the feedback I received was through comments on Google Docs. We did not have many online or face-to-face meetings, but we had about three or four Zoom meetings when I needed clarification on his comments or guidance for my next task.	*Less online or face-to-face meetings	1	
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How regularly did you and your supervisor schedule meetings and feedback, and how often did they occur on time?	*Schedule meetings and feedback	*Meetings only when necessary *If had any confusion *Feedback is given 2-3 weeks after submitting work	As I mentioned, we did not have meetings very often, only when necessary, like if I had any confusion that I needed to discuss. Feedback was usually given about two to three weeks after I submitted my work.	*Meetings only when there is confusion *Feedback after 2-3 weeks of submission	1 1	DU NEH 22
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			helpful for my thesis improvement.			
Did you face any instances where you disagreed with your supervisor, and how did you handle it?	*Instances *Disagreed	*No instance of disagreement *Detailed feedback can erase disagreements	No, I did not face any instances where I disagreed with my supervisor. Most of his feedback was through detailed comments in Google Docs, where he clearly explained my errors and suggested improvements. I always tried to follow his advice, suggestions, and feedback closely. As a result, there was no room for disagreement.	*No instance of disagreement *Detailed feedback can erase disagreements	1 1	DU NEH 28

Did you expect motivation and encouragement from your supervisor? And in what ways did your supervisor motivate and encourage you throughout the thesis process?	*Motivation *Encouragement *Ways used by the supervisor *Thesis process	*Expect motivation and encouragement *Motivation and encouragement the way the supervisor encouraged to choose a topic of interested *Detailed feedback and correction	Yes, I did expect motivation and encouragement from my supervisor. I hoped for support that would help me stay motivated and focused throughout the thesis process. I tried to find motivation and encouragement, like the way he encouraged me to choose a topic I was interested in and always provided detailed feedback and corrections, which was motivating for me.	*Motivation and encouragement are expected throughout the thesis process *The opportunity to choose a topic of interest brings motivation *Detailed feedback and correction are motivating	1 1 1	DU NEH 30
Can you provide an example of a time when your supervisor's encouragement made a significant difference to your work?	*Supervisor's encouragement *Significant difference	*Encouraged to choose a topic *Encouraged topic area of interested	My supervisor's encouragement made a difference when he supported me in choosing my own thesis topic. He encouraged me to pick an area that	*Encouraged to choose a topic of interest	1	DU NEH 32

			genuinely interested me rather than assigning a topic or limiting my options by his preference.			
How did you feel about the criticism you received from your supervisor?	*Feelings about criticism	*Criticised *Awkward *Embarrassed	My supervisor criticised me and questioned why, as an MA student, I was making such mistakes. It was an awkward moment, and I felt embarrassed and did not have a response at the time.	*Criticism felt awkward and embarrassing	1	DU NEH 34
Did criticism help you or demotivate you? Can you share your experience?	*Criticism *Help *Demotivate *Experience	*Demotivating *Discouraging and upsetting *Felt discouraged	At that time, I must say the criticism quite demotivated me. It felt discouraging and upsetting to be questioned about why, after completing so many reports and assignments as an MA student, I was still making mistakes. I have always had	*Criticism brings discouragement and demotivates	2	DU NEH 36

How did you overcome this challenge, and in what ways did your supervisor help you?	*Overcome *Supervisor's help	*Guidelines from supervisor *YouTube videos and slides	confusion about citation references, which is why I felt a bit discouraged. , I followed the guidelines my supervisor provided. He shared YouTube videos and slides with me about APA 7th references, which greatly helped me.	*Guidelines from supervisor *YouTube videos and slides	1	DU NEH 38
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Did you ever expect emotional support from your supervisor? and how did your supervisor provide emotional support during the thesis writing process?	*Emotional support *Supervisor support *Thesis writing process	*Did emotional support *Never asked for emotional support *Not particularly friendly *Did not receive emotional support	I did expect emotional support during my thesis because many things were going on, and I was struggling. However, I never asked my supervisor for this kind of support, and he was not particularly friendly or open to discussing personal matters. As a result, I did not receive emotional support from him. Coming from a middle-class family and studying at a	*Emotional support was expected *Never asked for emotional support as he was not friendly *Did not receive emotional support	1 1 1	DU NEH 40

Can you share about your struggle?	*Share *Struggle	*Financial problem *Difficulties in balancing job and study *Uncomfortable to share *Senior teacher and a male *Uneasy in discussing personal issues	private university, staying in Dhaka alone, which is quite expensive, I had to balance my job and study, like tutoring students to help cover my costs. Balancing a course, cooking, cleaning, and studying was really tough. Despite these challenges, I never shared my difficulties with my supervisor. I was uncomfortable doing so and worried about how he might react. He is a senior teacher and a male, so as a female student, I felt uneasy discussing personal issues with him. Maybe. I was unsure how well a male	*Financial problem *Difficulties in balancing job and study *Uncomfortable and uneasy to share personal issues with a senior male supervisor	1 1 1	DU NEH 42
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So, if the supervisor had been female, would you have been more likely to share your struggles?	*Female supervisor *Share	*Unsure about male supervisors' understanding of personal issues *Female supervisor might be better for explaining without feeling	supervisor would understand my personal issues, like family problems, financial struggles, and the difficulties of living alone in Dhaka. I felt that a female supervisor might better relate to another woman's struggles. If I had fallen behind or felt exhausted, I think I would have been more comfortable explaining my situation to a female supervisor without feeling embarrassed or uncomfortable. I believe a female supervisor might have shown more interest and provided helpful suggestions, as many female teachers I have had were very sensitive to these matters.	*Unsure about male supervisors' understanding of personal issues *Female supervisor might		DU NEH 44
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	*Struggle	embarrassed or uncomfortable *A female supervisor might have shown more interest and provided helpful suggestions		be better for explaining without feeling embarrassed or uncomfortable *A female supervisor might have shown more interest and provided helpful suggestions	1 1 1	
Can you describe a situation where emotional support from your supervisor might be particularly important to you?	*Situation *Emotional support *Important to you	*A simple conversation could have helped as an emotional support	Yes, as I mentioned, I was struggling. Maybe a simple conversation outside of the thesis could have helped me to be strong and worked	*A simple conversation outside of the thesis could have helped as emotional support	1	DU NEH 46

			as an emotional support.			
Did your supervisor help you in choosing research methods and techniques? If yes, then how did your supervisor's guidance on research methods and techniques influence the quality of your thesis work?	*Research methods *Techniques *Supervisor's guidance *Influence the thesis quality	*Help and guide with research methods and techniques *Discuss and finalize *Supervisor's suggestion and additional idea enhanced the quality of data collection	Yes, my supervisor did help and guide me with my research methods and techniques. Initially, I planned to collect data through interviews. We discussed this approach and finalized it together. However, my supervisor also suggested that I review writing scripts and samples, such as homework and exam papers, to better understand and gather additional data. This additional idea was very interesting to me and significantly enhanced the quality of my data collection.	*Help and guide with research methods and techniques *Discuss and finalize *Supervisor's suggestion and additional ideas enhanced the quality of data collection	1 1 1	DU NEH 48

Did you face any difficulties during the topic selection process, and did your supervisor help you with it?	*Difficulties *Topic selection	*Face a lot of difficulties *Challenging task *Confusion about the area of focus *Worried about the suitability *Shortlisted few topics *Supervisor explanation about the potential topic *Supervisor's guidance made it easier to choose	I did face a lot of difficulties during the topic selection process. It was a challenging task. I was confused about which area to focus on because there are so many aspects of ELT and various theories to consider. I worried about whether my chosen topic would be suitable for a thesis. Eventually, I shortlisted a few options and selected one during a meeting. My supervisor helped by explaining how I could approach each topic and what I could do with them. This guidance made it easier for me to make the decision.	*Face difficulties and is a challenging task *Confusion about the area of focus *Worried about the suitability *Chose the topic of interest with supervisor's guidance	1 1 1 1	DU NEH 50
Did you face difficulties managing your time and deadlines	*Difficulties *Manage	*Managing time and deadlines is challenging	Managing my time and deadlines during the thesis writing	*Managing time and deadlines is challenging	1	DU NEH 52

during the thesis writing process, and how did you manage them?	*Time and deadlines *Writing progress	*Main submission deadlines were crucial and could not be missed *Allocating time for revising, editing, error correction and checking feedback *Did not leave the work incomplete *Start working as soon as feedback is received	process was challenging. I knew that the main submission deadlines were crucial and could not be missed. To manage my tasks, I dedicated a lot of time to my thesis, including revising, editing, error correction and checking feedback. I would set a fixed time for these tasks and ensure that I did not leave work incomplete. I would address feedback as soon as I received it and complete one task fully before starting on the next.	*Tracking main submission deadlines were crucial and could not be missed *Allocating time for revising, editing, error correction and checking feedback *Did not leave the work incomplete *Start working as soon as feedback is received	1 1 1 1	
Can you share an instance where you felt overwhelmed by	*Felt overwhelmed *Deadlines	*Anxious and worried	As the deadline approached, I wished I had more days to make	*Anxious and worried about	1	DU NEH 54

deadlines, and how did you handle it?	*Handle	*Nervous and confused	additional revisions. I felt anxious and frustrated because I thought I would not revise it carefully, and I worried about not getting everything perfect. I cannot fully explain the nervousness and confusion that I felt before the final submission. To handle it, I focused on working hard and treating the final revision and correction as just another task. I kept reminding myself that I had to do it and that it would help improve my thesis.	revising before the deadline *Nervous and confused before the final submission	1	
		*Treating final revision and correction as another task		*Working hard to complete tasks before the deadline	1	DU NEH 56

		*Improvement for thesis		*Treating final revision and correction as another task *Improvement for thesis	1	
How did you coordinate with your supervisor to ensure smooth progress on your thesis?	*Coordinate *Smooth progress	*Strictly follow feedback for smooth progress *Following feedback and suggestion	For smooth progress, I made sure to strictly follow my supervisor's feedback because he always gave me good, detailed comments with clear explanations. Following his feedback and suggestions actually helped me to coordinate with my supervisor.	*Strictly follow feedback for smooth progress *Coordination through following feedback and suggestion	1 1	DU NEH 58

Have you encountered any challenges in accessing academic resources, and how did your supervisor assist you?	*Challenges Accessing academic resources *Supervisor's assistance	*Faced challenges while getting specific information online *The supervisor suggested platforms and papers *Not finding the appropriate information is frustrating and annoying	I did face some challenges. I had to search for suitable information and resources, but I faced challenges getting specific information online. Sir helped by suggesting a few papers at the beginning and also suggested some platforms where I could search. But, gathering information and resources can be frustrating. Sometimes, I must say, when you search and spend a long time on a laptop, not getting the information that is suitable for your topic is frustrating and annoying.	*Faced challenges while getting specific information online *The supervisor suggested platforms and papers *Not finding the appropriate information is frustrating and annoying	1 1 1	DU NEH 60
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Can you describe your process for organizing and structuring your research ideas?	*Organised *Structured *Research ideas	*Followed guidelines by the supervisor	For organizing and structuring my thesis, I followed a guideline that my supervisor introduced to me from the beginning.	*Followed the guidelines provided by the supervisor	1	DU NEH 64
What challenges have you faced with English grammar during your thesis writing? If yes, how does your supervisor help you address issues related to English grammar?	*Challenge *English grammar	*Grammatical issues *Comments on Google Docs and suggesting improvements for finding errors and error correction	I faced several grammatical issues during my thesis writing. My supervisor frequently made comments in Google Docs, pointing out mistakes and suggesting improvements. For example, I struggled	*Comments on Google Docs and suggesting improvements for finding errors and error correction *Issue with punctuation and forming	1	DU NEH 66

		*Creating a framework was tough and took time and effort	I liked. However, finding participants who could both give interviews and provide writing samples was a really challenging part, and creating the framework was tough, too. It needed to clearly reflect what I was planning to do, and designing it took a lot of time and effort.	*Creating a framework was tough and took time and effort	1	
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How did your supervisor assist you in choosing the proper research tools and methodologies?	*Assist *Research tools and methodology	*Discussion through meeting	We did discuss this in a meeting and came up with the decision to interview and check scripts.	*Getting assisted through discussion with supervisor	1	DU NEH 72
Did you face moments of self-doubt or lack of confidence during your thesis work that hampered your thesis experience? And how did you deal with them?	Deal self-doubt or lack of confidence	*Supervisor's dedication and effort bring confidence *Remind of future goal	As I mentioned before, a lot was going on, so it was natural for me to have self-doubts and a lack of confidence about completing my thesis on time. And I was not confident, and I was doubtful. I felt that I might not complete the thesis handling everything together. He was dedicated to my thesis, providing detailed feedback. I looked at his	* Natural to have self-doubts and a lack of confidence about completing a thesis on time *Supervisor's dedication and effort bring confidence *Remind of future goal	1 1 1	DU NEH 74

			comments and thought about how much time and effort he must have taken to check my work carefully; otherwise, such detailed feedback would not have been possible. Whenever I felt doubtful or lacked confidence, I reminded myself about my future goal to get a job and complete my MA and how my supervisor was also putting in effort for my thesis.			
What strategies did you and your supervisor use to help boost your self-confidence?	*Strategy *Boost confidence	*Freedom of work gives confidence *Detailed feedback boosts confidence in the correctness	When my supervisor gave me the freedom to choose my topics and methods, it greatly helped me gain confidence. His detailed feedback also boosted my confidence, as I could make	*Freedom of work gives confidence *Detailed feedback boosts confidence in the correctness of the thesis	1 1	DU NEH 76

		*Following feedback and completing tasks on time boosts confidence	corrections and complete my work properly on time. Whenever I felt that I had applied his suggestions well and completed a task, it boosted my confidence.	*Following feedback and completing tasks on time boosts confidence	1	
Did you ever experience negative emotions like stress, anxiety, or nervousness during your thesis? If yes, how did you overcome them?	*Experience *Negative emotions Overcome	*Busy and stressful schedule *Could not give enough time to the thesis *Nervous about finishing on time *Anxious when receiving delayed feedback *Detailed feedback helped	I was handling many tasks at once, and some days were so busy and stressful that I could not give enough time to my thesis. This made me nervous about whether I could finish it on time and do my best. I also felt anxious when my supervisor's feedback was delayed, as I was unsure when I would receive it or what to do next. To manage this, I focused on the clear and helpful feedback my supervisor eventually provided,	*Busy and stressful schedule and unable to give enough time to the thesis bring nervousness *Nervous about finishing on time and anxious when receiving delayed feedback *Detailed feedback helped to overcome the emotions and eased the delays	1 1 1	DU NEH 78

		to overcome the emotions and eased the delays Kept the personal issues separated *Allocate time for relaxation and work	which eased my worries about the delays. I also tried to keep my personal issues separate from my thesis work. Although it was not always easy, I made an effort to set aside time to relax and time to work on my thesis, which helped me.	*Kept the personal issues separated *Allocate time for relaxation and work helped	1 1	
Can you describe a specific instance where your supervisor's support helped you manage stress	*Supervisor's support	*No direct support	There was a less specific situation where my supervisor's support directly helped me manage stress or	*Freedom of work and detailed feedback are helpful for	1	DU NEH 80

or negative emotions?	*Manage stress or negative emotions	*Freedom of work *Detailed feedback	negative emotions. As I said, his detailed feedback and giving me the freedom to choose my own topics and methods were somehow helpful in making me feel less stressed and nervous.	lessening negative emotions		
Have you experienced any misunderstandings with your supervisor during the thesis process?	*Experience misunderstandings	*Straightforward and clear feedback	As he was very straightforward and clear with his feedback and suggestions, I did not experience any misunderstandings or miscommunications.	*No experience of misunderstanding *Straightforward and clear feedback helps to avoid misunderstanding	1	DU NEH 82
Let's talk about the overall challenges you	*Strategy	*Kept personal things aside	Managing other work and courses along with my thesis	*Kept personal things aside	1	DU NEH 84

faced. What strategies have you personally developed to manage the various challenges of thesis writing?	manage the various challenges of thesis writing	*Fixed time for relaxation and thesis work *Relied on supervisor's feedback	was a hard task, but as I mentioned earlier, I set aside personal time for myself and fixed times for my thesis. I relied on my supervisor's feedback, which became an easy and reliable strategy for me.	*Fixed time for relaxation and thesis work *Relied on supervisor's feedback	1 1	
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			finding participants for my research.			
To what extent did your supervisor, peers, and family's support impact your thesis experience?	*Supervisor, peers, and family's support *Impact	*Supervisors support impactful *Peers support impactful	My supervisor was crucial to my thesis. He guided me through every step, fixing both big and small issues, so his impact was important. My peers also helped by finding participants for my research, which was useful. I did not involve my family in the thesis process, so their impact was minimal.	*Supervisors support impactful *Peers support impactful	1 1	DU NEH 96
Is there anything you wish you had done differently?	*Wish *Done differently	*Talked to family about the struggle *Wasted time being lazy	Yes, there are a few things I wish I had done differently. I wish I had talked to my parents about how much I was struggling emotionally while staying alone. It might have helped lighten the burden and made me feel less isolated. I wish I	*Wished to involve family for emotional support *Regret Wasting Time Due to Laziness	1 1	DU NEH 98

			had not wasted time being lazy			
What advice would you give to someone about to start their thesis under a similar supervisor?	*Advice	*Prepared with the topic of interest *Follow the feedback closely *Be patient	Be prepared with a topic you are genuinely interested in. Follow your supervisor's feedback closely to ensure your thesis is as error-free as possible. Feedback might come later than expected, so be patient. It will be detailed; do not worry.	*Prepared with the topic of interest *Follow the feedback closely *Be patient	1 1 1	DU NEH 100

Do you think any other supervisor would have been better for you? What do you think?	*Any other supervisor *Better	*No other supervisor would have been better	No, I do not think another supervisor would have been better for me,	*Satisfaction with supervisor	1	DU NEH 102
What were your overall expectations from your supervisor in your thesis writing journey?	*Overall expectations from supervisor	*Expected supervisor's guidance *Immediate error correction *Understanding	From the beginning, I expected my supervisor to guide me and teach me how to write a thesis. I wanted help with immediately fixing my mistakes, a supervisor who understood me, and a good overall thesis experience. More or less, yes, my expectations were fulfilled.	*Supervisor's guidance and understanding behaviour for good thesis writing experience	1	DU NEH 104
Did your expectations get fulfilled?				*Expectations were fulfilled	1	DU NEH 106

As writing a thesis is a long-term process, it is often required to sit in front of the laptop for a long time. Did you face any health issues for that or any technical issues you faced while working?	*Long term process *Health issue *Technical issue	*Back pain *No technical issue	Ha ha ha...Good question, good question. I can not finish talking about my back pain. It was so bad that I could not tolerate it at a point. Back pain is just part of working on a thesis, and I dealt with all of it. Otherwise, I did not face any technical issues that I can remember.	*Back pain	1	DU NEH 108
Lastly, how do you feel about the overall experience of completing your thesis?	*Overall experience	*Completing the thesis is hard-working and challenging *Rewarding experience	Overall, completing my thesis was a challenging but rewarding experience. It involved hard work.	* Thesis as a challenging yet rewarding experience	1	DU NEH 110

APPENDIX E2

Sample Of Inter-Coding Template by Coder Bristy's Response to RQ2

RQ2 What are the unique challenges faced by Bangladeshi master's students in English studies during their thesis writing process?

Interview Question (1)	Subordinate keyword of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Did you face any instances where you disagreed with your supervisor, and how did you handle it?	*Feedback *Handle *Disagree	*Disagreement *Rejection of topic	There was a disagreement when he rejected the topic I was interested in. According to him, it was not appropriate for me, but I disagreed.	*Disagreement about topic selection	1	DU BRI 38
		*Sad about the topic rejection	As a student of ELT, I wanted to choose a topic that would help me understand both the student's learning process and the teaching process. But when I found out that my supervisor had rejected it after making me wait for a long time, for 1.5 months, I was	*Sad about the topic rejection	1	DU BRI 40
		*Topic according to supervisor's suggestion		*Topic according to supervisor's suggestion	1	

			really sad. I finally did it according to his choice.			
Did you face difficulties managing your time and deadlines during the thesis writing process, and how did you manage them?	*Manage *Time and deadlines	*Tough to maintain *Worried about deadlines *Did not wait for feedback to start work	Deadlines were tough to maintain, and I was worried about meeting the deadline, but I just kept working without waiting for his approval after each part. This is how I managed my time.	*Deadlines were tough to maintain *Did not wait for feedback from the supervisee to start work	1 1	DU BRI 62
Can you share an instance where you felt overwhelmed by deadlines, and how did you handle it?	*Felt overwhelmed *Deadlines *Handle	*Late feedback *Constant stress about deadlines *Decided to work independently	As sir was giving feedback lately and I was reaching the submission date, I did feel a constant sense of stress. To handle this, I decided to take control by working independently.	*Late feedback *Constant stress about deadlines *Decided to work independently to handle deadlines	1 1 1	DU BRI 64
Have you encountered any challenges in accessing academic resources, and how did your supervisor assist you?	*Challenges *Accessing academic resources *Supervisor's assistance	*Little information available *Hard to find *Supervisor never suggested where to look *Challenging to find detailed information	When I started searching for information online on my topic, there was very little available, and finding specific details was even harder. My supervisor gave me a brief introduction to the topic but never suggested where to look, which websites to use, or any books to follow. He had his own journal but never recommended it to me.	*Finding detailed information online about the topic was challenging *The supervisor never suggested where to look	1 1	DU BRI 66

			So, yes, it was definitely a challenge for me to find detailed information and resources.			
Did you face any difficulties during the topic selection process? and did your supervisor help you with it?	*Difficulties *Topic selection *Supervisor's help	*Did not have the chance to choose the topic *Not a good feeling *Supervisor suggested a topic of his own *Forced	Of course, I did not get the chance to choose, and the area was not my interest. It was not a good feeling. He suggested a topic of his own. I felt forced to be honest. But yeah, what can I do about it?	*Supervisor selected the topic that felt forced	1	DU BRI 54
What challenges did you encounter in selecting the research methodology for your thesis? (tools, survey, IQ, framework, participates)	*Challenge *Selecting research *methodology	*Qualitative method *Interview as supervisor suggested *Did not face difficulty with methodology *Managing participants was hectic	I adopted a simple qualitative method for my thesis, using interviews as my supervisor suggested. I did not face many challenges with the methodology itself. However, managing participants was quite hectic.	*Did not face difficulty with methodology *Interview as supervisor suggested *Managing participants was hectic	1 1 1	DU BRI 76
Did you face any difficulties while maintaining a balance between	*Difficulties *Balance *Personal life	*Difficult to maintain a balance	Maintaining a balance between my personal life and thesis writing was quite difficult. I was not	*Difficult to maintain a balance *Lack of sleeping	1 1	DU BRI 68

your personal life and thesis writing? If so, how did you manage them?		*Lack of sleeping and eating *Tiring of working on a laptop all the time *Frustrated	happy with the topic, which made working on it feel really frustrating. I often stayed up all night not sleeping properly, trying to find information, but I struggled to find anything useful. This lack of progress made me feel sad and less focused. Because I felt tired of sitting in front of the laptop all the time and I was so caught up in the thesis, I skipped sleep and meals, which only added to my frustration. Then, I started to maintain a to-do list to manage everything without a hassle. I gave time to work accordingly that I mentioned on my list; I told myself that there would be no more extra forcing and all.	- and eating *Tiring of working on a laptop all the time *Frustrated *Maintained a to-do list	1 1 1	
What challenges have you faced with English grammar during your thesis writing? If yes, how does your	*Challenge *English grammar *Help	*Unsure about what tense to use *Supervisor advice	I was unsure about what tense to use where at first. My supervisor also advised me to write in the past tense, and since my work was approved, I can	*Unsure about what tense to use * The supervisor provided advice on how to solve grammar errors	1 1	DU BRI 74

supervisor help you address issues related to English grammar?			assume there were not many errors.			
Did you face moments of self-doubt or lack of confidence during your thesis work that hampered your thesis experience? And how did you deal with them?	*Deal *Self-doubt or lack of confidence	*Struggled with self-doubts and a lack of confidence *Worried about the completion of the thesis *Focused on the need to complete the study	I struggled a lot with self-doubt and a lack of confidence during my thesis work. I was constantly worried about whether I would be able to complete it as I had lack of knowledge about my topic, and I was not even interested in working on that. Despite these feelings, I focused on the fact that I needed to finish the thesis and complete my study.	*Struggled with self-doubts and a lack of confidence *Worried about the completion of the thesis *Focused on the need to complete the study	1 1 1	DU BRI 80
Have you ever experienced negative emotions like stress, anxiety, or nervousness during your thesis? If yes, how did you overcome them?	*Experience *Negative emotions *Overcome	*Nervous *Anxious *Stress *Feelings of not achieving full success *No additional strategy to overcome negative emotions	I felt very nervous from the start. I was anxious about whether I would be able to answer questions if someone asked me about my own topic. My supervisor's lack of support and friendliness added to my stress. Because of COVID-19, there were no in-person presentations, and a short	*Nervous, anxious, and stressed about the thesis *Feelings of not achieving full success bring demotivation *No additional strategy to overcome negative emotions	1 1 1	DU BRI 86

			viva was done over a phone call by my supervisor. This made me feel less motivated, and I felt I had not achieved complete success, but I tried to stay positive by focusing on the fact that I completed my thesis. Over time, the stress lessened, but I did not take any additional steps to manage it.			
Have you experienced any misunderstandings or miscommunication with your supervisor during the thesis process?	*Experience *Misunderstanding *Miscommunication	*Miscommunication about deadline *Supervisor's discomfort with detailed discussion	Sir used to call me and give me feedback about the submitted parts; he used to give me short feedback, and he mentioned that I needed to revise the methodology part; what I did was read that part and edit a few grammatical or paraphrased changes. However, after the submission, sir asked me why I did not change the framework as the framework did not mention the theories I added to my conceptual framework. I was blank. I	*Miscommunication about informing deadline *Supervisor's discomfort with detailed discussion brings miscommunication and misunderstanding	1 1	DU BRI 90

			felt that sir's discomfort with discussion or talking was actually responsible for that; sir missed that important information to give me, and I misunderstood his feedback.			
As writing a thesis is a long-term process, it is often required to sit in front of the laptop for a long time. Did you face any health issues for that or any technical issues you faced while working?	*Long term process *Health issue *Technical issue	*Slow internet *Old device	I live in a village, and slow internet was a thing that I faced a lot; even my laptop is quite old, so it was a lot difficult to work with it. I am also like not a pro at using laptops; I faced a lot of problems during the thesis formatting; it was time-consuming.	*Technical issue with slow internet and old device *Faced thesis formatting issues	1 1	DU BRI 120

APPENDIX F

Sample of Theme Generalization Template from the Participants Response to RQ 2

RQ2 What are the unique challenges faced by Bangladeshi master's students in English studies during their thesis writing process?								
Interview question	Did you face difficulties managing your time and deadlines during the thesis writing process?							
Nehleen (C1)	Sharmin (C2)	Bristy (C3)	Marzia (C4)	Jarif (C5)	Rafi (C6)	Nusrat (C7)	Subthemes	Themes
Managing time and deadlines is challenging (DU NEH 52)	Difficulty in managing deadlines (DU SHA 58)	Deadlines were tough to maintain (DU BRI 62)	Deadlines put pressure on and make it difficult to manage work with ease (DU MAR 46)	Managing time and deadlines is challenging (DU JAR 46)	Faced difficulty in managing time and deadlines because of workload (DU RAF 44)	Faced difficulties managing time and deadlines due to excessive pressure (DU NUS 50)		Challenges in managing time and deadlines
Interview question	Have you encountered any challenges in accessing academic resources?							
Faced challenges while getting specific	Relevant articles were difficult to find online	Finding detailed information online about	Difficult to find recent scholarly works and recent	Necessary papers and articles were unavailable or paid and hard	Difficulties in finding recent and exact information online	Difficulties in accessing several websites and		Difficulty finding information and academic resources

information online (DU NEH 60)	(DU SHA 68) Books were not available at the store and were expensive (DU SHA 68)	the topic was challenging (DU BRI 66)	citations online (DU MAR 54)	to find on websites (DU JAR 52)	(DU RAF 48)	scholarly articles (DU NUS 54)		
Interview question	Did you face any difficulties during the topic selection process?							
Face difficulties and is a challenging task (DU NEH 50)	Topic selection is a difficult stage (DU SHA 56)	Dislike for the assigned topic (DU BRI 54)	Difficulty finding the right topic that is not too complex or not too simple (DU MAR 52)	Face difficulty while choosing a specific area of interest for the topic (DU JAR 42)	It is time-consuming and difficult to select the topic (DU RAF 70)	Difficulty in choosing a topic suitable for MA thesis (DU NUS 76)		Challenges in selecting a suitable topic for the thesis
Interview question	What challenges did you encounter in selecting the research methodology for your thesis? (tools, survey, IQ, framework, participates)							

Finding participants was tough (DU NEH 70) Creating a framework was tough (DU NEH 70)	Challenging to choose the right resources and tools (DU SHA 80)	Managing participants was hectic (DU BRI 76)	Creating a framework was tough (DU MAR 64) Faced problems finding participants (DU MAR 64)	Survey questions were difficult to build (DU JAR 62)	Faced difficulties while making the framework (DU RAF 56) Faced problems in developing interview questions (DU RAF 56) Problems with detailed data collection (DU RAF 56)	Finding suitable participants for the interview was time-consuming and challenging (DU NUS 62) Difficulty in framework (DU NUS 62)		Difficulty finding participants Challenges in creating the framework Difficulty developing survey and interview questions Struggles with selecting the right tools and resources Problems with detailed data collection
Interview question	Did you face any difficulties while maintaining a balance between your personal life and thesis writing?							
Difficult To balance (DU NEH 62)	Pilled-up thesis work leads to difficulty in	Difficult to maintain a balance (DU BRI 68)	Balancing personal life and thesis	Difficult to balance personal life and thesis	Difficult to balance a thesis with a full-time job	Tough to balance personal life		Difficulty balancing thesis work

	balancing personal life and thesis writing (DU SHA 70)		writing is frustrating (DU MAR 58)	writing simultaneously (DU JAR 54)	(DU RAF 50)	and thesis writ with job (DU NUS 56)		and personal life
Interview question	What challenges did you face with English grammar during your thesis writing?							
Issue with punctuation and forming compound sentences (DU NEH 66)	The challenge with vocabulary and adjectives (DU SHA 74)	Unsure about what tense to use (DU BRI 74)	Parts of speech and word formation (DU MAR 60)	Difficulties with academic sentences and advanced words (DU JAR 58)	Issue with tense and word forms (DU RAF 52)	Problem with academic writing style (DU NUS 58)		Problems with academic writing style Uncertainty about tense usage Struggles with vocabulary and word choice

								Struggles with parts of speech and word forms
								Challenges with punctuation and sentence structure
Interview Question	Have you ever experienced negative emotions like stress, anxiety, or nervousness during your thesis?							
Busy and stressful schedule and unable to give enough time to the thesis bring nervousness (DU NEH 78)	Confusion about feedback makes nervous (DU SHA 88)	Nervous about the thesis (DU BRI 86)	Lack of confidence in the thesis (DU MAR 72)	Nervous about finishing on time (DU JAR 70)	Nervous and anxious before final submission (DU RAF 64)	Nervous and anxious before final submission (DU NUS 70)		Stress and anxiety due to busy schedules and workload Nervousness about deadlines and feedback delays

Nervous about finishing on time and anxious when receiving delayed feedback (DU NEH 78)	The workload makes nervous and stressed (DU SHA 88)	Feelings of not achieving full success bring demotivation (DU BRI 86)	Health issues, job duties, felt stressed and exhausted (DU MAR 72)		thesis as well as job duties (DU RAF 64)	Sad and weak after dropping a semester (DU NUS 70)		Confusion and lack of confidence causing stress Feelings of demotivation and hopelessness Health issues and job duties contribute to stress
Interview question	Did you face moments of self-doubt or lack of confidence during your thesis work that hampered your thesis experience?							

Self-doubts and a lack of confidence about completing a thesis on time (DU NEH 74)	Incomplete work and health issues bring low confidence and self-doubt (DU SHA 84)	Struggled with self-doubts and a lack of confidence in time thesis completion (DU BRI 80)	Confusion and fewer ideas about the topic bring self-doubt and a lack of confidence (DU MAR 68)	Struggling with a broad topic brings self-doubt and a lack of confidence (DU JAR 66)	Lack of knowledge of how to write a thesis brings self-doubts and a lack of confidence (DU RAF 60)	Incompletion of thesis on time and falling behind increase self-doubt and lack of confidence (DU NUS 66)		Confusion and Lack of Knowledge about the thesis brings self-doubt and a lack of confidence Doubts about on-time thesis completion Challenges with incompletion and falling behind
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Interview question	Have you experienced any misunderstandings or miscommunication with your supervisor during the thesis process?							
No experience of misunderstanding or miscommunication (DU NEH 82)	The supervisor misunderstood the introverted nature (DU SHA 94)	Feedback through phone calls brings misunderstanding and miscommunication (DU BRI 90)	No experience of misunderstanding or miscommunication (DU MAR 78)	Misunderstanding and miscommunication due to forgetfulness (DU JAR 74)	No experience of misunderstanding and miscommunication (DU RAF 68)	No experience of misunderstanding and miscommunication (DU NUS 74)		No Experience of Miscommunication and Misunderstanding Experience of Miscommunication and Misunderstanding
Interview question	Can you share an instance where you felt overwhelmed by deadlines?							
Anxious and worried about revising before the deadline (DU NEH 54)	Felt overwhelmed when several parts of the	Constant stress about deadlines (DU BRI 64)	Never felt overwhelmed because less pressure made	Deadlines felt nervous and overwhelmed (DU JAR 48)	Overwhelmed before the final submission date (DU RAF 46)	Overwhelmed by the nearing thesis deadline and pending work		Overwhelmed by deadlines

Nervous and confused before the final submission (DU NEH 54)	thesis were due (DU SHA 62)		deadlines feel manageable (DU MAR 50)			(DU NUS 52)		Deadlines were manageable
Interview question	Have you faced any instances where you disagreed with your supervisor?							
No instance of disagreement (DU NEH 28)	Supervisor-supervisee had different ideas and viewpoints about the topic, causing a disagreement (DU SHA 32)	Disagreement about topic selection (DU BRI 38)	Disagreements about the writing style (DU MAR 26)	No instance of disagreement (DU JAR 24)	No instance of disagreement (DU RAF 24)	No instance of disagreement (DU NUS 28)		Instances of disagreement No instances of disagreement
Interview question	How do you feel about the criticism you receive from your supervisor?							

Criticism felt awkward and embarrassing (DU NEH 34)	Mixed feelings about criticism (DU SHA 44)	Criticism created fear about the thesis (DU BRI 50)	Felt sad (DU MAR 38)	Never felt criticised (DU JAR 34)	Felt harsh, but realised it was for good (DU RAF 34)	Felt sad and harsh (DU NUS 38)		Criticism felt difficult Mixed feelings
Interview question	Did criticism help you or demotivate you?							
Criticism brings discouragement and demotivates (DU NEH 36)	Harsh criticism demotivating (DU SHA 46) Help from criticism (DU SHA 46)	Criticism brings demotivation, nervousness, and difficulties (DU BRI 52)	Criticism helped to build consciousness of avoiding repeated mistakes (DU MAR 40)	Never faced criticism; rather, used a polite tone (DU JAR 34)	Criticism motivates in a harsh way (DU RAF 36)	Criticism is demotivating (DU NUS 36)		Criticism demotivates Little help from criticism No instance of criticism

Interview question	Did you face any health issues or any technical issues you faced while working on your thesis?							
Back pain (DU NEH 108)	Health issues like headaches, eye pain, and back pain (DU SHA 120) Technical issue with laptop freezing or slowing down (DU SHA 120)	Technical issue with slow internet and old device (DU BRI 120)	Back pain (DU MAR 106)	Lack of sleep and back pain (DU JAR 102)	Technical issues (DU RAF 96)	Eyes, neck and back pain (DU NUS 100)		Health issues Technical issues

APPENDIX G

Rating for Participants Interview by Rater 1

Please respond to the following themes by choosing “Agree” or “Disagree” You can also suggest new themes in the comment column

RQ1 What are the specific expectations of Bangladeshi masters students from their English thesis supervisors within the ESOL context?						
Theme	Main ideas	Discourse unit	Verbal support	Inter-rater		Comments/Suggestions
				Agree	Disagree	
IQ	Are you satisfied with your thesis topic?					
Dissatisfaction with the thesis topic Satisfaction with the thesis topic	There are both satisfaction and dissatisfaction with the thesis topic.	DU BRI 12 DU NEH 12	“I am not satisfied with my topic at all. I did not get the chance to choose it according to my likeness, and till now, I do not like the topic.” “I am satisfied with my topic because I had the chance to choose it myself. I took some time to think about it; eventually, it was a nice one for me.”	/		
IQ	Did you expect motivation and encouragement from your supervisor?					
Expectation of motivation and encouragement throughout the thesis process	Supervisees are expected to be motivated and encouraged	DU MAR 34	“Of course. I expected this. I was sick and had fallen behind, plus I had a job and a course to handle at the same time. You can understand how much encouragement and motivation were necessary for me.”	/		

	by their supervisor	DU NUS 34	“I had to drop the semester because I failed to finish the thesis within the two semesters, and I was also working a full-time job. I lacked the motivation and encouragement to resume my thesis in the next semester. I really expected my supervisor to give me the courage to start again.”	/		
IQ	What were your expectations about mutual respect and how did you perceive it?					
Mutual respect is expected	Supervisees consider mutual respect to be important and a requirement for the thesis journey	DU SHA 18	“I feel like mutual respect is really important for me, and I expected it, of course. Um..Okay..so..In my opinion, mutual respect helps me to build trust and open communication so both sides can freely share their ideas. Without that respect, I am sure things can get tough, and it is difficult to give your all 100% when you are facing disrespect.”	/		
Mutual respect is important and necessary for the thesis journey		DU NEH 14	“I expected to be respected and valued, for sure, for my hard work and dedication throughout my thesis journey. Working on one thing for a long time can make you vulnerable, but receiving respect for your efforts can increase your confidence and help you stick to it. For me, mutual respect for serious academic work such as a thesis is a must requirement.”	/		
IQ	What were your overall expectations from your supervisee in your thesis writing journey? Did your expectations get fulfilled?					

Expected to have a friendly, supportive, respectful supervisor to guide and give detailed feedback on time	Supervisees expected to have a supportive, friendly, and helpful supervisor	DU BRI 118	“I expected to have a good thesis experience with a supportive, friendly, and understanding supervisor who would help me develop my ideas for my thesis and guide me when I made mistakes”		/	
		DU NEH 104	“From the beginning, I expected my supervisor to guide me and teach me how to write a thesis. I wanted help with immediately fixing my mistakes, a supervisor who understood me”	/		
Expectations were fulfilled		DU MAR 102	“I expected to have a helpful supervisor, and that expectation was fulfilled.”	/		
Expectations were not fulfilled		DU BRI 118	“Clearly, he was not like that. I did not even get to choose my topic; he barely gave detailed feedback, and I was disappointed with how my supervisor handled things. My expectations were not fulfilled.”		/	

Name of the rater: Dr. Sabreena Ahmed

Department of English and Humanities

BRAC University Date: 29th September 2024

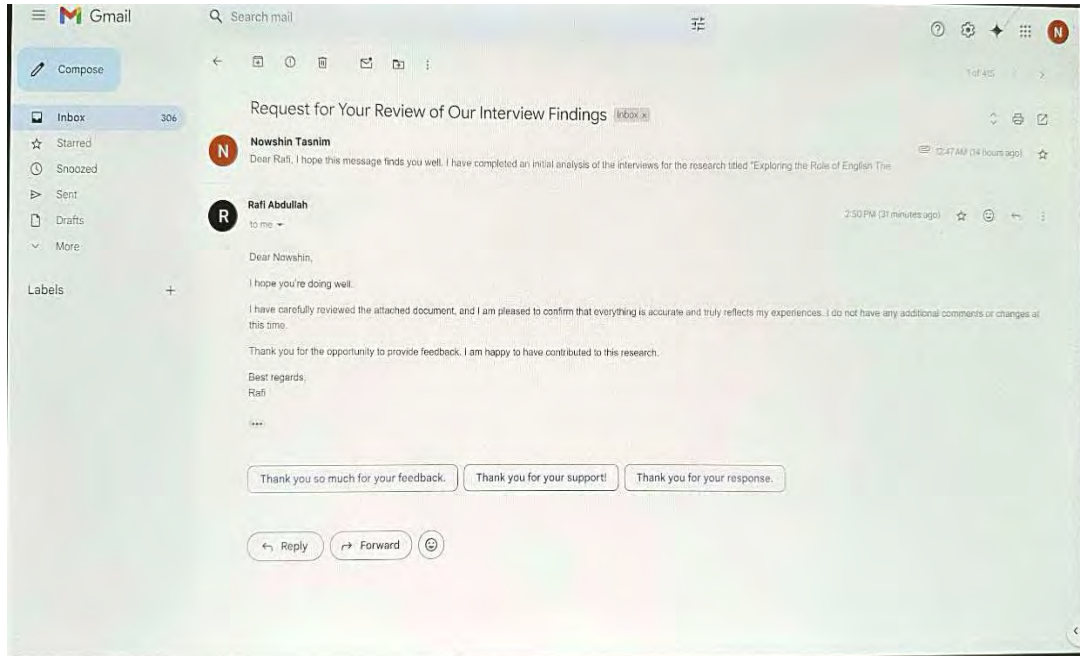
APPENDIX H

Inter-Rater Reliability Calculation for Students' Interviews

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater 1	(8/10) x100
Average	=80%

APPENDIX I

Sample of Email for Member Checking



APPENDIX J

Audit Trail of the Study

Date	Activities	Records
18/2/2024	Topic selection	Finalised the Topic
20/3/2024	Feedback on Chapter One and Literature Review	Zoom Meeting
18/7/2024	Feedback on Methodology, Framework and Interview Question	Zoom Meeting
22/8/2024	Interview of participants	Face-to-face and through phone calls
10/9/2024	Coding Theme generation	Audio recordings and notes
14/9/2024	Member checking and making the changes they recommended.	Through email
29/9/2024	Inter-rater Reliability Check	Rating by inter-rater
30/9/2024	Thesis Submission	Through email
8/10/2024	Presentation and viva	Face-to-face presentation on findings with the presence of supervisor and external