

positive role in their learning endeavour. They have described the supervisors to be very supportive. Some of the positive adjectives associated with supervisors are:

Helpful (line 9), berdedikasi [dedicated] (line 13), quite Good (line 19), cooperative (line 40), kind (line 51), supportive (line 54), experienced (line 66), helpful and responsive (line 69), kind, fatherly, and supportive (line 83), gentle, always updated (line 91), awesome (line 160), and cooperative & friendly (line 166).

As for the international students' negative learning experience, they have named the same groups of people but the frequency differs greatly. The people involved and the number of frequency can be seen in the figure below.

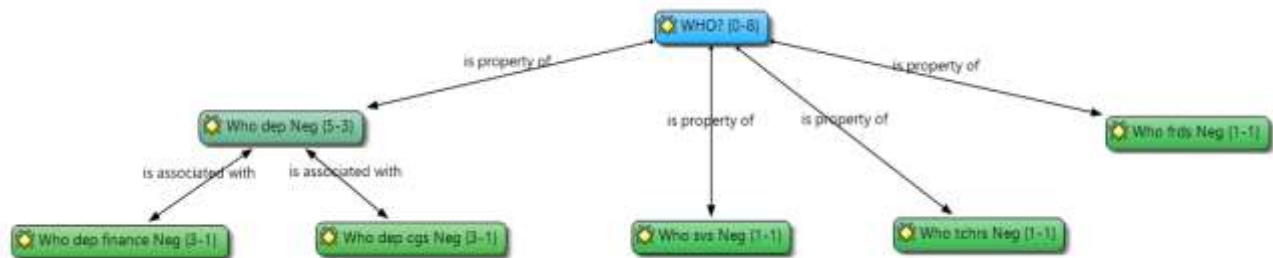


Figure 2: Network View from ATLAS.ti for Research Question 1 (negative)

Figure 2 above shows the people involved negatively in the learning experiences of the international students. The highest number of complaints is made about the people in the department or administrators (11 reports). While for the supervisors, teachers and friends, each group is reported only once. They are described negatively as below:

not functioning smoothly (line 44), slow (line 65), not friendly (lines 82, 108 & 139), not professional (line 143), very lazy (line 144), don't care (line 143), and don't follow the rules (line 143).

The international students explicitly named the departments where the administrators were considered as not supporting their learning endeavour. The departments listed are the Centre for Post Graduate Studies, Finance Department and own faculty department/office. Almost all of the above descriptions are used to describe the administrators in the named departments.

Although the international students named the same 4 groups of people to be involved in both the positive and negative learning experiences, due to the big number of difference in the frequency and also the long list of positive adjectives given, it can be surmised that supervisors are the most important people in the international students' learning experiences. There are 24 reports favouring the supervisors, while there is only 1 report which says otherwise.

4.2.2 Research question 2: How are the learning experiences positive and negative?

The preceding section discusses Research Question 1 which is regarding the groups of people who have positively and negatively involved in the international students' learning experiences (ISLEs). The findings for research question 2 will further detail the ways in which the people have assisted or hampered the ISLEs. The presentation of the findings begins with the themes of how people have assisted the ISLEs, and it is followed by the elucidation of the themes via the extracts from the respondents' answers. This is also done for the people who have hampered the ISLEs.

The data reveal that there are two ways in which the people in the host institution have assisted the ISLEs. Figure 3 below has the themes which emerge from the data collected via Google form.

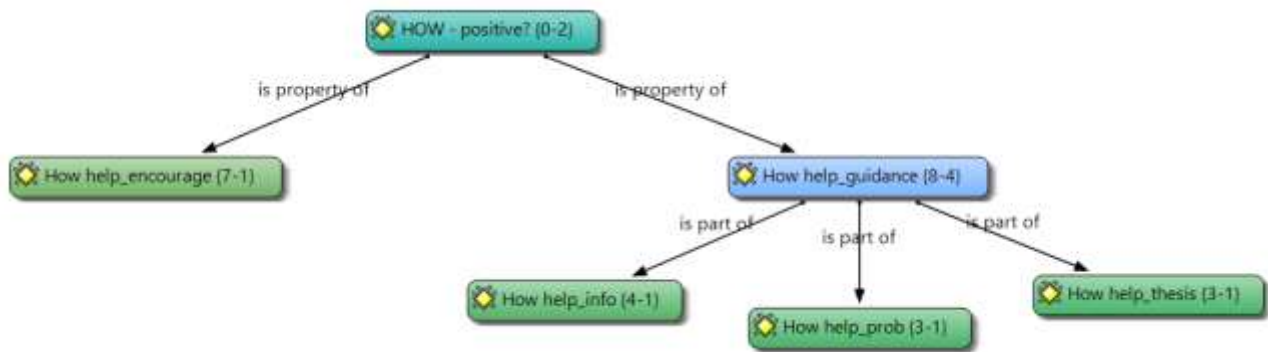


Figure 3: Network view from ATLAS.ti on Research Question 2 (Positive).

Figure 3 displays two main themes and three subthemes under one main theme. The main themes are encouragement and guidance. In other words, the respondents expressed how the people, especially the supervisors have helped them in their learning experiences by encouraging and guiding them to complete their studies. Guidance is seen in terms of how the supervisors have helped them by giving important information, solving problems, and assisting them in their thesis completion. Below are the extracts taken to show how the supervisors have assisted the students:

Extract 1 (lines 128:129)

has made me a better person personally. It **motivates** me to explore and dig more knowledge as I experienced a competitive surrounding.

Extract 2 (line 145)

provide me **proper guidelines** to complete my tasks.

Extract 3 (lines 12-16)

Supervisor saya ... banyak memberikan **tunjuk ajar dan nasihat**. begitu juga ... supervisor sy sewaktu MA dahulu, **TERLALU berdedikasi** dlm menyemak tulisan saya, setiap muka surat dan perkataan akan beliau baca dan semak kemudian mengemukakan komen dan nasihat serta **menunjukkan kpd beberapa reference yg amat membantu** dlm melengkapi thesis sya. termasuk cara menulis, menyusun boleh kata dlm semua aspek research sy **beliau sangat membimbing**. kedua-dua supervisor saya...

[My supervisor has given me a lot of **guidance and advice**. Same goes to my supervisor when I was doing my Master's, **VERY dedicated** in checking my work, my supervisor **read and checked** every page and every word, and then gave comments and advice, also **showed very helpful references** to complete my thesis. Both my supervisors **guided** me on how to write and arrange everything in my research]

Extracts 2 and 3 show that the supervisors have assisted the students in terms of the latter completing their tasks and thesis. As for extract 1, it is an evidence of how a supervisor has encouraged the student to become a better person.

The finding above is a portrayal of positive experiences of the international students' learning. Next part shows how the administrators at the institution are involved in making the international students' learning experiences to be negative. Figure 4 below has the themes and subthemes for the negative experiences.

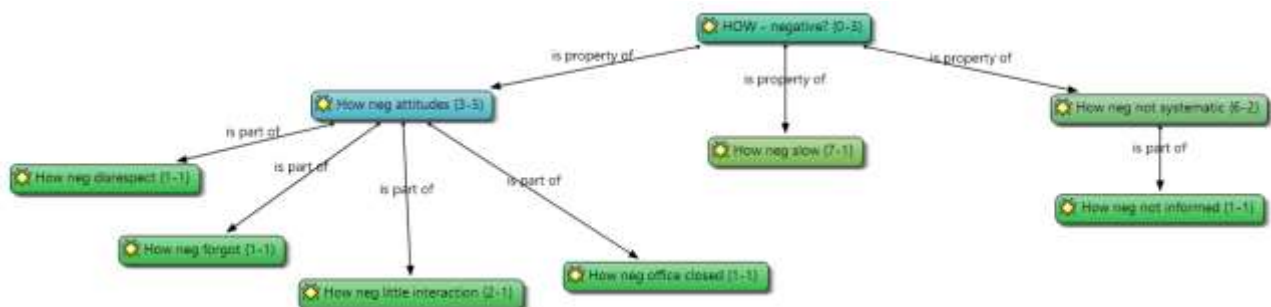


Figure 4: Network view from ATLAS.ti on Research Question 2 (Negative).

The figure above further details how the administrators at offices have made their learning experiences in