

## **Making Sense of Overseas Education Failures: A Narrative Study**

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### ABSTRACT

Teacher educators have been viewed as leaders in the pursuit of higher education qualifications. With such qualifications moreover from overseas universities, they could earn better position in their education institution. However, there are cases when some of them could not complete the degree they desired. Those cases are interesting to look at as it might have impacts on their career development and identity changes. This study attempted to reveal the stories behind the overseas education failures among higher education staff. A narrative research approach was employed to examine the further social, academic and professional impacts experienced by these group of staff. Eight participants were selected purposively from three teacher colleges to gain maximum variation and data richness. They were requested to complete a written narrative frame to see the big picture of their stories. Data from this instrument were used to construct semi-structure interview questions in the following phase. Relevant academic and correspondent documents were also checked for corroboration. The result demonstrated that preparations in terms of academic, socio-cultural, and financial were crucial for those who aspire to pursue doctoral degree overseas. Further, adaptation to academic and cultural life and relation with supervisors need to be given attention as these might contribute to the successful progression of the study. Meanwhile, family and social support from the surrounding environments (home and office) proved to be significant in restoring their self-confidence.

*Kata Kunci: Narrative research, overseas education failures, narrative frames, supervision*