

Emotional Geography of Doctoral Students as Beginner Researchers

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ABSTRACT

Prospective Ph.D. students go through a process that includes aspects that are directly related to their dreams, objectives, aspirations, and emotions. These dynamics define doctoral candidate students' cognitive, affectional, and emotional states. Nonetheless, Studies that evaluate the prospect of emotional turmoil that emerges during the supervision process and the process of creating empirical knowledge by Ph.D. candidates as initial researchers, on the other hand, have received relatively little attention. Henceforth, the present study is to map the emotional geography of Ph.D. students while they perform their duties as novice researchers. The photovoice and narrative inquiry were adopted by specifying personal narratives and documentation, as well as stories about the research participants' academic experiences as beginner researchers. The discussion related to the emotional geography revealed in participants' narratives about being a novice researcher and how participants deal with emotional geography as novice researchers were also presented. The findings demonstrate that doctoral students, as novice researchers, encounter a variety of complicated emotional problems during their studies. These difficulties include social and psychological issues, moral and professional responsibilities, and political constraints pertaining to the objective of completing education on time. Incorporating social and emotional supports are considered essential to overcome the emotional problems that the students confront and improve their research abilities, allowing them to become more effective and confident researchers during their doctoral studies.

Kata Kunci: Emotional geography; doctoral program students; supervisors