

**POSTGRADUATE RESEARCH SUPERVISION AND SUPPORT AT THE
SELECTED HIGHER LEARNING INSTITUTIONS IN TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The Undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled, **“Postgraduate Research Supervision and Support at the Selected Higher Learning Institutions in Tanzania”**. In partial fulfillment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of The Open University of Tanzania.

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Date

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DECLARATION

I, **Jacqueline Thomas Hokororo** declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration Planning and Policy Studies (MEDAPPS) of The Open University of Tanzania.

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Signature

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Date

DEDICATION

This dissertation is dedicated to the Almighty God for his protection, guidance, knowledge and wisdom. It is also dedicated to my parents Mr. and Mrs Thomas Hokororo for their love and commitment throughout my study. I also dedicate this work to my beloved Husband Mr. Christopher Mkinga, for support and encouragement throughout my research, and our beloved daughter Marycamilla Christopher Mkinga and our son Contardo Christopher Mkinga who bore with my absence throughout the time of this study.

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ABSTRACT

The study examined Postgraduate research supervision and supports that postgraduate student get at the three selected higher learning institutions in Tanzania. Specifically, it explored the kind of support, assessed the meanings attached to quality supervision also determined the effectiveness of the given support to ensure quality researchers in Tanzania. Simple random sampled 70 respondents including students and supervisors from the three institutions. The survey research design structured interview and questionnaire to gather data. Quantitative data were analyzed by Statistical Package for Social Sciences (SPSS), whereas qualitative data were subjected to content analysis. Findings reveal that supervisors and institutions had a greater role to play in producing quality researchers. The most crucial support students needed were training in research methodology and quality interaction. They also perceive the ideal supervision as the creation of effective interaction with their supervisors throughout the learning cycle. Moreover, they expressed too much satisfaction with the received support. The study recommends more guidance on research methodology and maximum communication between supervisors and students. Also recommends regular supervision training and seminars for supervisors to equip them with knowledge and understanding of their roles for quality supervision. Institutions are also advised to monitor the supervision process to ensure the timely completion of postgraduate students. For further study, it is recommended that assessment of the perception of postgraduate research supervision and support at higher learning institutions to be done in other educational stakeholders in Tanzania.

Keywords: *Postgraduate research, supervision and supports, Postgraduate student, higher learning institutions in Tanzania.*

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LIST OF ABBREVIATIONS

CoP	Community of Practice
ESL	English Second Language
HEIs	Higher Education Institutes
IAE	Institute of Adult Education
JUC	Jordan University
MEST	Ministry of Education, Science and Technology
ODL	Open and Distance Learning
OUT	The Open University of Tanzania
SDT	Self-Determination Theory
TCU	Tanzania Commission for Universities
UDSM	University of Dar es salaam.
VETA	Vocational Education and Training Authority

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter introduces the study on postgraduate research supervision and support at the selected higher learning institutions in Tanzania. The chapter contains sections on the background to the problem, statement of the problem, the objective of the study, research question, significance of the study, delimitation and limitation of the study, definition of key terms, and Scope of the study.

1.2 Background to the Problem

Many studies have been conducted worldwide to investigate matters related to postgraduate research supervision Support, the quality of supervision and the effectiveness of research supervision do the postgraduate students get in pursuing their studies (Lee 2008: Schulze&Lessing 2003).

In a globalizing economy, education is a key to competitiveness and economic growth. The Sub-Saharan region is currently engaged in what has been termed as a “*catch-up*” Bacwayo, Nampala, and Oteyo. (2017) period, as is reflected in rapid growth in investment in education at all levels over the last decade. The urge to invest in education has led to increased recognition of the need to have many graduates at the tertiary level. According to Brubacher, (2017), the one significant goal of the higher education industry is to produce quality human resource, and the quality supervisory elements in research are key to the realization of that goal Nasiri & Mafakheri, (2015).

Effective postgraduate supervision is a concern of any higher learning institution worldwide because it is key for academic performance and students' determination in an academic programme. Universities are being pressured to offer quality supervisory guidance to produce quality graduates (Andrew, 2012; Manyike, 2017). This is more so under unfavourable conditions in open and distance learning where postgraduate students are studying full-time while working.

According to Manyike, (2017), postgraduate supervision plays a critical role in raising students' capacity to identify critical issues and produce quality results Manyike, (2017). Among several factors that Manyike found to be key was the sound relationship between supervisors and supervisees and the respect of supervisee's cognitive abilities to plan and coordinate research project.

Ismail (2011) pointed that supervision is a two-way interactional process that requires both parties (i.e., student and supervisor) to deliberately engage each other within the spirit of professionalism, respect, collegiality and open-mindedness. This implies that the key role players for the successful delivery of postgraduate training are students and supervisors. Agu and Odimegwu (2014) suggest that quality supervision is one of the major avenues for sustaining students' satisfaction within the programme, preparing them to be independent researchers and initiating them into the academic community.

Supervision has been defined in different ways though similarities exist. According to Loganbill and Hardy (1983), supervision is a process of helping, guiding,

advising, and stimulating growth in the supervisee to improve the quality of his work. It is based on the quality relationship between supervisor and supervisee, where the supervisor's role is to help the supervisee acquire appropriate professional behaviour and competence in research and other professional activities.

Lessing and Schulze (2002) distinguish between the supports needs of master's and doctoral students. He suggests that master's student needs to master the research process methodologically. The doctoral candidate is expected to produce more original work and may need more input in developing depth, synthesis, and critical ability. He suggests that all postgraduate students need to acquire technical competence in analyzing the data, managing their time and taking personal responsibilities to build up a network of peers and expert. Lessing and Schulze (2002) also emphasize that graduate students need to find appropriate literature, acquire necessary data analysis and interpretation skills, and obtain interactive learning opportunities. They pointed to training in research methods, seminars, response time for students as important supervisory inputs in enhancing students' success.

The term 'supervision is implying as an oversight of work, Lee (2009), points out that the word has connotations of hierarchy, discipline and oversight of work. Recent, it has come to mean a co-activity of ensuring the equal participation of supervisor and supervisee in the mutually agreed work. From this perspective, Sze (2007), in his study, indicated that effective postgraduate supervision involves the provision of a highly favourable social learning environment to enable the student

researcher to construct new knowledge grounded in the community of practice discipline. It is an intensive, interpersonally focused one-to-one relationship between the supervisor and the student, although Mackinnon (2004) suggests that the graduate experience is personal as it is professional, and a psychological component of the supervisee need to be acknowledged.

The supervisor is designated to facilitate the student's academic development either in terms of coursework or research project (Norhasni, 2011). Some researchers point that supervision and the postgraduate experience are each very individual, and they differ from one individual to another and from one discipline to another (Cullen, et al.1994) and like other serious activities in the higher organization, supervision is not a solo and lone activity that is assumed as performed by rugged individuals: self-sufficient, totally free from any help from the institution. Mackinnon (2004) and (McAlpine and Norton, 2006) argued that graduate students' need to be supported at individual, departmental and institutional levels. Lovitts (2005) supported this idea and suggested that institutional support should include all the social and academic resources necessary to enable the graduate students' creative performance and completion of the study on time.

Historically, postgraduate students were accepted in higher education primarily by invitation from the supervisors, who were allocated only a few students to supervise. However, the increase in the number of students brought about by the massification and marketization of higher education has made this practice outdated as too many students are in graduate schools. Despite this number, there have not been many

institutional culture changes to provide support to the supervisors and the graduate students to ensure smooth supervision for their academic success (Mouton, 2011). Despite these changes, postgraduate supervision has retained its historical support culture, and this has exerted pressure to supervise postgraduate students within an agreed period (Manathunga, 2012). This is also the case in the open and distance learning context, where supervisor-student physical contact is limited (Lessing, 2011; Mouton, 2007).

In particular, not much has taken place to change the supervision styles in an ODeL context, as it is still considered in the same way as it is for conventional Universities (Wisker, Robinson & Shacham, 2007) and the supervisors rely on their own experiences of supervision in the conventional setting to supervise their students in ODL context (Lessing, 2011; Mouton, 2007).

In the recent past, Tanzanian higher learning institutions have attracted many candidates to pursue various postgraduate programmes (Komba, 2016). The challenges facing postgraduate supervisors are complicated when fast supervision is important (Green and Usher, 2003). There is a tension between student expectations for research education and the institutional emphasis on research and employment capability development (McCormack, 2004). According to Gill and Bernard (2008), different expectations of postgraduate students influence research supervision. Supervisors are both teachers of researchers and responsible for the pastoral management of students who themselves have multiple responsibilities outside the university. Consequently, the supervisory role has expanded, including quality

control role, social supporting role and academic guiding role (De Beer and Mason, 2009). Changing roles illustrate how supervision is situated in a context where wider issues surrounding the supervisors and the supervisees influence the quality of the process.

However, postgraduate students have consistently identified supervisors as the main source of either delaying graduation or dropping from the postgraduate studies (Yerrabati and Johansson, 2017), and this is very common to most postgraduate students as it has an impact on missing the government funding or finishing studies. On the other hand, institutional support to the graduate supervision has decreased, as the number of postgraduate students has increased, resulting in delays in graduation for many students worldwide (George, 2006). Taylor and Beasley (2005) reported that only 50% of doctoral students complete, and very few do so in the specified time frame. Problems with timely completion are well documented around the world (Green and Usher, 2003).

Other scholars view the problems facing postgraduate supervision from a more elaborative perspective. For example, Alama, Alamb, and Rasul, (2013) identify the following problems facing postgraduate supervision. These include inadequate supervision, which is translated into a lack of supervisor's experience, commitment, and time. Student's emotional and psychological problems; lack of understanding and communication between supervisor and student; and student's lack of knowledge, skills, training or experience in research methods. Other problems that were identified by Alama, et al. (2013) were related to family and work commitment.

According to them, many postgraduate students lack financial support, encounter inadequate administrative or institutional support, and face poor infrastructure and a harsh environment. When these problems are carefully examined, it seems that postgraduate supervision faces administrative problems and psychological, social and economic problems.

At The Open University of Tanzania, some students are not satisfied with supervisors' feedback on their research work. Most of the problems emanate from insufficient knowledge of relevant knowledge on the part of supervisors, irrelevance field of study, supervisor change due to transfer to other institutions, lack of supervisory support and supervisor's workload (Wadesango and Machingambi, 2011).

The above challenges are not confined to The Open University of Tanzania, but other institutions within and outside Tanzania face the same challenges. Sidhu (2015) observed many delays in responses from the supervisors but linked it with too much supervisee dependency on the supervisors. These scholars pointed that many postgraduate students who are less independent lack confidence and self-direction. In such a situation, they depend on their supervisors for everything they do, which add an unnecessary burden to these supervisors. Sidhu (2015) commented that students who work hard and independently are more likely to make quick progress than their counterparts who depend more on their supervisors.

Other scholars (Komba, 2015; Ho and Kember, 2012) have identified a lack of commitment of postgraduate students and supervisors. In his study, Komba (2015)

found that students were not working on the comments they were being given. They were instead preoccupied with many other activities, including their personal and family business, for example, doing part-time teaching or other activities for economic gains. Likewise, some supervisors were too pre occupied with their own economic engagements partly because of poor remuneration for supervision. This suggests that there is a sense of unfair compensation for the time and efforts spent hence a lack of motivation for doing the job effectively (Malan, 2012). It can generally be said that lack of commitment by both the supervisors and students is one of the most important factors leading to slow progression and /or delayed completion of postgraduate studies.

At The Open University of Tanzania, many strategies to minimize supervision challenges have been devised. These include the provision of training on research methodology and strengthening research supervision skills (Wadesango and Machingambi, 2011).

However, graduate students have not gotten the necessary support needed. Spear (2000), for example, suggests that one of the most common complaints from research students are infrequent or erratic contact with supervisors. He pointed out that most supervisors in developing economies are too busy with administrative or teaching responsibilities, and the majority has too many students. Others are away from the university too often to concentrate on the supervisory activity.

1.3 Statement of the Problem

In recent years, increasing focus on and demand for accountability means that HEIs have to keep in touch with postgraduate students' needs. Schön (1987) stated that reflective practice of inquiry into professional practice(s) in higher learning institutions is important to improve the provision of postgraduate programmes by focusing on the students' needs. Despite this advice, most education stakeholders have echoed their concerns that the number of post graduate students is low, despite the increase in postgraduate enrollment, and most graduates are incompetent. Scholars have identified several reasons for the delay in completing postgraduate, including too much dependency on the supervisors, lacked confidence and self-direction and lack of commitment (Sidhu, 2016 Komba, 2016).

Despite many challenges identified and reasons for these challenges in postgraduate supervision, no scholar has asked the supervisees the kinds of support they need and receive. As Golde (2000) suggested, students are central to postgraduate studies, yet their voices are the least heard. Furthermore, not much has been discussed on the postgraduate students' perception of the ideal quality supervision. Moreover, scholars have not researched the effectiveness of institutional supervision support for high-quality research supervision.

Therefore, the study aims to assess postgraduate research supervision and support at the selected higher learning institution in Tanzania. We aim to determine the needs of postgraduate students for their research endeavour. The effectiveness of institutional supervision support in facilitating quality education and identified

reasons for these challenges in postgraduate supervision enable postgraduate students to graduate on time.

1.4 Objectives

1.4.1 General Objective

The general objective of this study was to assess Postgraduate Research supervision and institutional support at the selected Higher Learning Institutions in Tanzania.

1.4.2 Specific Objectives

- i) To examine the kind of support that the postgraduate students need from supervisors at higher learning institutions in Tanzania.
- ii) To assess the meanings that postgraduate students attach to quality supervision in higher learning institutions in Tanzania.
- iii) To determine the effectiveness of institutional supervision support for quality supervision of postgraduates at the higher learning institutions in Tanzania.

1.5 Research questions

1.5.1 The Study Was Guided By The Following Questions

- i) What kind of support that postgraduate students receive from supervisors at the Higher learning institutions in Tanzania?
- ii) What meanings do postgraduate students attach to quality supervision in higher learning institutions?
- iii) How effective is higher learning institutions in supporting postgraduate supervision?

1.6 Significance of the Study

Results of the study will provide insight to stakeholders and lecturers concerning Postgraduate Research Supervision. Also, results of the study will give some insights into reviewing Institutional Support on Postgraduate Research Supervision, to reveal numerous Institutional support and their Challenges facing Higher Learning in Distance learning Institutions as well as conventional institutions to improve support services to enable both supervisors and supervisees to perform their responsibilities effectively to produce quality graduates who can contribute significantly to the development of their societies. In addition, institutions dealing with Postgraduate research in distance education such as The Open University of Tanzania (OUT), Ministry of Education Science and Technology, Institute of Adult Education (IAE) and Vocational Education and Training Authority (VETA) would benefit from the findings thereby facilitate necessary adjustments to attain the desired objectives of successful learning. Moreover, the study contributes to the existing body of knowledge; therefore, it will be beneficial to universities, supervisor, and postgraduate students.

1.7 Limitation and delimitation of the Study

This study focused on postgraduate research supervision and support in selected higher learning institutions in Tanzania. Information gathered was collected from 10 academic staff and 60 postgraduate students from three higher learning institutions by administering questionnaires to postgraduate students, and interviewing supervisors as well as postgraduates' students in masters and PhD programmes. Other stakeholders such as administrators, Ministry of education and other

educational institutions were left out. The research was conducted at the time that the whole world was fighting against the Pandemic disease of covid 19 Corona viruses, so it was not a good time for the researcher to get direct access to some respondents as they were present in the time scheduled to their working areas. Also, the time was not friendly to some institutions as they had examinations sessions so getting respondents at the right time was an issue. For this matter, it was somehow difficult because some environments inhibited the researcher from reaching some students and supervisors in the concerned area. To overcome the situation to conduct an interview and questionnaires were possible means of getting the required information through email or zoom, which was somehow costly. Despite those difficulties, the researcher succeeded in conducting the study with the required number of students and supervisors. Finally, a researcher managed to use the available resources economically to meet the intended target; management of time was solved by keeping a promise and a schedule of events. Hence, all confidently responded to the study.

1.8 Definitions of Key Concepts

In this subpart, the following concepts are defined to enable the understanding of the study understood: supervision, postgraduate students, postgraduate research supervision, institutional supervision support, higher learning institutions, and distance learning mode.

1.8.1 Supervision

The word supervision is defined by different scholars, (Loganbill & Hardy, 1983)

define it as a formal process based on the relationship between supervisor and supervisee, where the supervisor's role is to help the supervisee acquire appropriate professional behaviour and competence of professional activities. According to Ismail, Abiddin, and Hassan (2011), supervision can be perceived as a two-way interactional process which requires both parties (i.e. student and supervisor) to consciously engage each other within the spirit of professionalism, respect, collegiality and open-mindedness.

1.8.2 Postgraduate Students

Are those students that are matured persons building an academic career path after Bachelor degree (Abiddin & Ismail 2011). They basically can categorize into three main cohorts which are student with research, student with coursework and student with research and coursework. In relation to our study the kind of postgraduate we are referring, are those with research and those with course work and research.

1.8.3 Postgraduate Research Supervision

Refers to the process of providing advice, guidance and quality assurance for postgraduate research student by a supervisor to obtain a recognized postgraduate research degree (Lessing & Lessing 2004).

Postgraduate research supervision is a process of fostering and enhancing learning, research and communication at the highest level (Laske and Zuber-Skerritt, 1996). Connell (1985) maintained that Postgraduate research supervision is the most advanced level of teaching in the educational system. The supervisory process is

crucial to the success of graduate students and certainly complex, subtle, pivotal and responsible. Although there have been calls to conceptualize postgraduate research supervision as a teaching/learning process, there is still a tendency to equate it with research training and with the research responsibilities of the academic role (Johnston, 1999). In relation to our study this is implying the relationship between supervisors and supervisees, especially in respect of their cognitive abilities to plan and coordinate research project in an intelligent manner (Ismail et al., 2011).

1.8.4 Institutional Supervision Support

Is the support needs of Master's and doctoral students, whereby Master's student needs to methodologically master the research process and the doctoral candidate is expected to produce original work and may therefore need more input in developing depth, synthesis and critical ability. All graduate students need to acquire technical competence, analyze data, manage their time and personal responsibilities, and build up a network of peers and expert colleagues (Lessing and Schulze, 2002).

1.8.5 Higher Learning Institutions

Higher learning Institutions are traditionally seen as the training ground for intellectual capacity and skills development in a country (Boughey 2004). They are industry for the completion of a school providing secondary qualification. Tertiary is normally taken to include undergraduate and postgraduate education. Universities are the institutions that provide tertiary education. Sometimes, universities are collectively known as tertiary institutions or Higher Education Institutions.

Completion of tertiary education generally results in the awarding of an academic degree. For Badat (2010: p,43) not only is Higher Education very important to national economies as a significant industry in its own right but also equally important as a source of trained and educated personnel. Higher Education Institutions are traditionally seen as the training ground for intellectual capacity and skills development in a country (Boughey 2004). Since universities are funded according to them through put rates (National Research

Foundation 2007); it seems to be a financial imperative for universities to spend time and resources effectively to ensure that postgraduate students experience successes with their studies. In turn the success of postgraduate students would lead to universities increasing their research output and capacity (Department of Higher Education and Training 2009). In addition, it would increase the potential of qualified academic staff for employment within Higher Education Institution (Osborne, Marks & Turner 2004). Thus, the international and national context of Higher Education needs to be examined.

1.8.6 Distance Learning Mode

There have been many definitions put forward in modern literature. Greenberg (1998) defines contemporary distance learning as “a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning” (pg. 36). Teaster and Blieszner (1999) say the term distance learning has been applied to many instructional methods: however, its primary distinction is that the teacher

and the learner are separate in space and possibly time” (pg. 741).

Desmond Keegan (1995) gives the most thorough definition. He says that distance education and training result from the technological separation of teacher and learner which frees the student from the necessity of traveling to “a fixed place, at a fixed time, to meet a fixed person, in order to be trained” (pg. 7). From these definitions we can see that the student and teacher are separated by space, but not necessarily by time. This would include compressed video, which is delivered in real time.

Therefore, distance learning mode in this study means that an opportunity for those that could not usually attend university to participate in tertiary education; that it promotes lifelong learning; and that 'the experience of an online course can be as rich and fulfilling as the experience of a traditional course.

1.9 Scope of Study

The scope of the study refers to Parameters under which the study operates. The scope of this study includes the kind of support that the postgraduate students need from supervisors, the meanings that postgraduate students attach to quality supervision, and the effectiveness of institutional support for quality supervision of postgraduates at the Higher Learning Institutions in Tanzania. All these inquiries were conducted by using questionnaires and interview, whereas 50 questionnaires to the study will be asked to postgraduate students to complete a short questionnaire and to interview 10 supervisors as well as 10 students in order to generate information for the study from the selected higher learning institutions in Tanzania.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature related to this study. The first part presents the theoretical framework that involves the Self-Determination Theory (SDT) by Deci & Ryan (2000) and a Dynamic Supervision Model by Cullen (1994). The second part presents the empirical literature. Finally, the chapter describes the conceptual framework of the study.

2.2 Theoretical Frame Work

Theoretical Framework is a group of the concept which is well organized systematically to provide rationale and tool for the integration and interpretation of information; it is a theoretical structure of assumptions, principles and rules that holds together the ideas (Corbin, 1998).

2.2.1 Self-Determination Theory (SDT)

This study chose Self-Determination Theory (SDT) for investigating PhD students' supervisory experiences by Deci & Ryan (2000) because of its relevance to supervision issues. Self-Determination Theory (SDT) suggests the importance of structure, involvement and autonomy support in examining supervision practices in the doctoral context (Deci & Ryan, 2000). It states that individuals may display different types of motivations - or "regulations"- when engaging in activities and pursuing their goals. These motivations can be presented on a continuum ranging

from controlled (e.g., external regulation) to autonomous motivations (e.g. intrinsic regulation) (Deci & Ryan, 2000). According to the authors, autonomous motivations lead to more positive outcomes than controlled motivations. Upstream, autonomous and internalized motivations are “facilitated by conditions that conduce toward basic need satisfaction. The theory suggests that doctoral advisors’ supervision practices take various perspectives and focus on different aspects. The theory asserts that supervisors with good practices identify supervision styles and influence supervisory styles on students’ outcomes.

Self Determination Theory Comprises different aspects and processes. Six types of motivation can be identified and placed on a continuum ranging from controlled motivation to autonomous motivation), the causality orientation theory (considering the different types of motivation at the dispositional level), the goal content theory (examining goal content) and the basic needs theory (stating that individuals experience three basic needs, which may be supported or thwarted by the environment), which is of particular interest for the present study.

Self Determination Theory distinguishes different styles of support that supervisees receive from supervisors. The three types of supervision support are hereunder detailed.

2.2.2 Autonomy-Supportive Style Versus Control or Coercion

Autonomy support refers to the amount of freedom one is given to determine one’s own behaviour (Skinner & Belmont, 1993). More specifically, autonomy-supportive

socialisers promote students' volition by adopting behavioural categories. First, it nurtures inner motivational resources. That is, it creates opportunities for students to take the initiative, provide choices, offer latitude in learning activities, display patience in allowing time for self-paced learning, and facilitate the congruence between the proposed activities and the students' autonomous sources of motivation (Skinner & Belmont, 1993). It tries to understand and acknowledge students' perspectives and feelings.

Controlling socializers, on the other hand, "pressure students to think, feel, or behave in a specific way" (Reeve, 2009; Vansteenkiste et al., 2010). Reeve (2009, p. 161) stresses that the starting point for a controlling motivation style is "the prioritization of the teacher's perspective to the point that it overruns the students' perspective". Asking a student to behave, feel or think in a certain way becomes controlling only if the teacher neglects the student's perspective (not asking why the student is doing what s/he is doing), becomes intrusive, or applies pressure (i.e. forceful language, guilt-inducing criticisms) to think, feel or behave in a specific way. In addition, control can be direct (or external) or indirect (or internal) (Reeve, 2009). Direct control involves a teacher's "explicit and overt attempts to motivate students by creating external compulsions to act, such as through the imposition of deadlines, verbal commands, or environmental incentives" (p.161). Indirect control involves a teacher's "subtle or covert attempts to motivate students by creating internal compulsions to act" (p. 161), such as through feelings of guilt, shame, and anxiety, by threatening to withdraw attention or approval, or by cultivating perfectionist standards.

2.2.3 Structure Versus Chaos

Structure refers to the amount and clarity of information that supervisors provide to their supervisees about expectations and ways of effectively achieving desired research outcomes (Skinner & Belmont, 1993). Skinner & Belmont (ibid) identify three categories of behaviours adopted by structured supervisors.

First, they offer clear, understandable, explicit, and detailed directions. That is, “they establish clear expectations concerning supervisees’ future behaviour and prescribe ways for supervisees to manage their moment-to-moment activity during unfolding research activity.

Second, they offer a program of action to guide supervisees’ ongoing research activity; that is, they offer strong guidance, and they provide supervisees with “the leadership and the scaffolding needed for them to instigate and maintain effort toward achieving their plans, goals, and learning objectives.

Third, they offer constructive feedback on how supervisees can gain control over valued outcomes, that is, “they help supervisees diagnose and build on their skills and sense of competence. These behaviours are likely to “help supervisees to develop a sense of perceived control over postgraduate outcomes, that is, to develop perceived competence, an internal locus of control, mastery motivation rather than helplessness, self-efficacy, and an optimistic attribution style e (Skinner, 1995; Skinner et al., 2008)” (Jang et al., 2010, p. 590). The opposite of structure is chaos, where supervisors are confusing or provide contradictory ideas or fail to

communicate clear expectations and directions and ask for outcomes without articulating the means to attain them (Jang, 2010).

2.2.4 Involvement Versus Rejection and Neglect

The third type of support, derived from people's need for relatedness, is involvement. Involvement refers to "the quality of the interpersonal relationship with teachers and peers; its opposite is rejection or neglect (Skinner & Belmont, 1993). It is provided through "warmth (or the ability to politely connect with others and to participate in mutually enjoyable activities) and responsiveness to distress (or the ability to empathize with and respond to others' unpleasant feelings in a way that provides solace and comfort). More precisely, it refers to behaviours such as taking time for, expressing affection toward, enjoying interactions with, being attuned to, and dedicating resources to someone, for example, doctoral students (Deci & Ryan, 2000).

2.2.5 Concluding Remarks and Relevance of tThe SDT Analysis on Supervision Styles

SDT is a relevant framework for investigating advisors' supervision styles for at least three reasons. First, it is one of the main theoretical frameworks used to analyze teacher support at other educational levels, such as in compulsory and higher education. There is a large body of research based on SDT about how teachers' supportive behaviours foster students' outcomes such as persistence, learning and performance (Vansteenkiste, 2010).

Second, it is interesting to observe that the three support dimensions of SDT correspond to a number of supervision dimensions identified in the doctoral literature. The “Ideal Mentor Scale” (Bell-Ellison & Dedrick, 2008; Rose, 2003) covers three dimensions (integrity, guidance and relationship), which are reminiscent of autonomy, structure and involvement, respectively. The advisors’ perspectives and roles identified by Barnes and Austin (2009) may also be related to the SDT dimensions. For example, collaborating and collegiality relate to autonomy; mentoring and honesty relate to structure; and accessibility, support/care and friendly/professional refer to involvement. Three of the advisor behaviors scale designed by Zhao et al. (2007) (academic advising, personal touch and cheap labor) are also reminiscent of structure, involvement and control, respectively.

Third, this framework is relevant to doctoral work and its context. Firstly, the issue of autonomy versus control is predominant in the doctoral experience. Within the earlier education stages (compulsory education, higher education), although some room may be allowed for students’ choices, the content and directions of the work are largely determined by teachers, programs, standards, and so forth. Similarly, few other professional occupations require employees to carry out a personal project over a period of several years. In the doctoral context, although some advisors are more controlling than others, the final responsibility for specifying a research question, working on it for a period of several years, ensuring it progresses and being able to present and defend it in front of other scholars at the end is the responsibility of PhD students. A sense of autonomy and self-determination is therefore central in this process. Advisors’ support for autonomy may therefore lead to increased motivation

and engagement, while a controlling style may lead to doctoral drop-out. Secondly, when confronted with the typical challenges of doctoral work, that is, uncertainty, disappointment (e.g. non-significant results), and/or criticism (e.g. from peers and reviewers), PhD students' sense of competence is likely to vacillate. Yet, at the same time, feeling competent will play a central role in allowing the students to complete their PhD. A structured - and not chaotic - style from the advisor is therefore likely to be crucial in helping students to complete their PhD. Thirdly, PhD students have a special relationship with their supervisor: a relationship that is one-to-one, long-lasting, in which the supervisor plays both a formative and an evaluative role, and in which both protagonists face different and sometimes opposed challenges and constraints. The quality of the relationship between the two will therefore be crucial in ensuring a successful collaboration.

2.3 A Dynamic Supervision Model

A dynamic model for aligning supervisory style with research student development was established by Gurr (2001). The theory highlights the extreme variability and detail of the relationships that emerge within the supervision process. In an attempt to avoid some of the issues Cullen et al. (1994) adopted a more holistic approach that acknowledges the highly complex, dynamic relationships between supervisor and supervisee. Crucially, the authors strive to avoid focusing on personal relationships between students and supervisors. By locating that relationship in a broader context, it was hoped to identify universal strategies that transcend individual differences.

Cullen et al. (1994) presented a three-stage model of supervision that attempts to encompass the key features of how experienced supervisors seek to structure the supervisory relationship as a student's PhD study progresses. The first stage is characterized by a significant input of time and effort helping the student to find or establish a question, problem or topic for their thesis. In the next stage, the student is monitored but allowed to operate with greater independence. Unless there are warning signs, contact is most often left to the student to initiate. The final stage involves writing up and, like stage one, is again characterized by an increase in the supervisor's time and effort.

2.4 Theoretical Analysis

According to Cullen et al. (1994), the model highlights the following basic elements: the need to negotiate the transition from dependence to independence (i.e. the level of direction given varies bi-modally), adapting the supervisory approach basing on individual student's needs and personalities, disciplinary differences etc.; and recognizing that a key to the entire process is the skilful formulation of the problem/topic/question since it is that which ensures focus and engagement. The tension here arises from the delicate task of guiding students away from non-productive paths without taking over or undermining student 'ownership' of the problem.

The model advocates process over roles. The primary utility of elaborating the roles of the supervisor is limited to enabling supervisors to articulate their practice. Crucially, the authors suggest that role elaboration is not so useful for determining

the content of supervisor development programmes. Several reasons are provided to support the claim: first, the supervisor's role is too complex to be usefully captured by role categories; secondly, research practice itself changes, and supervisory arrangements are becoming more varied. Thirdly, a focus on roles can lead to an unproductive strengthening of the focus on personal relationships. Finally, a focus on roles does not facilitate allocation of the various responsibilities and practices in cases where others are involved in supervision in addition to the formal principal supervisor. The last point is related to the process of 'enculturation' during which students learn the socializing skills of laboratory work and through which research problems would be conveyed.

2.4.1 Supervisory Roles and Attitudes

Cullen et al. (1994), as part of a major study, carried out at the Australian National University, Canberra, produced a list of the characteristics of a 'good supervisor' (which they noted is very similar to lists of what undergraduates hold as desirable features of a good lecturer). The study highlighted the following: approachable and friendly; supportive, positive attitude, open-minded, prepared to acknowledge error; organized and thorough and stimulating and conveys interest for research.

A more structured list of supervisory roles and attitudes is provided by Brown and Atkins (1986), namely the director (determining topic and method, providing ideas); facilitator (providing access to resources or expertise, arranging field-work); adviser (helping to resolve technical problems, suggesting alternatives); as a teacher (of research techniques); a guide (suggesting timetable for writing up, giving feedback

on progress, identifying critical path for data collection); critic (of design of enquiry, of draft chapters, of interpretations or data); freedom giver (authorizes a student to make decisions, supports student's decisions); supporter (gives encouragement, shows interest, discusses student's ideas); friend (extends interest and concern to non-academic aspects of student's life); as a manager (checks progress regularly, monitors study, gives systematic feedback, and plans work).

Both self-determination theory and dynamic supervision model seek to clarify how supervision should lead to definite effects to postgraduate students for example student gain enough experience in research work as they will be autonomous and involved, they will be courageous and innovative as a result they may graduate on time. The model reconstructed in this study is; if the supervisors have played their roles as they have required, universities will attain satisfactory quality of good researchers, and if the institutions will maintain the maximum interaction with different supervisors from different institutions it will add more values supervision matter and hence bring desired change in higher learning institutions in Tanzania, so as to enhance the proper supervision.

2.5 Empirical Literature

2.5.1 Kind of Support For Postgraduate Students

Manyike (2017) researched postgraduate supervision at an open distance e-learning institution in South Africa. The research was about a kind of support for postgraduate students. Manyike found that the more experienced supervisors appeared to be effective in setting the tone of engagement and making students aware of their role as

postgraduate students quite early in the relationship. They, therefore, did not encounter many problems with the supervision process. Both the experienced and novice supervisors expressed the need for effective communication in supervising postgraduate students through ODL. However, the procedures used for effective communication differed concerning the content and the quality of the feedback. Manyike suggested that experienced supervisors should be assigned the role of supervision as they can detect problematic areas early and provide their supervisees with the necessary support.

This is in line with the ideas of Wenger (1999) on his famous concept of ‘community of practice.’ According to Wenger (*ibid*), communities consist of experienced and novices, which in our context, supervisors are the experienced and the supervisees the novices. For effective supervision, clear communication and feedback between these two groups are necessary (Wenger, 1999). Such discussions will allow both the experienced supervisor and novice supervisee to find effective ways of addressing recurring problems Wenger (1999).

In 2017, Schulze and Lemmer, did research on researched supporting the development of postgraduate academic writing skills in South African universities. The research was about the kind of support for postgraduate students. Their study revealed many difficulties postgraduate students get when writing their dissertation. To them, writing according to the conventions and forms of disciplinary academic, writing skills is an issue to many university students. Meeting the demands of quality academic writing is a challenge to the increasing number of English Second

Language (ESL) students worldwide for all level master students and PhD level. Drawing on Lave and Wenger's (1991) theory of collaborative learning in a community of practice (CoP), an exploratory, qualitative inquiry was undertaken to examine the support given by six selected South African higher education institutions (HEIs) to promote the development of academic writing skills among masters and doctoral students. Data were gathered from a purposeful sample of 10 expert informants through interviews, email communication, and scrutiny of institutional websites. Findings deal with academic writing skills as the core competence necessary for full participation in the academic CoP; the nature of postgraduate student engagement with core members of the CoP, such as supervisors and language experts; and the availability and efficacy of a range of intraorganizational resources, including informal and formal peer interaction with those who have more expertise in writing, books, manuals, visual representations, and technological tools, to develop academic writing among postgraduate students. Based on the findings, recommendations were made for ways in which institutions can strengthen, enrich, and extend the CoP to support the academic writing skills of ESL postgraduate students such as to support the academic writing skills should be of priority on universities' agendas, from undergraduate to postgraduate levels, across all disciplines. All successful and sustainable CoPs should be focused on well-defined purposes that are directly tied to the sponsoring institution's mission, and learning opportunities should be organized around these purposes (Wenger, 2002). Also, thus, the induction of postgraduate students as competent members of an academic community would require a purposeful and integrated institutional strategy that provides explicit writing skills for specific disciplines. Although generic writing

courses are time and cost-effective, academic writing should preferably be embedded in a subject field, in accordance with the idea of a CoP.

2.5.2 Quality Supervision

Quality is a concept that is increasingly becoming popular in education, although there is little consensus on what it means. In this study, quality supervision is measured in terms of the extent to which, and how, supervisors' and supervisee' aims are achieved or realized. The aims are the effectiveness of supervision for research project accomplishment.

Beaudin (2015) conducted a study on the quality of supervision of graduate students enrolled in the Dental Sciences at McGill University using an online questionnaire composed of 22 open and closed-ended items. His research questions covered five domains: student profile, supervisory relationship, conflict resolution, student progress/thesis writing and career development. Beaudin found that most of the graduate students were satisfied with the supervision they were receiving. He suggested enhancing the main elements contributing to positive supervision such as graduate supporting service, provision of guidance and counselling, strengthening of good communication assurance of successful completion rate.

In their study, Alama, Alamb, and Rasulc (2013) on quality postgraduate supervision in 3 universities in Australia. They focused on timely research completion, retention rate, student satisfaction, research environment and administrative support services. Alama and colleagues used a set of anonymous questionnaires. They found that most students did not complete their research projects on time. They also found a high

attrition rate and only moderate student satisfaction with the way supervision was conducted as the student support services were very rare. Alama et al. suggested that to improve timely completion, quality thesis writing and scientific publications, supervisors have a crucial role in the overall satisfaction, retention and completion of students.

2.5.3 Institutional Support in Facilitating Quality Supervision

The quality of institutional supervision support is embedded in the meaning that supervisees attach to it in terms of its effectiveness in the completion of their research project.

In their study, Mason, Morris, and Merga (2020) did research on the quality of institutional and support for supervisory thesis by publication. They used a sample of 246 successful doctoral candidates who took part in 2018–2019. They focused on the candidates' motivations, experiences, and opinions of the thesis by/with publications study. Mason and colleagues found that perceived institutional supervision support may be more common than supervisory support, and initial institutional support may be eclipsed by ongoing support. Findings suggest that more can be done to support students intending to embark on Thesis by Publication at induction and that high-quality supervisory support can be perceived as integral to candidate success. Mason and colleagues suggested that a high dependence on supervisory support paired with comparatively limited institutional support can place workload pressure and increased accountability on supervisors, and may raise ethical implications that require close consideration.

Agu & Odimegwu (2014) conducted a study on the institutional support in facilitating quality doctoral dissertation supervision in a sample of 310 PhD candidates drawn from a Federal University in Nigeria. They used Identification and Evaluation Model (IEM) and a descriptive research design with three research questions and two hypotheses. The data were analyzed using descriptive statistics and *t*-tests. Agu & Odimegwu found that the face-to-face interactive model was not only the most frequently used but also the most widely adopted in doctoral thesis supervision while ICT-based models were rarely used. They also found that the face-to-face interactive model was more satisfying to most students than the face-to-face non-interactive model. These scholars suggested that supervisors need to ensure they use the interactive model in the process of supervision. They also suggested that higher learning institutions need to create awareness of the effectiveness of interactive practices with regards to doctoral dissertation supervision and skill development.

In their study about the role of institutional support in facilitating quality supervision, Sidhu, Kaur, Fook, and Yunus (2013) interviewed 66 postgraduate students from two public universities in Malaysia. They found that the quality of institutional support was below average and this was caused by the way supervision was conducted. They also found that supervisees were only moderately satisfied with postgraduate supervision because they were not treated as ‘people’ or fellow researchers. They also found that, although the supervisors were highly experts in their areas of interests, they only provided help and guidance at the initial stage of writing the research proposal, but were not willing to transfer their knowledge and skills to their

supervisees in a flexible and non-threatening learning environment. These scholars suggested that supervisors must understand a range of postgraduate supervisory approaches to cater to the varying needs and expectations of students. They also suggested for initiation of postgraduate centres to create learning communities for postgraduates.

2.6 Research Gap

Most of the reviewed literature in this study concentrates on postgraduate research supervision in higher learning institutions. Despite many challenges identified and reasons for these challenges, the kind of support that supervisee's need and how they perceive the quality supervision is not explored. Moreover, scholars had not focused their research on the effectiveness of institutional supervision support for high-quality research production. From this point of view, there is a limited number of literatures on the type of support the postgraduate students need and what they consider to be meaningful quality supervision to them as well as the effectiveness of institutional support for quality supervision. This study thus set out to fill this gap in the literature.

2.7 Conceptual Frame Work

The research supervision process is the knowledge acquisition and knowledge utilization process. It is a process where knowledge acquired through research activities is advanced. A systematic knowledge management approach is required to help both students and supervisors to acquire, share and utilize knowledge. Sharing,

utilization and acquisition depend on the experience of supervisors. The process is captured in Figure 2.1.

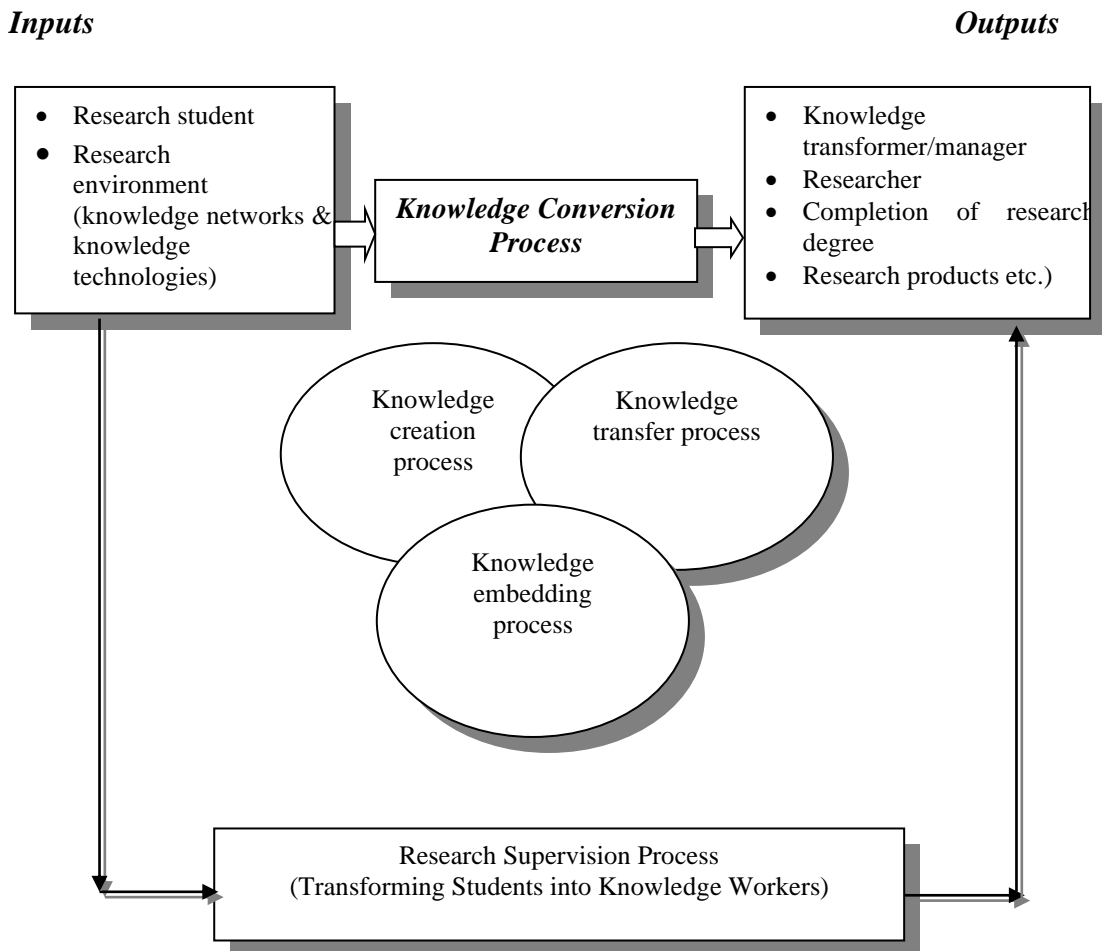


Figure 2.1: Knowledge Management Framework for Research Supervision

(Adapted from Armistead, 1999)

Figure 2.1 presents management activities associated with the creation and maintenance of knowledge repositories, improving knowledge access, enhancing knowledge environment and valuing knowledge (Rowley, 2000). It shows that the supervision of research students is undoubtedly an integral part of the knowledge management activities in universities. The framework considers that the

effectiveness of the research supervision process is required to achieve quality improvement and increased productivity if knowledge management concepts are effectively integrated into the process.

The framework suggests that research supervision is a knowledge creation, transfer and embedding process in which research students develop new knowledge, theory and methodology (knowledge creation) through integrating, synthesizing and valuing existing knowledge (knowledge transfer), and in which students advance understanding and develop new insight into their area of investigation (knowledge embedding). This process requires innovation-oriented individuals (research students) and a research environment that provides networks of experts and easy access to knowledge technologies for knowledge creation, storage and transfer. The outputs of the research supervision from knowledge creation, transfer and embedding processes are qualified researchers who successfully complete their research degrees by producing and presenting research outcomes with potential value to our knowledge-based society. Therefore, the successful graduates should be competent knowledge workers and knowledge managers who can fit in well with the knowledge-based economy and society.

Based on the conceptual framework, knowledge is regarded as an intellectual asset. Research supervision is to stimulate the acquisition of knowledge. In this regard, the framework clarifies the goals of research supervision and help that students need from supervisors to recognize the value of knowledge and themselves as knowledge assets of their organizations and the wider communities. In addition, nurturing

culture and flexible structures are key components of knowledge management to encourage the creation of new knowledge and innovation. The Model indicates that students developed a greater breadth of knowledge and a variety of skills, including research skills and generic skills, through interaction with fellow students and a faculty coordinator within a collaborative framework.

Finally, the application of the knowledge management concept to research education and training implies how extensive some changes may need to be in the attempt to create and make adequate use of knowledge capital (assets) in universities. This study is a theoretical exploration of the integration of the new paradigm of knowledge management into research education and training. The framework suggests that research supervision is intended to generate knowledge and skills for conducting research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides methodologies, which were used in this study. The chapter presents the research paradigm, area of the study, research design, research approach, research population, sampling techniques, validation of the instruments, reliability of the instruments, ethical consideration, data collection and analysis plan.

3.2 Research Paradigm

A review of literature from leaders in the field leads to a deep understanding of the meaning of a research paradigm. For example, in *The Structure of Scientific Revolutions* American philosopher Thomas Kuhn (1962) first used the word paradigm to mean a philosophical way of thinking.

The word has its etiology in Greek where it means pattern. In educational research the term paradigm is used to describe a researcher's 'worldview' (Mackenzie & Knipe, 2006). This worldview is the perspective, or thinking, or school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data. Or, as Lather (1986) explains, a research paradigm inherently reflects the researcher's beliefs about the world that s/he lives in and wants to live in. Similarly, the experts of qualitative research, Denzin and Lincoln (2000), define paradigms as human constructions, which deal with first principles or ultimate indicating where the researcher is coming from so as to construct meaning embedded in data. Paradigms

are thus important because they provide beliefs and dictates, which, for scholars in a particular discipline, influence what should be studied, how it should be studied, and how the results of the study should be interpreted.

A number of theoretical paradigms are discussed in the literature such as: positivist (and post positivist), constructivist, interpretivist, transformative, emancipatory, critical, pragmatism and deconstructivism.

Research philosophies which guided this study are the interpretivism/constructivism paradigm. Therefore, it is a researcher's task to understand and interpret how participants construct the world around them. The interpretive paradigm's main endeavour, according to Cohen and Manion (1994) is to understand the subjective world of human experience. Henning (2004), the interpretivist research paradigm does not concern itself with applicable rules but seeks to understand people's definitions and understanding of social phenomena. In this study, postgraduate research supervision and institutional support are social phenomena whose significance and meanings are socially constructed by supervisors and supervisees. Data gathered within the interpretive paradigm are primarily descriptive and therefore emphasize insights rather than mathematical logic. This study is both non-statistical and small-scale in nature and the interpretive paradigm was used particularly because of this reason.

3.3 Study Area

The study was conducted in two institutions in Dar es Salaam Region. The first one is the main campus of The Open University of Tanzania at Kinondoni District, in Dar

es Salaam Region. The Open University of Tanzania was selected for being a public institution that delivers its programs through distance learning mode. Moreover, the researcher decided to choose the area because it is her working area. Therefore, she is familiar with the area which simplified data collection. The Open University of Tanzania was also selected because there was no study about the institutional supervision support to postgraduate research supervision which had been done at the university. The headquarters of The Open University of Tanzania was chosen for being in Dar es Salaam City, where most postgraduate and supervisors live.

The researcher also selected the University of Dar es Salaam in Dar es Salaam Region for being an old university with long experience in supervision. It was also chosen for being a conventional institution region, hence could realize a different experience from open and distance university. The Researcher also selected Jordan University College in Morogoro Region to represent supervision experience at a private religious conventional university.

3.4 Research Design

A research design is a systematic approach that a researcher uses to conduct a scientific study. It is the overall organization of identified components and data resulting in a reasonable outcome.

To conclusively come up with an authentic and accurate result, the research design should follow a strategic methodology, in line with the type of research chosen.

Scholars have proposed several research designs. Such designs include surveys (attempt to gather large scale data for generalization), experimental (compares variables under controlled conditions) and ethnography (attempts to describe some events in subjective terms by describing, understanding and explaining specific situations). Others are action research design which plans, implements, review and evaluates an involvement for improving practice or solving a local problem; and case study designs which gives an in-depth understanding of a specific situation and its meaning of those involved (Cohen et al., 2000). To gain a deep understanding of postgraduate research supervision and support in selected higher learning institutions in Tanzania, the researcher conducts a cross-sectional survey to collect insights from a target audience at a particular time interval, the design is quick and helps researcher to collect information in a brief period this also allows the descriptive analysis of a subject postgraduate research supervision and support at the higher learning institutions in Tanzania.

3.5 Research Approach

Educational research is typically classified into two broad approaches, namely quantitative and qualitative research (Ary et al. (2000). Ary et al. (2000) and Thomas (2003) define quantitative research as research that is concerned with quantities and measurements, while qualitative research conducts in-depth exploratory studies where the opportunity for quality responses exists. Schram (2003) perceive qualitative research as a subjective approach used to describe life experiences and giving them meaning. Creswell (2007: p, 18) asserts that in qualitative research “claims of knowledge are based upon constructed perspectives from multiple social

and historical meanings of individual experiences”. Hence, Leedy & Ormrod (2005: p,132) claim that qualitative approach is concerned with understanding of human beings through their description of experiences as lived and defined by the actors themselves.

Leedy & Ormrod (2005) base qualitative research on the premise that human beings are complex and dynamic. Since qualitative research plays an important role in illuminating the meaning of the lived experiences (Grant 2008).

Qualitative inquiry is designed to expose the meaning people have constructed about a phenomenon in which the researcher is interested in (Merriam, 2002). Denzin and Lincoln (1994) hold that qualitative research involves studying things in their natural setting, attempting to make sense of or interpret phenomena in terms of meanings people bring to them. This study needs rich and deep data to accommodate the research’s aim. This richness of information is necessary to assess postgraduate supervision and institutional supervision support in the selected higher learning institutions in Tanzania, therefore a mixed approach as involved both quantitative and qualitative data is considered suitable for the study as it will allow the researcher to experience the phenomenon from the insiders’ perspective. Quantitative approach dominated because of the nature of the study. Quantitative data involved close-ended Likert Scale questions and open-ended information gathered through interviews and this offered the variety of ideas from respondents. The qualitative data was knotted with quantitative data to further enrich and enhance the information collected.

3.6 Research Population

A population is defined as a complete set of individuals, cases or objects with some common observable characteristics (Mugenda and Mugenda, 2003). The respondents included in our study are academic staff (supervisors) and students (supervisees) from the three selected institutions.

3.6.1 Sample Size

A sample is a selected portion of individuals or items that represent the collective of the population of the study (Cohen, Manion & Marrison, 2000). A good sample is the one which fulfill the researcher requirements. Due to the time limit and prevailing situation, it was not possible to involve all postgraduate students and supervisors from the three institutions, the study will involve only 70 respondents derived from total population which is including 10 academic staff from three institutions whereas 4 from the Open University of Tanzania, 3 from the University of Dar es Salaam, and 3 from Jordan University College, making a total number of 10 supervisors who engaged for an interview. Furthermore, the sample size of students included was 60 students from three universities, whereas 20 students from The Open University of Tanzania, 20 students from the University of Dar es salaam and 20 students from Jordan University College to make the total number of 60 students. For an interview, the researcher selected 10 students among the total of 60 from three institutions and the other remaining 50 students from the universities were engaged in the study through questionnaire.

Table 3.1: Sample size ment

S/N	Institution	Academic staff				Students				Total	
		M	%	F	%	M	%	F	%		%
1	The Open University of Tanzania	2	8.3	2	8.3	10	41.6	10	41.6	24	34.2
2	University of Dar es salaam	2	8.3	1	4.3	10	41.6	10	41.6	23	32.8
3	Jordan University College	2	8.3	1	4.3	10	41.6	10	41.6	23	32.8

3.6.2 Sampling Techniques

Sampling is the process of selecting people with who to conduct research (Silverman 2005). It is a statistical procedure used to select a small number of items from large items to deal with to get valid inferences about the whole items. Babbie's (2006) understanding the concept of sampling involves taking a portion of the population, making observations on this smaller group and then generalizing the findings to the population.

There are two kinds of sampling known as probability sampling and non-probability sampling. Berg (2004: p, 233) state that probability sampling is based on the idea that people or events are chosen as the sample because the researcher has some notion of the probability that these will be a representative cross section of people in the whole population being studied. Non-probability sampling takes place in different forms such as convenience sampling, snowballing and purposive sampling (Leedy & Ormrod 2006: p, 145).

Convenience sampling refers to the selection of subjects that can be easily accessible to the researcher (Silverman 2005). With snowballing, the sample emerges through a process of reference from one person to the next (Creswell 2007: p, 18). In relation to purposive sampling the researcher deliberately selects the specific people with

similar characteristics as they are likely to produce the most valuable data (Denscombe 2004: p, 15). In our case the two kinds of sampling procedures were employed, namely, purposive sampling and simple random sampling.

Simple random sampling is a trustworthy method of obtaining information where every single member of a population is chosen randomly, merely by chance and each individual has the same probability of being chosen to be a part of a sample. Simple random sampling involved a random selection of Supervisors and students to be used for an interview. The lottery method of creating a simple random sample were employed where by the researcher prepared pieces of papers, and randomly picks numbers with each number corresponding to a subject or item in order to create the sample. The researcher has to ensure that the numbers are well mixed before selecting the sample population.

The researcher used purposive sampling for supervisors whereas 10 supervisors in order of seniority and heads of departments from each institution were selected because their positions enabled them to possess the information which the study sought.

3.7 Methods for Data Collection

Since the study was qualitative, the researcher used both interview and questionnaire to collect the required data. The use of multiple data collection methods (triangulation) helped in gathering comprehensive information and helped in cross-validating the data collected through various means (Kothari, 2004). Although the

use of multiple methods is time-consuming, it has a greater chance of yielding results of lasting value. The use of interviews ensured the collection of detailed data from participants to address the three objectives of the study, as presented in the introduction of this study. Interview was used with the supervisors to gain information required, and both interview and questionnaires were also supplied to students.

3.8 Data Analysis Plan

In qualitative research, data collection and analysis are interactive processes that occur in overlapping cycles (McMillan & Schumacher, 1993). Data collection and analysis are interactive processes because the researcher repeatedly moves back and forth through the data rather than in a simple linear direction. McMillan and Schumacher (1993) define qualitative data analysis as a “systematic process of selecting, categorizing, comparing, synthesizing and interpreting data to provide explanations of a single phenomenon of interest. Creswell (1994) asserts that data analysis requires that the researcher be comfortable with developing categories and can making comparisons and contrast.

In this study, the processing of qualitative data included recording the data, sorting the data into categories, formatting the information into a story and writing the text; simultaneously reducing and interpreting the data to obtain a larger, consolidated picture. Again, the quantitative data has been analyzed by the computer program SPSS for objective 1, this is because this program is simple and easy to analyze and interpret the findings.

3.9 Validity and Reliability

Reliability and validity are concepts used to evaluate the quality of research. They indicate how well a method, a technique or a test measure something. According to Kothari (2006), validity is the most crucial significant factor in the research. Validity is a capability of an instrument to measure what it is intended to measure. It is about the accuracy of the measure. In other words, validity is a scope to which differences found with measuring instrument reproduce true differences among those being tested.

Validity measures the extent to which the instrument achieves what it sets out to do (Smith, 2003). The validity of the instrument has been established by consulting other research experts, getting their opinions on the instruments and working on such opinions. Hence, the instruments (questionnaires) used in the study, were asked to experts for their recommendation and suitability.

3.9.1 Reliability

Reliability refers to measures that yielding the same results in the different clinical experiments Cohen and Marison, (2001). Reliability is all about the consistency of a method in measuring something. If the same result can be consistently achieved by using the same method under the same circumstances, the measurement is considered reliable. The mean of the 16 items was calculated, with higher scores reflecting higher student agreement on supervisory support they are receiving from supervisors and the institutions. Cronbach's α was 0.7 with all 16 items included in the model.

3.10 Ethical Consideration

Ethical issues were also considered to avoid psychological touch or misconduct that may harm participants in the study. In line with ethical consideration, the researcher ensured the safety and human rights of participants in the study by focusing on confidentiality, informed consent, observing the protocol and privacy.

3.11 Informed Consent

Before conducting the study, the researcher explained to participants the topic, purpose and objective of the study. This was to ensure that all participants understood the objectives of the study so they can choose to participate or refrain from participating.

3.12 Observing Protocol

The researcher got research clearance from The Open University of Tanzania, the Researcher's study institution, before going to the field for data collection.

3.13 Privacy

In this study, privacy was highly considered to reflect the sensitivity of the information that was being sought. Information that was collected was kept safely to avoid any leakage, misinterpretation or distortion of the findings of the study. To ensure privacy, the collected data were preserved and carefully protected from being accessed by unauthorized individuals. The researcher also ensured that all research instruments bore no identifying marks such as names or personal information.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyzes and discusses data based on the three research objectives of this study. First, it set out to examine the kind of support that postgraduate students need from supervisors. Secondly, it assesses the meanings that postgraduate students attach to quality supervision in higher learning institutions in Tanzania. Third, it aimed at determining the effectiveness of institutional supervision support for high-quality research production in higher learning institutions in Tanzania. The first part establishes the demographic characteristics of the respondents.

4.2 Characteristics of the Respondents

The respondents of this study consisted of postgraduate research supervisors and students in masters and PhD programmes at three higher learning institutions: classified as the public conventional institution, the distance learning institution, and the private conventional institution, respectively. The respondents' characteristics are presented by age, sex, educational level, and other qualifications.

Table 4.1: Respondents' demographic characteristics questionnaires (postgraduate students)

Items	Description	Frequency	Percentages
Sex	Male	27	54.0
	Female	23	46.0
Age	20-39	16	32
	40-60	34	68.0
Education Level	Degree	21	42.0
	Masters	24	54.0
	PhD	5	4.0

Source Field survey, (2020) N=50

Table 4.2: Respondents' demographic characteristics of interviewed (postgraduate students and supervisors)

Items	Description	Frequency	Percentages
Sex	Male	10	50
	Female	10	50
Age	20-39	2	10
	40-60	18	90
Education Level	Degree	6	30
	Masters	4	20
	PhD	10	50

4.2.1 Age

The study obtained information from different respondents aged from 20 to 60 and above, as Table 4.1 and 4.2 shows. In respect of the respondents' age structure, 58% of the respondents aged from 40 to 49 were at the university level. This shows that most students in higher learning institutions were in the age of 40 and above, as indicated in the table above. This might be because many students enter higher learning institution after undergraduate studies.

4.2.2 Sex

This study collected data from 37 males (53%) and 33 females (47%). Males and females were included in the study to eliminate gender bias. Both sexes male and

female were also included because of differences based on genders such as social responsibilities.

4.2.3 Education Level

The study intended to obtain information from respondents with different levels of education to obtain various views based on the level of knowledge. Table 4.1 and 4.2. indicates that 27 (38.5%) were the first-degree holders, 28 which is 40% were the second-degree holders, and 15 (21.4%) were the PhD holders intended.

Table 4.3: Respondents' demographic characteristics of respondents' education level

Items	Description	Frequency	Percentages
Education Level	Degree	27	38.5
	Masters	28	40
	PhD	15	21.4
Total		70	100

Source Field survey, (2020)

Table 4.4: Respondents' demographic characteristics of postgraduate students' year of study

		Frequency	Percent
Valid	2008/2009	2	3
	2010/2011	8	13
	2012/2013	13	22
	2014/2015	10	17
	2016/2017	16	27
	2018/2019	11	18
	Total	60	100

Source Field survey, (2020)

The result shows that most students surveyed are admitted in recent time. About 16 students out of 60 students surveyed are admitted in 2016/2017 which is a good number to represent the desired outcomes.

4.2.4 Sponsorship

Sponsorship was among the variables that were considered important in facilitating learning and research in particular. Table presents the sponsorship status of the postgraduate students.

Table 4.5: Sponsorship status

		Frequency	Percent
Valid	Government	10	17
	Private	50	83
	Total	60	100

Source: Field survey (2020)

From this study, only 10 (17%) of all the students had government financial support. The rest, 50 (83%) were self-sponsored.

4.3 The kind of Support Needed By Supervisees

The first objective aimed at examining the kind of support that the postgraduate students normally need from their supervisors in selected higher learning institutions in Tanzania. Questionnaire was used to solicit information from 50 postgraduate students and 10 supervisors. The question was:

What kind of support that the postgraduate students need from supervisors in higher learning Institutions in Tanzania?

This question was measured by four facets, including choosing a research topic, guidance on publishing research work, financial related issues, and accessing

academic materials. The responses were obtained through four Likert scales ranging from strongly disagree, disagree, agree and strongly agree. Descriptive statistics techniques were performed and the results are shown in Table 4.6.

Table 4.6: Kind of support needed by postgraduate students

Item		Responses								Mean	SD
		Strongly Disagree		Disagree		Agree		Strongly Agree			
		F	%	F	%	f	%	f	%		
1	Choosing a research topic,	1	2	3	6	20	40	26	52	1.6000	.57143
2	Guidance on publishing research work	10	20	20	40	13	26	7	14	3.3400	.96065
3	Financial support	2	4	26	52	17	34	5	10	2.5800	.78480
4	Accessing academic materials	4	2	17	34	18	36	11	22	3.8400	.76559

Source: Field Data

The findings in Table 4.6 indicate that the support which the postgraduate students needed from supervisors the most was how to choose a research topic. The statement was agreed with by 46 out of 50 students (92%). This was followed by accessing academic materials, which was agreed with by 18 respondents and strongly agreed with by 11 respondents making it agreed with by 29 out of 50 students (58%). Support with the financial issue was agreed with by 22 respondents (44%). The last item, guidance on publishing research work was agreed with by only 20 respondents (40%) of the respondents.

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The findings of the study suggest that the participants had difficulty in choosing research topics for their postgraduate projects. As a result, they depend on their supervisors for directions on how to choose researchable and relevant topics. Supervisors are the most important resource provided by the university to support the student during the research degree candidature

In interviews, the supervisors also have noted on the Kind of support needed by postgraduate students. One supervisor from the institution C said that, “students did not recognize how to identify research topics related to their chosen field of study. He however noted that it is not easy to guide some of the students on how to choose a researchable topic. Again, he commented that many students studying educational policy come up with research topics that are not researchable. Nonetheless, they are often very adamant to change such topics when advised. Similarly, many interviewed students from these institutions said that, finding a researchable topic was the most difficult task for them and they needed support to come up with one.

Another question on the issue of kind of support needed by postgraduate students was asked to supervisors.

The question was: What kind of support services for postgraduate students do you provide at your institution?

The following were some of the responses.

Supervisor 1: *For me the kind of support services for postgraduate students do I provide at my institution is face to face sessions for research methodology courses, as well as zoom classes for course work course.*

Supervisor 2: *My institution normally arranges orientation program at the beginning of the Postgraduate students' entrance for their courses.*

Supervisor 3: *My institution guarantees the presence of hard and soft library for postgraduate students.*

Manchishi et al. (2015) found that many students, in their research, did not understand their own topic because they did not read properly. The finding is in line with those of Safari et al (2015) who found that most postgraduate students needed inspiration and skills for conducting research. They add that gathering related literature review and writing a research proposal are the most difficult task for new researchers. Often, new researchers have misconceptions of most current issues in the field. Hence, supervisors need to direct them. This can be achieved through workshops on research methodology, using software such as SPSS, and writing articles.

Manchishi et al. 2015) suggests that it is advisable to students to share their ideas about research topic by their supervisor before embarking on researching such topics.

Further, guidance on publishing research work is a very crucial aspect for postgraduate students in Tanzania. Tanzania Commission for University (TCU)

guideline of 2019, section 4.14.5. 4.13.7 and 4.16.7 state, “For a candidate to qualify for an award of Master, or PhD, Masters candidates are required to produce at least one draft paper manuscript based on their research results that will be submitted to a peer-reviewed journal recognized by the university offering the programme, while PhD candidates will need to have at least one paper published and at least two accepted manuscripts in a peer-reviewed journal based on their research for them to qualify for the award of the PhD”.

The findings show that only about 26% of the respondents agreed that they were receiving guidance on how to publish their paper. This means that 64% were not getting any guidance on how to publish their research work.

The data analysis shows that postgraduate students also need financial support. Nonetheless, the study indicated that 5 students which is equal to 10% have only get the financial support in their research work, whereas the majority of students about 26 equivalents to 52%, both private and government reported difficulties with meeting their study costs.

These findings are in line with those of Duze (2010), Trigwell & Dunbar-Goddet (2005) who found that funding for research was the big obstacle to many students from producing quality research work and completing their thesis on time. Supervisors also lack fund to facilitate monitoring/ supervision of data collection for their students i.e., facilitate field visits for supervisors.

With regard to accessing academic materials, the majority of the students in this study expressed difficulty in accessing academic material to support their research. The data analysis reveals that the key reason why they had difficulty with accessing materials was the lack of a reliable internet connection for accessing materials online. In this regard, the most prominent theme emanating from the data is that of making the internet less expensive and accessible to all postgraduate students. Students thought that getting less costly and accessible internet connection could be best accomplished through their institutions. They urged the government to reduce the cost of internet connection to students and rural communities) study also demonstrated the acute shortage of academic materials to support students' research. As a result, some supervisors had created repositories to allow students to have access to modal research. Similarly, they were teaching through online learning platforms such as Moodle to facilitate interaction between students and supervisors.

In a nutshell, all the items on research objective 1 were agreed with as the key requirements of postgraduate students: choosing a research topic, guidance in publishing, financial support and accessing academic materials. The findings are an indicator that the support towards postgraduate studies in the selected higher learning institutions in Tanzania was minimal in terms of physical and psychological. Literature suggests that research support is important in building students' confidence in research and supporting them to complete their studies on time.

If the goals of postgraduate supervision are to support the students to perform and contribute to the knowledge economy characteristic of the globalized era (McAlpine

and Norton 2006), both the supervisors and the institution of higher learning need to be reflective (Schön 1987) and respond to the needs of postgraduate students. Rosseel (2005) stated that the challenge in HEIs lies at the micro-emotional level. Based on Self-Determination Theory (SDT) both the supervisors and the institutions of higher learning have a great potential to help postgraduate students to achieve their goal as they are already determined. For all their advantage position to support students in terms of choosing a research topic guidance on publishing research work, accessing academic materials and financial related issues from their institutions' many students still suspend their studies and those who chance to complete, produce less quality research findings that cannot contribute much to current knowledge economy Bushesha, Mtae, Msindai, and Mbogo, (2012).

Given the current status of postgraduate students, there is a need for increased focus on accountability (Van Tonder, Wilkinson and VanSchoor 2005) by keeping in touch with the needs of postgraduate students. Supervisors need to be concerned with how best to help their students in choosing their research topics. To that end, supervisors need to be very conversant with the current issues in their field of study to lead the students in the right direction. When students have the right direction, they and their institutions will be in a better position to efficiently and effectively deal with those issues and provide a way to solve social and economic problems in a more informed manner. The present study attempted to address this need by investigating the needs of postgraduate students and the support they get in their institutions. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

As Acker, Hill, & Black (1994) reported, in research in higher learning institutions, the focus is on the knowledge for its own sake and considers knowledge as truth, objective and universal.

The participants of this study quite positively viewed research as a knowledge production process and saw the need for quality support to effectively manage their projects and ultimately markets the final project to contribute to the knowledge. Likewise, the supervisors thought that it is important to provide effective research support to postgraduate students to produce quality research reports. This interesting finding of the study seems to be inconsistent with previous research results. In their study for example Bartlett and Mercer (2000) suggested that student dependency on supervisors may be waiting for the supervisors to take the lead without them having critically engaged in the process. These scholars suggested that this passivity may lead to the postgraduate research process being unsustainable. When students depend on their supervisors for research topics, guidance in the publishing of their research work, and accessing academic materials, they may be compelled to take on a research topic that is not of interest to them or find the materials that are more interesting to the supervisor or publish in the journals that are not well suitable to their career.

Phillips and Pugh (2000) have noted the importance of students' independence during the design stage of the research. These scholars pointed that students' agency in the research process will influence ownership of the research project, thus increasing sustained intrinsic motivation. This implies that over-dependency on the

supervisor for research direction can be a demotivating factor and a reason for non-completion of postgraduate students or a failure to publish in reputable journals (Golde, 2005).

4.4 The Meanings That Postgraduate Students Attach To Quality Supervision

Quality supervision evolves when the supervisory process is adapted to meet the particular needs of the student in question. As such, the second objective aimed at examining the postgraduate students' perception of the ideal quality supervision. The rationale for adopting this view stems from the premise that research supervision is a highly personalized process and, thus, it is best judged by those most closely involved (Bennet and Knibbs, 1986). The reason behind this objective was to assess the gap between what the students considered to be quality supervision and what they get from their supervisors.

Questionnaire used to solicit information from postgraduate students was: What do you consider to be the ideal quality postgraduate supervision?

Four facets were used to measure the perception of the respondents on the ideal quality supervision: respecting students' own ideas about the research; easy access to the supervisor, timely and adequate support in research issues, and encouragement and support in publishing. Likert scale was used to measure the responses: ranging from strongly disagrees, disagree, agree and strongly agree. The results are shown in Table 4.7.

Table 4.7: Students' perception on quality supervision

Item		Responses								Mean	SD
		Strongly Disagree		Disagree		Agree		Strongly Agree			
		F	%	F	%	F	%	F	%		
1	Respecting students' own ideas about the research	2	4	3	6	26	52	19	38	1.6000	.57143
2	Easy access to the supervisor	2	4	14	28	20	40	14	28	4.1200	1.47966
3	Timely and adequate support in research issues	5	10	4	8	17	34	24	48	1.1000	.30305
4	Encouragement and support in publishing	20	40	10	20	13	26	7	14	3.3400	.96065

The findings in Table 4.7 indicate that most candidates, 45 respondents which is equal to (90%), found respecting student's own ideas about the research ideal. They also found timely and adequate support on research issues ideal (41 respondents 82%). This was followed by easy access to the supervisor (34 students agreed on this which is 68%). The least item attached to quality supervision was the support and encouragement to publish, which was agreed by only 20 students (40%) of the respondents.

The same question was asked through the interview schedule with students. The question was: What do you consider to be the ideal quality postgraduate supervision?

The following were some of the responses.

Response 1: *I think supervision with all support needed during the research work is what I can think is quality supervision. Full support from the supervisor would help me to achieve the desired outcomes from my research.*

Response 2: *To me, quality supervision is the one that begins with guidance from the early stage in research topic selection, good communication and cooperation, focused on time*

and goals; also, it should aim at producing a good research report.

Response 3: *I can say that quality supervision is the appropriate and timely provision of research guidelines and timely feedback.*

Contrary to Bennett and Knibbs' (1986) suggestions that the quality of research supervision is as much a function of the supervisor-supervisee interaction as the process of supervision, the responses from my research participants are inclined on only one side supervisors. The literature suggests that a supervision process is rated depends on how much responsibility a student assumes. An appropriate supervision strategy, as such, has to be based on an understanding of the role expectations of individual students and the needs arising from those traits. A quick and intellectual student may expect only friendly help or motivation as well as critical feedback.

These suggestions are contrary to what was found in this study. For example, the item on Accessibility to the supervisor got the highest of all the other items (40%) implying that students had high expectation of having regular meeting with their supervisors in the whole process of research. In the course of discussions with the interviewees, some commented that communication between them and supervisor was inadequate; oftentimes they felt that they did not have regular meetings with their supervisors and when the meetings do happen, the resulting discussions would be less detailed to enable them to solve problems they encounter in the process of research. One of the suggestions that Chiappetta-Swanson and Watt (2011) put forward include supervisors being available to support the student at all stages in the research process.

The second item that had a high score was in respecting students' own ideas about the research. This item had a reasonable number of students (38%) who suggested that postgraduate students possess adequate knowledge of their field to understand issues and demonstrate how their topics fit within the field. These findings imply that some postgraduate students were confident that they had ideas about the research they were embarking on, which did not necessarily expect the supervisor to intervene or temper with. Spear (2004) suggested that sufficient supervision in the general area of the student's research is needed. He was also quick to point that student should be free to approach experts in their fields of research.

Concerning timely and adequate support on research issues, results show 34% of students agreed that they get adequate support on research issues. This was an interesting finding because among the priorities mentioned in the interview as attached to quality supervision were timely and adequate support on research issues, full support from the supervisor, appropriateness and timely provision of research guidelines and timely feedback. Drennan and Clarke (2009) found that inadequate discussion at regular interval seriously hampered thesis works. To alleviate this problem these scholars suggested that there need a regular meeting and timely feedback for smooth research progress.

The other interesting data was the issue of support and encouragement for publication. This was considered to mean quality supervision by only 14% of the respondents. The same item was also rated the lowest in objective 1 (26%) of the

respondents although all postgraduate candidates are expected to publish their research findings.

Conclusively, the findings for research objective 2 indicate that all the items: choosing a research topic, guidance in publishing, financial support and accessing academic materials were on the negative side. As the literature suggests, research support is important to build students' confidence in research and enable them to complete their studies on time. The findings are an indicator that the support towards postgraduate studies in the selected higher learning institutions in Tanzania was minimal in terms of physical and psychological.

If higher learning institutions want to maximize the effectiveness of postgraduate studies, quality supervision is necessary. The need for quality service ensures human's highest pursuit for quality and excellence which John Stuart Mill refers to as "happiness or pleasure" (Donner, 1991). In this study, the pursuit of satisfaction for quality research is what this objective tries to address. All the respondents agreed with all the items: respecting students' own ideas about the research; timely and adequate support on research issues; easy access to the supervisor; and support and encouragement for publication. They attached these aspects with quality supervision because they thought that they provide the students with a sense of autonomy and self-determination and lead to increased motivation and engagement.

Although the aspect of respecting students' own ideas about the research was strongly favored by the majority of the respondents, the least linked the support and

encouragement for publication to quality supervision. To that end, we need to understand how postgraduate students perceive quality supervision. When we come to know more about what postgraduate students attach to quality supervision, we will be in a better position to efficiently and effectively and appropriately provide the needed support and transform postgraduate studies to become a hub for contributing to the knowledge economy that characterizes the current globalized world. The present study attempted to address this need by investigating postgraduate student' aspects they consider to contribute to quality postgraduate supervision. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

The second objective also involved supervisors through an interview. 3 supervisors were responding on this question: Do you think postgraduate student receives the necessary quality services for carrying out their research from their institution?

The question was answered as follow,

Supervisor 1: Said, "Of course they do to a greater extent. Complaints of some supervisors are common, taking into account they want to complete....."

Supervisor 2: Reported this, "Speaking to my institution, my answer is yes and no. It depends on the supervisor on one part, the student, and financial status of the institution on the other part."

Supervisor 3: Had this, may not be optimum quality services because there are weak areas that need to be improved for instance: library services, some supervisors have nothing to contribute as per their past traditions."

4.5 The Effectiveness of Institutional Support For Quality Supervision

As the expectation of high-quality postgraduate research increases, institutional support to both supervisors and students becomes more challenging because of a large number of students. Objective three of the current research aimed at determining the effectiveness of institutional supervision support for high-quality research accomplishment in selected higher learning institutions in Tanzania. Questionnaire and interview schedule were used to solicit information from the students. The question was: In your view, how effective is the institutional supervision support for high-quality research production?

Likert scale was used to measure the effectiveness of institutional supervision support that postgraduate student receive. The items of the Likert scale focused on the effectiveness of economic, technological and research guidance and counselling support. Responses ranged from strongly disagree, disagree, agree and strongly agree. The results are shown in Table 4.8.

Table 4.8: The Effectiveness of institutional support for quality supervision

Item		Responses								Mean	SD
		Strongly Disagree		Disagree		Agree		Strongly Agree			
		F	%	F	%	F	%	F	%		
1	Social support	5	10	14	28	24	48	7	14	3.720	.9485
2	Economic support	27	54	17	34	5	10	1	2	2.5800	.78480
3	Technological support	4	8	17	34	18	36	11	22	3.7000	.95298
4	Research guidance and counseling	7	14	9	18	19	38	15	30	3.8400	.76559

The findings in Table 4.8 indicate that the most effective institutional supervision support for high-quality research production was research guidance and counselling support on research-related issues, which was agreed with by 34 respondents (68%) of the respondents. This was followed by social support, which was agreed with by 31 (62%) of all the respondents. Technological support came third 29 (58%), and economic support came last, with only 6 respondents (12%).

In interview, the question was used to get information from students. The question was: What types of postgraduate student support services do you get at your institution?

Many students pointed out that they received guidance and counseling support in several ways, including good contacts with supervisors and networking with fellow students, looking out for and informing students of conferences and seminars relevant to their research and career, and networking students with other experts. They also confirmed to have been receiving social support when faced with various challenges. Students also got social support during low morale, or when they were bereaved in the family or when they had social problems, or financial hardship. Some students indicated in the interview that they got access to electronic journals and articles for the literature review. One student from institution B had this

“I like the interactive and supportive atmosphere I get from the graduate office staff they are too cooperative and collaborative”.

An interview to supervisors concerning the third objectives was also conducted. The question was: How often do you check and read the work of your students to ensure

effective Supervision? The number of supervisors from three universities were answered this question with regards to their supervision practices.

Supervisor 1: *One from a certain university had this, “am reading as they submit and basing on their speed in working on the given corrections’*

Supervisor 2: *Said, “This depends on students themselves. I promptly read the submitted work”.*

Supervisor 3: *“I check as students send their work, usually I check within a range of week, to one month.”*

The majority of supervisors in the selected university reported to check their students work every month can be twice per month, and other in once par week.

The findings imply that supervisors are keen on supporting their students when needs be. Scholars (Asamoah and Mackin, 2016; Asamoah and Oheneba-Sakyi, 2017, 2008; Singh and Hardeiker, 2012; Voogt et al., 2011) support the idea that students gain diverse institutional support.

It can be confidently being concluded that institutional supervision support for high-quality research production in the selected higher learning institutions is effective in social, technological and in research. Nonetheless, the findings suggest that the institution is not effective in providing financial support, which makes hinder many postgraduate students from producing quality research reports or complete their studies on time. Literature suggests that financial support is important to guarantee quality research.

Support on research related issues is highly practiced in the selected higher learning institutions. There is also social support in various matters facing postgraduate students during their candidature. Further, technological support was minimally provided to postgraduate students in the studied universities. Nonetheless, economic support to postgraduate research activities was found to be negligible.

Increasing focus on and demand for accountability in HEIs, there is a need for the higher education institutions to effectively support and offer quality supervision to postgraduate students. Based on four supporting items students agreed with all the aspects provided as institutions support for postgraduate students. These include guidance and counselling support on research-related issues; social support; technological support; and economic support. Regardless of the quality of the institution institutional supervision support to postgraduates remains on the margin of higher learning institutions' responsibility. Consequently, postgraduate students find themselves struggling in social students' classrooms are characterised by teacher-centred instructional practices, as a result of which most students find private tutoring which sometimes is conducted by unprofessional teachers with low quality of teaching and research (Kabage, 2016).

Given the current status of postgraduate studies in the socio-economic development of the nations, there is a need for institutional transformation from being passive to students' needs to proactive in supporting them including greater involvement in preparing the student for research methods and design; devising a mechanism for offering social, technological and economic support. To that end, we need to

understand how effective institutional supervision support in facilitating high-quality research accomplishment is. When we come to know more about the effectiveness of institutional supervision support for high-quality research production, we will be in a better position to be accountable to the mission and vision of HEIs in the country. The present study attempted to address this need by investigating the effectiveness of institutional supervision support for high-quality research accomplishment. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study aimed at examining the kind of support that postgraduate students need; assess the meaning postgraduate students' perception of the ideal quality supervision and determine the effectiveness of institutional supervision support for high-quality research production in selected higher learning institutions in Tanzania. Chapter 1 dealt with the introduction and background of the problem. Chapter 2 presented literature related to this study. Chapter 3 was about research methodology, and chapter 4 presented the research findings, chapter 5 discussion and interpretation of the results, and this chapter provides the summary, conclusion and, recommendations for this study.

5.2 Summary

The study investigated postgraduate research supervision and support at the selected higher learning institutions in Tanzania. The study was guided by three objectives: first, to examine the kind of support that the postgraduate students need from supervisors at the higher learning institutions in Tanzania; second to assess the postgraduate students' perception of the ideal quality supervision in higher learning institutions in Tanzania; and third, to determine the effectiveness of institutional supervision support for high-quality research production in higher learning institutions in Tanzania.

The study was conducted in Dar es Salaam City and Morogoro Region. It was a survey research design. The study used a mixed approach as involved both quantitative and qualitative data to explore the phenomenon in details and from the insiders' perspective.

Simple random sampling and purposive sampling were used to obtain the sample of the study. Data were collected through interview and questionnaire. The study analysed the data qualitatively and quantitatively. The findings of the study were presented in line with the research objectives.

On the first objective of the study, the analysis revealed that the support which postgraduate students needed from their supervisors the most was the help with choosing a research topic. The study found out that postgraduate students had difficulty in choosing research topics for their postgraduate studies. As a result, they had to depend on their supervisors for direction, especially on researchable topics in their fields of study. They also needed inspiration and skills in conducting research.

Further, the issue of the publication was mentioned to be a sensitive area that needs much support from supervisors. The study also found that postgraduate students needed financial support from their institutions but which they did not receive. Furthermore, the postgraduate students demonstrated an acute shortage of academic materials to support their research.

In a nutshell, the findings for research objective one indicate that all the items: choosing a research topic, guidance in publishing, financial support and accessing

academic materials were needed by the postgraduate students. The findings also indicate that the postgraduate students in the selected higher learning institutions in Tanzania minimally received the support they needed. Literatures show that research support is important to build students' confidence in research and enable them to complete their studies on time.

In regard to objective two, about the assessment of the postgraduate students' perception of the ideal quality supervision in higher learning institutions in Tanzania, findings showed that respecting students' own ideas about the research was the most preferred ideal for the quality accomplishment of a research project. Another ideal was easy to access to the supervisor and timely and adequate support on research issues. The least ideal associated with quality supervision was support and encouragement for publication.

On the effectiveness of institutional support for high-quality research production, the study revealed that the institutions were effective in research guidance and counselling support on research-related issues. They were also effective in providing social and technological support. Nonetheless, the studied institutions were ineffective in providing economic support, which students needed the most. It can, thus, be concluded that institutional supervision support in the selected higher learning institutions is effective in social, technological and in research. The findings suggest that the institutions are not effective in financial support, which makes many postgraduate students fail to complete their studies on time. Literatures reveal that financial support is important for high-quality research production.

5.3 Conclusion

This research aimed to assess Postgraduate Research supervision and institutional support at the selected Higher Learning Institutions in Tanzania. Based on a mixed approach both quantitative and qualitative data analysis of Postgraduate Research supervision and institutional support at the selected Higher Learning Institutions in Tanzania was employed. It can be concluded that the support which the postgraduate students needed from supervisors the most was how to choose a research topic. The results indicate that Supervisors are the most important resource provided by the university to support the student during the research degree candidature, again the study concluding that choosing a research topic, guidance in publishing, financial support and accessing academic materials were on the negative side, the findings are an indicator that the support towards postgraduate studies in the selected higher learning institutions in Tanzania was minimal in terms of physical and psychological, the support towards postgraduate studies in the selected higher learning institutions in Tanzania was minimal in terms of physical and psychological, finally institutional supervision support for high-quality research production in the selected higher learning institutions is effective in research guidance and counselling support on research-related issues, the results indicate that institutional supervision support in the selected higher learning institutions is effective in social, technological and in research.

5.4 Recommendations

The following recommendations are given based on the findings of the study. In connection with the issue of communication, the study recommends the improvement

of the students-supervisors relationship. Both parties have to abide by professional procedures. This is because effective and meaningful communication between students and supervisors depends partly upon the approaches of both of them. Therefore, each one should play his/her part. In regard to this, higher learning institutions should ensure that all supervisors are familiar with the supervision guidelines of dissertation/thesis writing so that they can guide their students appropriately. Seminars to supervisors and face-to-face orientations can facilitate this. Sze (2008) and Delamont et al. (2000) recommend the enculturation of the postgraduate students into the professional community, i.e., helping them to form cohesive collaborative groups within the same discipline, setting multi-disciplinary research centers and providing opportunities for students to attend and present at both local and international seminars and conferences. Such opportunities encourage students to become reflective researchers as they provide them with platforms to make enquiries, put across arguments and exchange ideas and opinions with other students and senior academics. This is also an opportunity for them to write and publish and grow as academics within their learning communities.

Furthermore, this study recommends that the government through the Ministry of Education, Science and Technology should support higher learning institutions financially to enable supervisors to make follow-ups of the students' data collection in the field. This will ensure the production of accurate information and eventually high-quality research work. The government should also finance studies of the needy students in higher learning institutions to make them relaxed and direct their focus on the academic work. The government should realize that research is costly for

postgraduate students. Hence, providing enough financial support, institutional support will lead to the production of high-quality research.

Given the current insistence by TCU that postgraduates students should publish articles before graduating there is the need to transform postgraduate studies supervision from researching for the sake of graduating to researching for publication. Supervisors and educators need to be concerned with how to make a change in research traditional supervision approach of research.

5.5 Suggestion for Further research

This study investigated postgraduate research supervision and the support in selected higher learning institutions in Tanzania. Another study can assess the perception of stakeholders such as the Ministry of Education, Science and Technology, Institutes of Education on the postgraduate research supervision and support in higher learning institutions in Tanzania.

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APPENDICES

APPENDIX 1: Questionnaire for Students

Dear participant,

My name is Jacqueline Thomas Hokororo, a Postgraduate student at The Open University of Tanzania. I am researching **postgraduate research supervision and support at the selected higher learning institutions in Tanzania**. This questionnaire aims to collect data for purely academic purposes. You are kindly requested to answer the questions as sincerely as possible. The information you will give will only be used for research purposes and your identity will be treated with confidentiality.

Thank you for your time.

(Please respond to the following questions accordingly)

PART 1: Demographic Information

1. Please indicate your age (please tick)

20-29 ☐ 30-39 ☐ 40-49 ☐ 50 -59 ☐ 60 – 69 ☐

2. Indicate your Gender

Male ☐ Female ☐

3. What is your level of education?

4. Degree ☐ Masters ☐

5. Any other please specify _____

6. Financial support status (please Tick):

Govt. Scholarship..... Private Sponsored.....Self-funded.....

7. In what year did you start your study?

2000/2001..... 2002/2003..... 2004/2005..... 2008/2009..... 2010/2011.....
2012/20013..... 2014/2015..... 2016/2017.....2018/2019.....

PART: 2

A. Support that the postgraduate students receive from supervisors

1. How did you choose the topic you are working on? **(Please tick)**

- a) From discussion with my supervisor ()
- b) My own idea ()
- c) From my friend ()
- d) Mention any other means. ()

.....
.....

2. Do you feel you receive enough support on selecting your Research Topic?

Not at all () To some extent () none of the above ()

3. How often do you meet with your supervisor to discuss your Research?

(a) Once weekly (b) Twice weekly (b) Monthly (d) Not at all

4. Are you satisfied with the supervision and support by your supervisor?

(a)Highly satisfied (b) Satisfied (c) Somewhat satisfied (d) Not satisfied.

5. Have you received adequate academic support in your Study?

(a) Strongly agree (b) Agreed (c) Somewhat agree (d) Not agree

6. Have you received guidance and encouragement for publication during your study?

(a)Strongly agree (b) Agreed (c) Somewhat agree (d) Not agree

7. Have you faced any of the following issues during your study?

(a) Lack of progress against timeline (b) timeline advice when needed (c)

Breakdown of the relation between you and your supervisor (d) If none
please mention any other issue.

.....
.....
.....
.....

8. How often do you attend a meeting organised by your supervisor? **(Please tick)**

(a) Once/ Twice weekly (b) Monthly (c) N/A (d).....

9. Are you satisfied with the level of pastoral care from your supervisor? **(Please tick)**

[Support during low morale, sense of isolation, death/sickness of an immediate
family member, family issue, financial hardship, racial discrimination, etc]

(a) Strongly agree (b) Agree (c) Somewhat agree (d) Not agree

10. Are you satisfied with the level of support from the Department's/Faculty,
Higher Degree Committee (admin support, financial support, professional
development, etc)? Strongly agree () Agree Somewhat agree () Not agree ()
N/A ()

11. Have you received any financial support from the university to attend a scientific
conference/seminar/education fair?

Strongly agree () Agree () somewhat agree () Not agree () N/A ()

12. Does your University have an orientation before you start the program?

Yes No

If YES does it help?

Very much () Help () Somehow () Not at all ()

13. Does your University have face to face sessions that combine all postgraduate students? Yes No

If yes does it help?

Very much () Help () Somehow () Not at all ()

If no please explain.....

.....

.....

14. Are Library provisions, computer facilities help in your research activity?

Strongly agree () Agree () somewhat agree () Not agree () N/A ()

15. Overall I would describe the kind of support that the postgraduate students receive from supervisors in the following way:

.....

.....

.....

.....

16. We are keen to assess the meanings that postgraduate students attach to quality supervision Overall I would describe the ideal supervision in the following way:

.....

.....

.....

.....

.....

B. The effectiveness of institutional support for quality supervision.

17. What are the main institutional factors that inhibit the provision of quality supervision of postgraduate students (please list).

i)

ii)

iii)

18. What aspects are the most in need to determine the effectiveness of institutional supervision support for high-quality research, and do you have any suggestions as to how these might be improved? Please write below:

.....

.....

.....

.....

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.....

APPENDIX 2: Interview Guide for Students

Dear participant,

My name is Jacqueline Thomas Hokororo, a Postgraduate student at The Open University of Tanzania. I am researching **postgraduate research supervision and support at the selected higher learning institutions in Tanzania**. This interview aims to collect data for purely academic purposes. You are kindly requested to answer the questions as sincerely as possible. The information you will give will only be used for research purposes and your identity will be treated with confidentiality.

1. What do you consider to be the ideal postgraduate supervision?

.....

.....

.....

2. What types of postgraduate student support services do you get at your institution?

.....

.....

.....

3. From your study experience, can you identify at least one institutional support and explain how it has helped you in your learning?

.....

.....

.....

4. What would happen if you did not get that support?

.....

.....

.....

5. What do you understand by the concept, “quality supervision?

.....

.....

.....

6. In your own views, how does institutional supervision support facilitate the accomplishment of quality research?

.....

.....

.....

Thank you for your time

APPENDIX 3: Interview Guide for Supervisors

Dear participant,

My name is Jacqueline Thomas Hokororo, a Postgraduate student at The Open University of Tanzania. I am researching **postgraduate research supervision and support at the selected higher learning institutions in Tanzania**. This interview aims to collect data for purely academic purposes. You are kindly requested to answer the questions as sincerely as possible. The information you will give will only be used for research purposes and your identity will be treated with confidentiality.

Thank you for your time.

Faculty Name

Institution/University.....

Part A: Demographic Information (Supervisor) please tick for the correct information

i) Age

25- 30	31- 35	36- 40	41 - 45	46 - 50	51- 55	56 - 60

ii) Gender

Male		Female	
------	--	--------	--

i. Education Level

PhD		Master		Others	
-----	--	--------	--	--------	--

iii) Length of teaching experience.....years.

How many years have you been Supervising postgraduate students?years.

Part B: Questions for Supervisors.

i) The number of Masters/PhD Dissertation Supervised in the last five years.

(please list)

Year	Name of Degree and specialization	Quantity

A. Support that the postgraduate students receive from supervisors

1. What kind of support services for postgraduate students do you provide at your institution?

.....

.....

.....

.....

B. The postgraduate students' perception of the ideal quality supervision

1. Do you think postgraduate student receives the necessary quality services for carrying out their research from their institution?

.....

.....

.....

.....

C. The Effectiveness of institutional supervision support for high-quality research accomplishment

1. How often do you check and read the work of your students to ensure effective Supervision?

APPENDIX 4: Research Clearance Letter**THE OPEN UNIVERSITY OF TANZANIA*****DIRECTORATE OF POSTGRADUATE STUDIES***

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201401049

14th July 2020

Deputy Vice Chancellor Academic (DVC-AC),

The Open University Tanzania,

P O Box 23409,

DAR ES SALAAM.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The Act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms.HOKORORO, Jacqueline Thomas Reg:No PG201401049** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled **"Role of Postgraduate Research Supervision and Institutional Support at the Higher Learning Institutions in Tanzania"**. She will collect her data at your area from 16th July 2020 to 16th August 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA