

**Comparative Analysis of Postgraduate Students' Thesis Supervision and Mentoring in
Oyo State, Nigeria**

**Kayode Sunday ADEYEMI
LCU/PG/000185**

**Being a MEd Post Field Presented to the Department of Arts & Social Science Education,
Faculty of Arts & Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfillment of the Requirements for the Award of Master of Education Degree
(MEd) in Educational Management**

2022

Chapter One

Introduction

1.1 Background to the Study

Postgraduate education or studies are stages of higher education obtained after completing one's initial degree at a university. Postgraduate education in Nigeria includes the following degrees: Postgraduate Diploma (PGD), Masters (Msc, MBA, M.Ed, and M.A), Mphil, Mphil/PhD, and PhD. All of these postgraduate degrees require students to complete projects, dissertations, or theses. Producing a good project, dissertation, or thesis involves mentoring and supervision by an academic at a university who is expected to have extensive knowledge in the field of study in which the candidate is interested. Similarly, it appears that the success of project, dissertation, and thesis writing is based on the supervisor's effectiveness, efficiency, and encouragement. As a result, if the goals of postgraduate education at Nigerian universities are to be met, the issue of mentoring and supervision requires special attention.

An effective mentoring system is crucial to the success of a graduate student. A typical mentoring system consists of a senior professional counseling, guiding, and mentoring a mentee who is new to the profession¹. The graduate student mentoring system is not the same as the typical academic advising structure. The major advisor instructs and teaches graduate students academic knowledge in conventional advising². An effective mentoring system, on the other hand, will teach the mentee regulations, tacit norms, and how to deal with unforeseen events. Simply put, a mentorship system teaches graduate students "how to" rather than "what to" and provides opportunities for practice prior to entering their professional job².

Graduate students' educational goals are to nurture them to be effective in obtaining academic knowledge, autonomous in research, creative in producing research ideas, and outstanding in

teaching. While there are many publications addressing graduate student mentoring relationships in order to increase academic competency and research ability, there are few, if any, research studies concentrating on graduate student mentoring models that boost a student's research competence³.

The creation of Master's and Doctoral graduates from institutions is a basic element of the National Plan for Higher Education⁴. The supervision of postgraduate students is a major obligation of university professors. According to one study, graduate supervision is "located at the intersection of teaching and research... concerned with the transmission of research and associated abilities⁵. As evidenced by institutional audits, universities prioritize the quality of postgraduate students⁶. Key factors of quality are "the quality of the supervisory process (by supervisors) and the quality of the research output (by students) ⁷. Along with the problems of increasing completion and quality output, universities are being transformed into companies, with funding formulae changing and a higher focus placed on student success rates.

The global increase in the number of institutions, the increase in the number of students enrolled in higher education, the diversification and flexibility of degree and topic options all occur in the context of a rapidly changing economy and labor market⁸. Graduates with technological abilities and the capacity to apply knowledge are increasingly in demand in the job market. Universities are under pressure to produce competent graduates and postgraduates while also providing access and assistance to students who may lack the core skills required for postgraduate study due to a lack of access to key basic education.

In Nigeria, an increasing number of graduates are returning to universities for postgraduate study, affecting the supervisor-student ratio, thus impacting on student support and supervision. This is a global phenomenon, and one theorist claims that it signifies a shift in higher education access

from a few elite to a mass system. Students varies in age, language, cultural, socioeconomic level, and educational background. This variability presents difficulties for the usual supervisor-student supervision approach. New possibilities for providing assistance and engaging communication are being investigated, and technology is replacing much of the conventional, one-on-one supervision⁹.

As an intense type of educator-student connection, supervision necessitates professional dedication. To reach a good conclusion, the different levels of the supervisor-student connection must be acknowledged and engaged. According to one researcher, doctorate supervision necessitates specialized professional activities that include five components: the learning agreement, habits of mind, intellectual knowledge, technicalities, and contextual expertise. Similarly, the research noted that, while a number of studies have made the case for better postgraduate supervision and the importance of student commitment and identity development, there has been less attention paid to the institution or university and its role in the production of knowledge and wisdom. Postgraduate education entails more than just the acquisition of knowledge. It also includes the training of a new scholar in a particular profession or work environment¹⁰.

A study on postgraduate supervision concluded that the supervisory relationship "constitutes a discussion of limits surrounding what it means to pursue research that is identifiable as "academic" or "scientific"¹¹. These limits pertain to power dynamics, independence vs. reliance, and the 'becoming' of a new academy member. Effective supervision is dependent not only on the supervisor's ability and the student's dedication, but also on the nature of the connection that exists at the heart of the supervisory process¹¹. Regardless of the subject, theoretical foundation, or viewpoint, the goal of postgraduate student mentorship and supervision is to develop the

practitioner's knowledge and competence. Students attending university have high hopes of achieving a goal, such as a higher degree and the opportunities that this will provide for future professions. Stakeholders want to see evidence of the results of higher education degrees in terms of the leadership and management abilities that graduates will bring back to the environment, as well as their educational aptitude, research knowledge, and ability to use evidence-based practice¹².

Supervision and mentoring of postgraduate students perform the same function in higher education in empowering students to become researchers." In terms of research supervision, good practice standards for postgraduate research degree programs recommend that the following components be addressed: institutional arrangements; research environment; student selection, admission, enrolment, and induction; supervisory arrangements; initial review and subsequent progress; development of research and other skills; feedback mechanisms; appeals and complaints. In light of the above, this study therefore focuses on the comparative study of postgraduate students' thesis supervision and mentoring in Oyo State, Nigeria.

1.2 Statement of the Problem

It appears that the majority of postgraduate students do not complete the program by the deadline, despite having completed the course work requirements for the program. Some postgraduate students similarly abandon their thesis, partly due to poor supervision and mentorship, the Academic Staff Union of Universities (ASUU) incessant strike, students unrest and discontent, among other things.

A detailed examination of the conditions at Nigerian institutions, particularly those run by the government, indicates that all is not right, since it was discovered that a considerable percentage of postgraduate students spend more than the required number of years on postgraduate

programmes¹³. It should be noted that a PhD is anticipated to be completed in six semesters, a Masters degree in three semesters, and a PGD in two semesters. In Nigerian universities contrarily, PhD students have been observed to spend up to ten years for a three-year degree. This has sometimes deterred prospective postgraduate students, while those who can afford to study overseas may wind up enrolling in institutions outside the nation, where you can round off as and when due. This has a detrimental impact on national development since it might lead to brain drain and reduce national GDP. Prior to this era, postgraduates in Nigeria were viewed as a model for most postgraduate programs at universities throughout Africa and Asia, and they were able to contribute significantly to the country's progress. As a result, postgraduate supervision and mentorship at Nigerian universities must be prioritized. Furthermore, a detailed examination of postgraduate education in private colleges indicates that it has become the norm for students to complete their studies on time. Scholars claimed that this may be related to the large amount of money spent by these students, although other factors were also given. Surprisingly, a comprehensive review of the literature revealed a scarcity of research on the reported issue. Furthermore, this study on the comparative analysis of postgraduate student thesis supervision and mentoring at public and private universities in Oyo State, Nigeria, has not been fully explored. This study on comparative examination of postgraduate student thesis supervision and mentoring aims to fill this highlighted gap while also contributing to the current literature on the subject.

1.3 Aim and Objectives of the Study

The aim of the study is to examine the comparative analysis of the postgraduate thesis supervision and mentoring in Oyo State, Nigeria. The specific objectives are to:

1. examine the level of interpersonal relationship between supervisors and supervisees in Universities in Oyo State, Nigeria.
2. determine level of mentoring of postgraduate students in universities in Oyo State, Nigeria.
3. identify the most prevalent barriers to conduct of successful research among the postgraduate students in Oyo State, Nigeria.
4. examine significant university type difference in mentoring of postgraduate students in universities in Oyo State, Nigeria.
5. determine significant university type difference in supervision of postgraduate students in universities in Oyo State, Nigeria.

1.4 Research Questions

The following questions were raised to guide the study:

1. What is the level of interpersonal relationship between supervisors and supervisees in universities in Oyo State, Nigeria?
2. What is the level of mentoring of postgraduate students in universities in Oyo State, Nigeria?
3. What are the identified barriers to completing postgraduate programme as and when due among graduate students in Oyo State, Nigeria?

1.5 Hypotheses

The following hypotheses were raised alongside with the research questions

H₀1: There is no significant university type difference in mentoring of postgraduate students in universities in Oyo State, Nigeria

H₀2: There is no significant university type difference in supervision of postgraduate students in universities in Oyo State, Nigeria

1.6 Significance of the Study

The study assist training and research institutions in Nigeria in developing a well-structured system for meeting and resolving students' research needs. The study will further help to show the need for the mainstreaming of workshops, capacity-building, and mentoring programs into the curriculum of these students. It also help the government, whether state or federal, to make funding and research grants available to research students via competitive research proposal writing and institutional research granting schemes. The results or findings of this study will also serve as a baseline in the design and prioritization of research needs intervention plans by research institutions. This study help expose researchers through sponsorship to local, national, and international conferences, which in turn help researchers in their field and enhance publishing within and outside Nigeria. It also help the federal government to collaborate with NUC in establishing a database, which will make it easier for studies of this type to be carried out.

1.7 Scope of the Study

The research work examine comparative study of post graduate students' supervision and mentoring in Oyo State, Nigeria. Geographically, the study is delimited to some selected universities in Oyo State, Nigeria; running graduate studies as approved by the National

Universities Commission (NUC). Contextually, the study is limited to postgraduate students who has successfully completed degree level courses at a University and is undertaking furthers study at a more advanced level. They include students studying at PGD, Masters, MBA, M. Phil and PhD levels. Similarly, the study further investigated supervision which usually involve offering advice in the field of study and providing direction for research and thesis writing. It entails the act of setting research objectives and various methods to match it. The second variable of the study is mentoring which implies any support for the individual student to develop and maintain their research profile and professional activities, such as sharing knowledge and skills, overseeing the trainee's work, helping with information about appropriate meetings, conferences and training opportunities.

1.8 Operational Definition of Terms

For precision and clarity sake, the following terms are operationally defined namely;

Postgraduate Students:- This refers to Students who have successfully completed University degree level courses at a University and are undertaking furthers study at a more advanced level. They include Students studying at PGD, masters, MBA, M. Phil and PhD levels

Supervision: This refers to the act of guiding a researcher in the course of carrying out his/her study. It usually involves offering advice in the field of study and providing direction for research and thesis writing. It entails the act of setting research objectives and various method to match it. Supervision include providing feedback and comments on drafted thesis as well as helping to fix technical challenges and clear communication of theoretical concepts

Mentoring:- Mentoring includes any support for the individual student to develop and maintain their research profile and professional activities. Mentoring responsibilities include

sharing knowledge and skills, overseeing the trainee's work, helping with information about appropriate meetings, conferences and training opportunities.

Mentoring requires granting of access outside appointment time, especially when the student needs help, as well as advice and ensuring of the acquisition of appropriate research and generic skills.

DO NOT COPY. LEAD CITY UNIVERSITY, NIGERIA

Endnotes

1. F Gunn, S. H Lee & M. Steed, *Student perceptions of benefits and challenges of peer mentoring programs: Divergent perspectives from mentors and mentees. Marketing Education Review*, 27(1), 2017. 15-26.
2. F., Ansell, F. Lievens & P. E. Levy, D. E., Okurame, and M. S. Ajayi, Effects of mentoring and feedback on the cognitive task performance of Nigerian undergraduate students. *International Journal of Evidence Based Mentoring and Mentoring*, 15, 2017. 124–139.
3. Turmini., M., Kristiawan, A. P. Sari, The Influence of Education, Training, and Experience towards Teacher's Professionalism. *Electronic Research Journal of Social Sciences and Humanities* 2 (II), 2020. pp. 102-110
4. N. J. Ogunode, & L. Abubakar, Public Universities Administration in Nigeria: Challenges and the ways forward. *International Journal on Integrated Education*, 3(11), 2021. p 163-169
5. N.J. Ogunode, *Supervision of Universities in Nigeria: Problems and Suggestions. Unpublished Article*. 2021. Pg-7-8
6. I. B., Yiolokun, & B. J. Akeredolu, Nigerian Universities and their Sustainability: Challenges and Way Forward *Electronic Research Journal of Behavioural Sciences*, 2019
7. N. J Okoli, , L. Ogbondah, and R. N. Ewor, The History and Development of Public Universities in Nigeria Since 1914. *International Journal of Education and Evaluation*, 2, 2016. 61-63
8. I. A., Udida, U. U Basseyy,, I. U. Udofia, & E. A Egbona, *System performance and sustainability of higher education in Nigeria. 2009*.
9. S. Smah, B. O. Emunemu (eds). *Issues in higher education: research evidence from Sub-Saharan Africa. Lagos: Bolabay Publication* 2007
10. J.A Cunningham, , M. Guerrero, , Klofsten, M, Mosey, S, Urbano, D Entrepreneurial and innovative higher education ecosystems across the globe: Theories, practices and policy impacts. Special Issue call for papers. *International Small Business Journal* 2018.
11. I.E Emeh, E.O Nwanguma, , J.J Abaroh, Engaging youth unemployment in Nigeria with youth development and empowerment programmes: The Lagos state in focus. *Interdisciplinary Journal of Contemporary Research in Business* 4: 2012, 1125–1141.
12. E. E Idialu., *Ensuring quality assurance in vocational education in Nigeria. Studies in Education*, 17(1), 2013. 120-130.

13. A. A. Tajudeen, Higher education and skills development: An overview of Nigerian National Policy on Education (NPE). *International Journal of Development and Sustainability*, 3(12), 2014. 2218-2227.
14. K. Grant, R. Hackney, D. Edgar, Postgraduate research supervision: An 'agreed' conceptual view of good practice through derived metaphors. *Int. J. Dr. Stud.* 9, 2014, 43–60.
15. N. M. Abraham, D.O. Durosaro, Y.I. Wunti, G.G. Kpee, F.T. Bua & O.E. Okpa (Eds.) *Changes and innovations in financing education for sustainable national development*, 2016, p. 401-410. Port Harcourt-Nigeria: University of Port Harcourt Press.
16. E. Bacwayo, P. Nampala, & N. I. Oteyo, *Challenges and opportunities associated with supervising graduate students enrolled in African universities. International Journal of Education and Practice*, 2017. 5(3), 29–39.
17. K. Grant, R. Hackney, & Edgar, D. *Postgraduate research supervision: An 'agreed' conceptual view of good practice through derived metaphors. International Journal of Doctoral Studies*, 9, 2014. 43–60.
18. J. Igumbor, O., Bosire, E. N., Basera, T. J., Uwizeye, D., Fayehun, O., Wao, H., & Fonn, S. CARTA fellows' *Scientific contribution to the African public and population health research agenda*. 2020.
19. S. Kumar, & M. Johnson, *Mentoring doctoral students online: Mentor strategies and challenges. Mentoring and Mentoring: Partnership in Learning*, 25(2), 2017. 202–222.

Chapter Two

Literature Review

This chapter shall be discussed under the following sub headings:

2.1: Conceptual Review

2.1.1: Postgraduate Students

2.1.2. Supervision

2.1.3. Mentoring

2.1.4. Postgraduate students research supervision

2.1.5. Postgraduate students research mentoring

2.1.6 The Supervision process

2.1.7 Supervisor Characteristics

2.1. 8 Student Support

2.2. Theoretical Framework

2.2.1. Social Cognitive Theory

2.2.2. Basic Concepts of the Theory

2.3. Review of Empirical Studies

2. 3. 1 Research Output of Tertiary Institution

2. 3. 2 Dissertation Supervision: Identification and Regulation of models

2. 3. 3 Perception of Postgraduate Students on the relationship between Thesis development and performance of the Supervisors

2. 3. 4 Assurance in Thesis Writing and Supervision

2. 3. 5 Idiosyncrasies and Ethical Consideration in Thesis writing

2. 3. 6 Evaluation of Doctorate Dissertation in Universities in Nigeria

2. 3. 7 Roles and responsibilities of Supervisors and postgraduate students

2. 3. 8 Expectations of Supervisors and Supervisees

2.4. Conceptual Framework

2. 5. Summary of Literature Reviewed

2. 1 Conceptual Review

2. 1. 1 Postgraduate Student

A postgraduate student is a student who has successfully finished an undergraduate degree level course at a college or university and is pursuing continuing studies at a higher level of education. Postgraduate students concentrate on graduate education, which is formal and organized¹. It is divided into three or four levels: Postgraduate Diploma or Certificate, Master Degree, and Master in Philosophy or Doctor of Philosophy. Postgraduate education programs are either full-time or part-time, and take the shape of course work or a combination of course work and thesis writing¹.

Postgraduate students, often known as graduate students, have achieved a bachelor's degree and are seeking extra study in a specialized profession¹. Graduate students are offered the opportunity to train in a specialized field at the masters degree level, which could be academic, such as Master of Arts or Master of Science, or professional, such as MBA, and the same goes for PhD (doctor of Philosophy or Professional e-g doctor of Educational (Ed. D), (DBA) Doctor of Business Administration, and so on.

Postgraduate student's examinations are planned such that postulation composing structures is a basic part, in the wake of finishing the course work. While composing theory or completing the examination part of their investigations, postgraduate students need the direction of a Supervisor and Academic mentoring, the primary obligation of whose, is to give direction to students by

really looking at each part of their work and furthermore make information sources and remarks where fundamental². Throughout their investigations, postgraduate students in Nigerian Universities experiences numerous challenges, which unduly drag on their thesis or project³. In a study, it is noticed that the difficulties experienced by part - time postgraduate students are frequently unique in relation to those accomplished by full-time students, clearly on the grounds that generally speaking, part-time students might be in regular work or have different obligations and responsibilities which occupy their concentration⁴.

Additionally, graduate students are of different foundation concerning age, experience capacity, conjugal status, and so on. As far as subsidizing fee payment a few students approach financing or grant support, while some are self-funding and others on everyday work, which opens them to the issue of divided interest and work pressure.

These foundation factors according to numerous researchers influences the postgraduate students in their projects and put them under expanded pressure, especially in the space of opportune finishing of their projects⁵.

2.1 2. Supervision

Large numbers of the writing on postgraduate student's supervision perceives postgraduate supervision as an interaction involving complex intellectual and relational abilities. Graduate supervision management is the demonstration or capacity of supervising something and some body⁶. A critical reason for supervision is to guarantee the nature of the item or administration being delivered and for this situation, graduate students thesis or dissertation.

A writing distinguishes Supervision to be of four kinds and arranged them, as indicated by the way of behaving of bosses towards his/her subordinates.

These are additionally called procedures of supervision which incorporates autocratic, laissez faire, democratic and regulatory management.

1. Autocratic supervision or authoritarian supervision: The Supervisor wields absolute power and wants complete obedience from his subordinates. Everything must be done strictly, according to his instruction and it is best used to tackle indiscipline.

2. The Laissez – faire or free – rein supervision suggest independent style where maximum freedom is allowed for the supervisee. The supervisor never interfere and subordinate are encouraged to solve their problems themselves.

3. The democratic types of supervision involves discussion and mutual consent, where subordinates are consulted and involved in the process of decision and action to be taking. Democratic supervision encourages supervisee to give suggestions, take initiative and exercise free judgment.

4. Bureaucratic supervision entails the issuance of laid down rules and regulation, which Supervisees are required to follow very strictly and have sanctions if they are violated.

Some scholars on supervision describe supervision as a process involving the followings:

1. Clarifying the purpose of the assignments.
2. Providing detailed directions and instruction
3. Working with the students or supervisee to complete the tasks
4. Regularly reviewing the students work load
5. Providing a variety of learning activities
6. Clarifying expectation for the student performance.

In addition to the above, a supervisor is seen as anyone who direct and is responsible for the work of others. The following essential skills are key competences needed for effective supervision⁷.

- (1) Excellent communication skill.
- (2) Conflict resolution skill
- (3) Strong Leadership
- (4) Critical thinking
- (5) Time Management
- (6) Priority Management
- (7) Diversity awareness
- (8) Guiding work load and organization
- (9) Supervisee development and performance management

In work place viewpoint, supervision is characterize as heading, direction and control of work force, so as to see that they are working as expected and are keeping time plans.

The board room expert view management as the supervising gave to subordinates at work, with power and with a mean to direct the representative from fouling up.

Convincingly from a large number of inspected writing, one can securely declare that Supervision management is heading and direction, given by a boss to their supervisee, with the end goal of accomplishing out lay targets and objectives, in consistence with laid out quality and standard.

Additionally, inside the setting of examination supervision, it is the relational connection between proposal bosses and students.

2. 1. 3 Mentoring

According to a researcher, the word mentoring started from Ancient Greek folklore. Mentoring is most popular as a person from Odysseus, first introduced as a doddering elderly person, who turns into a significant manual for Odysseus' child, when the goddess Athena takes on his structure.

Consequently the idea of mentoring or mentorship is an antiquated one, however like Athena herself, can take on many structures and present entangling endeavors to make a basic definition.

Central work on what "mentoring" really implies was initially led by an author in the mid 1990s, in which she distinguished the shortfall of a generally acknowledged functional meaning of mentoring

Many years after Jacobi's discovery, some researchers believe that the mentoring research has made little progress in recognizing and implementing a consistent definition and conceptualization of mentoring⁷.

These conclusions were based on literature review spanning the fields of higher education, management / organizational behavior and psychology; which continue to serve as important starting points for defining mentorship into the present day.

Earlier foundational definitions of mentoring coalesced into three commonalities across different perspectives which include the following views:

1. Mentoring assist with a mentees growth and achievement
2. Mentoring provide support to mentees, whether that be academic, professional or personal
3. Mentoring relationship are reciprocal and personal.

The review work of Crisp and Cruz, also devised four major domains or latent variables comprising the mentoring concept:

1. Psychological and emotional support
2. Support for setting goals
3. Academic subject knowledge support aimed at advancing a student's knowledge relevant to their chosen field
4. Specification of a role model⁷.

While there are as yet critical ground to be made up in explaining an overextending definition for mentoring or mentorship relationship, the above are useful beginning stage for the comprehension of what mentoring is about.

A related author giving other understanding on what makes up mentoring expressed that mentoring exemplify the reasoning of a more youthful protégé or mentee getting direction from a more experienced (frequently more seasoned) guide. This is normally referred to as conventional mentorship or an apprenticeship model.

Anyway utilizing mentoring vary variably with this apprenticeship model, deceives the variety of definitions and on - ground indication of mentorship, for example, peer mentorship which a researcher, makes sense of that it give direction, backing and practice guidance to a mentee who is close in age and offers normal trademark or encounters with their protégé particularly in university setting⁸.

An author affirm that mentoring is to help and support individuals in dealing with their own learning, all together that they might amplify their true capacity, foster their abilities, work on their presentation and turned into the individual they need to be. From the above working definition presented by the author, certain words and expressions gives further comprehension of mentoring. 'Supporting' and 'empowering' propose that mentoring is non - order, 'deal with their own learning' recommend liability of mentee for learning and amplify potential, foster ability'

distinguishes that mentoring is development and advancement center and flourishes inside such climate. While the individual they need to be, explains that it is about an individual laying out their own objectives with assistance of the guide⁹.

A researcher further recognize what mentoring isn't based on what is at some point thought to be. Mentoring isn't guiding, if a mentee has adequate inner challenges, they will either require a prepared instructor to give them support notwithstanding a profoundly prepared mentoring. Also, mentoring isn't instructing, however guides in all actuality do offer a portion of their background and information to help mentees, it can't take an excessive amount of control and mandate of the relationship which training ordinarily requires¹⁰.

Notwithstanding, it should be noticed that the abilities associated with mentoring as well as from instructing and counseling have enormous cross-over, which compassion, tuning in and posing inquiries are critical, consequently makes sense of why many hold the suspicion that they are something similar¹¹.

2.1. 4 Supervision of Postgraduate Students' Research

Internationally, quality advanced education is basic in giving the required establishment to the information economy for any country¹². The normal quality advanced education with further developed research aspect in colleges presents a worry on the best way to work on the value of the postgraduate students' examination in the establishments of higher learning. Then again, the job of the greater establishments as motors of information can't be misjudged and neither could it at any point be accomplished with inferior quality of exploration yield. With the hidden suspicion that colleges are fit for giving sufficient establishment to the intricacies of the normal information economy through postgraduate examination, the nature of postgraduate students' exploration supervision is basic. With regards to this article, a reasonable meaning of the boss

concerning the postgraduate examination is basic in order to see the value in its importance to quality research creation in postgraduate investigations. There are a few definitions related with supervision management, among which are foreperson, manager, mentor, facilitator and organizer. In this specific circumstance, the job of the boss is to guarantee that the undertaking is performed well by the lesser staff inside the specified time period. Be that as it may, with regards to the postgraduate investigations program, the most appropriate meaning of a boss is one in a place of trust, to direct the student throughout the examination work, while being considered answerable for the nature of work and execution in accordance with the exploration rules and assumptions for Graduate School/Board and the university¹³.

Taking into account developing nature of the Universities across the world, Postgraduate students management has become intricate type of instructional method. It is one made much more convoluted by the rising variety of postgraduate students, cross and interdisciplinary nature of scholarly innovative work of new information. Universally, numerous Universities journey for fantastic postgraduate students supervision has prompted advancement of different aides and rules that improves instructing and learning in the alumni management setting¹⁴.

A genuine model is the UBC Guide rule, which centers around the singular alumni students, the educating and educational experience, management demonstrating and reflection correspondence and significance of the insightful networks¹⁵.

This concentration as per the aide, created according to a point of view that sees "figuring out how to be a researcher at the alumni level, as a course of intuitive, proportional, scholarly and moral discourse. A cycle includes commitment with a local area of researchers to help the improvement of expert judgment and figuring out how to make, change and offer information. An administrative cycle ought to cause researchers deep rooted learning and incorporate different

type of obligation to the public great. Consequently, building a compelling postgraduate students associations with employees are viewed by students as the main part of graduate schooling also decide higher and ideal fruition rates.

This position is upheld by different researchers which view postgraduate exploration as a type of apprenticeship taken under the management of senior employees.

Research management is one of the significant roads for supporting students fulfillment with the program, getting ready students to be free analysts and really starting students into the scholastic local area¹⁶.

The employee engaged with the supervision of postgraduate examination should have the right skill to directing postgraduate students towards sound planning of exploration, helping with systemic decisions, archiving and distributing research, keeping up with both strong and proficient connections and assisting the applicant with testing predominant thought, rethink issues and foster a theory¹⁷.

Gleanings from additional literature suggests the followings as fundamental elements of successful graduate supervision:

- i. Clear and frequent communication
 - ii. Agreement on mutual expectations
 - iii. Mentoring tailored to the needs attributes and aspirations of each student.
1. The above components are fundamental for viable postgraduate students supervision and ought to be laid out quickly once the student starts his/her program.
 2. Researchers have stated that reasonable correspondence of assumptions and obligations is basic and significant, considering postgraduate students and bosses different social foundation, for whom there might be implicit suspicions about obligations which are not

shared. To additionally improve effective supervisor - supervisee relationship, it is recommended that interview be done at whatever point conceivable before the relationship is laid out.

3. Questions, for example, the followings should be replied in the assertion:
4. Do I have the time, resources, and knowledge to supervise this student?
5. Does this student have adequate academic background and experience to be successful
6. Are the students goals and expectation consistent with expected outcomes?
7. Will I be able to work well with this students ? Do we have compatible communication styles?
How might I address any personal cultural or structural challenges this students may face ?
8. Are there adequate programmatic resources to support this students in terms of colleagues who can serve on a committee on research and engagement community of scholars¹⁸.

According to a researcher assertion, postgraduate student thesis supervision is a well defined interpersonal relationship between thesis supervisor and students.

A supervisor is designated to assist the student's development in terms of their research project. This is needful because qualified supervision leads to success on the part of the students, which has moral, reputational and financial outcomes for the institution. Thesis supervisory goal is expected to train student to gain competence in areas such as specialist skills, self reliance skills, group / team skills and generalist skills¹⁹.

Furthermore, acquisition of expertise or practical wisdom derived from knowledge, experience and ability to solve problem in the society, represents a higher level of self actualization. Accordingly, it helps one reaches a level in which they can flourish in their talents and abilities, as well as function in scientific communities and multicultural environment.

The work of researcher on expertise development process among thesis supervisors, observed that despite the importance of expertise in higher education and particularly research abilities many time; they are not well considered, as one of the priorities in the employment of the Academic staff²⁰. In view of this, faculty members do have serious weaknesses, sometimes in defining the problem, choosing the appropriate method for research, analyzing the data, interpreting the results and publishing scientific articles. Beside there is a lack of coherent and compiled training programs which can enhance their research capabilities²¹.

Hence, developing expertise in supervisions research is needful for quality thesis and research output by postgraduate students.

The followings were suggestion of what could be helpful for supervisors in effective postgraduates student supervision, as outline by an author:

1. Drafting of the project of thesis plan
2. Meeting your student regularly
3. Encourage regularly
4. Probe for correct understanding
5. Adapt supervision to the student
6. Make Alternative plan
7. Have a final feedback round²².

In his work on master thesis supervision, a scholar reported that due to increasing number of student enrolling for postgraduate degree and the requirement of masters thesis required for the completion, a lot of supervisory staff involved in the supervision process at Universities and institutes of higher learning is broadening and includes people with limited supervisory experience. They recommend the need to spice up on the methodology side of thesis²³. Similarly,

an author corroborating the above, reported findings in their work on determination of factors to postgraduate students delay in their thesis / dissertation completion, that supervision related factors contribute to the delay of postgraduate students timely completion of the thesis in Federal and State Universities in South East Nigeria²⁴. Such supervisor - related factors identified include:

1. Insufficient research skills,
2. Inaccessibility when needed.
3. Delay in reading submitted work
4. Imposing of topics on supervisees
5. poor knowledge of topics undertaken by students
6. Frequent change of research topic
7. Failure to keep to the schedule for discussion of research work
8. Poor interpersonal relationship with supervisee
9. Improper guidance on written works.

One the other hand, there are likewise supervisee related factors, that influence convenient culmination of proposition as well as its characteristics. Such factors distinguished remember unfortunate interest for research works, troublesome accommodation of remedies, trouble in getting research points, unfortunate examination abilities, trouble in consolidating work and exploration, lacking assets to direct an exploration, inadequate admittance to writing²⁵.

They propose that there is need to alleviate a considerable lot of these elements, through appropriate administration of boss/supervisee relationship.

This view is upheld by discoveries by an author on demystifying attempt at finger pointing on postulation fulfillment, which declared that fruitful consummation of the proposition work; had an immediate bearing on an agreeable relationship based on trust, participation and hardwork

between the boss and supervisee. Their discoveries further noticed the overextending of managers with additional students to be directed, than they could have adequate time and consideration for; as well as students restricted regard for theory work, because of mix of work with postgraduate review²⁶.

It is hence more secure to reason that postgraduate students supervision is basic to opportune fruition of proposition and graduation. Both manager and supervisee as well as Universities executive ought to support vigorous relationship and lessen distinguished factors, that hampers quality supervision of graduate students.

2.1.5 Mentoring of Postgraduate Students' Research

Postgraduate students mentoring is a connection, wherein an accomplished individual (mentoring) can help a less experienced individual (mentee) through direction, backing and criticism. In this sense, it could be the direction of a more encounter students to a less experienced one, or the direction of the students by the teacher²⁷. Mentoring has been found as a panacea to the huge test colleges face around the world, in the fruition paces of proposition and doctoral paper, including the improvement of the inferior quality of graduate postulation which has been one concerning influencing a significant number of the world's driving Universities.

Mentoring program in colleges not just increment the degree of consistence of students confronting difficulties, yet in addition add to an expansion in the quantity of graduates, as well as scholarly development, using time effectively and better responsibility. Mentoring through peer likewise lead to expanded self - certainty and scholastic self viability. A concentrate on doctoral students in brain science guiding showed that exploration mentoring can advance the examination result of students²⁸.

A study upheld the above position on the job of mentoring in upgrading nature of exploration and opportune finish. Mentoring they affirmed, is extremely fundamental for guide, prompt, rouse and change postgraduate students with the goal that they can become constant scientists later on and for them to contribute excellently to the development of the writing in the field and furthermore to the improvement of countries²⁹.

Mentoring is viewed as an interaction in which a gifted or more experienced individual insight a less experienced individual, the reason for which to advance a mentee's expert or self-improvement. At some point the mentoring might even play a formal evaluative part.

An exploration directed on the effect of scholarly mentoring on students execution in Lagos State University revealed that there is a huge connection between scholastic mentoring and students scholarly execution, similarly as it is gotten in other related countries. Thusly there is need to underline postgraduate students mentoring during their course and theory composing, for them to gain from encounters of the full grown and proficient scholars as an approach to settling a few complexities that face postgraduate review and opportune culmination³⁰.

Another review sees mentoring and supervisors fundamental job as to give administration and direction, the result of which is decided by the nature of the report as proposal, paper or venture report³. It isn't contestable that postgraduate mentoring and supervision is a perplexing way of educating through research work in the colleges. Albeit the interaction has difficulties, it additionally presents potential open doors for research organizations between the supervisors and the postgraduate students. Through the supervision, the colleges tackle the capability of postgraduate students as junior staff, expected specialists as well as supervisors. Then again, creation of a quality examination frequently frames a groundwork of a scholarly profession for the overwhelming majority postgraduate students. Colleges have arrangements and rules for

post-graduate mentoring and supervision. In any case, where it takes various resources, for instance sciences and humanities there are varieties in rules because of the varieties in research approaches and techniques³¹. Notwithstanding, since the world is currently a worldwide town, it is basic for the establishments of advanced education to consider how to coordinate with one another and the conceivable outcomes of taking on applicable practices. Most significant in this part of seat checking is taking stock on how the institutional practices can influence or help one another and furthermore the way that they can take benefit to enhance the nature of postgraduate supervision. Mentoring and Supervision includes an engaged and escalated direction, portrayed by a certified worry for students' progress and the arrangement of value and ideal input³². The cycle includes a lot of time, energy along with proficient obligation to each student being directed, all the more so on the grounds that all students are profoundly individual in numerous ways. They have special foundation and openings to scholarly work, capacities, inclinations, assumptions as well as ways to deal with research work. Powerful managers value these singular distinctions and hence change their assumptions with respect to the student under supervision. In quality management, postgraduate students are guided into youthful and centered researchers as well as solid future bosses and instructors. Simultaneously they are likewise directed to accomplish better expectations than they might have at any point expected³³.

Presently, the colleges are facing a definitely changing learning and showing climate, described by expanded request, complex vocation assumptions from the market and students and a feeling of quicker finishing rate, than at any other time. In spite of the fact that societies and ways to deal with exploration and management contrast boundlessly across the disciplines, resources and colleges, have embraced research endeavors including observational methodologies, described by a methodical course of information assortment, examination and show of new information. In

postgraduate investigations, the course of supervision comes full circle with the composition of the examination project report, as a venture, paper or a proposal³⁴. With the new elements in the advanced education area all over, there is an undeniable requirement for a change in outlook to fulfill the need while simultaneously keeping up with quality. The focal point of this article is the substance of maintaining quality control in research supervision and the difficulties in question, in the radiance of the changing learning and showing climate in advanced education³⁵.

Indicators of Quality in Postgraduate Mentoring and Supervision:

Very much like the judgment of the pudding is in the eating, quality mentoring and management is best decided according to the viewpoints of the postgraduate students with regards to measuring up to their assumptions. The finish of value management is fruition inside plan with an undertaking report or a proposal/paper that wins the recognition of the analysts and different perusers³⁶. Quality supervision is a blend of many elements with respect to management. The most esteemed ones being availability and steadiness. An agreeable and strong supervisor wins the trust of the student who then is urged to openly counsel. The way that the student can meet the supervisor routinely adds quality to the supervision cycle. Similarly esteemed by the students are the supervisors who show interest in students' work and progress. They additionally are learned as well as are quick to utilize a similar information to direct the student's examination interaction and future profession way, by working with systems administration and distribution³⁷.

Arrangement of brief and actually imparted input is basic in quality supervision management as it finishes with further developed execution as well as culmination of the examination work inside plan. This implies that the supervisor can push the student with severe cutoff times in the event of such requirements, while consistently giving guidance to the student's research work,

condemning, assessing and it is taking to assess bearing examination. The assumption requires a supervisor who is delicate to the interesting conditions and needs of the every student, for example based on orientation and different conditions, for example, for global students, wedded, those with little youngsters, and handicaps³⁸. Also, quality supervision management exudes from accessibility, painstakingness and practicality in perusing the work, arrangement of convenient input to the student, obviously settled correspondence diverts and authentic interest in student's vocation. The absence of these characteristics is center to this article as the circumstance raises genuine difficulties to the nature of the exploration item and proposition. Generally speaking, Graduate Schools and Boards have needed to fight with many difficulties in maintaining quality supervision³⁹.

Challenges in Quality Control for Postgraduate Supervision:

The following are some of the challenges that tend to compromise the quality of supervision.

Increased Demand for Postgraduate Studies

The interest for postgraduate courses has been rising step by step. This has brought about critical expansion in postgraduate students' populace, with a resulting interest for additional supervisors with Postgraduate student⁴⁰. The expanded number of postgraduate students for supervision dissolves on the administrative energy and responsibilities to the interaction. This is on the grounds that with numerous students under supervision, the nature of time enjoyed with every student is decreased. Quality management requests that the supervision manager requires some investment to see every student in both scholastic ability and non-scholarly issues like family, companions, work, propensities and side interests⁴¹. This approach supplements supervision with mentorship, which is frequently indistinguishable with quality management. With the expanded interest for advanced education, a few offices don't have satisfactory staff at PhD level to direct

postgraduate students. Subsequently, division wind up designating students to bosses without satisfactory disciplinary foundation to prompt the student with a likely test of bringing to the table for supervision administrations in a new scholarly territory. More regrettable still is where the boss isn't dependable on the examination area of concentration and systems for fitting information assortment⁴². Nature of postgraduate work is likewise in danger when students are designated to recently graduated PhD teachers who necessities time to figure out how to administer. While they can learn through apprenticeship/tutelage of a more experienced boss, arranged rules might be valuable in giving a few hints and assumptions to quality supervision⁴³.

Overworked Supervisors/Mentor

With the expanded interest and resulting extension of higher learning, nature of mentoring and supervision is turning out to be profoundly compromised on the grounds that college senior employees are becoming exhausted with educating, stamping of assessments; own exploration, distributions as well as the executives fill in as segment/departmental heads. Enrollment of new qualified staff is an answer for this albeit this isn't generally sufficiently done because of absence of PhD holders in the expected areas of specialization, also the monetary imperatives in numerous colleges in the developing nations. Therefore, numerous college resources have come about to fostering own Postgraduate student inside the University Staff Development Programs. Because of the intense deficiency of PhD holders, none PhD holders are engaged with the management of masers" activities and proposals in the resources with few PhD holders⁴⁴. This is particularly knowledgeable about recently settled resources and schools. To check the test, a few resources hotspot for bosses outside the workforce and college. In a large number of these cases, the test is that such bosses/Mentors can't direct the student to get a handle in general embodiment of the examination center and the whole ideal technique to draw out the information hole that the

exploration is set to fill. Such is additionally a Mentor/manager who isn't learned with the ongoing hypotheses and practices in the space of study. This has genuine ramifications for the nature of exploration yield and the proposal. Obviously, such Mentor/bosses either postpone the students' consummation plan or simply permit the student to present an inferior quality proposition/exposition. To increase the nature of Mentoring and supervision, direction workshops might be led routinely to improve the ability to administer and furthermore present the recently graduated Postgraduate student to the college management rules and assumptions⁴⁵. They could likewise be confined to manage Master's proposition as second bosses under the tutelage of a more experienced manager for the initial two students after graduation. Afterward, they may then be permitted to oversee expert's proposal as head managers after effective supervision of somewhere around two (2) expert's theories. From there on, after fruitful supervision of one PhD theory as second manager, they might assume complete ownership as head boss⁴⁶.

Guidelines on the Appointment of Mentor/Supervisors

Arrangement of Mentor/managers for every postgraduate student may in itself be not a test where offices and resources have approaches directing the interaction⁴⁷. Nonetheless, without clear approaches and rules, there are circumstances where supervisors are dispensed to students without conferences with the two players. In different cases, postgraduate students approach the staff individuals they think would be great supervisor, commonly on guidance from different students or instructors in the divisions⁴⁸. The genuine test to the nature of the mentoring and management accompanies the similarity of the students and the supervisor for ease during the research cycle. In spite of the fact that it is hard to foresee an ideal match between research students and managers, quality mentoring and supervision blossoms with an adequate connection

between the two, as an essential and an assurance of straightforwardness in correspondence, trust and shared regard⁴⁹. Where the matching is deplorably unsuitable by one or the other party, there has been instances of struggles and feelings of hatred, occasioned by stressed connections. These difficulties might be more strengthened in circumstances where students are distributed to Supervision managers in all out shortfall of actual contacts, which some of the time unavoidably occurs with the global students and Open Learning Mode of Delivery in postgraduate investigations. To expand the degree of solace for the students, a few Universities and resources permit students to pick their bosses⁵⁰. Where students are directed by at least two bosses they might be permitted to pick the principal manager, while the Departmental Board of Postgraduate Studies pursues the second decision of boss. The main test with this is that well known managers are picked by additional students than they can deal with, because of which a few students are dispensed bosses outside their decision⁵¹.

Change of Supervisors

There are many reasons that event changes of supervisors. Whether this can influence the nature of management and exploration item relies upon the conditions and how the course of progress is dealt with⁵². Challenges in similarity between the student and the manager have come about with changes of supervisor in the examination cycle. In different cases, the exploration might change in scope impressively, occasioning to either having an extra boss or withdrawal of the first manager⁵³. Whether the change occurs on the solicitation by the students or the manager, the change might be all the more an interruption as opposed to an advantage because of which the nature of the examination report might be compromised. There may likewise be pointless deferral in the student's fulfillment of the review. It seldom functions admirably when a boss is designated in an exploration undertaking for a postgraduate student⁵⁴.

Mode of Supervision

Across the universities and faculties, approaches direct proper various methods of supervision: joint, board or single supervision. There are colleges where the two bosses and PhD have single managers while in others there is joint/co-supervision⁵⁵. Where there are clear arrangements and rules on the method of supervision, students and bosses are sure about what's in store. Notwithstanding, there are resources inside colleges that don't have clear strategies and thusly the designation of bosses to various students relies upon the postgraduate investigations coordinators and heads of divisions⁵⁶. There are additionally circumstances where particularly PhD students have either a joint or an administrative board. In joint or co-supervision, a rule or principal manager is selected, whose job is to direct supervision process and regulate the nature of management, contingent upon either the particular information expected in the exploration. The co-supervision enjoys down to earth benefits in that it opens students to a wide scope of information, encounters and points of view, which thusly advances the exploration work, particularly in interdisciplinary examination projects. Anyway encounters by the students and managers have shown the way that co-supervision and board supervision can be tricky because of variety in sees which can be befuddling with respect to the student⁵⁷. There are likewise those bosses who endeavor to acquire student's approval by defaming different managers. The contentions can go crazy to the degree that the fundamental or the guideline boss can't handle, sadly influencing the nature of management as well as the students' pace of fulfillment⁵⁸.

Differed Expectations between the Supervisors and Students

Ordinarily there are divided settlements on how the organization in the exploration among the student and the manager will be operationalized. Some of the time the managers and the students work experiencing some miscommunication without any plainly specified lines of

correspondence between the two gatherings⁵⁹. Albeit the manager might be exceptionally clear about what is attractive as far as the directing job, the student might have unshared assumptions, directed by his/her conditions, obscure to the boss. A portion of the region where the assumptions for both the boss and the students have been found to vary are the level of autonomy for the student, degree of the bearing from the manager, method for meeting, particularly where, how frequently, and nature of feed-back⁶⁰.

Professional Boundary between the Supervisors and Students

The normal craving so that the boss could see quality exploration work and its fulfillment as expected doesn't in itself require a dear kinship between the two, albeit this on occasion creates. Albeit the expertly OK degree of kinship and social connection with students might be challenging to characterize and maybe is best passed on to individual judgment, there is a level that can demolish the nature of the supervision cycle⁶¹. One of the issues is the degree to which the manager can engage with the students' individual difficulties that might add to postponed culmination of the exploration work, for instance monetary and family issues. For unfamiliar students, bosses might have to assist them with managing the difficulties of adjusting to an unfamiliar culture, achiness to go home, dejection, and a feeling of estrangement. In assisting the students with managing these issues, the test for the bosses is the manner by which to draw the limits among individual and scholarly obligations as well as how far to participate in the previous⁶².

Break Down of Relationships between Supervisors and Students

Separate of connections among managers and students slow the supervision process⁵. The circumstance is occasioned by students who might be disappointed with the supervisors' execution in directing the exploration work⁶³. The contention can run wild, particularly in the

offices and resources without instruments to determine the hardships. Whenever this occurs, it can result with the difference in boss, because of which the student might need to begin the exploration work once more⁶⁴. The struggles can be settled through either a Post-Graduate Boards or scholastic counsels as initiators and go between in compromise.

Inability to Meet Students' and University's Expectation in Postgraduate Supervision

Nature of management is best decided when the bosses are skillful and serious enough to satisfy their commitments. This has not forever been the situation and has been a test in keeping up with quality management⁶⁵. Tragically given the many elements encompassing the supervision, students have been disappointed by neglected supervisors' commitments to a degree of ending the investigations. Students in postgraduate examinations hope to keep up with force of the review and to finish and get the degree inside the time plan. For this to occur, they anticipate opportune, continuous help and standard and quality input from their managers, all through the examination period. In that capacity, analysis should be given thoughtfully and with useful and clear ideas for development⁶⁶. Furthermore, given the interest of the postgraduate projects and exploration, students generally anticipate affirmation of their prosperity. It is in this way crippling for a student to understand that his/her manager has just skimmed or not read the work. They subsequently anticipate broad recorded remark, either in the proposition or independently as notes⁶⁷.

Past the composition of a quality report/proposal or thesis, students anticipate that the bosses should accept time to guidance, mentoring and backing them, particularly those wanting to foster vocations in or outside their areas of examination or scholarly work⁶. In such manner, they expect suitable data on the work market; open positions expected provokes and systems to beat them⁶⁸. Albeit not all bosses might have this advance information, they could allude students to

partners or offices/focuses outside the college with the expected data. Students, particularly those trying for scholastic vocations additionally anticipate that bosses should assist them with distributing their examination work in legitimate and high effect diaries and furthermore guide them in having something similar in courses and gatherings⁶⁹. In dependable management, the relationship goes into future cooperation in future examination endeavors.

Low Utilization of Information Technology in Research and Supervision

There is no question that globalization cycle along with IT has furnished the colleges with amazing chances to create in worldwide business sectors with the global students' enrolment developing consistently⁷⁰. A few colleges have started approaches to taking care of advanced education request issue by presenting different models of e-management. The new models don't need physical or eye to eye contact. All things considered, students reach out to their bosses through tablets, workstations, telephones, Web, HTML, Videos, WIKISPACE, among others. These advancements have guaranteed that academic information is promptly accessible online in workstations, homes and anywhere⁷¹. Indeed, even those students who need research centers for information assortment can satisfactorily be regulated utilizing the innovation. The significant test isn't just the way in which quick the bosses can embrace and use the accessible data and the innovation yet in addition how to guarantee that the innovation is accessible in every one of the colleges to work with e-management, especially in the emerging nations⁷². In the usage of IT to increase the nature of examination management for postgraduate students, one test is the means by which to change the attitude of the bosses, particularly those that are utilized to the conventional methods of supervision of one-on-one/eye to eye. The other test is the unfortunate state and variety in monetary and infrastructural real factors in many emerging nations. As seen by a review, numerous African nations while attempting to get coordinated into worldwide

logical economy are simultaneously battling to 'fix' their advanced education systems⁸. In the conditions, the test is the manner by which to operationalize the e-management, further develop IT to upgrade the nature of postgraduate supervision and simultaneously adapt to the expanded interest⁷³. The colleges hence need to commit quality time and assets to prepare and sharpen managers, on abilities to use new innovation in supervision. The point of the limit building is to improve the take-up of IT and logical advances among individual bosses. Benchmarking meetings additionally give magnificent to managers to participate in discourse and offer probably the prescribed procedures in quality exploration creation. Then again the benchmarking reports ought to be broadly shared online to upgrade quality examination through detailed examples of overcoming adversity, best practices as well as difficulties in areas of exploration and postgraduate management⁷⁴.

Absentee Supervisors

The nonappearance in this setting is characterized as the inaccessibility of the managers to the students regarding counsels and arrangement of convenient input. The shortfall of the bosses makes tensions students and is one justification for postponed consummation of the postgraduate students⁷⁵. A portion of the explanations behind the inaccessibility are responsibility in exercises outside the University for Personal increases or other individual responsibilities, inclusion with the executives/managerial jobs in the college, being on part-time commitment in the staff, or an excessive number of students for supervision⁷⁶. Anything that the purposes behind the nonattendance, the arrangement is investigate the college's help for none face - to-confront methods of supervision through email, video chat, telephone or Skype. While a portion of these offices may not be promptly accessible in that frame of mind in agricultural nations, their utilization can have high monetary responsibilities for the students and managers⁷⁷. The other

perspective to develop the accessibility and responsibility of the bosses is the arrangement of motivators to staff for participating in research take-up movement; maybe based on the quantity of students one can assist with finishing the proposals. A circuitous motivating force that might work is the thought of the quantity of student effectively regulated as an advancement rule to a higher level for the bosses⁷⁸. A few colleges have looked to work on manager's responsibilities by joining financial additions for fruitful supervision, giving Postgraduate student more cash.

Nonappearance by the students additionally influences the nature of management process. The nonattendance has been brought about by laxity after finishing of the coursework. A few students even vanish not long after fulfillment obviously work and just show up after quite a while. A portion of the explanations behind this are that most students at postgraduate level are on paid work with some working far away from the Universities⁷⁹. There are likewise those that vanish not long after conceptualizing the exploration theme or prior to finishing the proposition. At anything that time they might vanish, the management cycle can't be of value, because of disturbance⁸⁰.

With a compromised supervision because of the vanishing of either the manager or the student, the issue is generally elevated when either party fault the other for the postponed cycle⁸¹. Since Graduate school or the unit responsible for postgraduate examinations is capable and responsible to the students and the college for quality affirmation in postgraduate program, the arrangement can be in the presentation of a type of a management following instrument, intended to make the students and bosses responsible to one another⁸². The apparatus can be a straightforward one intended to take tail of when the student hands in the work to the boss, the date when the criticism is given, method of input conveyance (phone, SMS, email, Skype, among others), nature of the input given, comments and mark of both the manager and student. For

responsibility and quality control, the appropriately finished apparatus can be copied and submitted to Graduate School to act as a type of progress record, consistently, for instance once in 90 days. Anyway the device can fill the need provided that it has clear rules as how frequently gatherings ought to be held between the student and the boss, the normal jobs and responsibilities regarding both the managers and the students⁸³. Simultaneously, there ought to be lucidities on the technique for counsels, the planning of criticism from the boss and measures to screen the finish time period for the postgraduate students once conceded in graduate school⁸⁴.

Retirement, Sabbatical and Other Leave Periods

There are circumstances, when a postgraduate student might miss customary supervision on the grounds that the boss has resigned, is on vacation or different types of leave. This as well as making tension the student is probably going to think twice about of exploration work in light of the fact that either the other manager might need to continue on separately or another might be selected as a substitution⁸⁵. A similar situation might happen when managers leave for different establishments. In the last option case, whether the student chooses to go with the manager if there should arise an occurrence of single supervision or get another boss, the nature of the examination item is probably going to be impacted adversely⁸⁶. Then again, to choose another option or impermanent boss essentially relies upon the phase of the exploration work. Utilization of e-supervision empowers bosses on holiday pass on to offer administrations a good ways off while on leave however this may not work at its ideal, particularly in areas of unfortunate web availability or where the managers as well as students have focused on the „traditional" or up close and personal method of supervision⁸⁷.

Research management has specific pertinence for the advancement of context oriented, proof based and pertinent information and administration to further develop wellbeing care⁹. The

worth advantages of examination management are upgrades in the nature of scholastic training and the nature of service⁸⁸.

The job of the boss in giving a strong, productive and drew in management process is critical to guarantee that the group of people yet to come of students has the right instructive and abilities blend to satisfy the requirements of the profession⁸⁹. The role of a postgraduate supervisor is complex, as outlined by a scholar, who identify four keys are as of supervision:

- i. to oversee advise on the management of a project; guide; ensure scientific quality;
- ii. to teach the craft of research;
- iii. to be a role model;
- iv. to provide a supportive relationship with three components: intellectual, technical/strategic and emotional.
- v. Supervision, therefore, is complex and the process needs to be under stood¹¹.

2.1.6 The Supervision Process

The management interaction begins with the choice of postgraduate students and reaches out to how the examination led (proposed subject) connects with training and the workplace.

Fitting initials appointment of students for the postgraduate examination programs is significant, particularly for the exploration expert's and doctoral certificates. Initials political race ought to be directed by the institutional arrangements, and potential students ought to be completely educated regarding the responsibilities that the program expects, concerning time, level of big business drive and scholarly autonomy⁹⁰.

Managers ought to have suitable examination capabilities and experience. Experienced bosses ought to work with less experienced scholars to help their own advancement as managers. There is a decent contention for having two bosses. The advantages of this for students are: alternate

points of view are brought to the administrative interaction, there is a correlative of approach, content and strategic mastery; and, for beginner bosses, the experience of learning on the job⁹¹.

Fundamental parts of this arrangement include: openness of the boss; consistency of gatherings (whether up close and personal or through different media); groundwork for such gatherings and the course of events for accommodation of composed drafts; obligation regarding tracking gatherings; expected targets and time table; help from others our cessu has composing focuses, bookkeepers and PC education programs.

The administrative concur mentis, notwithstanding, impacted by different variables. Numerous students enter the postgraduate instruction climate without adequate information on research techniques or scholastic education and have minimal earlier information or assumptions for jobs and obligations in this regard⁹². They will most likely be unable to advance through the postgraduate program without critical improvement of the expected abilities and satisfactory help. Students likewise enter the postgraduate involvement in various social foundations and learning styles⁹³. A comparative report contended that management includes the help of exploration abilities limit, yet additionally the improvement of the students' confidence and direction for them to be come in subordinate scientists with the capacity to conceptualize and think critically⁹⁴. Management requires a worry that reaches out past the scholar. The boss necessities to show concern and responsibility, not exclusively to the student's scholarly turn of events and disclosure of their scholastic potential, yet in addition to the improvement of a comprehension of the student overall individual with different jobs and obligations which might incorporate family, work and other non-scholastic exercises. This understanding will empower the manager to help the student to keep an equilibrium, as it is considered normal the requests of non-scholarly nature that will impact the effective fruition of the degree⁹⁵. Supervision requires a common obligation

between the boss and student, making the boss student relationship a close to home affiliation. Both the boss and students at the same time lead and learn, and both rely upon one another for profound as well as other support⁹⁶. This sharing of the interaction features the requirement for a supporting and defensive organization. This clearly relies vigorously upon the relationship made between the manager and student. This organization thus is affected by the individual and expert attributes of both manager and student.

The boss' job involves directing students towards freedom, and in this manner the manager ought to keep an equilibrium in input between giving excessively or too little direction¹⁹. Sheorhe additionally needs to mentor students to work on their composed work⁹⁷. Supervisors need to get a sense of ownership with making ideas and give choices to change and improvement of the regulated materials, in such a way that the student assumes the liability strength improvement and the scholarly turn of events.

2.1.7 Supervisor characteristics

The boss works with an interaction that is portrayed as involving "scholarly, strategic and peaceful components, which are all critical administrative qualities. The overall meaning of every one of these components shifts during the direction of the exploration interaction. Managers are supposed to sustain and steady, agreeable, patient, fair, reliable, socially delicate, grasping, open, congenial, adaptable, lenient and unbiased⁹⁸. They additionally should be information capable about research, have insight in supervision and offer an interest in the student's topic⁹⁹. To have this multitude of attributes installed in on unambiguous individual is an overwhelming assignment. Notwithstanding the abovementioned, students hope to have a decent connection with their managers. Student fulfillment with supervision and degree finishing

are firmly connected, and the relationship with the manager thusly turns into the way in to student's success¹⁰⁰. Numerous students are undeniably more worried about finishing their exploration projects and acquiring a degree than about the logical worth of what they are really going after. This disposition could adversely affect the students' view of what a decent relationship suggests and what they can truly anticipate from managers.

A review give a valuable edge work to great practice in postgraduate supervision. Eleven practices that relate to the characteristics of an effective supervisor are summarized:

- i. Ensure the partnership is right for the project.
- ii. Get to know students and carefully assess their needs.
- iii. Establish reasonable, agreed upon expectations.
- iv. Work with students to establish a strong conceptual structure and research plan.
- v. Encourage students to publish their work early in their academic life and often.
- vi. Initiate regular contact and provide high-quality feedback.
- vii. Get students involved in the life of the department.
- viii. Inspire and motivate students.
- ix. Help if academic and personal crises crop up.
- x. Take an active interesting students' future careers.
- xi. Carefully monitor the final production and presentation of the research²⁵.

Using the above report as a guide when supervising a student could equip the supervisor with direction in terms of the supervision process, supervision agreement and student support¹⁰¹.

2.1.8 Student Support

Student support during postgraduate supervision can be described as ‘travelling’ and ‘growing’ processes that facilitate learning. Facilitation suggests the notion of making an experience easier for some one else¹⁰². To address the processes in the learning experience, reflective practices could serve as support for developing knowledge and skills. Knowledge is thus created through the pedagogical processes of enquiry.

Different types of student support can be identified. These include academic, (including methodological and writing skills), emotional and structural support.

2.1.9 Academic Support

The hidden reason of student support during supervision is that an accomplished supervisor will actually want to travel through the growing experiences connected with information and abilities with the student a sit becomes fitting. As the student acquires ability in the nuts and bolts skills of leading exploration in a specific field of study, the person will move to a more profound comprehension of the nature and truth of that field.

Another review proposed an edge work for administering students and supporting the mon five levels. The useful level (level1) requires an student to advance objectively through the errands related with research. On the subsequent level (enculturation) students are urged to become individuals from the subject/specialty local area, where job demonstrating and apprenticeship/temporary job/instruction become clear. The emphasis here is on mental apprenticeship¹⁰³. At the third level (decisive reasoning), students are urged through consistent request to break down their work. This level is described by enquiry-based learning. During level four, students are liberated as they consider their work and reevaluate their contemplations fully supported by the boss as mentoring. Level five is arrived at when the student fosters a quality

relationship inside the course of examination and supervision, and becomes spurred and roused. At this level the boss student relationship has arrived at a group approach sort of help. Student backing and student improvement frequently opens an intriguing talk. Students must be actually upheld and created during the supervision interaction on the off chance that they are prepared to put forth a concentrated effort to postgraduate examinations. An inquiry emerges with regards to how student backing ought to be developed. Driving the student to turn into an 'independent student 'or' independent analyst (postgraduate student)' is an unbiased methodology where the setting isn't vital, yet rather the elements innate to the individual (inspiration, knowledge, interests and inclination) are. The development of student support according to a social viewpoint would zero in on the social settings with in which the students are regulated. Figuring out how to learn, or do investigate, infers taking up connection on information and knowing, where the learning (or doing explore) requires more than specialized abilities. It includes values, mentalities and practices. For postgraduate students to find lasting success, they should gain new understandings of information, as well as new practices or ways of behaving which work with learning. These new practices and ways of behaving incorporate figuring out information development and the job of the specialist in information advancement inside the cultural setting¹⁰⁴.

2.1.10 Writing Support

Any exploration report requires sound scholarly writing¹⁰⁵. In view of the casing work for overseeing students as proposed in a review, the student will initially need to figure out the

standards of scholastic composition and obtain the abilities however basic undertakings and encounters before those of logical writing¹⁰⁶.

Expounding on their exploration causes critical nervousness in students. Numerous students can't combination and think reasonably, structure their composition or compose at a suitable level. Scholarly composition, especially for a non-first-language English-speaking student, is testing. The expertise of scholastic composing requires something beyond an order of the construction and jargon of the language. It is more adjusted to the soundness of the student's points of view.

Albeit the manager as facilitator participates in creating students to have the option to compose scholastically, the worry is generally that the boss ought not be a 'editor' by checking spelling, language structure, punctuation and assisting students with figuring out ideas¹⁰⁷. The subject of whose work it is may then be inquired. The job of the manager ought to rather be one of supporting the student to be liberated by deliberate reflection about the work underway.

Through input and evaluation the boss can recognize the student's assets and shortcomings recorded as a hard copy. Standards for composing through which students figure out how to develop and take apart contentions and recognize holes and shortcomings in their rationale will support theoretical planning. As they foster their composing abilities, students ought to have the option to discuss ways to deal with a contention as well as the substance and embrace analysis. The result will be explanatory ability that will permit an student to compose logically and go about as a creator¹⁰⁸.

2.1.11 Emotional Support

A critical component of the supervision is the boss student relationship. This relationship is affected by scholarly as well as socio-social variables. The test for the manager is to deal

with the assorted parts of the relationship in such away that the result for the two players is positive¹⁰⁹. There ought to be common regard for every others' perspectives, a receptiveness to investigate challenges and to take part in discourse which advances powerful learning. Issues like the overall influence, orientation, social foundation and assumptions, and correspondence examples to be perceived and drawn in with appropriately¹¹⁰. The boss should be keen on the student personally and show a mindful responsibility, which empowers the student to investigate novel thoughts, examine existing ones and foster skill in the technique and field of study¹¹¹.

2.1.12 Structural Support

Although the foundation and division share the obligation regarding giving a strong edge work in which students can draw in with their investigations, bosses likewise play a part to play in guaranteeing that students know and utilize different assets. These include: financing open doors, instructional classes, for example, library search abilities or explicit examination strategies, organizing potential open doors, participation and show at postgraduates eminars and meetings pertinent to their exploration and empowering research support bunches among students¹¹².

2.1.13 Supervisor- Student Communication

One of the key elements in the supervisor-student relationship is communication, and more specifically feedback on submitted work related to the research project.

a. Constructive feedback

- i. Communication and feedback, whether in writing, oral, online or in combination, must be viable to convey compares straightforwardly with how the student sees that message. In a

different South African setting, input and correspondence among student and boss might be in a language that is in neither the individual's primary language and can undoubtedly be misinterpreted¹¹³. Great relational abilities are thusly fundamental to draw in with students on an up close and personal premise, as well as inside the online environment³⁵.

- ii. Great quality criticism to students is fundamental and ought to make the students aware of the are as in their work that need improvement¹¹⁴. This ought to, nonetheless, likewise sustain the student by distinguishing and adulating positive highlights of the work, and giving productive counsel on the most proficient method to work on in the space of weakness¹¹⁵. Basic and productive criticism ought to be "conveyed and got in a way that adds to an instructive relationship "without inciting disdain, obstruction, preventiveness, put in a horrible mood , disgrace or a feeling of disappointment. It ought to be non-judgmental, energetic about great work, as well as distinguishing trouble spots, and give choices forchange¹¹⁶.
- iii. On account of the distinctions in assumptions among bosses and students productive criticism can be seen differently¹¹⁷. The connection among student and boss impact show students see input and along these lines the full of feeling connection among manager and student is important¹¹⁸.
- iv. Criticism ought to be painstakingly arranged. Inquiries can be posed to empower decisive reasoning, as opposed to just bringing up changes which might should be made⁴¹.
Instances of valuable inquiries include:
 - v. Why is your choice the best option as the methodology for your study?
 - vi. What literature can be used to support your statement?

vii. Are you convinced that you have read the literature from the important authors pertaining to your topic?

viii. Are these the most recent articles/literature on the sampling technique?

Feedback to students appears as up close and personal or potentially electronic (for example Skype) contact meetings, however ought to generally be upheld by composed criticism. The Worldwide Web has opened the chance for students all over the planet to set out on doctoral and expert's investigations at any college, bringing about numerous students never getting eye to eye criticism from bosses. There is, nonetheless, a developing agreement that a compelling showing presence can be laid out on the web and supervision should be possible actually without up close and personal contact.

Whether criticism is given up close and personal or by means of electronic media, the way in to the progress of input and its acknowledgment is the responsibility of the manager to help the student¹¹⁸. The essential standards of productive criticism and correspondence accordingly continue as before, albeit the medium may be unique. In the eye to eye climate, non-verbal correspondence assumes a vital part that is much of the time compromised in the internet based climate.

In the virtual and online world, the non-verbal communication of neither the boss nor the student is apparent and the non verbal message can get derailed in translation¹¹⁹. Online relational abilities are a vital administrative characteristics in giving suitable criticism.

b. Written Feedback

Skill is required to have the option to give useful criticism on composed work. Systems excusing helpful input include: pitching the analysis at the student's degree of grasping; depersonalizing analysis and keeping it explicit; establishing criticism in proof from the composed work; connecting to methodologies for development and involving fitting language in a cooperative instead of an addressing style¹¹⁹.

A review recommended that learning happens through composition. The composed expression of the student gives importance to the discovering that has occurred during the examination. Composed input, as utilized in internet based correspondence, fills in as an exchange and quality affirmation process. Prior to answering, the boss ought to peruse the student's submitted work completely. The point is to give useful criticism that will give scholarly mastery. Sharing aptitude through composed input should have been visible as far as intelligent discussions that explain suspicions and assumptions, express sentiments and issues and welcome students to communicate their own experiences¹²⁰.

The advantage of online correspondence is that it is transcendentally a coordinated and takes into account an intelligent type of correspondence: as such, there is adequate time for managers to reflect prior to sending a message¹²¹. Non-verbal correspondence components should be approximated in an email or text "feelings" like a grinning face, or a literary equivalent³⁷. This is time-consuming, but bosses need to communicate feeling.

- i. Composed electronic input ought to constantly be painstakingly expressed, as there might be restricted an open door to examine the remarks, and the boss ought to adjust to 'decorum' while sending instant messages or messages. Watch out for utilizing

strong text and capital letters. Coming up next is an illustration of a remark that ought not be utilized:

- ii. Do Not Use The Same Reference As Motivation For The Entire Problem Statement!!!!!!!
The Same Comment Could Be Made In A Friendlier And More Professional Manner Such As:
- iii. Please Do Not Use The Same Reference As Motivation For The Entire Problem Statement
- iv. Could You Please Find More References To Support Your Problem Statement

All words have meaning, and the way in which they are written will convey intent, and that will never change³⁸. In today's electronic age, however, the skilled on line communicator should be able to communicate clearly just by the choice of words, without relying on bold type, font size, capital letters or colours. This is a relatively new, but necessary skill for the supervisor with more traditional experience.

2.1.14 Towards a Mentor Model

Studies of supervisors have shown that the equivocalness innate in postgraduate examinations stresses numerous bosses, since they are uncertain of their job. From the job of educator in the early undergrad days, where the staff part plainly was the master and the student the student, the equilibrium shifts during the long periods of undergrad and postgraduate review, until the relationship is more even and the staff part is more coach than master¹²².

Not that there is general agreement about mentoring as a facet of supervision, and still fewer agree about what mentoring involves. Yet it is clear that some supervisors attract candidates because they are skilled researchers who adopt a mentoring role. If good supervision is not easy to pigeon-hole, then how much more difficult is that aspect of it which goes under the name of 'mentoring'. There are two kinds of mentoring engaged with research degree supervision: the

more clear one among bosses and students, yet the no less significant one between experienced managers and those scholastics who wish to get the proper abilities in maybe a co-administrative job. This isn't to disparage the last option task, but instead to perceive that one turns into a competent manager by administering. "Each of the three of my praiseworthy profs were 'mentoring' in the event that we mean by mentoring the giving of 'models' of expert behaviour"¹²³. In this way, mentoring is a course of socialization into a feeling of the critical issues in a discipline. However mentoring is something individual, and its prosperity depends as much on the characters of those required as it does on the proper experience of the guide. The mentoring system ought to be a powerful reciprocal collaboration between associates. The guide needs to invigorate, to drive, to support at various phases of the endeavor.

In scientific fields, the guide connections are "fundamental in delivering in youthful researchers a sense for a decent inquiry or a key issue, a way of doing explore or guessing, a basic position, and an approach to showing their own future scholarly progeny"¹²⁴.

It is through the coach relationship, then, at that point, that tip top science- - seen as an element unto itself unmistakable from regular or 'ordinary' science spreads itself. By this view, an extraordinary logical revelation is the item not of individual virtuoso alone but rather of a logical information and strategy; without a doubt, these might be the least of it. In a long part in Scientific Elite dedicated to 'Experts and Apprentices', Harriet Zuckerman takes note of that it wasn't information or abilities that disciples obtained from their lords even a 'way of reasoning', as one laureate in science told her. It was issue seeing as much as critical thinking. Those future Nobel laureates were being associated, to utilize social science's jargon, into a feeling of the critical, or significant, or right problem¹²⁵. However mentoring is seen, it rises above the examination and has meaning assuming one acknowledges the unmistakable showing job of

exploration degree supervision. Its raison d'etre is caught by Ker's assessment of John Henry Newman:...The stress Newman lays on the individual collaboration among student and educator and on the college as a scholarly local area is one that ought to emphatically interest a culture which talks such a great amount about the requirement for both local area and the individual component, exactly in view of the absence of either in current industrialized society, which is both atomised and depersonalized. The 'all encompassing' view that cutting edge medication, for instance, takes of people is the very sort of instructive hypothesis that the Idea of a University advances: similarly as the mental condition of the actually debilitated individual might be exceptionally applicable to their recuperation, very separated from a medical procedure and medications, so as well, the Idea demands, the entire psyche should be taught through dynamic cooperation locally of scholarly development, in addition to the memory through uninvolved participation on unoriginal talks. Such a substance for learning is so essential for Newman that he is ready if important to leave the fundamental customs of scholastic guidance for an affiliation, but casual, of genuine individual personalities by and by interacting¹²⁶.

To the mentoring job, numerous scholastics add the obligation of assisting those competitors who with needing such assistance onto the subsequent stage of their vocations, be it a post-doctoral partnership, a scholarly arrangement or some other profession. This is no simple job, and additionally, it's one which a few scholastics shun on the premise that they must meddle in such a manner. Obviously, to find success in this period of the apprenticeship the manager should be a viable networker¹²⁷.

A conventional plan to aid this is presently being tested in the USA by the Association of American Colleges and the Council of Graduate Schools⁴⁵. Assist with profession foundation or improvement is an expansion of a worry by the mentoring for a supporting of 'possession', both

scholarly and profound, of the protected innovation, and the specialist issues of distributing. This is a complex and presently chaotic region, with specialist claims on copyright from colleges and distributors which never really console the beginner analyst who is attempting to find a sense of peace with institutional and disciplinary varieties in shows about quantities of co-creators and the request in which their names show up. The simple notice of these issues is an indication of how complex mentoring is practically speaking in light of the fact that not even the guidelines of the game are static, not to mention those of DEET or one's own college. (On a lighter note, a fifteen writer letter in The New England Journal of Medicine caused to notice the profilation of writers in science by referring to a sixteen writer article in the equivalent journal¹²⁸.

2.1.17 Mentoring Contexts

The mentoring which occurred in the German colleges changed by von Humboldt coordinated progressed instructing and research. In the renowned nineteenth-century labs and classes of German colleges that created from the 1830s onwards, a nearby mix of examination, instructing and review turned out to be functionally characterized... a vigorously admired three-sided nexus was shaped in which the three essential exercises of examination, it were widely mixed to educate and study. At best in the German research center of old, you were unable to tell one from another! The universe of the examination overwhelmed college had observed its functional base in a coach disciple, educator student relationship established on connected commitment in research activity¹²⁹.

The coach can urge others to take advantage of this global organization by comparing with specialists. At first, this should be possible by composing for off prints or remarking about distributions. Most writers invite any interest displayed in their work, and some will then become 'scholastic friends through correspondence', in a manner of speaking, something made more

straightforward with prepared admittance to electronic mail. Given the huge number of somewhat new colleges in Australia and the genuinely enormous number of arising fields, a review offered an exceptionally valuable contextual investigation of mentoring in an amalgamated institution¹²⁹. The setting is more extensive than that of exploration degree supervision yet at the same time pertinent to the ebb and flow conversation, on the grounds that the profiles of the age conveyances of examination degree up-and-comers are frequently bimodal: one section with a middle period of around 25 and the other part with a middle period of around forty. These two gatherings, of practically identical size at UTS, carry totally different assumptions and encounters to the manager student relationship. The more youthful could acknowledge Schrodinger's recommendation, yet the more established in all likelihood wouldn't: "I'm extremely occupied, thus many exploration students need to come and study with me, and they request guidance what to do. Stop for a minute I tell these students! First year sit idle however math, second year only arithmetic, in the third year you can come and chat with me¹³⁰. No place are these distinctions more recognizable than in the issue of composing. Propensities must be deserted or reshaped to the shows of the discipline, an assignment which differs with age and foundation. We need to ask and continue to inquire: what is this proposal/part/passage/sentence about? In any case, how would we help them? Are their troubles in articulating their thoughts because of absence of information or approaches to encountering that information, or to distancing structures in the language? The review goes further by bringing up that until we can express a satisfactory reaction to the subject of how 'nature' interfaces with 'culture' in the development of logical information, until we observe a sufficient approach to incorporating the effect of different social and political powers, mental inclinations, trial

imperatives and mental requests on the development of science, working researchers will keep on finding their more customary outlooks more agreeable, yet undeniably more adequate¹³¹.

2.1.15 Courses for Supervisors

Can mentoring be taught? I suspect not, however without a doubt one can gain from shared great practice as well as information about the different structures it could take. To the extent that one acknowledges mentoring as a feature of supervision, it is only one section.

These normally address such issues as the foundation of the managers, recurrence of gatherings among bosses and applicants, obligations of the organization, the head and co-bosses and the up-and-comers, freedoms and obligations of competitors, and allure components. The figuring out of such no frills is a lot of an element of nearby circumstances and customs.

A prickly issue is acknowledgment of management as a feature of the responsibility of an intellectual, and afterward giving credit for it when it are designated to educate obligations. Supervision plainly includes research, instructing and educating of a unique sort. Like other instructing process, it is some of the time drew nearer; similarly to management and administration (or entirely went against it, contingent upon the experience). Like other educating process, one can figure out how to be a superior boss from 'best practices' and from consciousness of the relationship. Among the last option in math and the sciences can be confounding the job of examination student with research aide, or the presumption that since one sees the students consistently in the lab they are along these lines being 'managed'.

The administration of supervision and the administration of bosses themselves are isolated cycles which have regulatory and instructive sides. How can one be aware in the event that supervision is compelling on seven days to week premise? What are the various types of co-supervision, and what causes some to appear noticeably more appealing than others, and under what conditions?

How might students gripe about unfortunate management? A few colleges run private and different courses for research degree bosses. These regularly include facilitators from various disciplines and now and again different colleges with the goal that there is a scope of data sources and at times clashing viewpoints, which prompts sound discussion. The issues talked about incorporate using time effectively, the creative cycle, and managing the troubles which happen at the various phases of candidature. Studios, critical thinking meetings, bunch work and little talks give assortment to the configuration as members become more mindful of the scope of issues. There is generally the sensation of 'wasting time going on and on', be that as it may, or possibly to the people who are as of now touchy to the issues.

Not startlingly, the most productive periods are many times those casual open doors for systems administration across disciplinary limits in a loose however commonly animating climate. As well as cross treating thoughts and sharing issues, a vital result can be cross-workforce supervision of activities. A few colleges have additionally evolved acceptance programs for research degree applicants. A portion of these are escalated a multi day undertakings; others are exceptionally organized semester-long courses; others actually are series of short courses.

College measures for keeping up with some type of 'enlistment' as a manager frequently incorporate participation at such studios like clockwork, alongside such issues as momentum research exercises and result as well as a record of effective exploration degree supervision.

To certain managers these methods might appear to be attempting to do everything by numbers, however contentions in support of themselves connect with the enormous quantities of new competitors every year in certain colleges, with numerous from different colleges. They empower possibility to be aware of their privileges, the assets accessible to them, arranging of their projects, and by meeting other postgraduate students they can have that minimum amount

expected to accomplish certifiable companion support regardless of whether they are not all from the one field of study. Enlistment programs for new staff likewise as a rule include no less than one meeting which manages postgraduate issues. Staff who are new to college work frequently need extensive on-going direction to adjust their assortment of obligations and the scope of assumptions both their own and those of others.

2.1.16 Supervision: Contexts and Issues

These are some of many issues of university-wide concern which require interaction and co-operation. Quite a few universities have appointed Deans/Directors of Graduate Studies with pan-university responsibility for quality assurance of graduate education, especially research degrees¹³¹. These can provide a vision for graduate education through (i) policy development, (ii) acting as a catalyst for new programs (increasingly off-campus and even offshore), and (iii) unifying postgraduate student activities. To be seen to add value, they need to act in partnership with other units within a university. While each Faculty claims to be different, there are many common elements. This is nowhere more obvious than in thesis examiners' reports: time and time again, the same points are made across all disciplines about what is, after all, the final product. Examiners look for clarity in aims, coherence in approach, critical depth, perspective and originality. They are annoyed by poor spelling, language which obscures, literature reviews which are mere descriptive lists, unsubstantiated claims, and unwarranted or unrecognised assumptions. That said, though, one feels at times that one needs to examine the examiner if one is not to make a mockery of mentoring! The research degree examination process in Australia generally needs a thorough reexamination! It would not itself pass if submitted for examination... Other issues include increased retention and progression rates, decreased completion times, strategies to maintain quality of supervision, provision of infrastructure support, as well as

welfare and equity issues. The last named reminds me that many staff and some students react negatively to the élitism and gender bias which they claim is implicit in the concept of mentoring. To the extent that the phenomenon of mentoring exists, one might argue that one should improve the process and widen the access to capitalize on its positive features. The mentoring suggested here is labeled as ‘grooming-mentoring’ by some in contrast to ‘network-mentoring’. The latter “is characterised by a series of contacts between two or more people in which each plays the role of mentor and protégé at different times and to different degrees”¹³². There is also ‘peer-mentoring’ which can overcome, to some extent, the traditions of a discipline or an institution. Gender inequities go further: timelines and deadlines may not cater for the commitments of women with children: mentoring may introduce a measure of flexibility. In some areas, too, women have assembled knowledge “in unorthodox ways, outside the university system, but its intrinsic value cannot be denigrated”¹³³. The PhD by publication may be a partial solution here, though it also requires some supervision if it is to have parity of esteem with traditional PhDs.

2.2 Theoretical Review

2.2.1 Social Cognitive Theory

This phrase, which is frequently used in psychology, education, and communication, asserts that witnessing others in the context of social interactions, experiences, and outside media influences can directly link to aspects of an individual's knowledge acquisition. As an extension of his social learning theory, a theorist advanced this hypothesis. According to the hypothesis, when individuals see a model do a behavior and the consequences of that behavior, they remember the sequence of events and use that information to guide later behaviors. Observing a model might also motivate the observer to participate in previously taught behavior¹³⁴. In other words, humans

do not learn new behaviors only by attempting them and either succeeding or failing; rather, humanity's existence is based on replicating the activities of others. The observer may choose to reproduce modeled conduct depending on whether people are rewarded or penalized for their behavior and the outcome of the activity. In the Social Cognitive Theory, we consider three variables:

- Behavioral factors
- environmental factors (extrinsic)
- personal factors (intrinsic)

These three factors are believed to be interconnected, which causes learning to occur. Individual experiences can merge with behavioral characteristics and environmental factors¹³⁵.

Human views, ideas, and cognitive skills are influenced by external variables such as a supportive parent, a stressful environment, or a hot temperature during the person-environment interaction. In the person-behavior connection, a person's cognitive processes influence his behavior; similarly, achieving such behavior might change the way he thinks. Finally, in the environment-behavior interaction, external influences might influence how you exhibit behavior. Furthermore, your behavior may influence and change your surroundings. This model clearly states that in order for successful and positive learning to occur, an individual must possess positive personal attributes, demonstrate acceptable behavior, and remain in a supportive environment. Furthermore, Social Cognitive Theory suggests that the learner should assess new experiences by examining his previous experiences with the same factors. Learning is thus the consequence of a careful comparison of the present experience to the past¹³⁶.

2.2.2. Basic Concepts

Social Cognitive Theory encompasses a number of fundamental ideas that can appear not just in adults but also in infants, children, and adolescents¹³⁷. Basic ideas are words that reflect place, number, time, and sentiments that are often taught to a kid throughout his or her early years and learnt by listening to adults, obeying directions, and participating in reading activities. Understanding and applying fundamental principles assists pupils in learning to read and comprehend what they have read or written. They also help students become more effective communicators. These concepts can be categorized into five:

i. Observational Learning

This is a process that occurs as a result of monitoring other people's conduct. It is a type of social learning that can take many different forms and is based on a variety of mechanisms. This type of learning does not appear to require reward in humans, but rather a social model such as a parent, sibling, friend, or instructor with surrounds. A model is someone of authority or superior position in a setting, especially in childhood¹³⁸. Observing other individuals and learning from them is an effective approach of obtaining information and changing behavior.

ii. Reproduction

The method of efficiently increasing the repetition of a behavior by placing the individual in a pleasant atmosphere with easily available resources to motivate him to remember and practice the new knowledge and behaviors gained.

iii. Self-efficacy

This is a singular's faith in their inborn capacity to accomplish objectives. Albert Bandura characterizes it as an individual judgment of "how well one can execute approaches expected to

manage imminent situations¹³⁹. Assumptions for self-adequacy decide if a singular will actually want to show adapting conduct and how lengthy exertion will be supported even with hindrances. People who have high self-adequacy will apply adequate exertion that, assuming top notch, prompts effective results, though those with low self-viability are probably going to stop exertion early and fail¹⁴⁰. Therapists have concentrated on self-adequacy according to a few points of view, taking note of different ways in the advancement of self-viability; the elements of self-adequacy, and scarcity in that department, in various settings; cooperations between self-viability and self-idea; and propensities for attribution that add to, or cheapen, self-adequacy. Kathy Kolbe adds, "Faith in natural capacities implies esteeming one's specific arrangement of mental qualities. It additionally includes assurance and persistence to defeat deterrents that would obstruct using those intrinsic capacities to accomplish goals¹⁴¹. Self-adequacy influences each area of human undertaking. By deciding the convictions an individual holds with respect to their ability to influence circumstances, it emphatically impacts both the power an individual really needs to confront difficulties skillfully and the decisions an individual is probably going to make. At last, it is what is happening wherein the student works on his recently scholarly information or conduct by trying it.

v. Emotional Coping

Good coping mechanisms against stressful environment and negative personal characteristics can lead to effective learning, especially in adults.

v. Self-Regulatory Capacity

Self-regulatory limit alludes to a singular's capacity to apply command over their way of behaving, contemplations, and sentiments. The limit with respect to self-guideline contrasts among people and can rely upon situational factors like the experience of self-administrative

exhaustion. An arrangement of cognizant individual administration includes the most common way of directing one's own contemplations, ways of behaving, and sentiments to arrive at objectives. Self-guideline comprises of a few phases, and people should work as supporters of their own inspiration, conduct, and advancement inside an organization of proportionally interfacing impacts. Roy Baumeister, one of the main social therapists who have concentrated on self-guideline, claims it has four parts: norms of helpful way of behaving, inspiration to satisfy guidelines, checking of circumstances and considerations that go before breaking said principles, and in conclusion, willpower¹⁴¹. A researcher alongside different associates created three models of self-guideline intended to make sense of its mental availability: self-guideline as an information construction, strength, or expertise. Studies have been done to verify that the strength model is by and large upheld, in light of the fact that it is a restricted asset in the mind and just a given measure of self-guideline can happen until that asset is depleted¹⁴².

2.3 Review of Empirical Studies

2.3.1 Research outputs of Tertiary Institution

There are numerous manners by which exact examinations on bibliometrics can be investigated. A review distributed example of researchers working in Saudi Arabia put together their review with respect to an automated data set of diary articles got from Scientific Citation Index⁶¹. Distribution efficiency of Saudi researchers was found as follows: showing establishments 76.5%, medical clinics 14.9%, government offices 5.5% and private association 2.7%. They went further to figure out that the most useful organization was King Saud University (K. S. U.) the most seasoned and the biggest college in the country, which created the greater part of the papers, (607 distributions or 56.1%). It additionally has constituent school of medication and horticulture. The presence of the clinical researchers at KSU contributed in the logical writing.

The investigation of this sort ought to think about the organization, its age and the branch of knowledge¹⁴³.

A review announced that the assessment procedures at Technical University of Denmark have zeroed in on assessment of exploration action and efficiency which incorporate examination projects, number of distributions and pertinence to the educating exercises. Colleges liked to have outside assessors from different colleges to guarantee a free and autonomous assessment. To know the aftereffect of the examination action, six classifications of exploration distributions were recognized, which incorporate thesis, logical monographs, and articles in diary with a ref framework, different articles and procedures from gathering and reports¹⁴⁴.

The review accentuated that Africa's future by reinforcing native schooling systems and organizations for creating and applying information by guaranteeing, long haul public help with accentuation on research limit. Notwithstanding individual abilities created in research work, research limit incorporates classes of examination projects. A later report proposes some improvement in the enrolment of Ph.D students. This is supposed to be the consequence of diminished open doors for Africans to accomplish doctoral work in the typical western organizations, joined with expanded pressure particularly scholastics to get such capabilities for vocation purposes. College of Zimbabwe had 30 bosses in MA/MS, 12 Ph.D in Basic Science, 68 MA/MS, 38 Ph.D in Applied Science, 16 in MA/MS, 14 Ph.D in Humanities. Yaounde' (Cameroun) had 21 MA/MS projects, 33 Ph.D in Basic sciences, 12 MA/MS projects, 2 Ph.D in Applied science, 26 MA/MS project, 36 Ph.D in Humanities. While, Suez Canal University (Egypt) had 94.5% with 79 MA/MS, 82 Ph.D in Basic science, 478 MA/MS and 174 Ph.D in Applied science and 180 MA/MS and 81 Ph.D in Humanities. In a comparative strategy a concentrate in a paper analyzed the imaginative result of two science frameworks in little

European nations. All the more explicitly they inspected protected developments of Finnish and Flemish college scientists. The examination remembers creative result thusly and its fixation for association designer and corporate proprietors as well as unfamiliar rendezvous and how much individual innovators have held the responsibility for licenses. The all out creative result of Finnish college scientists was moderately high¹⁴⁵. They distinguished an absolute 530 licenses, which could be connected with college scientists as creators. This is over 8% of all Finnish US licenses in their information base. An aggregate of 362 US licenses could be connected to Flemish college scientists. This was around 5% of all Flemish licenses in our Database. Assuming one limits the correlation with the years for which both Finnish and Flemish information is accessible (1991-2000) the patent counts are 432 Finnish licenses and 306 Flemish licenses. Notwithstanding science, innovation and advancement pointers and the protected innovation framework, individual scholastic movement gives off an impression of being exceptionally focused on few colleges¹⁴⁶.

A review explored research results of Nigerian Tertiary Institution utilizing nine diaries haphazardly chose from African Journals Online (AJOL). They figured out that the volume of examination papers from Nigeria in the Journals broke down added up to 39.1% of the absolute number of distributions in those diaries in (1999-2005). The issue with this study is they didn't concentrate in a branch of knowledge, a specific establishment and few journals¹⁴⁷.

2.3.2 Doctoral Dissertation Supervision: Identification and Evaluation of Models

There has been an expansion in the interest for doctoral schooling in Nigeria. This request is exacerbated by the National Universities Commission and colleges' expectation that Ph.D. is the base capability for instructing in Universities and the final offer to those generally in the

framework to get the Ph.D. Further, the high pace of joblessness has contributed to a great extent to this ascent. By and by, this increment ought to be a decent improvement for quickly expanding the nature of instruction result for compelling labor supply for the country's turn of events. Notwithstanding, reports of low consummation rate as well as low quality of doctoral thesis show that these beliefs may be a long way from being accomplished. As per a review, doctoral program is "highest quality level" for research study, addressing greatness and drawing in the two assets and prestige¹⁴⁸. Accordingly, it is normal that its beneficiaries show elevated degrees of capability both in research and in disciplinary examinations. These feature the spot of doctoral exploration/exposition as high mark of the doctoral program. Without a doubt, it laid out a connection between the low quality of exploration in the Nigerian colleges and the poor doctoral dissertation¹⁴⁹. Lining up with this position, that's what a creator contended "the nature and nature of exploration is indistinguishable from the nature and nature of the alumni training and of future schooling researchers¹⁵⁰." While they made explicit reference to instructive examination, their contention is clearly truly reached out to different disciplines. Issues encompassing the nature of doctoral exploration and advisement/management stand out enough to be noticed of numerous scholars¹⁵¹. In particular, students' degrees of fulfillment with their administrative encounters fluctuate and the nature of management offered has additionally been questioned¹⁵². The talk on doctoral supervision has likewise featured that doctoral managers assume a basic part in doctoral schooling, and doctoral management is pivotal to fruitful exploration instruction programmes¹⁵³. Further indicating the jobs which exposition managers should play to make this progress in doctoral program, a creator noticed that they "should give the time, ability, and backing to encourage the competitor's examination abilities and mentalities and to guarantee the development of a postulation of adequate standard¹⁵⁴." In Nigeria, concerns have been

communicated at different quarters on the low quality of doctoral thesis. Low quality of thesis focuses to the lack in students' exploration abilities. This inadequacy has frequently been followed to the nature of examination preparing the students get. For sure, unfortunate exposition management as a type of exploration preparing has a hand in the significant responsibility for low quality of paper delivered by doctoral students. Henceforth, a call was made by the National Universities Commission (NUC) to Vice Chancellors to direct more concentration toward paper supervision¹⁵⁵. Past being a nearby concern, doctoral supervision has been a worldwide issue. For example, in the USA, the "Carnegie Initiative on the Doctorate", drove by the Carnegie Foundation for the Advancement of Teaching, recognized managers as urgent to any work to work on doctoral education¹⁵⁶. Besides, as a component of Europe's Bologna Process, the "significant job of management" was perceived in a pastoral settlement on the "Ten Salzburg Principles on the Doctorate," and, at the debut meeting of the European University Association Council for Doctoral Education, one of the five topics for doctoral preparation in Europe was distinguished as "working on the supervision of PhD competitors, especially through better preparation and checking of bosses"¹⁵⁷. Notwithstanding, while created nations have gone far in starting strategies and projects around here, proof persuades one regarding the opposite at the neighborhood field. In Nigeria, the nature of postgraduate program as a strategy issue just acquired the consideration of the NUC as of late with the starting of the main Standards for Postgraduate Program for Nigerian Universities. Clearly the grave worries on the nature of postgraduate exploration have gotten neither imperative approach nor insightful consideration considering its pertinence for guaranteeing quality in college research specifically and college schooling overall.

The fulfillment of doctoral paper is the high place of the whole doctoral program. It is the capstone of doctoral program, as a matter of fact. Not shocking then research management, the essential part of the cycle through which students arrive at this capstone occasion, has drawn in volumes of examination interest¹⁵⁸. Albeit various researchers, have proposed and revealed the act of group and cooperative exploration supervision models, how we might interpret doctoral thesis management introduced in this work is drawn from the meaning of postgraduate supervision proffered by a creator who sees it "as the dynamic commitment of a manager in helping the postgraduate student in distinguishing a line of request, portraying the extent of a task inside that line of request, and giving direction to effective finishing of the undertaking and the scattering of results¹⁵⁹." This dynamic commitment includes consistent association and discourse between the student (the supervisee) and the boss in view of the text of the exposition. Perceiving this, a researcher place that, in doctoral examination, input from boss assumes a significant part in helping student's advancement all through the scholastic exploration journey¹⁶⁰. The student benefits from participating in scholarly trades with the manager to get direction on their examination progress and postulation composing. It is through the input interaction that the boss assists the student with going through the examination venture towards turning into a free scientist and a skilled insightful essayist. These originations surmise a one-on-one connection between two people the boss and the supervisee. Consequently we work with the structure of the conventional dyadic connection between a manager and his/her supervisee. Along these lines other supervision models in light of gatherings of at least three are past the extent of this paper. How the whole course of management is instituted is important likewise agreeable to students with the program, fruition of the program, and the nature of work that arises. In accordance with this, numerous researchers proffer various management models/styles

as method for upgrading the nature of examination supervision and progress of doctoral programme¹⁶¹. Management models have had long custom in brain research, direction and guiding, and training, yet there is no unmistakable meaning of what an supervision model is. Various researchers who have been worried about research supervision, for example, a creator examined research management models yet didn't likewise proffer a calculated clarification¹⁶². A connected report on his part, utilized both model and style reciprocally. Drawing from writing in this field, we see research supervision models as structures in which research management takes rising up out of mentalities, jobs, and nature of collaboration design showed by manager supervisee during the supervision process¹⁶³. Some of these models have been analyzed throughout the long term. Expanding on crafted by a researcher, an analyst featured "dynamic" and "latent administrative" styles, fostered a model of exploration management which he called manager/student arrangement model¹⁶⁴. He conjectured that graduate supervision is a method for fostering the students to turn out to be ably independent researchers through the arrangement of the students' necessities at each phase of the postulation advancement to the bosses' administrative styles through correspondence and exchange between the two. This involves a development between two proposed styles "hand-on" or "hands-off "as still up in the air by the requirements of the student at the various phases of their work. The significance of this model lies in advancing conversations and exchange between the boss and the supervisee⁸³. From her examination of the reactions of students and teachers (bosses), talked with on research supervision encounters and created three models of exploration management educating, association, and apprenticeship models. The showing model depends on the conventional instructor student relationship. It expands on unbalanced power relations where the manager gives adjustments to the student and controls and coordinates the student's work. The

apprenticeship model includes the supervisee noticing and replicating the boss' activities. Here, the student learns research by participating in the genuine act of examination under the manager. In the apprenticeship model of supervision, the student might take on a place of detachment and the manager coordinates the relationship. In this model, input is acknowledged in a careless way, with the students bringing ideas into the text and setting more trust in the expressions of the "ace" than in their own capacity to form satisfactory texts⁸⁴. The association model depends on more even relationship based on exchange as the focal methodology. As seen by a creator, "most students compare exchange with great supervision" and appear to be more alright with this model of supervision¹⁶⁵. The association model proposed by a creator is likened to the shared model portrayed where the boss sees the student as a rehearsing scholastic and as a colleague⁸⁵. The input is accordingly given in the mentoring model portrayed by the manager and student participating in open dialogic trade of bits of knowledge and thoughts. The models created by a researcher the and different researchers appear to be worked around up close and personal types of communication around texts. Albeit the eye to eye method of relationship appears to give both the boss and the supervisee the affordances of explaining understandings and assumptions and arranging implications, research proof demonstrates the way that the customary eye to eye models can be enhanced with new technologies¹⁶⁶. The affordances of these new data and correspondence innovations (ICT) and real factors of weighty responsibility of managers have opened one more window to what is seen as the ICT-related thesis supervision model. One of such blended models detailed by a creator is the mixed learning model. In mixed learning (BL) research supervision, the job of the manager is that of demonstrating the primary wellsprings of data to be gotten to by the student in eye to eye counsels and by means of the Internet and libraries and afterward assessing what the student has acquired from it¹⁶⁷. This model is accepted

to have further developed the supervision interaction, decreased authoritative responsibility of the manager, and made a unique record of the supervision cycle. Students' assessment of the advancement shows that it has a restrictions which included failure to peruse non-verbal communication signals and looks as in up close and personal and being likewise seen to introduce correspondence in an unexpected way. Subsequently, accentuation on up close and personal contact from the get-go in the management cycle is essential to assemble affinity, trust, and understanding between the manager and student. In any case, one of the restrictions of this approach which may not be an issue in that frame of mind of the above research yet could be in the Nigerian setting is availability to ICT offices. Insights given by the National Bureau of Statistics shows that not very many approach different ICT offices in Nigeria¹⁶⁸. Nonetheless, from 2004 to 2008, this case college had a compulsory program for the arrangement of ICT offices, like ICT Centers (the AfriHUB), which gives ICT preparing and internet providers to the two students and teachers. This was trailed by the arrangement of PCs and free web admittance to all speakers. It is normal that the two instructors and students have filled in the way of life of involving these ICT offices for different types of instructive exercises. Various things hang out in the investigation of the different exposition supervision models inspected. These are the level of association and discourse between the manager and the supervisee from one perspective and the method of this collaboration (up close and personal or innovation intervened) on the other. Moreover, none of these models have been quantitatively assessed by the students who are key part in the entire course of paper management. In accordance with this, we propose four models of thesis management as follows: the eye to eye intuitive model, the eye to eye noninteractive model, the ICT-based intelligent model and the ICT-based noninteractive model. In this work, student and supervisee are utilized reciprocally It is a deep rooted practice to inspire data from

customers on their fulfillment with administrations got. Progressively, establishments of advanced education in the created nations have perceived their students as essential shoppers. Consequently the establishments consider the fulfillment of the students' requirements crucial to their reality. Student fulfillment alludes to the favourableness of an student's abstract assessment of the different results and encounters related with education¹⁶⁹. Student fulfillment with exposition management is accordingly viewed as an student's abstract positive assessment of the communication and experience with the manager during the paper composing process. It is accepted that the appraisal of students' fulfillment with instructive administrations has positive result for the two students and the foundation. It builds the possibilities of students' fulfillment of their program, their self-inspiration, and their progress in the program. Then again, the establishment would be more ready to convey administrations that would address students' issues and work on the administrations and the possibilities of the students returning for additional examinations as well as the students' positive proposal of the foundation to others¹⁷⁰. Understanding this way of thinking, such practice as student assessment of instructing (SET) was presented in most evolved countries¹⁷¹. The volume of examination causing to notice its importance and those scrutinizing the unwavering quality and significance of the training show how dubious it has become. In any case, assessment of exposition supervision which is a significant part of exploration preparing has not gotten much experimental investigation¹⁷². This need saw by a specialist was a that reechoed by a researcher "in numerous organizations it isn't normal to assess administrative experience." However, an exceptionally critical commitment to the assessment of exploration management model. He did a preliminary testing of the "student/manager arrangement model" as an administrative apparatus with four of his doctoral students. He noticed that the model improved student's exploration capacity which he depicted

as "skilled independence" to such an extent that one of the member's papers won that year's smartest student paper and therefore the member created "three refereed papers"¹⁷³." Apart from these recognizable marks of the viability of this model, he further looked for input from the students on the importance of the model, to which the greater part of the students remarked that they saw as the model helpful. Albeit a specialist study was a preliminary of a model's adequacy utilizing contextual analysis approach, the utilization of not very many students from a solitary division and accentuation on a solitary model are a portion of its limitations¹⁷⁴.

2.3.3 Perceptions of Postgraduate Students on the Relationship Between Thesis Development and Performance of a Supervisor

Different tertiary schooling elements in Peru have advanced a few drives zeroed in on working on the nature of advanced education. Legitimate contemplations, authorizations, positioning of top colleges, and permitting are obvious proof of worldwide rivalry and an "gas pedal" of advanced education reform¹⁷⁵. This change can be viewed as a reaction to globalization and developing contest among instructive foundations. The new University Law advances the consistent improvement of showing quality and examination improvement in Peru. It expresses that students perusing for a four year college education should embrace an examination project. In the mean time, postgraduate students are expected to introduce a unique postulation about on a particular theme when they finish their examinations. A proposition is a scholastic paper in research that includes delivering a foundational, thorough, novel, and innovative text¹⁷⁶. In this way, it involves research work that should be upheld and supported by a jury, and it is an essential for getting a degree. Composing a proposition requires a boss with information on and experience in research abilities and individual circumstances that permit to direct. In spite of the importance of examination management in postgraduate projects, research abilities are not vital

while utilizing scholastic staff¹⁷⁷. Then again, postulation advancement is connected with creating and organizing the proposal and requires students' information, research abilities, inspiration, and capacities. For sure, innovative work in postgraduate projects require great skills¹⁷⁸. The reason for an examination course is to foster exploration abilities, give preparing on the best way to build the postulation, and foster postgraduate students' show abilities. Ability aspect have numerous factors and it will be vital to zero in on 21st century skills¹⁷⁹. Given the meaning of the administrative cycle, a few manuals expect to help both the boss and the student in laying out great examination propensities and distinguishing how they could best explore the postgraduate excursion together¹⁸⁰. Be that as it may, regardless of the pervasiveness of books and guides connected with supervision, no book can really replace a decent supervisor¹⁸¹. Since proposal work is an extended endeavor, the communication boss student, as well as the manager's reaction to the student, are basic parts of the administrative process¹⁸². Any exploration in postgraduate level requires close contact between the manager and the student¹⁸³.

A creator contended that postgraduate proposal supervision has been more important than anything else to researchers as a fundamental method for building new information and creating information laborers. Finishing a theory on time is a test since it requires significant abilities, information, and determination¹⁸⁴. For some, students, being not able to complete their postulation inside the predefined time is a profoundly troublesome encounter since numerous students finance their own postgraduate examinations. It frequently implies that cash is squandered. The opportune fulfillment of a theories is a urgent issue looked by colleges that ought not be underestimated¹⁸⁵. A few examinations connected with sufficient supervision have proposed factors that impact whether a theory is finished effectively. One of these elements is the connection among managers and their students¹⁸⁶. While this relationship has been perceived as

critical, the advancement of bosses in supporting students during the examination cycle is as yet a moderately new and under-investigated area of study undertheorized and ineffectively understood¹⁸⁷. The reason for the current examination is to audit parts of managers' exhibitions through the view of postgraduate students. As indicated by a review, the job of bosses in the examination cycle is basic, it stated that it is a determinant of convenient postgraduate certificate fruition. Sadly, notwithstanding, scarcely any colleges spread great supervision rehearses among postgraduate students. A survey of the writing in postgraduate exploration management show that current examinations have zeroed in fundamentally on boss execution. In this examination, the difficulties were recognized as inadequate readiness of exploration management and conflicting criticism. Notwithstanding, there was any investigations connecting the two factors, for example, manager execution and proposal development¹⁸⁹.

As per a report, dissecting students' view of a supervisor is fundamental. Accordingly, this study inspects the mentalities that students have towards their managers' exhibition and the advancement of their theories. Management is an intelligent, cooperative component of the instructing and growing experience of postulation arrangement in an advanced education setting. These connections are key to accomplishing research abilities and capacities and scholastic composing proficiency¹⁹⁰. Supervision depends on relational connections between the supervisee and the theory supervisors¹⁹¹. Sufficient theory management is described by the ability to share encounters, trust, responsibility, and autonomy. These are angles that require the commitment of both the supervisee and the boss all along and all through the process¹⁹². A proposition boss gives guidance, mastery, time, information, and backing during postulation readiness to help the student in creating research skills¹⁹³. A boss has ability in a specific area of study and is named to the most fitting candidate¹⁹⁴. During the postulation composing process, the connection among

supervisee and manager serves in the improvement of the thesis¹⁹⁵. Theory advancement is an efficient and thorough cycle that sees a postgraduate student zeroing in on getting a degree and applying logical examination. The elements of theory advancement are (a) instructive, connected with cutting edge examination and analysis; (b) strategic, which connects with the technique used to determine the issue; (c) innovative, which alludes to the utilization of apparatuses and innovation important during the postulation arrangement; and (d) informative, which connects with the abilities important to sort out the proposal content¹⁹⁶. Composing a postulation has been viewed as important in the scholarly existence of postgraduate students¹⁹⁷. The manager works with the supervision interaction, yet it's anything but a clear endeavor since it is impacted by assorted and numerous factors¹⁹⁸. In spite of the significance of boss execution, hardly any investigations have been worried about students' view of this exhibition and its connection to the proposition supervision process. In spite of the fact that there are a few examinations underlined the assistance of bosses to students to be autonomous specialists by engaging and preparing them, the job that management plays isn't yet totally understood¹⁹⁹.

Boss execution can be characterized as the manner in which a manager satisfies their relegated assignments and commitments during the time spent a postgraduate student's postulation improvement. It is connected with the job capacities that a manager performs during the instructing growing experience all through the exploration period. Manager execution contains three aspects: mental abilities, individual characteristics, and job function²⁰⁰. Mental abilities allude to information, research abilities, and experience as an analyst. Individual characteristics are connected with managers' inspiration, close to home strength, and individual qualities, as well as emphatic correspondence, sympathy, and receptiveness to new encounters and learning¹²⁰. The job work is connected with a manager's liabilities. A creator portrayed the best

qualities of a proposal manager as learned, astute, multidisciplinary, clever, well disposed, and coordinated.

A boss' mental abilities are connected with the information and skill on subjects of exploration proposed by postgraduate students. They additionally allude to the examination experience and capacity to direct research work. The creator contended that a boss should be a specialist in the branch of knowledge, show a subject-related research theme, and be effectively associated with the examination to satisfy their job. A boss is viewed as fundamental to the examination cycle, even as far as the student's choice of their proposition point because of students' freshness in research²⁰¹. As per a review, postgraduate students esteem scholastic uprightness during the time spent supervision. Moreover, bosses should have a powerful information on research strategies, methods, and systems to sufficiently direct students. The analyst noticed that a few educators who satisfy the job of postulation bosses don't have the fundamental essentials to administer students. Considering that bosses have a positive effect during the theory improvement process, without the expected abilities might ruin the process²⁰². This might make sense of why proposition competitors don't necessarily in all cases accomplish their ideal capabilities or, in horrible conditions, don't complete their postulation. Under these circumstances, students give indications of nervousness and the failure to address their thesis²⁰³. Other advantageous qualities of bosses that have been recognized in the writing are the capacity to set up a definite arrangement with the proposal up-and-comer, a climate by which no limitations are put on students' remarks and suppositions, support in scholastic investigations, ideal criticism on scholarly examinations, simplicity of correspondence and open communication²⁰⁴.

A boss' very own characteristics allude to the steady attributes of a manager during the supervision cycle. During the time spent setting up the postulation, the postgraduate student is

dependent upon circumstances which might impact their advancement. The boss is expected to exhibit close to home strength, animate the student's self-improvement, show steadiness in the proposition management, and offer profound help to the student. A review contended that in the management interaction, students esteem bosses who encourage strong connections. The individual conditions of the boss are connected with their examination experience and abilities in scholastic evaluation, including the capacity to address students' necessities and urge personal development to assist the theory up-and-comer with setting up a good postulation and accomplish the skills of a top notch researcher²⁰⁵. Students put huge worth on strong characteristics, for example, being charming, insightful, and motivating confidence¹²⁶. A report expressed that proposition managers are likewise associated with students' private and close lives (for instance, individual issues, get-togethers, and their perspective) and consequently go past a simply scholastic relationship. Since proposition arrangement is a lone interaction and most alumni students offset their investigations with work and day to day life. They are many times subject to pressure or nervousness. To be sure, researchers have kept up with that postgraduate students experience pressure because of uneven characters among life and work or various assumptions among bosses and the supervisee²⁰⁶. Students have named openness, interest, and excitement as characteristics of an optimal boss. Trust is one more angle viewed as at the center of examination and management to accomplish research uprightness. Especially with regards to the new Coronavirus pandemic and social removing guidelines, managers and students should establish a climate of trust and certainty to accomplish results. Along these lines, the manager is the person who associates with the student and presents standards and values. Likewise, appreciation between the two gatherings can be an impetus for change²⁰⁷.

The job capacity of a manager is to practice control of the errands completed by postgraduate students during the improvement of the postulation as per the capacities and jobs laid out by the scholarly association. To play out the exploration advancement productively and really, the proposal manager knows and helps with specialized and systemic instruments to examine elective arrangements, methodologies, and methodology and utilize the most reasonable means to accomplish the objective. The manager plays a warning, scholastic, and institutional job. The first connects with students' fondness, mentalities, and feelings. Managers offer help when students are deterred and feel a little wary about how to manage scholarly requests. Bosses can pick different supervision styles, and these systems impact the students' creativity²⁰⁸. The subsequent job is perceived as a way to assist the student with creating self-learning and become a facilitator of cycles instead of an information specialist, empowering the student to utilize the library and to search for integral data by means of various techniques. The last job is played on the grounds that the manager is a connection between the establishment and the student. The manager ought to know about their job of being available to the instructive requirements of the student and giving opportune responses²⁰⁹. The manager ought to likewise educate students regarding the jobs and errands to be completed and keep tabs on their development and necessities. Nonetheless, a few difficulties might emerge, for example, conflicting criticism or the boss' inadequate preparation²¹⁰. As per a review, students view being enlightening as a positive characteristic with respect to the supervisor²¹¹.

2.3.4 Assurance in Thesis Writing and Supervision

It is great to begin this part with an all encompassing glance at management beginning with its action word structure supervise²¹¹. To regulate means to supervise, direct, to practice charge (oversee). Citing a creator, management "is an supervision work. To manage implies, to

coordinate somebody towards a specific expected objective accomplishment". The thing type of it which is management as indicated by a report is "the activity, cycle, or control of administering, esp. a basic watching and coordinating (as of exercises or a reason for activity)"²¹². A report likewise characterized quality affirmation as "a program for the deliberate observing and assessment of the different parts of a venture, administration, or office to guarantee that principles of value are being met"²¹³. This action of watching, coordinating, managing, directing, observing, assessing, adjusting, and so forth is directed by somebody called a boss. A creator sees a manager as a "foreperson, administrator, mentor, facilitator and organizer". He proceeded to arrange a boss with regards to a postgraduate management. As "one in a place of trust, to direct the student throughout the exploration work, while being considered answerable for the nature of work and execution in accordance with the examination rules and assumptions for Graduate School". From the prior, one could infer that a manager is one in a place of trust to direct, coach, direct, watch, supervise, oversee, work with and coordinate the examination work of an student to guarantee quality exploration report. To this end when the supervisee bombs the manager shares the blame²¹⁴. A manager ought to be engaged and aware of his obligation since supervision is a method for reviewing his work. He ought to show worry to his supervisee in light of the fact that the supervisee's prosperity is the manager's prosperity as well as the other way around.

2.3.5 Idiosyncracies and Ethical Considerations in Thesis Writing

The meanings of quirk 1(a) "an eccentricity of constitution or disposition; an individualizing trademark or quality; (b) individual excessive touchiness (regarding a medication or food) 2. Trademark characteristic (as of demeanor) ²¹⁵." Idiosyncrasy has to do with individuals' conduct now and again obscure to him or unnoticed by him. Things individuals do unwittingly that influence their relationship with others. Eccentricity can compare with idiosyncrasy which is an "misrepresented or impacted adherence to a specific style or way". Idiosyncrasy is a "trademark and frequently a cognizant mode or quirk of activity, bearing or treatment" ²¹⁶. Quirk could be a shaped propensity with steady practice. When framed it is done unwittingly. Eccentricity is somebody's exceptional troublesome way of behaving despicable by partners. A person in somebody should be changed on account of its unpleasantness. A manager having such an accomplishment puts off his supervisee who may not completely comprehend the reason why his boss is showing sure mentalities towards him. The arrangement is paying attention to companions who might guide out your deformations toward you. The following and best arrangement is to request that your maker remold your personality.

Whenever a manager has idiosyncrasy it influences his supervisee and conversely influences the exploration yield. This paper features a portion of the characteristics displayed by bosses and proffer solutions for them beyond what many would consider possible. All peculiarities or idiosyncrasies may not be referenced. It is better finished by analysts. Taking everything into account endeavors will be made to point as many as are recollected that would influence quality affirmation. One more issue that should be tended to in supervision is morals. Morals has to do with profound quality and matters of good and bad. Each religion has a governing set of principles which could be called regulations or rules and guidelines directing their way of behaving. In Christianity, it is known as the Ten Commandments which specified the OK ways

of behaving expected of Christians. The whole Bible is the development and clarification of the Ten Commandments. The Moslems have theirs, the conservatives have theirs, the Budhists and different religions have theirs. Going in opposition to these implicit sets of principles predicts destruction. As per a report morals is an amassing of values and rules that address inquiries of what is positive or negative in human affairs²¹⁷. Morals looks because of explanations behind acting or avoiding acting; for endorsing or not supporting behavior; for accepting or denying something about highminded or horrendous direct or great or detestable standards. A report in a plain structure recorded eight moral issues facing analysts to incorporate safeguarding members' obscurity, presenting members to mental pressure, utilization of exceptional hardware and strategies, including members in research without their insight, utilization of duplicity, utilization of intimidation, selling all the while assuming a pretense of examination, and causing shame, impediment, or offense²¹⁸. However Smith and Quelch's review was tending to members in exploration and promoting of examination result yet there are parts of the recorded issues that influence bosses. There are sure ways of behaving and rules that are unfriendly to the instructing calling. Management, which is a more elevated level of showing task, requests more elevated level of profound quality since it is a task of trust.

Know about monetary contemplations/suggestions in management. There are bosses whose psychological direction and hankering is cash. Financial prize is normal for any easily overlooked detail done. This in some way compromises quality since the sum offered rises to the consideration given to the work. Unfortunate students endure by unfortunate management and deferral in graduation. Foundations reward supervision with an allowance. Regardless of how little it will be it ought to be acknowledged with joy. Cash isn't all that matters. Notoriety and trustworthiness are fundamental ideals for managers. At the point when one offers for

supervision appreciation for the manager has been sold. The management turns into an agreement which the supervisee has paid for and in this way has no respect for his coach. Recollect that as you are overseeing a postgraduate work the supervisee is copying a portion of your ways of behaving. He might want to do as you did.

All together not to be blamed for requesting for cash, a few managers demand for other free, for example, re-energize cards, sacks of rice, powering their vehicles, greeting to a café, fridge, printer, PC, costly telephones, and so forth. The supervisees do every one of these in light of the fact that they need to graduate. The eventual outcome of this way of behaving to the boss is a soured relationship. A few managers acknowledge nothing from their supervisee regardless of whether they are given willfully not in response to popular demand or impulse. This sort of conduct places dread in the psyche of the supervisee. There ought to be a mid way between these two limits. Anything that will spoil the appearance of the manager ought to be stayed away from. There should be a welcoming connection between the boss and the supervisee even after meeting.

All kinds of people could annoy one another. Lewd behavior is one of the most ridiculously horrifying ways of behaving of a boss. By inappropriate behavior it implies requesting for sex in other to do what is expected of you; for this situation, mentioning for sex to manage the competitor well. Issue might follow assuming the student declines. It is awful to such an extent that a few students particularly the female students, never moved on from the college. They either shift school or forsake the direction. A few managers might frame a club that the student who will not yield may never graduate in the school in light of the fact that the one requesting for sex probably let his associates know what unfolded. The student is generally the person in question. Quality is compromised when the supervisee yields in light of the fact that the manager might accomplish the entire work for the student. This could be seen on how the manager will be

vivaciously guarding the up-and-comer and may not permit the possibility to talk during introductions. Inappropriate behavior or shame is a corrupt way of behaving that has everlasting results. It is denounced by practically all religions and it has its wellbeing suggestions.

Neatness is close to authenticity is a well known aphorism. Certain individuals find it challenging to shower, clean their teeth, wash their garments, and make their hair. A few bosses' workplaces are their kitchen and the plates used to eat porridge beans (Moi) since multi week will be there unwashed and smelling. The supervisee won't utter a word however will feel awkward. Whatever is being said won't be acclimatized on the grounds that to him he will say 'do speedy let me leave'. When a supervisee's psyche isn't in what is happening, how might he acclimatize? Fixation is required for cognizance, understanding and absorption. Where these are deficient with regards to, quality is compromised. Certain individuals need feeling of smell as a wellbeing challenge however others couldn't care less, they are utilized to it. So it is mannerism which influences management. Indeed, even the individuals who need feeling of smell they can see soil and shape becoming on rotting materials.

The canny remainder of all students isn't something similar. A few students are quick students and comprehend their bosses effectively and rapidly while it requires investment for the sluggish students to figure out the clarifications of the managers. Understanding the learning capacity and ability of the supervisee is vital in knowing how much tolerance to practice with the student. Concentrate on your up-and-comer and hold on for him. Tolerance is the watchword. Show restraint toward every one of your students. Once in a while the clever ones might have family issues that might hamper their capacity to fathom. Enquiring for the government assistance of their families is essential for the prerequisites of a boss. Managers ought to really focus on their supervisees.

Management isn't battling. Individuals are brought into the world with various demeanors and in this manner act in an unexpected way. Some are hot tempered while others are cool or gentle tempered. A wise boss ought to know what his demeanor is. Assuming he knows that he is a hot tempered individual he ought to have the option to control his disposition. A hot tempered individual is a harasser, talks heedlessly, puts supervisees in a horrible mood, acts nonsensically, doesn't get a grip on his feelings, mishandles his supervisee, censures damagingly and may in inconvenience will not oversee the up-and-comer. The resultant impact to the supervisee is dejected and lament. Whenever the assurance of a supervisee is down, the nature of the work is impacted. To guarantee that quality is kept up with the boss ought to remain calm. An agreeable manager, a despairing, is all around as terrible as a hot tempered boss since everything and anything goes. More often than not, the attitude of a despairing varies. Such characters are boozers. Furthest point of any personality is terrible, see as a halfway.

Quality confirmation includes nature of result as well as term of creation. An expert degree course requires somewhere in the range of one and two years and that of PhD requires somewhere in the range of two and four years under ordinary conditions. Malignant teachers or managers whose PhD degrees required eight to a decade or more might maintain that their up-and-comers should remain as lengthy when they come for theirs. The bosses generally say, "Do you imagine that to get a PhD is so natural, it took me 10 years to get it, for what reason are you in a rush?" As it happened to them they believe the equivalent should happen to their supervisees. Recall that you are not working in a similar report climate. At the point when you did your certificate there probably won't be PCs or the web to make things simple for you. You utilized typewriters to type your proposal and all adjustments were physically finished. A few bosses

have this mentality in them which is counterproductive. Retribution has a place with God, excuse. Permit your supervisees to get done according to schedule! Let a defer not come from you.

Legitimacy is the capacity of a review to quantify what the specialist plans to gauge. This, the vast majority of the times, is tried involving the instrument for information assortment. "Legitimacy is best tried by contrasting the discoveries and a reasonable "highest quality level". On the off chance that no test can be utilized as a standard, relationship with anticipated results (prescient legitimacy) or other anticipated connects (develop legitimacy may be investigated" 141. There are no less than seven methods for approving an exploration instrument: inside legitimacy, outside legitimacy, face legitimacy, consensual legitimacy, rule legitimacy, prescient legitimacy. At least two could be utilized for an instrument. A boss should be certain that this test is completed before the supervisee manages the instrument for information assortment. Pre-test is regularly done to test the instrument. An expert in the space of the student's examination should be drafted to guarantee legitimacy of the instrument particularly assuming that the poll is self-built. A defective survey accumulates a questionable information and a phony end results. A took on survey ought to likewise be approved on the grounds that climate and delay probably granted on it. Dependability test is a specialized scientific control. A unique scientific instrument is utilized to test the value of the information assortment instrument. An analyst or a learned scientist cum boss ought to know the procedure to test for dependability. "Unwavering quality additionally named reproducibility or repeatability is the steadiness or the consistency of data. That is, the degree to which comparable data is provided or acquired when an estimation is performed at least a few times (test-retest)" ²²⁰. Research is all inclusive and not neighborhood however every examination has its nearby climate, every information gathering instrument when embraced ought to have the option to replicate a similar outcome it indicates to create

somewhere else. A boss should be certain that any self-built poll in any event, when adjusted or embraced should be tried for consistency. Cronbach's alpha is generally used to test for unwavering quality of instrument particularly in the sociologies.

However theory composing isn't for untimely students, wariness ought to be practiced but rather to pressure the student to hurt his psychological wellness. Each student has his limit. Each student has his assimilation limit. It is an obligation of a decent manager to know the mental ability of his supervisee. Bosses shouldn't over-burden their supervisees to the degree that they become troubled and insane. The manager might be considered liable for any psychological pressure caused to a supervisee because of effort of an excessive amount of work from the boss. However you probably won't be an analyst, you ought to know the restriction of your up-and-comer's degree of mental stretch. When you have drawn in your supervisee for certain testing conversations you ought to have the option to know his learning capacity and limit. Permit your supervisee to openly chat with you. Realize his family foundation, his initial years' schooling, his infirmities, if any (be mindful in inquisitive for this, be thoughtful), his justification behind doing the exploration, and so forth. How articulate and open the student is will assist the boss with having a thought of the applicant's scholarly ability. Follow him as indicated by his capacity. Try not to drag your supervisee however lead him.

A few bosses' make quip of their supervisees calling them names. This is offensive and inappropriate. Inciting supervisees may prompt mental pressure. Giving the supervisee an excessive amount of work (past his adapting limit) isn't empowered. A few bosses, from the primary communication with their supervisees, beat them down. Some advise them to proceed to bring 50 articles from diaries and 20 course readings on the title they need to compose on. A few bosses might advise their students to download 200 applicable articles and ship off them prior to

beginning to compose anything. These could be upsetting. Make-up is a decoration to upgrade appearance. Balance is adequate in each general public. At the point when it is unnecessarily done the individual seems to be a disguise. This is a way of behaving that the adherer may not know about subsequently, peculiarity. Whenever a manager is unreasonably embellished, it might divert the consideration of the supervisee. The women are for the most part impacted. The men might be the inverse, rather than dressing intelligently and brush their hair well they dress in worn out pants, leave their hairs and whiskers dispersed. It is shocking to see that bosses who ought to be good in their appearance ought to dress or keep themselves pitiful. Wearing of long hairs by men is unsuitable in certain societies. Men wearing ear rings and nose rings and having tattoos are essential for unnecessary make-up. Rather than the supervisee to be involved by his work the presence of his boss assumes control over his consideration compromising quality. Women need to look pretty, however not to the degree of deforming themselves to become objects in a documents. Make-ups are great improvement for beautification yet when it is managed with no thought with its impact to spectators, it becomes perilous. Supervisees, rather than focusing on directions on the most proficient method to develop their examination work might be occupied by their bosses' standpoint. So keep away from extreme make-ups and dress corporately.

Data and Communication Technology (ICT) is controlling this present reality. With ICT, a ton of data issues until recently upset by distance and haziness are tackled with the ownership of proper devices of network to snare on. This age is supposed to be ICT indigenes while the individuals who are 50 years or more are ICT outsiders. A significant number of those brought into the world from the 50s up until the mid 70s find it hard to acclimate to the utilization of ICT, and a considerable lot of them are the educators and speakers and managers of the 'indigenes'. The

supervisees are ICT compliants while the bosses are ICT "outsiders". What an inconsistency! Ought to the supervisees be the educators now since the world isn't retrogressing however advancing? The arrangement is the capacity of the bosses to proceed to learn to be taught. An informed individual is somebody who has close to zero insight into everything while a learned individual is somebody who has a profound knowledge of something specific and can philosophize about that thing. For this reason we have the degree, PhD, which is Doctor of Philosophy. The issue isn't absence of the information on ICT as such, however the failure of the manager to become familiar with the new innovation. An informed individual ought to can learn, forget and relearn. The non-work to secure new information is the issue When a boss decides not to realize what is "moving" because of his assumption of the 'futility' of the gear in view of the meticulousness he imagines in learning it, then, at that point, he isn't deserving of being a teacher cum manager. Managers ought to be available to new learning advances as they improve quality and simple growing experiences. A boss' failure to learn shouldn't comprise a hindrance to the supervisee's advancement. Take, for example, the counterfeiting indicator programming, on the off chance that a boss doesn't have the foggiest idea how to utilize it might you at some point envision what is lost by this accomplishment.

There are other hated ways of behaving of bosses which will be featured here however not expounded. Every one of them tends to put off the centralization of the supervisee in this manner hampering his readiness and fixation. Coincidentally such mentalities lead to unfortunate exploration result and compromise nature of work. Chuckling humorously within the sight of your supervisee is definitely not a decent demeanor. Supervisees might ask why their boss is so 'loud'. Numerous contemplations might come from him about this unpredictable way of behaving of yours. Snicker gently when you are with individuals other than your customary companions

who know your methodologies. Picking the nose is one more eccentricity that the people who are utilized to it don't know about its extreme aversion to other people. Assuming that you are where individuals show love and appreciation by hand shake that it is so natural to soil their hands with wet and dry mucous from your nose. Aside from this, simple seeing you pick your nose is repulsive.

Similarly nauseating are scratching your armpit, private parts, and your hair; eliminating soil from your fingernails; eliminating upsetting hairs from your nose and ear; noting telephone when you are truly examining issues with your supervisee particularly when your voice is high and so on. These are ways of behaving that ought to be kept away from. Some of the time they are essential for individuals; they are accustomed to doing them without focusing and for that reason they are characteristics. Attempt however much you can to restrict these ways of behaving. Anything that removes the consideration of your supervisee from the examination diminishes the nature of the work and influences the nature of the exploration. In the event that you have not known about them, this is the open door. Quality assurance in dissertation research supervision is not a raw egg that should be handled with care but a giant viper that should be pursued with a sledge hammer. The product of a research work is equal to the effort put in producing it. The reputation of a supervisor is at stake because the supervisee is not solely responsible for his research output. A supervisor cannot exonerate himself from the impediments of a bad research output. From the beginning when a supervisee is assigned to a supervisor a serious business has begun. The earlier the supervisor knows this the better for him and the more careful he becomes. So, the supervisor should do everything possible to ensure that quality is maintained. He has two things to do: (1) Assurance that the student has done all the rudiments of research, and (2) Assurance that he comes out not indenting his image. These two duties this paper addressed.

Avoidable behaviors tagged idiosyncrasies have been succinctly dealt with. The aim is to help the supervisors to be aware of some abhorred behaviors that might lead to poor research outcome which eventually compromise and distort quality research output.

2.3.6 Evaluation of Doctorate Dissertation in Universities in Nigeria

Executing doctoral research, which can be an arduous task, necessitates the painstaking selection of supervisors and assessors to evaluate the research work of PhD students in most universities. Care is taken to avoid works that depict mediocrity being pushed forward before panels of research defense where they can expose the naivety of the student, supervisor and assessors of the work. As a result, a doctoral research supervisor and/or assessor should have in mind that in supervising or assessing a candidate, he or she is equally being supervised and assessed by the discerning public. Demand for doctorates in Nigeria was examined and found to have increasingly become high despite the fact that qualitatively, there seems to be little or no evidence of programme improvement²²². This demand was heightened by the Nigerian Universities Commission's (NUC) decree that every lecturer in the universities in Nigeria must obtain a doctorate degree before rising to the rank of a senior lecturer. The increased enrolment into PhD programmes seems almost directly proportional to the increase in the need of supervisors, and the academic experiences with these support staff differ¹⁴⁵. In doctoral supervision, a good relationship between the supervisor and supervisee is one of the most enduring relationships one can ever have²²³. Strong, regular contact between them is encouraged because it is a mentor-mentee relationship. The supervisee is expected to tap into the knowledge base of his supervisor, who should be more experienced in the field of study/endeavor. This implies that the student should be shown by the supervisor how to write and successfully complete a dissertation based on explicit guidelines (rubrics) which not only will be used in

evaluating the student, but the student can also use to pre- evaluate his or her performance as the work progresses. Some benefits of using rubrics include increased scoring consistency, the possibility of facilitating valid judgment of complex competencies, and promotion of learning²²⁴. The potential in rubrics rests on the fact that they clarify criteria and elucidate expectations; hence feedback and self-assessment are enhanced¹⁴⁶. Doctoral supervisors play a critical role in doctoral education, and ‘good’ doctoral supervision is crucial to successful research education programmes¹⁴⁷. Supervision is crucial to the work of academicians and is in itself a social activity; hence supervision requires painstaking work with a student while simultaneously giving heed to the broader scholarly community²²⁵. Supervisors and dissertation assessors provide a PhD supervisee needed guidance in a doctoral journey to gradually move from being a novice to becoming an expert in a specialized field of study²²⁶. In the production of doctorate degree holders in different areas of academic venture, there should be explicit evaluation criteria or rubrics clearly outlined to indicate how such students are to be assessed and supervised²²⁷. PhD dissertation, being the ultimate academic product in a doctoral programme, showcases its author’s training as well as the technical, analytical and writing skills he or she imbibed during the programme²²⁸. When a student successfully completes his or her research work and is ultimately awarded a doctorate, it is expected that such a PhD holder should be able to execute scholarly work independently and be seen as an authority at it²²⁹.

Of recent there has been increasing interest in the improvement of standards in doctoral research, much of which has focused on generic research skills training, albeit that other crucial supervisory aspects like welfare, mentoring and support arrangements need a cursory look as well¹⁵³. In a study of 20 British universities’ processes of awarding PhDs, it was found that although there was a high degree of inter- institutional consistency in terms of key criteria for

doctoral awards, a cursory look indicated a variation in conceptualization and operation of supervision and examination among the studied universities²³⁰. The need for explicit assessment criteria among Nigerian universities is buttressed by the fact that many supervisors and assessors on being asked, often do not agree to be in possession of explicit summative and formative evaluation criteria for treating PhD work. At the Faculty of Education in one of the universities studied, a postgraduate student is usually given a manual stipulating how research work is to be carried out at programme commencement, which merely serves as a guide on dissertation writing, but does not go to show the evaluative expectations of the research work. The National Universities Commission (NUC) in Nigeria enjoined all Vice Chancellors of Nigerian universities to ensure quality in doctoral dissertation via appropriate measures and by strict attention to dissertation supervision²³¹. This is warranted by the fact that dissertation supervision has been generally viewed as a major determinant of the quality of dissertation. It is however not determinable, on demand, if this standard has been partially or fully implemented in most universities in Nigeria due to the politicization of the educational sector, particularly at the tertiary level²³². No one can assuredly say that there are nationally accepted criteria for supervising doctoral candidates in Nigeria, although scores of them are graduated from Nigerian universities annually. Evaluation criteria, however, do exist, despite the fact that faculties often refuse to write them down (implicit criteria), and could help faculties develop informed measures of learning outcomes²³³. These measures, an author continued, would constitute reliable indicators of success in research training, provide an evaluative platform for doctoral programmes, and allow for greater objectivity in comparison among them in that such measures would also validate evaluative measures at doctoral level across candidates in a field of study. Due to the attention paid to the PhD programme in universities in terms of financial and

administrative input, it is imperative to determine which criteria are in place for the assessment and supervision of PhD students in order to justify the inputs and the loftiness of the programme. One may then ask: how do we determine which dissertation is acceptable enough for the award of a doctorate degree? How do we know the one that met required standards, and how do we ascertain and determine these standards? These are some of the questions that come to mind after a dissertation has been certified good enough to lead its author to the award of a doctorate.

2.3.7 Roles and Responsibilities of Supervisors and Postgraduate Students

A role is a set of responsibilities, obligations and duties that are associated with any given position that an individual holds in a particular context²³⁴. An author purports that to supervise means to direct or oversee the performance and a supervisor is defined as the person who supervises research work of a student²³⁵. A researcher sees that the power relationship is less equal with the supervisor adopting an instructive and directive role¹⁵⁸. Although an author believes that supervision is a direct responsibility of supervisors, it seems equally important that supervisors do not see standing over and above as a reason for being authoritarian¹⁵⁸. Instead of adopting authoritative roles, the study considers that a supervisor should be a role model and should be an authority on the subject as postgraduate students experience difficulties with supervisors who have insufficient knowledge of the area in which they supervise. Each of the word that describes the supervisor as the director and overseer implies the extraordinary authority given to the supervisor and that leaves very little space for the one who is being supervised to exercise initiative and have meaningful input in the research process²³⁶.

Most of the reviewed literature texts not only position supervisors in terms of professional and personal qualities, but also link these qualities to specific roles. The study identifies four

different roles of supervision as advisor, guide, quality controller and pastor, he describe the eleven roles of supervisor as director, facilitator, adviser, guide, critic, freedom giver, support, friend, manager and examiner. By implication, supervisors are to play the multiple roles in postgraduate supervision to cater for individual's learning needs. He also perceives the role of the supervisor as to provide technical and emotional support. Exploring the two domains of the supervisory relationship; technical expertise may be easier to quantify but emotional intelligence is somewhat harder to determine due to subjective nature of the human relationship. Of course, supervisors are human and they also, like postgraduate students have strengths and weaknesses²³⁷. A study suggest that the supervisor must have sufficient social and technical skills to deal with emotional and cognitive aspects of Masters research. He maintains that a supervisor is a manager who ensures that the postgraduate students are performing what is required of them such that the department will make its contributions to the University's goals. In somewhat the same vein he advocates that a supervisor need to give postgraduate students time to work independently and creatively bearing in mind that he is equally responsible for the success of the postgraduate students' work. While supervisor-supervisee relationship has been acknowledged as an important factor directly influencing the success or failure of postgraduate supervision; mentoring has also been identified as a critical ingredient in the research supervision process²³⁸.

A study claim that mentors, are "advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; masters; in the sense of employers to whom one is apprenticed: sponsors, sources of information about, and aid in obtaining opportunities; models of identity of the kind of person one should be to be an academic". The supervisor as a mentor also supports the candidates' development offering both personal and professional support. The report affirms that the supervisor plays a gate keeping

role so that the supervisee has the opportunity to become a member of a professional community. Therefore, mentoring, supporting, constructivism by the supervisor could lead to the personal growth of the candidate and could result to the candidate becoming an independent researcher. However, potential problems may exist in the relationship between mentors and mentees of different genders, races or ethnic backgrounds²³⁹. Considering the domains of supervision which include administration in their department involvement in the teaching and research activities, it seems unlikely for supervisors to perform all the stipulated roles for all the postgraduate students they supervise. The effect of these multiple roles and demands could be that supervisors may find themselves in difficult positions of having to provide encouragement and support to postgraduate students while enforcing institutional roles and project deadlines. It is these fundamental conceptual difficulties which may create problems in understanding the relationship when it breaks down and puts completion of research studies under threat. Yet, little guidance is offered to prepare supervisors for these multiple roles hence a scholar argued that it is left up to an individual to develop an effective teaching style through trial, error and self reflection. Not only does the role of supervisor seem to be complex as research practices change, but also the expectations of supervisors and supervisees are likely to vary²⁴⁰.

2.3.8 Expectations of Supervisors and Supervisees

When both postgraduate students and supervisors disregard their roles and responsibilities problems may arise. believes that different expectations of both the supervisor and the student remain a concern on supervisory relations. The goals could give rise to conflicts and tensions in their relationship. While the supervisor may strive for quality and push postgraduate students

towards independence; the student may have a desire to pass the degree in order to change careers or for job promotion and pull for handholding throughout the research project²⁴¹. These reasons seem to be seldom strong enough to sustain the postgraduate students in the research process. The study claim that there are postgraduate students who are so uncertain about their ability that they ask the supervisors' approval for every minute of their studies. This goes against the academic requirements that a postgraduate student have to demonstrate the ability to work independently²⁴². Not only can postgraduate students be initially seen as dependent on the supervisors; but they are ultimately expected to develop and become independent researchers.

Seemingly, postgraduate students are challenged on becoming both dependent and independent researchers²⁴³. Thus, postgraduate supervision as a form of developing postgraduate students to become independent researchers may encounter misaligned expectations between the supervisees and supervisors which by being mistakenly assumed or less communicated may give rise to challenges more than benefits.

Supervision is a communicative activity and needs to be based on theories of language and communication²⁴⁷. Such communication might include amongst other things, specific dialogues between the student and the supervisor. These dialogical activities can involve talking, thinking, acting, and active participation in supervision sessions. A study have identified that supervision is not limited to face to face dialogues but involve different types of interaction such as written comments and e-mailing. However, given the different social and institutional positions of supervisor and postgraduate students channels of communication in supervision seem to be unequal. For the author, successful supervisors are good communicators, able to delegate, fair, provide feedback and constructive criticism. If supervisors are to be effective, it is necessary for them to be capable of carrying on a critical conversation about supervision itself with colleagues

and postgraduate students (Ibid). However, these requirements may pose challenges to both supervisors and postgraduate students indicating therefore that supervisors too may have poor interpersonal skills²⁴⁸.

A similar author acknowledges that supervision of postgraduates is a process that involves complex and interpersonal skills. These skills range from guidance of the selection of the research topic, research proposal presentation, methodological choices, documenting and publishing the research report, maintain a supportive and professional relationship as well as reflecting on the research process. It is evident therefore that supervisors require effective interpersonal skills²⁴⁹. It is these interpersonal skills that make it possible for supervisors to interact and communicate with their postgraduate students effectively about their research studies. A study have discovered that most dissatisfied postgraduate students complain of poor communication with their supervisors and a lack of common understanding of what supervision entails. Similarly, most dissatisfied supervisors accuse their postgraduate students of carelessness, laziness, inflexibility and of not willingly accepting criticism and challenges²⁵⁰. Challenges in MEd supervision such as poor communication have been blamed for non-completion of Masters degree²⁵¹. It has been noted that language barriers, lack of cultural specific knowledge about intellectual demands of a Masters degree can hamper effective communication between the postgraduate students and supervisors. Feedback to research postgraduate students is a vital aspect with multifaceted functions in postgraduate research supervision. Yet, “providing feedback which combines thoroughness and sensitivity, and which is necessarily critical, analytical and evaluative is a difficult balancing act”²⁵². It demands attention not only on how but also on what feedback is given and received.

A study maintains that postgraduate students report that they are not given constructive criticism of their research studies by their supervisors. Females taking postgraduate programmes feel that they are in a more vulnerable situation than their male counterparts²⁵³. But, another author defends by saying that some male supervisors are too scared to criticize a female student for fear of an emotional reaction. In cases where female postgraduate students are supervised by male academics, there are times when women postgraduate students may encounter difficulties as a result of not having a female academic as a role model²⁵⁴. It affirms that receiving critical feedback can be emotionally difficult for writers as in some instances it may be counterproductive and damaging to postgraduate students' self-esteem, thus negatively affecting the learning outcomes. The study indicates that postgraduate students who have high self-esteem and strong academic abilities tend to have proactive attitude towards critical feedback; whilst postgraduate students with low levels of confidence and academic competence are vulnerable to unfavourable judgment. The author is of the opinion that excessive criticism from supervision has been blamed for feelings of inadequacy, loss of confidence and non-completion of dissertations. In contrast, another author argues that while postgraduate students should not feel they have to agree with everything; they ought to hide their feelings of embarrassment and anger, suppress the desire to justify the criticized work immediately and be grateful to the supervisors' criticism²⁵⁵. He noted that engaging with supportive and sensitive supervisor who exposes postgraduate students to constructive criticism helps postgraduate students to adopt and develop a critical stance in relation to their work. But, some postgraduate students are unlikely to see the differences between feedback and critical comments of supervisors. Yet, constructive criticism can be necessary if good work is to be produced. The reality in practice, as noted by is that "the relationship, and resulting communication, is influenced by the roles adopted by both the

supervisor and the postgraduate research student". In long distance supervision, the lack of personal contact has an effect on postgraduate students who feel isolated or unacknowledged²⁵⁶. Yet, the flow of communication which is an instrument of power which functions as a coordinating agent of people's perception comes from the top. Research has shown that the way feedback is given might suggest or create a different relationship between the supervisor and the supervisee²⁵⁷. A study look at the written feedback in terms of three fundamental functions of speech: referential, directive and expressive. Expressive feedback which consisted of criticism, praise and supervisors opinion were perceived by postgraduate students as the most beneficia¹⁷⁵. It recommended a conversational approach to giving feedback because postgraduate students depend more on supervisors' feedback for the approval of their proposals. However, although such verbal exchange of ideas are valuable what is shared in conversations can sometimes be forgotten as compared to writing comments which will allow the student to reflect on and address specific issues. In cases of unfavourable feedback concerning the supervisor or reports of unsatisfactory progress on the part of the candidate, postgraduate students are mandated to consult the Head of Department in an attempt to resolve such matters²⁵⁸. This is in line with the University review to monitor the standard of postgraduate research degree awarded in its name and the quality of the education provided to enable postgraduate research postgraduate students to attain those standards²⁵⁹. This then implies that the relationship between the supervisors and the supervisees have to be a working relationship striving towards achieving independency on the part of the supervisees.

A study claims that postgraduate students have a problem knowing when and how often to consult their supervisors. This then correlates with recommendation that different students be supervised according to their abilities, needs and requirements. It is believe that meetings

between supervisor and supervisee tend to be dominated by technical and logistic elements whereas issues concerning behaviours and expectations can become taboo topics. Because of many other meetings, the supervisor may not be available at all times for consultation with the student²⁶⁰. Furthermore, other administrative work demands may detract time available for consultation. The study indicates that mature age postgraduate students from previously disadvantaged communities and remote locations frequently find themselves disadvantaged in supervision context as they have limited knowledge of research skills. Postgraduate students' cultural background and experience can impact significantly upon his educational opportunity and achievement²⁶¹. The study list also in references is an important contributor to the debate about cultural deprivation. His theory of cultural and social capital refers to the knowledge, experience, attitude which the student bring with them when they enter the supervision arena. The author asserts that some postgraduate students may have the capital which match the expectations of the supervisors, are able to invest profitable and can increase their cultural capital . By implication, postgraduate students may bring to the supervision sessions various challenges in terms of acquired research skills, academic writing and use of technology. Seemingly, postgraduate supervisors ignore the fact that part-timers may not all possess the same cultural capital as the full time postgraduate students. Hence, advocates that the implications of the theory for postgraduate supervision is that supervisors have to be sensitive to postgraduate students' cultural capital differences. For a study on postgraduate students experience fears not only constructed by supervisory relationships but also constructed within wider cultural and institutional processes.

An authors noted different styles of supervision in relation to relationships between supervisors and postgraduate students. The study distinguish between a business, product-oriented

supervision versus a more personal, process-oriented relationship. The personal-process-oriented relationship type has its focus on building and maintaining relationship and shows minimal interest on the research work²⁶². Such relationship is relatively known as friend-friend supervisory style. In business-product-oriented supervision style, The study describes the relationship of supervisor and student as master and servant where there is a distribution of power and authority.

A study view in master-slave relationship the master is in control of decision making and has the final say whilst the slave obeys without question. The study affirm that postgraduate students are treated as slave labourers as they are pushed into more areas of research and have to pull from their own resources in instances where supervisors are not interested in their research work. But, a study warns that too much control on product orientations threaten the originality of research project and the autonomy of the novice researcher. An author view the relationship between a supervisor and the student is likely to be a unique one in which there is an unequal balance of expertise and power. The study also notes that when the supervisor is described as the knowledge expert certain power is conferred on the expert on behalf of somebody, a process that can displace the voice of the student in learning and research. Of course, supervisors may be generally competent in the research field but they may not necessarily be knowledge experts as postgraduate students may bring to supervision rich experiences from their professions. There is evidence that many supervisors themselves lack knowledge and expertise in research methods¹⁸⁹. In line with the above perception, supervision can be a context for the display of unequal power relations²⁶³.

There is unequal power that exists between supervisors and postgraduate students in terms of skill, authority and experience²⁶⁴. For an author, the relevance to power in supervision is twofold:

structural power where postgraduate supervisor have an institutional position and function and the relational power which includes the relationship between the supervisor and the student. He ascertains that the supervisor is the one who grades the students he thus finds himself in a position power. The “power of the grade” possessed by the supervisor as well as the title “university supervisor” often compels the student to conform to anything to make the supervisor happy¹⁹². He refer to the awareness of postgraduate students of their supervisors’ authority on the subject and the power this confers in the supervision relationship. Of course, supervisors are powerful factors in student academic life but how their power will be employed remains a concern for many postgraduate students. Alternatively supervisees might experience another supervisory style in friend- friend relationship. This, in turn, implies that different supervisory styles may be employed in different supervisory scenarios for different supervisees.

The author argues that the relationship between supervisor and student should neither be built on customer-supplier relationship, nor on expert-novice relationship, but rather be constructed as one of freedom and friendship. Notion of freedom and friendship in postgraduate supervision provides postgraduate students with help in positioning the supervisor as a critical friend. A critical friend is a trusted person who asks provocative questions, provides data to be examined through another lens and offers criticism of a person’s work as a friend²⁶⁵. Different expectations of the postgraduate students from the critical friend can create tensions because some postgraduate students may be interested to know about their strengths than an honest answer on their perceived weaknesses. In the light of the above argument Carlson affirms that neither is a critical friend someone who embraces the role of an expert nor can he be negative, fault finding or judgmental. Instead he may share his experiences on what is supervised and suggest useful references to support the postgraduate students on their research studies. By implication,

supervisors may assume the role of a critical friend in supervising postgraduate MEd postgraduate students. A small exploratory study finds that professional masters' postgraduate students regard supervision as a two-way exchange of learning and ideas. Viewing supervision as a collegial two way learning process is likely to be a healthy way of reflecting upon supervision and its potentials rather than considering supervision as a hierarchical relationship between postgraduate students and supervisors. In this regard, the supervision relationship not only scaffolds the professional and personal needs of the student, but it is also a vital link between the student and the supervisor²⁶⁶. Although there are nurturing and supportive elements in aspects of personal process oriented approach in guide-explorer, expert-novice relations and a balanced relationship in colleague-colleague and friend-friend; the author warns that too little control can delay completion and can even lead to total failure of the dissertation. The author acknowledges that student and supervisor relationship is subject to limitation that professional and interpersonal relationships may encounter. The author is of the opinion that supervisors adopting a laissez-faire approach to supervision may not be giving postgraduate students the necessary guidance. Taking into account the fact that freedom-friendship relationship recommended is needs oriented, flexible and unstructured; the researcher argues against the notion of laissez faire freedom which to postgraduate student may promote laziness and thus delays in submission and completion of their research projects. Of course, one style of supervision may not work well all the time. Sometimes supervisors have to be task-oriented to get the job done efficiently and effectively. At other times a relationship-oriented style of supervisor which focuses on team building and on moral building can be appropriate. Although supervisory relations differ, they may not be discussed in isolation. Furthermore, it can be possible to detect certain logic. Taken into account may be the fact that supervisory styles may not follow a single style throughout the supervision

process, but the dynamics of supervisory relationships may venture from businesslike to personal approach, from product-oriented to process-oriented approach²⁶⁷. For an author, the differing expectations of supervisor and student in their relationship as parent-child, master-slave can be developed positively towards nurturing but negatively towards obedience and overprotection.

2.4 Conceptual Framework

The researcher developed a conceptual framework to explicitly illustrate perceived relationships among the independent variables (supervision and mentoring) and the dependent variable (postgraduate students research). It should be emphasized, however, that these relationships are more complex and intertwined than they appear. This position is well supported in scholarly literature as well, as illustrated in Figure 2.1.

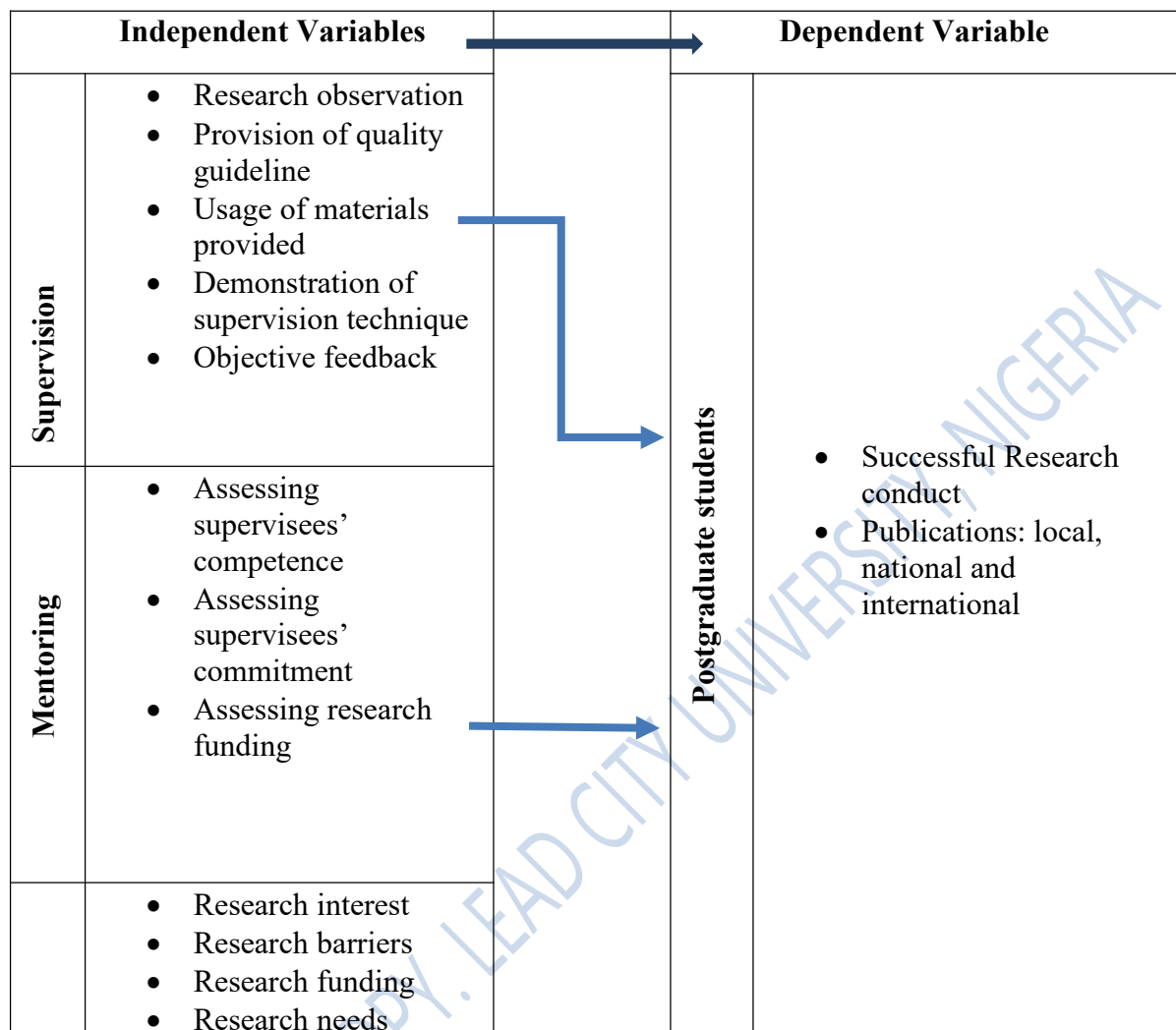


Figure 2.1: Conceptual framework of supervision, mentoring and postgraduate students

Source: *Field work, 2022*

Figure 2.1 is the conceptual framework or model of the independent variables (supervision and mentoring) and the dependent variable (postgraduate students). Research supervision entails research observation, provision of quality guideline, usage of materials provided, demonstration of supervision technique. On the other hand, mentoring comprises assessing supervisees' competence, assessing supervisees' commitment, assessing research funding. These independent variables have some links or relationships with the dependent variable – postgraduate students – successful Research conduct, publications: local, national and international. Nonetheless, the study further explored the direction and extent of comparative relationship between these variables of interest.

2.5 Summary of Literature Reviewed

This study reviewed relevant and related literature on previous works related to the subject matters of comparative study of postgraduate students' supervision and mentoring in Oyo State, Nigeria. The study looked at the concept of supervision and mentoring of postgraduate students as explained by earlier researchers. These scholars saw supervision as the acts of guiding students in carrying out the research work while mentoring was seen as the acts of monitoring the students in carrying out his/her research work.

Taking a cursory look at the definitions earlier mentioned, it is obvious that supervisor or mentor need to perform his/her duties in ensuring the students achievement of educational goals relating to her research work. Literature was reviewed in the area of research interest, barriers to conduct successful research, fund seeking experience, and research needs. For instance, in a study carried out, it focused on estimation of research activity and productivity which include research projects, number of publications and relevance to the teaching activities. Universities preferred to have outside assessors from other universities so as to ensure a free and independent evaluation. In order to know the result of the research activity, six categories of research publications were identified, which include dissertation, scientific monographs, and articles in journal with a referee system, other articles and proceedings from conference and reports. It was observed that a homeless supervisee will probably be prone to annoyance and may refuse to cooperate with his/her supervisor who wants him to improve his research methodology. It was also reported after a study, the problems caused by delays and inconsistencies in paying supervisors salaries and other remuneration have seriously conflicted with supervision activities in terms of students' evaluation and management

Although several works have been done towards improving the postgraduate students' supervision and mentoring in some selected institution but not in Oyo State, Nigeria, much ground is still needed to be covered as there are reported cases of supervisors not delivering on their core mandates. Besides, even though some studies have investigated variables like educational infrastructural facilities, government policies, educational funding, etc as they relate to postgraduate students' supervision, there are no scholarly literature on the subject of supervision and mentoring of postgraduate in Oyo State, Nigeria as known to the researcher. These are obvious gaps which this study attempted to fill. The study thus will investigate the comparative study of postgraduate students' supervision and mentoring in Oyo State, Nigeria.

Endnotes

1. P. Andriopoulou, & A. Prowse, "Towards an effective supervisory relationship in research degree supervision: insights from attachment theory", *Teaching in Higher Education*, 25(5), 2020, 648- 66.
2. L., Bazrafkan, A., Yousefy M., Amini, *The journey of thesis supervisors from novice to expert: a grounded theory study*. *BMC Med Educ*, 19, 320, 2019. 1-12.
3. J. Bell, & S. Waters, *Doing your research project. A guide for first-time researchers*. McGraw-Hill Education. 2014.
4. S. Bayona-Oré, & C. Bazan, Why students find it difficult to finish their theses? ***Journal of Turkish Science Education***, 17(4), 2020. 591-602.
5. D. Davis, The ideal supervisor from the candidate's perspective: what qualities do Students actually want? ***Journal of Further and Higher Education***, 44(9), 2019: 1220-1232.
6. M. Del Rio, R. Diaz-Vasquez, & J. Masid, **Satisfaction with the supervision of undergraduate dissertation**. *Active Learning in Higher Education*, 19(2), 2017,159-172.
7. A. Gedamu, TEFL Graduate supervisees' views of their supervisors' supervisory styles and satisfaction with thesis supervision. ***Iranian Journal of Language Teaching Research***, 6(1), 2018. 63-74.
8. M. Gray, & L. Crosta, *New perspectives in online doctoral supervision: a systematic literature review*. *Studies in Continuing Education*, Doi:10.1080/0158031532405, 2018. 1-18.
9. L., Grealy T. Laurie The ethics of postgraduate supervision: A view from cultural studies. In: Aksikas J., Andrews S., Hedrick D. (eds) *Cultural Studies in the Classroom and Beyond*. Palgrave Macmillan, Cham. 2019 https://doi.org/10.1007/978-3-030-25393-6_16. ***Journal of Turkish Science Education*** 572 Griffith University 2017 <https://intranet.secure.griffith.edu.au/research/griffith-graduate-researchschool/training-and-workshops/expectations-in-supervision-questionnaire>.
10. L., Guo, H., Fan, Z., Xu, J., Li, T., Chen, Zhang, Z., & K. Yang, *Prevalence and changes in depressive symptoms among postgraduate students: A systematic review and meta-analysis from 1980 to 2020*. *Stress and Health*, 2021, 1-13.

11. K., Howells, K., Stafford, R. Guijt, & M. Breadmore, *The role of gratitude in enhancing the relationship between doctoral research students and their supervisors*. *Teaching in Higher Education*, 22(6), 2017.621-638.
12. J.Jeyaraj, Academic writing needs of postgraduate research students in Malaysia. **Malaysian Journal of Learning and Instruction**, 17(2), 2020. 1-23.
13. G., Jibao, H. Changqing, & L. Hefu, *Supervisory styles and graduate student creativity: the mediating roles of creative self-efficacy and intrinsic motivation*. *Studies in Higher Education*, 42(4), 2017. 721-742.
14. B. J. Jones, *Improving the PhD through provision of skills training for postgraduate researchers*. In: Williams, A., Casella, J., and Maskel, P. (Eds), *Forensic Science Education and Training*, 2017. pp. 103– 117.
15. John Wiley & Sons Ltd. M., Juntunen, & M. Lehenkari, *A narrative literature review process for an academic business research thesis*. *Studies in higher education*, 46(2), 2021. 330-342.
16. S., Kaur, K., Sarjit, P. Lim, & Y. Chan, Developing a framework for postgraduate supervision. G.B. Teh and S.C. Choy (eds.), *Empowering 21st Century Learners Through Holistic and Enterprising Learning*, Springerlink, 2017. 255-267.
17. H. Keshavarz, & M. Shekari, Factors affecting topic selection for theses and dissertations in library and information science: A national scale study. *Library & Information Science Research*, 2020. 101052. Doi:10.1016/j.lisr.2020.101052.
18. M. Kirkland, Professional doctoral students and the doctoral supervision relationship: negotiating difficulties. Thesis doctoral. School of Education University of Stirling, UK. Kropf, *The Handbook of Urban Morphology*. New Jersey. 2018.
19. A Lim, & W. Øerberg, *Active instruments: on the use of university rankings in developing national systems of higher education*. *Policy Reviews in Higher Education*, 1(1), 2017. 91-108
20. M., Madueño, L. Márquez, & A. Manig, The engineering professors' teaching identity formation as university teachers: A process of sociocultural construction. **Journal of Turkish Science Education**, 17(4), 2020.504-519
21. C. Muraraneza, N. Mtshali, & T. Bvumbwe, *Challenges in postgraduate research*

supervision in nursing education: Integrative review. Nurse education today, 2020. 104376.

22. W. Bastalich, Content and context in knowledge production: A critical review of doctoral supervision literature. *Studies in Higher Education*, 2017. 42(7), 1145–1157. <https://doi.org/10.1080/03075079.2015.1079702>
23. J. M., Blaney, J., Kang, A. M., Wofford, & D. F. Feldon, Mentoring relationships between doctoral students and postdocs in the lab sciences. *Studies in Graduate and Postdoctoral Education*, 11(3), 2020. 263–279. <https://doi.org/10.1108/SGPE-08-2019-0071>
24. A. Muthanna, & A. Alduais, A thematic review on research integrity and research supervision: Relationships, Crises and Critical Messages. **J Acad Ethics** 19, 2021. 95–113.
25. J., Nouri K., Larsson M. Saqr Identifying factors for master thesis completion and noncompletion through learning analytics and machine learning. In: Scheffel M., Broisin J., Pammer Schindler V., Ioannou A., Schneider J. (eds) Transforming learning with meaningful technologies. EC-TEL 2019. Lecture Notes in Computer Science, 2019 vol 11722.
26. C. Rapp, P.Kauf,: Scaling academic writing instruction: evaluation of a scaffolding tool (Thesis Writer). **Int. J. Artif. Intell. Educ.** 201828, 1–26
27. C., Schumacher, D.Ifenthaler,: The importance of students' motivational dispositions for designing learning analytics. **J. Comput. High. Educ.** 30(3), 2018. 599–619
28. Springer, Cham. Ü. Ormanci, Thematic Content Analysis of Doctoral Theses in STEM Education: Turkey Context. **Journal of Turkish Science Education**, 17(1), 2020.126-146.
29. P., Pérez-Ros, P., Chust-Hernández, J., Ibáñez-Gascó, & F. Martínez-Arnau, *An undergraduate thesis training course for faculty reduces variability in student evaluations*. Nurse Education Today, 2021. 96, 104619.
30. K., Cameron, L., Daniels, E., Traw, & R. McGee, Mentoring in crisis does not need to put mentorship in crisis: Realigning expectations. **Journal of Clinical and Translational Science**, 2021. 5(1 1–2), Article e16. <https://doi.org/10.1017/cts.2020.508>

31. C. Doloriert, S., Sambrook, & J. Stewart, Power and emotion in doctoral supervision: Implications for HRD. *European Journal of Training and Development*, 36(7), 2012.732–750. <https://doi.org/10.1108/03090591211255566>
32. J., Nouri, K., Larsson, & M.Saqr,: Bachelor thesis analytics: using machine learning to predict dropout and identify performance factors. *Int. J. Learn. Anal. Artif. Intell. Educ.* 1(1) 2019
33. E. Phillips, & D Pugh. How to get a PhD: A handbook for students and their supervisors. Open University Press Proctor, 2018.
34. M. E., Exter, & I. Ashby, Using cognitive apprenticeship to enculturate new students into a qualitative research. *The Qualitative Report*, 24(4), 2019 873–886.
35. F. Ghani, Remote teaching and supervision of graduate scholars in the unprecedented and testing times. *Journal of the Pakistan Dental Association*, 29(S), 2020. 36–42.
36. G.Sedrakyan,: Linking learning behavior analytics and learning science concepts: designing a learning analytics dashboard for feedback to support learning regulation. *Comput. Hum. Behav.* 2018
37. W.Y Chin,,: Analyzing the factors that influencing the success of post graduates in achieving graduate on time (GOT) using analytic hierarchy process (AHP). In: AIP Conference Proceedings. AIP Publishing 2017
38. A. Opowale & K. Kajumo-Shakantu Assessment of Build Operate- Transfer model for Hostel facilities procurement in Nigerian public Universities. International conference on education, development and innovation, 2018. pp 187-197.
39. C. Rapp, J.Ott,: Learning analytics in academic writing instruction—opportunities provided by Thesis Writer (TW). In: Igel, C., Ullrich, C., Martin, W. (eds.) *Bildungsräume 2017*, pp. 391–392. Gesellschaft für Informatik, Bonn
40. A., Roach, B., Christensen, & E. Rieger, The essential ingredients of research supervision: A discrete-choice experiment. *Journal of Educational Psychology*, 111 (7), 2019. 1243–1260.
41. M.A, Ogungbe M.A Olukalojo & O.P Binuyo An investment analysis of private student hostels in Nigerian Tertiary institutions: A case study of FUTA campus. *International journal of investment management and financial innovations*, 4(1), 2018. pp 1-8.

42. U.S Odaudu & B.F Yahaya Assessment of facilities in the male hostels of university environments in Nigeria. **British journal of environmental sciences**, 7(2) 2019. pp 21-30.
43. J.J Maina & J.Y Aji Influence of accommodation on the performance of Architecture students. **Built environment journal**, 14(2) 2017. pp 47- 59.
44. C. O., Iroham, A. O., Oluwunmi, C. Ekenta & F. O. Bello, Service quality delivery of facilities in Covenant University Lecture Theatre: Assessing end users' satisfaction. **Covenant Journal of Research in the Built Environment**, 5(1), 2017. 48-68.
45. A. O., Oluwunmi, O. A., Akinjare, M. O. Ajibola, and O. C. Oloke, **International Journal of Civil Engineering and Technology**, 9(9), 2018. 476- 484.
46. Y. Kılıç, The effectiveness of simultaneous cue teaching in teaching music activities prepared with Orff approach to students with autism spectrum disorders (Unpublished master thesis). Marmara University Graduate School of Educational Sciences, Istanbul. 2019.
47. S. Oladokun, & C. Ajayi, Assessing Users' Perception of Facilities Management Service in a Public University: A Case Study Approach. **Journal of Facility Management and Research**. 2(2), 2019. pp 62-73.
48. N. James, & I. Lokhtina, Feeling on the periphery? The challenge of supporting academic development and identity through communities of practice. **Studies in the Education of Adults**, 50(1), 2018. 39–56. <https://doi.org/10.1080/02660830.2018.1520561>
49. D. Volkert, L. Candela, & M. Bernacki, *Student motivation, stressors, and intent to leave nursing doctoral study: a national study using path analysis* Nurse Educ. Today, 61, 2018. 210-215.
50. Tuan, Study the factors affecting the choice of accommodation for new students: Case in Da Nang City, Vietnam. **International research journal of advanced Engineering and Science**. 3(4), 2018. pp 143-147.
51. Jamshed, Anees & Mohammad Critical factors affecting international students' satisfaction of hostel facilities: A case study of university Sians Malaysia. **Journal of Governans, institusi and Pengurusan Kewangan**, 2018. 72-79
52. M.B. Ado A. Ado & I A Abdu . Assessment of quality and condition of students Hostel in Kano University of science and technology, WUDIL, Kano state Nigeria. **International journal of advancements in research and technology** 7 (12) 2018. pp 9-33

53. S. B Wanyama,, & S. Eyamu, Perceived organizational support, graduate research supervision and research completion rate. *Employee Relations: The International Journal*. <https://doi.org/10.1108/ER-05-2020-0205>. PhDs: The tortuous truth. *Nature*, 2021. 575, 403–406.
54. Amaniampong, Ameyaw and Akortsu Qualitative adequacy of students hostels in Wa, Ghana. *Journal of civil engineering and Architecture*, 5(6) 2017. pp 193-206
55. U. Adama, O. Aghimien, & O. Fabumi, Students housing in private universities in Nigeria: Influencing Factors and effects on academic performance. *International journal of built environment and sustainability*, 5(1), 2018. pp 12-22.
56. P. Ayuba, C. Abdul, & M. Abdulrahman, Post-Occupancy Evaluation of Students Hostel Facilities in Federal Universities in North Central, Nigeria. *Architecture Research*. 8(4), 2018. pp123-128.
57. S.Kumar, , & M. Johnson, Mentoring doctoral students online: Mentor strategies and challenges. *Mentoring & Tutoring: Partnership in Learning*, 25(2), 2017.202–222. <https://doi.org/10.1080/13611267.2017.1326693>
58. K. Lasater, C. Smith, J. Pijanowski, & K. P. Brady, Redefining mentorship in an era of crisis: Responding to COVID-19 through compassionate relationships. *International Journal of Mentoring and Coaching in Education*, 10(2), 2021. 158–172.
59. A. Yusuf, Factors influencing post graduate students’ choice of research topic in education at Abubakar Tafawa Balewa University, Bauchi-Nigeria. *Sumerianz Journal of Education, Linguistics and Literature*, 1(2), 2018. 35–40.
60. M. Zaheer, & S. Munir, Research supervision in distance learning: issues and challenges. *Asian Association of Open Universities Journal*, 15(1), 2020. 131-143.
61. Y. Zhang, & K. Hyland, Advice-giving, power and roles in theses supervisions. *Journal of Pragmatics*, 2021. 172, 35-45.
62. Rufai Musiliu Dada, The impact of Academic mentoring on Students performance in Lagos State University, Nigeria: *An Educational Planner’s Perspective, Direct Research Journal of social sciences and Educational studies*, 2020.

63. Leila Bazrafkan, Alireza Yonsefy Nikoo Yamain, *The journey a Thesis supervisors from novice to expert: a grounded theory* BMC Medical Education 2019
64. Challenges of Research conduct among Postgraduate Research Students in an African university. *Academic Journal of Educational Research and Reviews*, 2018 John Gill, Researcher, Coach, Mentor :
65. Timothy Clark – The doctoral supervisor as methodological mentor : Postgraduate methodological Journey 2022, Wordpress.com / tag / mentoring / ? blogsub.
66. D. Yomtor S. W Plunkett, R. Efrat and A. G. Marln can peer mentors improve first year experiences of University Students? *Journal of College Student Retention: Research Theory & Practies* 19 (i), 2017 25 – 45
67. M.A Maher, A. M., Wofford, J. Roksa, & D. F Feldon, . Doctoral student experiences in biological sciences laboratory rotations. *Studies in Graduate and Postdoctoral Education*, 10(1), 2019. 69–82. <https://doi.org/10.1108/SGPE-02-2019-050>
68. Ritesh Chugh, Steph anie macht Bibby Harrented. Supervisory feedback to postgraduate research students: A literature review. *Assessment & Evaluation in Higher Education*, 2021 <https://dor.org/101080/02602938.2021.199524>.
69. A. S., Metcalfe, & G. L. Blanco, “Love is calling”: Academic friendship and international research collaboration amid a global pandemic. *Emotion, Space and Society*, 38, Article 100763. <https://doi.org/10.1016/j.emospa.2021.100763>. 2021.
70. C. A. Mullen, Practices of cognitive apprenticeship and peer mentorship in a cross-global STEM lab. In B. J. Irby, J. N. Boswell, L. J. Searby, F. Kochan, R. Garza, & N. Abdelrahman (Eds.), *The Wiley international handbook of mentoring: Paradigms, practices, programs, and possibilities* 2020. pp. 243–260. Wiley.

71. M. A. Nocco, B. M McGill, C. M., MacKenzie, R. K. Tonietto, J. Dudney, M. Bletz, C., Young, T., & S. E. Kuebbing, Mentorship, equity, and research productivity: Lessons from a pandemic. *Biological Conservation*, 255, Article 108966. 2021.
72. M. Sinche, R. L Layton, P. D., Brandt, A. B O'Connell, J. D., Hall, Freeman, A. M., J. R Harrell, J.G Cook, P. J., Brennwald, & F. J. van Rijnsoever, An evidence-based evaluation of transferable skills and job satisfaction for science PhDs. *PloS One*, 12(9), 2017. Article e0185023.
73. K. R Tarlow, C. E. McCord, J. L.Nelon, , & P. A. Bernhard, Comparing in-person supervision and telesupervision: A multiple baseline single-case study. *Journal of Psychotherapy Integration*, 30(2), 2020. 383–393. <https://doi.org/10.1037/int0000210>
74. L. Wang, & T. DeLaquil, The isolation of doctoral education in the times of COVID-19: Recommendations for building relationships within person–environment theory. *Higher Education Research & Development*, 39(7), 2020.1346–1350. <https://doi.org/10.1080/07294360.2020.1823326>
75. Jude O Iguwbor Edora N. Bosire Florah Kanmi, Effective supervision of Doctoral students in public and population Health in Africa: CARTA Supervisors Experiences, challenges and perceived opportunities, *Global Public Health* 17.4, 496 – 5 – 11, <http://dor.org/10/080/17441692>. 2020. 1864752
76. Proscovia Namubiru Benjamin Kyalo and Noel Japheth invest in Research supervision, Enhance Timely completion of Postgraduate studies, 2021, www.researchgate.net.
77. Solveig Corner Kirsi Pyhatto and Erika Lofstrom Supervisors Perceptions of Primary Resources and Challenges of the Doctoral Journey. *International Journal of Teaching and learning in Higher Education* 2019 vol 31, Number 3, pg365 – 377) issn 1812 – 9129 <http://www.isetl.org/ijtlhe/>

78. Paul Netalisile Machinda, Juliet Atwebembeire and proscovia Namubiru Ssentamu. Research Supervision as an decedent to graduate students progression in the Public Higher Institutions of learning in Uganda, *international journal of learning, Teaching and Educational Research*, 2021. vol 20, No 5
79. Chidi Nnebedum Obuegbe Adaobi Sylvia. Determination of factors that contribute to postgraduate students delay in their Thesis / Dissertation completion. 2021 <https://www.researchgate.net/publication/352030805>.
80. A. Dorothy AbaamahDemistifying the Blame Game in the Delays of Graduation of Research Students in Universities in Ghana: The case of University for Development Studies. *Enropean Journal of Business and Innovation Research*, 2019. Vol 5, No 1, pg 54 -50,
81. The discovery of possible reasons for delayed graduation and dropout in the light of a qualitative research study, January 2019 *journal of Adult learning, knowledge and Innovation* 3 (5) <https://www.researchgate.net/publication>.
82. Rosemary Wahumbogo, Elly Ndiao, Joas Mutua Nicetal Wanja, Francisca Wavinga. Supervision challenges and Delays in completion of PhD programmes in Public and Private Universities: Experiences of supervisors and Graduate Students in selected Universites in Nairobi Kenya. *European Journal of Education Studies* 2020.Vol 6, No 11,
83. Y. Havenga, & M. L. Sengane, Challenges experienced by postgraduate nursing students at a South African University. *Health SA Gesondheid*, 23(0), 2018. 1107.
84. H. Avcioglu, Classroom teachers' behaviors and peers' acceptance of students in inclusive classrooms. *Educational Sciences: Theory and Practice*, 17(2), 2017. 463–492.
85. E. S., Batu, G. Cure, S. Nar, D. Govercin, & M. Keskin, Turkiye'de ilkokul ve ortaokullarda yapilan kaynastirma arastirmalarinin gozden gecirilmesi. *Ankara Universitesi Egitim Bilimleri Fakultesi Ozel Egitim Dergisi*, 19(3), 2018. 577–614.

86. M. Berigel, Teacher's professional development in Turkey: *distance education perspective. New Trends and Issues Proceedings on Humanities and Social Sciences*, 4(3), 2017. 21–23. Retrieved from www.prosoc.eu
87. Q. Chandler, The negative stereotypes about mental health, and African-American College students' willingness to seek counseling. *Global Journal of Psychology Research: New Trends and Issues*, 9(2), 2019. 32–42
88. Sani-Bozkurt, S. (2018). Identifying network structure, influencers and social mood in digital spheres: a sentiment and content analysis of Down syndrome awareness. *World Journal on Educational Technology: Current Issues*, 10(1), 10–19.
89. K. Filippou, J. Kallo, & M. Mikkilä-Erdmann, Students' views on thesis supervision in international master's degree programmes in Finnish universities. *Intercultural Education*, 28(3), 2017. 334-352.
90. T. V. Manyike, Postgraduate supervision at an open distance e-learning institution in South Africa. *South African Journal of Education*, 37(2). 2017.
91. P. Zvavahera, & F. Masimba, The use of information and communication technology in supervising open and distance learning PhD students. *Ukrainian Journal of Educational Studies and Information Technology*, 7(3), 2019. 32-41.
92. G. Ergin, The effectiveness of instruction by increasing the clue in the diversification of imaginary play behaviors of children with autism spectrum disorders (Unpublished master thesis). Graduate School of Educational Sciences, Anadolu University, Eskisehir, Turkey. 2017.
93. Y. Kılıç, The effectiveness of simultaneous cue teaching in teaching music activities prepared with Orff approach to students with autism spectrum disorders (Unpublished master thesis). Marmara University Graduate School of Educational Sciences, Istanbul. 2019.
94. P. Andriopoulou, and A. Prowse, Towards an effective supervisory relationship in research degree supervision: insights from attachment theory. *Teach. High. Educ.* 2020. 25, 648–661. doi: 10.1080/13562517.2020.1731449
95. P. Bloom, Empathy and its discontent. *Trends Cogn. Sci.* 2017. 21, 24–31. doi: 10.1016/j.tics.2016.11.004

96. M. Bresciani-Ludvik, "Learning About Consequences, Community, Creativity and Courage: *Cultivating Compassion in Higher Education Leadership*," in *The Pedagogy of Compassion at the Heart of Higher Education*. ed. P. Gibbs (Cham: Springer Nature), 2017. 155–172.
97. C. D. Cameron, Hutcherson, C. A., Ferguson, A. M., Scheffer, J. A., Hadjiandreou, E., and Inzlicht, M. *Empathy is hard work: people choose to avoid empathy because of its cognitive costs*. *J. Exp. Psychol. Gen.* 2019. 148, 962–976. doi: 10.1037/xge0000595
98. P. Condon, Meditation in context: factors that facilitate prosocial behavior. *Curr. Opin. Psychol.* 2019. 28, 15–19. doi: 10.1016/j.copsyc.2018.09.011
99. P. Condon, and J. Makransky, Recovering the relational starting point of compassion training: a foundation for sustainable and inclusive care. *Perspect. Psychol. Sci.* 15, 2020.1346–1362. doi: 10.1177/1745691620922200
100. D. DeSteno, D. Lim, F. Duong, and P. Condon, Meditation inhibits aggressive responses to provocations. *Mindfulness* 2018. 9, 1117–1122. doi: 10.1007/s12671-017-0847-2
101. K. Devine, and K. H. Hunter, *PhD student emotional exhaustion: the role of supportive supervision and self-presentation behaviours*. *Innov. Educ. Teach. Int.* 2017. 54, 335–344. doi: 10.1080/14703297.2016.1174143
102. P. Gibbs, *The Pedagogy of Compassion at the Heart of Higher Education*. Cham: Springer Nature. 2017.
103. P. Gilbert, Explorations into the nature and function of compassion. *Curr. Opin. Psychol.* 28, 2019. 108–114. doi: 10.1016/j.copsyc.2018.12.002
104. P. Gilbert, Compassion: from its evolution to a psychotherapy. *Front. Psychol.* 2020. 11:586161. doi: 10.3389/fpsyg.2020.586161
105. P. Gilbert, F. Catarino, C. Duarte, M. Matos, R. Kolts, J. Stubbs, *The development of compassionate engagement and action scales for self and others*. *J. Compass. Health Care* 2017. 4, 1–24. doi: 10.1186/s40639-017-0033-3
106. J. N. Kirby, Compassion interventions: *The programmes, the evidence, and implications for research and practice*. *Psychol. Psychother.* 2017. 90, 432–455. doi: 10.1111/papt.12104

107. J. N Kirby, J. Day, and V. Sagar, The ‘flow’ of compassion: a metaanalysis of the fears of compassion svaes and psychological functioning. *Clin. Psychol. Rev.* 70, 2019.26–39. doi: 10.1016/j.cpr.2019.03.001
108. J. N., Kirby, S. R., Steindl, and J. M Doty. “Compassion as the Highest Ethics,” in Practitioner’s Guide to Ethics and Mindfulness-Based Interventions. ed. L. M. Monteiro (Cham: Springer International Publishing), 2017. 253–275
109. O. M. Klimecki, The role of empathy and compassion in conflict resolution. *Emot. Rev.* 2019. 11, 310–325. doi: 10.1177/1754073919838609
110. M. Koutselini, “The Reflective Paradigm in Higher Education and Research: Compassion in Communities of Learning” in The Pedagogy of Compassion at the Heart of Higher Education. ed. P. Gibbs (Cham: Springer Nature), 2017. 203–212
111. K. Levecque, Anseel, F. De Beuckelaer, A., Van der Heyden, J., and L. Gisle, *Work organization and mental health problems in PhD students*. *Res. Policy* 2017. 46, 868–879. doi: 10.1016/j.respol.2017.02.008
112. J. R., Lindahl, N. E., Fisher, D. J., Cooper, R. K Rosen,, and W. B. Britton, *The varieties of contemplative experience: a mixed methods study of meditations-related challenges in Western Buddhists*. *PLoS One* 12:e0176239. doi: 10.1371/journal.pone.0176239. 2017.
113. Quaglia, J. T., Soisson, A., and Simmer-Brown, J. (2020). Compassion for self versus other: a critical review of compassion training. *J. Posit. Psychol.* 1–16. doi: 10.1080/17439760.2020.1805502
114. A. Rozenhal, Costanguayu, L., Dimidjan, S., Lambert, M., Shafran, R., Andersson, G., et al. Negative effects in psychotherapy: *commentary and recommendations for future research and clinical practice*. *BJPsych. Open* 4, 307–312. doi: 10.1192/bjo.2018.42. 2018.
115. S. Rupperecht, W, Koole, M. Chskalson, C., Tamdjidi, and M. West, Running too far ahead? Towards a broader understanding of mindfulness in organisations. *Curr. Opin. Psychol.* 2019. 28, 32–36. doi: 10.1016/j.copsyc.2018.10.007
116. R. White, “Compassion in Philosophy and Education,” in The Pedagogy of Compassion at the Heart of Higher Education. ed. P. Gibbs (Cham: Springer Nature), 2017. 19–31.

117. P. A. Ali., R., Watson, & K. Dhingra, Postgraduate research students' and their supervisors' attitudes towards supervision. *International Journal of Doctoral Studies*, 11, 2016. 227-241. <https://doi.org/10.28945/3541>
118. J., Gu, C., He, & H. Liu, Supervisory styles and graduate student creativity: *The mediating roles of creative self-efficacy and intrinsic motivation. Studies in Higher Education*, 42(4), 2017. 721-742. <https://doi.org/10.1080/03075079.2015.1072149>
119. K., Levecque, F., Anseel, A., De Beuckelaer, J., Van der Hayden, & L. Gisle, Work organization and mental health problems in PhD students. *Research Policy*, 46(4), 2017. 868-879. <https://doi.org/10.1016/j.respol.2017.02.008>
120. McEvoy, C. T., Hunter, R. F., Matchett, K. B., Carey, L., McKinley, M. C., McCloskey, K. D., & Woodside, J. D. (2018). Exploring perceived support of postgraduate medical science research students. *Journal of Further and Higher Education*, 42(4), 454-466. <https://doi.org/10.1080/0309877X.2017.1281890>
121. A. B., Mullens, P., Stapleton, A., Clarke, & E. Strodl, Mentoring matters. *Psych*, 1(2), 2019. 20-21.
122. A., Ahmed, & S. Al-Reyae, Knowledge and use of electronic information resources by medical students at *Al-Jouf University in Saudi Arabia. Library Philosophy and Practice*, 2017. 1(1). <https://doi.org/10.12816/0038790>
123. M. Dastani, M., Mokhtarzadeh, A. R., Nasirzadeh, & A Delshad, Health information seeking behavior among students of Gonabad University of Medical Sciences. *Library Philosophy and Practice*, 2019. 2545.
124. A. G., Desta, M., du Preez, & P. Ngulube, Factors affecting the information-seeking behaviour of postgraduate students at the University of South Africa Ethiopia Regional Learning Centre. *Information Development*, 35(3), 2019. 362-373. <https://doi.org/10.1177/0266666917744824>
125. A. A Kurt., & B. G. E Emiroğlu., Analysis of Students' Online Information Searching Strategies, Exposure to Internet Information Pollution and Cognitive Absorption Levels Based on Various Variables. *Malaysian Online Journal of Educational Technology*, 6(1), 2018. 18-29.

126. A. J., Oluwaseye, & D. State, Information Needs and Seeking Behaviour of Medical Students at the College of Medicine, University Of Ibadan. *Journal of Applied Information Science and Technology*, 10(2). 2017.
127. B. Wildemuth, Applications of social research methods to questions in information and library science (2. ed.). Libraries Unlimited. 2017.
128. A.K., Bolatov, A.M., Gabbasova, R.K., Baikanova, B.B., Igenbayeva, D., Pavalkis,. Online or Blended Learning: the COVID-19 Pandemic and First-Year Medical Students' Academic Motivation. *Medical Science Educator*. 2021
129. S.R., Bukhari F.,, Saba, Depression, anxiety and stress as negative predictors of life satisfaction in university students. *Rawal Med. J.* 42 (2), 2017. 255–257.
130. L., Chai, J., Xue, Z.,Q., Han, School bullying victimization and self-rated health and life satisfaction: the mediating effect of relationships with parents, teachers, and peers. *Child. Youth Serv. Rev.* 117. 2020.
131. J.A.D., Datu, R.B., King, J.P.M., Valdez, Eala, M.S.M., Grit is associated with lower depression via meaning in life among Filipino high school students. *Youth Soc.* 51 (6), 2018. 865–876.
132. D.J., Disabato, T.B., Kashdan, J.L., Short, A., Jarden,. What predicts positive life events that influence the course of depression? A longitudinal examination of gratitude and meaning in life. *Cognit. Ther. Res.* 41 (3), 2017. 444–458.
133. C.D., Duong, The Impact of Fear and Anxiety of Covid-19 on Life Satisfaction: Psychological Distress and Sleep Disturbance as Mediators. *Personality and Individual Differences*, 2021. p. 178.
134. Y.J., Feng, Y.J., Fan, Z.Z., Su, B.B., Li, Li, B., Liu, N., Wang, P.X.,. Correlation of sexual behavior change, family function, and male-female intimacy among adults aged 18-44 Years during COVID-19 epidemic. *Sex. Med.* 9 (1). 2021
135. B., Foroughi, M., Iranmanesh, D., Nikbin, S.S., Hyun, Are depression and social anxiety the missing link between facebook addiction and life satisfaction? the interactive effect of needs and self-regulation. *Telematics Inf.* 43. 2019.
136. X., Glaw, M., Hazelton, A., Kable. K. Inder, Exploring academics beliefs about the meaning of life to inform mental health clinical practice. *Arch.* 2020.

137. Psychiatr. Nurs. Goodman, M.L., Gibson, D.C., Keiser, P.H., Gitari, S., Raimer-Goodman, L., Family, belonging and meaning in life among semi-rural kenyans. *J. Happiness Stud.* 20 (5), 2019. 1627–1645.
138. L.P., Guo, Fan, H.Y., Xu, Z., Li, J.Y., Chen, T.L., Zhang, Z.Y., Yang, K.H., Prevalence and changes in depressive symptoms among postgraduate students: a systematic review and meta-analysis from 1980 to 2020. *Stress Health* 37 (5), 2021. 835–847.
139. Z.W., Huang, Zhang, L.J., Wang, J.Y., Xu, L., Li, Y., Guo, M., Ma, J.B., Xu, X., Wang, B.Y., Lu, H.L., The structural characteristics and influential factors of psychological stress of urban residents in Jiangxi province during the COVID-19 pandemic: cross sectional study. 2021.
140. Heliyon N., Iftikhar, M., Awais, S., Ayoub, Prevalence of stress in medical students of different medical colleges. *Indo Am. J. Pharm. Sci.* 6 (6), 2019. 13143–13145.
141. T., Karakose, H., Polat, S., Papadakis. *Examining teachers' perspectives on school principals' digital leadership roles and technology capabilities during the COVID-19 pandemic.* *Sustainability* 202113 (23).
142. T., Karakose, R., Yirci, S., Papadakis. Exploring the interrelationship between COVID-19 phobia, work-family conflict, family-work conflict, and life satisfaction among school administrators for advancing sustainable management. *Sustainability* 202113 (15).
143. M.A., Karaman, J.C., Watson, Examining associations among achievement motivation, locus of control, academic stress, and life satisfaction: *a comparison of US and international undergraduate students.* *Pers. Individ. Differ.* 111, 2017. 106–110.
144. S., Kaup, R., Jain, S., Shivalli, S., Pandey, S., Kaup, Sustaining academics during COVID-19 pandemic: the role of online teaching-learning. *Indian J. Ophthalmol.* 68 (6), 2020. 1220–1221.
145. V., Kekkonen, T., Tolmunen, S.L., Kraav, J., Hintikka, Kivimaki, P., Kaarre, O., E., Laukkanen, Adolescents' peer contacts promote life satisfaction in young adulthood - a connection mediated by the subjective experience of not being lonely. *Pers. Individ. Differ.* 2020. 167.

146. A.M., Khalafallah, S., Lam, A., Gami, D.L., Dornbos, W., Sivakumar, J.N., Johnson, Mukherjee, D.,. A national survey on the impact of the COVID-19 pandemic upon burnout and career satisfaction among neurosurgery residents. *J. Clin. Neurosci.* 80, 2020. 137–142.
147. N., Kugbey, K.O., Asante, A., Meyer-Weitz, *Depression, anxiety and quality of life among women living with breast cancer in Ghana: mediating roles of social support and religiosity.* Support. Care Cancer 28 (6), 2020. 2581–2588.
148. N.M., Lambert, T.F., Stillman, Baumeister, R.F., Fincham, F.D., Graham, S.M., Family as a salient source of meaning in young adulthood. *J. Posit. Psychol.* 5 (5), 2010. 367–376.
149. A., Li, S., Wang, M., Cai, R., Sun, X., Liu, *Self-compassion and Life-Satisfaction Among Chinese Self-Quarantined Residents during Covid-19 Pandemic: a Moderated Mediation Model of Positive Coping and Gender.* Personality and Individual Differences, 2020. p. 170.
150. Z.H., Liu, C.N., Ouyang,. Establishment of care service quality evaluation index system for the pension institutions combined with medical service. Chines. *J. Health Pol.* 14 2021 (10), 59–67.
151. L., Loan, D.D., Cong, H., Thang, N.T.V., Nga, Van, P.T., Hoa. *Entrepreneurial behaviour: the effects of the fear and anxiety of Covid-19 and business opportunity recognition.* Entrep. Busin. Econom. Rev. 9 (3), 2021. 7–23.
152. G.J., Longhurst, D.M., Stone, K., Dulohery, D., Scully, T., Campbell, C.F., Smith, *Strength, weakness, opportunity, threat (SWOT) analysis of the adaptations to anatomical education in the United Kingdom and Republic of Ireland in response to the Covid-19 pandemic.* 2020.
153. S., Bayne, P., Evans, R., Ewins, J., Knox, J., Lamb, Macleod, H., The manifesto for teaching online. Cambridge, MA: MIT Press. <https://doi.org/10.7551/mitpress/11840.001.0001>. 2020.
154. Anat. Sci. Educ. 13 (3), 301–311. Lyons, Z., Wilcox, H., Leung, L.D.O., COVID-19 and the mental well-being of Australian medical students: impact, concerns and coping strategies used. Australas. Psychiatr. 28 (6), 2020. 649–652. M.
155. M.S., Ahmud, M.U., Talukder, S.M., Rahman, Does 'Fear of COVID-19' trigger future career anxiety? An empirical investigation considering depression from COVID-19 as a mediator. *Int. J. Soc. Psychiatr* 67 (1), 2021. 35–45.

156. A. Feenberg, Postdigital or Predigital? Postdigital Science and Education, 1(1), 2019. 8–9. <https://doi.org/10.1007/s42438-018-0027-2>.
157. G. Aitken, & D. Loads, Experiences of staff new to teaching postgraduate students online: implications for academic staff development. *Journal of Perspectives in Applied Academic Practice*, 7(1), 2019. 37-46.
158. C., Manzi, V.L., Vignoles, C., Regalia, E., Scabini, Cohesion and enmeshment revisited: differentiation, identity, and well-being in two European cultures. *J. Marriage Fam.* 68 (3), 2010. 673–689.
159. T. Fawns, Postdigital Education in Design and Practice. Postdigital Science and Education, 1 (1), 2019. 132–145. <https://doi.org/10.1007/s42438-018-0021-8>.
160. T., Fawns, G., Aitken, & D. Jones, Ecological Teaching Evaluation vs the Datafication of Quality: *Understanding Education with, and Around, Data. Postdigital Science and Education*, 3(1), 2020. 65–82. <https://doi.org/10.1007/s42438-020-00109-4>.
161. G. Aitken, D., Jones, T., Fawns, D., Sutherland, & S. Henderson, Using Bourdieu to explore graduate attributes in two online Master’s programmes. *AdvCances in Health Sciences Education*, 24, 2019. 559–576. <https://doi.org/10.1007/s10459-019-09885-6>.
162. I.W., Miller, C.E., Ryan, G.I., Keitner, D.S., Bishop, Epstein, N.B., *The mcmaster approach to families: theory, assessment, treatment and research.* *J. Fam. Ther.* 22 (2), 2010. 168–189.
163. T., Fawns, D., Jones, & G. Aitken, Challenging assumptions about “moving online” in response to COVID-19, and some practical advice. *MedEdPublish*, 9(1), 2020. 83. <https://doi.org/10.15694/mep.2020.000083.1>.
164. Moksnes, U.K., Eilertsen, M.E.B., Ringdal, R., Bjornsen, H.N., Rannestad, T., 2019. Life satisfaction in association with self-efficacy and stressor experience in adolescentsself-efficacy as a potential modera. *Scand. J. Caring Sci.* 33 (1), 222–230.
165. R., Mustika, Yo, E.C., M., Faruqi, Zhuhra, R.T., 2021. *Evaluating the relationship between online learning environment and medical students' wellbeing during COVID-19 pandemic.* *Malays. J. Med. Sci.* 28 (5), 108–117.

166. R., Nasir, M.B., Mustaffa, W.S.W., Shahrazad, R., Khairudin, S.S.S., Salim, Parental support, personality, self-efficacy as predictors for depression among medical students. *J. Soci. Sci. Humanit.* 19, 2011. 9–15.
167. X., Ni, , X., Y., LiWang, The impact of family environment on the life satisfaction among young adults with personality as a mediator. *Child. Youth Serv. Rev.* 120. Nikolis, L., Wakim, A., Adams, W., Bajaj, P., 2021. Medical student wellness in the United States during the COVID-19 pandemic: a nationwide survey. *BMC Med. Educ.* 21 (1). 2020.
168. T., Fawns, & C. O'Shea, Evaluative judgement of working practices: Reconfiguring assessment to support student adaptability and agency across complex settings. *Italian Journal of Educational Technology*, 27(1), 2019. 5-18. <https://doi.org/10.17471/2499-4324/1027>.
169. M.B. O'Donnell, C.N., Bentele, Grossman, H.B., Le, Y., Steger, M.F., 2014. You, me, and meaning: an integrative review of connections between relationships and meaning in life. *J. Psychol. Afr.* 24 (1), 44–50.
170. M., Kebritchi, A., Lipschuetz, & L. Santiago, Issues and Challenges for Teaching Successful Online Courses in Higher Education. *Journal of Educational Technology Systems*, 46(1), 2017. 4–29. <https://doi.org/10.1177/0047239516661713>.
171. D.H., Olson, L., Waldvogel, M., Schlieff, Circumplex model of marital and family systems. *J. Family Theory Rev.* 22 (2), 2000. 144–167.
172. C., Orsini, V.I., Binnie, S.L., Wilson, Determinants and outcomes of motivation in health professions education: a systematic review based on self-determination theory. *J. Educ. Evalu. Heal. Profess.* 13 (19). 2016.
173. E., Ozkaya, M., Cetin, Z., Ugurad, N., Samanc, *Evaluation of family functioning and anxiety-depression parameters in mothers of children with asthma.* *Allergol. Immunopathol.* 201038 (1), 25–30.
174. R.M.R., Parra, Depression and meaning of life in university students in times of pandemic. *Int. J. Educ. Psychol.* 9 (3), 2020. 223–242.
175. N., Racine, A., Plamondon, R., Hentges, S., Tough, S., Madigan, Dynamic and bidirectional associations between maternal stress, anxiety, and social support: the critical role of partner and family support. *J. Affect. Disord.* 252, 2019. 19–24.

176. G.T., Reker, P.T.P., Wong, Aging as an individual process: toward a theory of personal meaning. In: Birren, J.E., Bengtson, V.L. (Eds.), *Emergent Theories of Aging*. Springer Publishing Company, 1988. pp. 214–246.
177. A.M., Rogowska, B.M., Zmaczynska-Witek, Z., Milena, Kardasz, The mediating effect of self-efficacy on the relationship between health locus of control and life satisfaction: a moderator role of movement disability. *Disability and Health Journal* 13 (4). 2020.
178. F., Safa, A., Anjum, S., Hossain, T.I., Trisa, M.T., Hasan, Immediate psychological responses during the initial period of the covid-19 pandemic among bangladeshi medical students. *Child. Youth Serv. Rev.* 122. 2021.
179. Psicol R.Y., Shao, P., He. Prevalence of depression and anxiety and correlations between depression, anxiety, family functioning, social support and coping styles among Chinese medical students. *BMC Psychology* 8 (1). 2020.
180. M. Shi, Associations between symptoms of attentiondeficit/hyperactivity disorder and life satisfaction in medical students: the mediating effect of resilience. *BMC Med. Educ.* 18 (1), 2018. 164.
181. Y.J. Shiah, F. Chang, S.K. Chiang, I.M Lin,, W.C.C. Tam,. Religion and health: anxiety, religiosity, meaning of life and mental health. *J. Relig. Health* 54 (1), 2015. 35–45.
182. O. Sireli, Aysev A., Soykan, Examination of relation between parental acceptancerejection and family functioning with severity of depression in adolescents with depression. *Anadolu Psikiyatri Dergisi-Anatolian Journal of Psychiatry* 17 (5), 2016. 403–410.
183. R. Spitzer, K. Kroenke, J.B. Williams,. Validation and utility of a self-report version of PRIME-MD: the PHQ primary care study. *JAMA* 282 (18), 1999. 1737–1744.
184. M.J., Sternthal, D.R., Williams, M., Buck, Depression, anxiety, and religious life: a search for mediators. *J. Health Soc. Behav.* 51 (3), 2010. 343–359.
185. V., Swami A., Chamorro-Premuzic, *General health mediates the relationship between loneliness, life satisfaction and depression-A study with Malaysian medical students*. *Soc. Psychiatr. Psychiatr.* 2007.

186. M., Epidemiol. Szczeniak, M., Tuecka,. *Family functioning and life satisfaction: the mediatory role of emotional intelligence. Psychol. Res. Behav. Manag.* 13, 2020. 223–232.
187. F. Thoemmes, D.P., Mackinnon & M.R., Reiser, Power analysis for complex mediational designs using Monte Carlo methods. *Struc. Eq. Modeling-A Multidis. J.* 17 (3), 2010. 510–534.
188. P. Vate-U-Lan, Psychological impact of e-learning on social network sites: online students' attitudes and their satisfaction with life. *J. Comput. High Educ.* 32 (1), 2020. -SI.
189. Q.H., Wang & L., Wang, Empathy, burnout, life satisfaction, correlations and associated socio-demographic factors among Chinese undergraduate medical students: *an exploratory cross-sectional study.* *BMC Med. Educ.* 2019. 19 (1).
190. Y.C., Wang, J.X., Peng, Work-family conflict and depression in Chinese professional women: the mediating roles of job satisfaction and life satisfaction. *Int. J. Ment. Health Addiction* 15 (2), 2017. 394–406.
191. C. Wei,. Gratitude and life satisfaction among left-behind children: the mediating effect of anxiety and Depression. *Chinese J. Child Health Care* 23 (3), 2015. 290–292.
192. K. Wenzel, Townsend, B.L., Hawkins, B. Russell, Changes in family leisure functioning following a family camp for children with autism spectrum disorder (ASD). *Ther. Recreat. J.* 54 (1), 2020. 17–31.
193. L. Yang, *Family functioning mediates the relationship between activities of daily living and poststroke depression.* *Nurs. Res.* 70 (1), 2020. 51–57.
194. X.J., Yuan, Zhuo Migration patterns, family functioning, and life satisfaction among migrant children in China: a mediation model. *Asian J. Soc. Psychol.* 22 (1), 2019. 113–120.
195. J.Y. Yun, Impact of COVID-19 on lifestyle, personal attitudes, and mental health among Korean medical students: network analysis of associated patterns. *Front. Psychiatr.* 12. 2021.
196. H.K. Zeng,. Mediating effect of life meaning between family functioning and suicide risk in freshmen. *Chinese General Pract.* 21 (36), 2018. 4521–4526.
197. P., Zhang,. *The influence of gratitude on the meaning of life: the mediating effect of family function and peer relationship.* *Front. Psychol.* 12. 2021

198. H. Aguinis, “‘An a is an a’”: *The new bottom line for valuing academic research*’, *Academy of Management Perspectives*, 34(1), 2020. pp. 135–154. doi: 10.5465/amp.2017.0193.
199. W. M Bramer, ‘Optimal database combinations for literature searches in systematic reviews: A prospective exploratory study’, *Systematic Reviews*. 2017 doi: 10.1186/s13643-017-0644.
200. S., Thomas, E. Tewell & d G. Willson, ‘Where students start and what they do when they get stuck: A qualitative inquiry into academic information-seeking and help-seeking practices’, *The Journal of Academic Librarianship. Elsevier*, 43(3), 2017. pp. 224–231.
201. I. Bråten, & J. L. Braasch, ‘Key issues in research on students’ critical reading and learning in the 21st century information society’, in *Improving reading and reading engagement in the 21st century*. Singapore: Springer, 2017 pp. 77–98.
202. C. Lockwood, K. B. dos Santos & R. Pap, ‘Practical Guidance for Knowledge Synthesis: Scoping Review Methods’, *Asian Nursing Research*. doi: 10.1016/j.anr.2019.11.002. 2019
203. M. Massaro, ‘Practitioners’ views on intellectual capital and sustainability: From a performance-based to a worth 2018
204. Y. Qian, & J. Lehman, ‘Students’ misconceptions and other difficulties in introductory programming: *A literature review*’, *ACM Transactions on Computing Education*. 2017, doi: 10.1145/3077618.
205. A. Surmiak, ‘Confidentiality in qualitative research involving vulnerable participants: Researchers’ perspectives’, *Forum Qualitative Sozialforschung*. 2018 doi: 10.17169/fqs-19.3.3099.
206. M. Sanchiz, ‘Searching for information on the web: *Impact of cognitive aging, prior domain knowledge and complexity of the search problems*’, *Information Processing and Management*. 2017 doi: 10.1016/j.ipm.2016.09.003.
207. R. Savolainen, ‘Modeling the interplay of information seeking and information sharing: A conceptual analysis’, *Aslib Journal of Information Management*. 2019 doi: 10.1108/AJIM-10-2018- 0266.
208. P., Stokes, R. Priharjo, and C. Urquhart, ‘Validation of information-seeking behaviour of nursing students confirms most profiles but also indicates desirable changes for information literacy support’, *Journal of Documentation*. 2021 doi: 10.1108/JD-09-2020-0158.

209. M. Allen, *The sage encyclopedia of communication research methods* (Vols. 1-4). Thousand Oaks: SAGE Publications, Inc. 2017
210. P. O., Angelina, L., Amin, & Z. Mahadi, Researchers experience of misconduct in research in Malaysian higher education institutions. *Accountability in Research*, 52(3), 2018. 125–141.
211. C. P. Casanave, Performing expertise in doctoral dissertations: Thoughts on a fundamental dilemma facing doctoral students and their supervisors. *Journal of Second Language Writing* 43, 2019. 57–62.
212. A., Castleberry, & A. Nolen, Thematic analysis of qualitative research data: Is it as easy as it sounds?. *Currents in Pharmacy Teaching and Learning*, 10(6), 2018. 807–815.
213. D. L., Elliot, & S. Kobayashi, How can PhD supervisors play a role in bridging academic cultures? *Teaching in Higher Education*, 24(8), 2018. 911–929.
214. A., Fatima, A., Abbas, W Ming, S., Hosseini, & Zhu D., Internal and external factors of plagiarism: Evidence from Chinese public sector universities. *Accountability in Research*, 26(1), 2019. 1–16.
215. B. T., Johansen, R. M., Olsen, N. C., Øverby, Garred, R., & E. Enoksen, Team supervision of doctoral students: A qualitative inquiry. *International Journal of Doctoral Studies* 14, 2019. 69–84.
216. T. Kuroki, New classification of research misconduct from the viewpoint of truth, trust, and risk. *Accountability in Research*, 25(7–8), 2018. 404–408.
217. A. Lee, How can we develop supervisors for the modern doctorate? *Studies in Higher Education*, 43(5), 2018. 878–890.
218. D., Li, & G. Cornelis, How do researchers perceive research misbehaviors? A transcultural case study of Chinese and Flemish researchers. *Accountability in Research*, 25(6), 2018. 350–369.
219. Löffström, E., & Pyhältö, K. (2017). Ethics in the supervisory relationship: supervisors' and doctoral students' dilemmas in the natural and behavioural sciences. *Studies in Higher Education*, 42(2), 232–247.

220. Y., Meng, J., Tan, & J. Li, Abusive supervision by academic supervisors and postgraduate research students' creativity: The mediating role of leader–member exchange and intrinsic motivation. *International Journal of Leadership in Education* 20(5), 2017. 605–617.
221. L. S. Nowell, J. M., Norris, D. E., White, & N. J. Moules, Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods* 16, 2017. 1–13.
222. Ribau, I. (2018). PhD supervision: An exploratory and a preliminary study about the supervisor point of view. *PEOPLE: International Journal of Social Sciences*, 4(2), 820–836.
223. Roberts, L. D., & K. Seaman, Good undergraduate dissertation supervision: Perspectives of supervisors and dissertation coordinators. *International Journal for Academic Development*, 23(1), 2018. 28–40.
224. P., Saavedra, E., Ntontis, & S. A. A. Kyprianides, *PhD supervisors and faculty members might help to avoid burnout as well as enhance engagement and organisational citizenship behaviour (OCB) among PhD students*. Official URL: Technical report. University of Sussex [https://doi.org/10.20919/Psych\(2019\).001](https://doi.org/10.20919/Psych(2019).001). 2019.
225. W., Shen, & , H. Chen Chinese doctoral education quality and employment in the context of education expansion. *Chinese Education & Society*, 51(3), 2018. 155–157.
226. Z. W., Taylor, & I. Bicak, Academic honesty, linguistic dishonesty: Analyzing the readability and translation of academic integrity and honesty policies at US postsecondary institutions. *Journal of Academic Ethics*, 17(1), 2019. 1–15.
227. D. Griffioen, Building Research Capacity in New Universities During Times of Academic Drift: Lecturers Professional Profiles [Creación de capacidad de investigación en nuevas universidades durante épocas de deriva académica: perfiles profesionales de los profesores]. *High Educ Policy* 33, 2018. 347–366.
228. G. Ion, R. Iucu, The impact of postgraduate studies on the teachers' practice [El impacto de los estudios de posgrado en la práctica docente]. *European Journal of Teacher Education*, 1-15. <http://dx.doi.org/10.1080/02619768.2016.1253674>. 2016.
229. J. Kirchner, *The Lean PhD: Radically Improve the Efficiency, Quality and Impact of Your Research* [El doctorado Lean: mejore radicalmente la eficiencia, la calidad y el impacto de su investigación]. UK: Red Globe Press. 2018.

230. J. Kirchner, *The Lean PhD: Radically Improve the Efficiency, Quality and Impact of Your Research* [El doctorado Lean: mejore radicalmente la eficiencia, la calidad y el impacto de su investigación]. UK: Red Globe Press. 2018.
231. K. Ross, Exploring Graduate Students' Understanding of Research: Links Between Identity and Research Conceptions. [Explorando la comprensión de la investigación por parte de los estudiantes graduados: vínculos entre la identidad y las concepciones de la investigación]. *International Journal Of Teaching And Learning In Higher Education*, 29 (1), 2017. 73-86. <https://files.eric.ed.gov/fulltext/EJ1135818.pdf>.
232. V. Anderson, Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 2017. 125-133
233. J. P. Cornelissen, Preserving theoretical divergence in management research: Why the explanatory potential of qualitative research should be harnessed rather than suppressed. *Journal of Management Studies*, 54(3), 2017. 368-383.
234. C.R. Ames, A. Berman, and Casteel. A preliminary examination of doctoral student retention factors in private online workspaces. *International Journal of Doctoral Studies* 13: 2018. 79–107
235. F H S. Gunn Lee, and M. Steed, Student perceptions of benefits and challenges of peer mentoring programs: Divergent perspectives from mentors and mentees. *Marketing Education Review*, 27(1), 2017. 15-26.
236. F., Ansell, F. Lievens, and P. E. Levy, D. E., Okurame, and M. S. Ajayi, Effects of mentoring and feedback on the cognitive task performance of Nigerian undergraduate students. *International Journal of Evidence Based Mentoring and Mentoring*, 15, 2017. 124–139.
237. M., Turmini., A. P. Kristiawan, Sari, The Influence of Education, Training, and Experience towards Teacher's Professionalism. *Electronic Research Journal of Social Sciences and Humanities* 2 (II), 2020. pp. 102-110
238. N. J. Ogunode, & L. Abubakar, Public Universities Administration in Nigeria: Challenges and the ways forward. *International Journal on Integrated Education*, 3(11), 2021. p 163-169
239. N.J. Ogunode, *Supervision of Universities in Nigeria: Problems and Suggestions. Unpublished Article*. 2021. Pg-7-8
240. I. B., Yiokun, & B. J. Akeredolu, Nigerian Universities and their Sustainability: Challenges and Way Forward Electronic Research. *Journal of Behavioural Sciences*, 2019

241. N. J Okoli, , L. Ogbondah, & R. N. Ewor, The History and Development of Public Universities in Nigeria Since 1914. *International Journal of Education and Evaluation* 2, 2016. 61-63
242. I. A., Udida, U. U Bassey,, I. U. Udofia, & E. A Egbona,. System performance and sustainability of higher education in Nigeria. 2009.
243. S. Smah, B. O. Emunemu (eds). Issues in Higher Education: Research Evidence from Sub-Sahara Africa. Lagos: Bolabay Publication 2007
244. J.A Cunningham, , M. Guerrero, , Klofsten, M, Mosey, S, Urbano, D Entrepreneurial and innovative higher education ecosystems across the globe: *Theories, practices and policy impacts. Special Issue call for papers*. International Small Business Journal 2018.
245. I.E Emeh, E.O Nwanguma, , J.J Abaroh, Engaging youth unemployment in Nigeria with youth development and empowerment programmes: The Lagos state in focus. *Interdisciplinary Journal of Contemporary Research in Business* 4: 2012, 1125–1141.
246. E. E Idialu,. *Ensuring quality assurance in vocational education in Nigeria. Studies in Education*, 17(1), 2017. 120-130.
247. A. A. Tajudeen, Higher education and skills development: An overview of Nigerian National Policy on Education (NPE). *International Journal of Development and Sustainability*, 3(12), 2014. 2218-2227.
248. K.Grant, R. Hackney, D. Edgar, Postgraduate research supervision: An 'agreed' conceptual view of good practice through derived metaphors. *Int. J. Dr. Stud.* 9, 2014. 43–60.
249. P. Trowler, Doctoral Supervision: Sharpening the Focus of the Practice Lens. *Higher Education Research and Development*, 2021. 1- 14. <https://doi.org/10.1080/07294360.2021.1937955>
250. Zhang, Y., & Hyland, K. (2021). AdviceGiving, Power and Roles in Theses Supervisions. *Journal of Pragmatics*, 172(1), 35-45. <https://doi.org/10.1016/j.pragma.2020.11.002>
251. K. Grant, R. Hackney, & Edgar, D. Postgraduate research supervision: An 'agreed' conceptual view of good practice through derived metaphors. *International Journal of Doctoral Studies*, 9, 2014. 43–60.
252. J.Igumbor, O., Bosire, E.N., Basera, T.J., Uwizeye, D., Fayehun, O., Wao, H., & Fonn, S. *CARTA fellows' scientific contribution to the African public and population health research agenda* 2018.

253. S. Kumar, & M. Johnson, *Mentoring doctoral students online: Mentor strategies and challenges*. *Mentoring and Mentoring: Partnership in Learning*, 25(2), 2017. 202–222.
254. Martinez,D.,Malyska,N.,Streilein,B., Campbell, W., Greenfield, K., Hall, R., Richardson, F., & Zipkin, *J. Artificial Intelligence*: Short History , Present Developments , and Future Outlook. 7014(January), 2019. 1–135.
255. R. H., McCarron, J., Eade, & E. Delmage, The experience of clinical supervision for nurses and healthcare assistants in a secure adolescent service: Affecting service improvement. *Journal of Psychiatric and Mental Health Nursing*. <https://doi.org/10.1111/jpm.12447>. 2018.
256. R. Chireshe, Research Supervision: Postgraduate Students' Experiences in South Africa. *Journal of Social Sciences*, 31(2) 2017. 229-234.
257. N. Harwood, & B. Petrić, Helping International Master's Students Navigate Dissertation Supervision: Research-informed Discussion and AwarenessRaising Activities. *Journal of International Students*, 9(1), 2019. 150- 171. <https://doi.org/10.32674/jis.v9i1.276>
258. Cekiso, M.,Tshotsho,B., Masha,R.,&T. Saziwa, Supervision Experiences of Postgraduate Research Students at one South African higher Education Institution. *South African Journal of Higher Education*, 33(3), 2019. 8-25. <https://doi.org/10.20853/33-3-2913>.
259. O. Daramola, Lessons from Postgraduate Supervision in two African Universities:An Autoethnographic Account. *Education Sciences*, 2021. 11(7), 345. <https://www.mdpi.com/2227-7102/11/7/345>

Chapter Three

Methodology

This chapter discusses the research procedure used as well as the nature and instruments of data collection and sampling design, under the following sub headings:

3.1 Research Design

The descriptive survey research design was adopted for this study, since the problem being examined is the comparative study of postgraduate students' thesis supervision and mentoring in Universities in Oyo State, Nigeria. This research design was considered appropriate because the study involved collection of data to objectively describe existing phenomena, without any manipulation or randomization. In addition, the research design allowed the researcher to obtain a true picture of the present condition of the particular phenomena under study.

3.2 Population of the Study

A postgraduate student is eligible to participate in the study if he or she is PhD, Mphil PhD or Mphil students that gained admission in 2019, Masters students' that gained admission in 2020 or PGD students that gained in 2021 in universities in Southwest, Nigeria. We consider this category eligible because majority will be at the thesis writing stage of their study.

Table 3.1 Population Distribution

S/N	University	Male	Female	Total
1.	Ladoke Akintola University of Tech	94	51	145
2.	University of Ibadan	4,118	4,207	8325
3.	Lead City University	208	106	314
4.	Ajayi Crowther University	65	36	101

National Universities Commission digest, 2019

Table 3.1 shows the total number of Postgraduate Students enrolled in Universities in Oyo State, Nigeria; as at 2019. From the table, total number of male enrollment is 4, 485, while female enrollment is 4, 400. In all, total enrollment of postgraduate is 8. 885 .

Table 3.2 Population Distribution of Postgraduate Student by University Type, Gender in Oyo State (Private)

S/ N	University	Male	Female	Total
1.	Lead City University	208	106	314
2.	Ajayi Crowther University	65	36	101
Total		273	142	415

National Universities Commission digest, 2019.

Table 3. 2 shows the total number of Postgraduate Students in Private Universities within Oyo State, Nigeria. From the table, total number of Postgraduate Students in Private Universities within Oyo State, Nigeria is (415) with (314) Male and (101) Female.

Table 3.3 Population Distribution by University Type, Gender and State (Public)

S/ N	University	Male	Female	Total
1.	Ladoke Akintola University of Technology	94	51	145
2.	University of Ibadan	4118	4207	8325
Total		4212	4258	8470

Source, Fieldsurvey, 2022

Table 3. 3 contains the population of Postgraduate Students in Public Universities within Oyo State, Nigeria. According to the data, total number of Postgraduate Students in Oyo State, Nigeria Public University is (8470) with (4212) Male and (4258) Female.

3.3 Sample and Sampling Techniques

Slovin's formula $N/(1 + Ne^2)$ was used to determine the sample size in each of the sampled universities after which simple random sampling technique was used to select respondents based on the sample size in each university. Note that the Universities were selected based on year of establishment and experience in running Postgraduate Studies. Thus the oldest public and private Universities were selected in Oyo State.

3.4 Sample Size

S/N	University Type	Total University	No. of Selected University
1	Public	2	1
2	Private	2	1
Total	02	04	02

Source, Fieldsurvey; 2022

Table 3.5 Distribution of Postgraduate Students by University Type in Oyo State

S/N	Name of University	Year of Establishment	Type	No.of Postgraduate Male Students	No.of Selected Postgraduate Male Students	No.of Postgraduate Female Students	No.of Selected Postgraduate Female Students
1	University of Ibadan	1948	Public	4118	364	4207	365
2	Lead City University	2005	Private	208	136	137	102
Total			02	4,326	500	4,344	467

Source, Fieldsurvey; 2022

3.4 Research Instrument

A self developed Instrument on Postgraduate Thesis Supervision and Mentoring Questionnaire (PTSMQ) would be developed for this study. The PTSMQ would be divided into four (4)

sections namely sections: A,B,C and D. Section A would contain items on demographic characteristics of the respondents such as type of university, age range and gender. Section B would contain items on level of relationship between supervisor and supervisees such as, supervision sessions are/ were held according to schedule, supervisor's comments on my work helps / helped the researcher to improve my drafts, supervisor explains / explained to me the relevant methods to carry out my research and supervisor organized and managed supervision efficiently etc .

Section C would contain items on level of mentoring of post graduate students in Nigerian universities , such as my supervisor share my research interest, is available whenever I need help with the research, helps me develop my writing, gives me information about appropriate meetings, conferences and training opportunities, and can open up on issues bothering me outside the research to my Supervisor.

Section D would contain items to determine barriers in conducting successful research among postgraduate students in Nigerian Universities such as poor access to research materials, insufficient time due to other work, conflicting supervisor and student interest.

The rating scale will range from; Always (4points), Seldom (3points), Rarely (2 points) and Never (1 point).

3.5 Validity of the Instrument

The questionnaire is a semi-structured, self-administered questionnaire. However, the validity of the instrument which is the questionnaire will be carried out at the initial stage by submitting it to the thesis supervisor who will make necessary inputs in order to make it better. After the supervisors had approved the questionnaire, experts will be contacted for some inputs also. Therefore, the approval of the supervisor and that of the experts will be seen as confirming the content and face validity of the research instrument.

3.6 Reliability of the Instrument

A pilot study was conducted using ten postgraduate students from one institution that will not be part of the selected institutions in Oyo State, Nigeria; with the purpose of establishing the reliability of the instrument. The Reliability coefficient of the instruments will be estimated using Cronbach Alpha method. The result generated ' r ' = 0.72, meaning the instrument was reliable.

3.7 Administration of Instrument and Method of Data Collection

The researcher personally visited all the universities selected for the study to distribute the questionnaire for data collection. 1000 copies of the questionnaire was distributed in the selected institutions in Oyo State, Nigeria.

3.8 Method of Data Analysis

Data collected from the field were analyzed using descriptive and inferential statistics.

This include descriptive statistics of frequency counts, mean, percentages. Standard deviation would be used to answer research questions and inferential statistics of t-test analysis would be used to test the formulated hypotheses at 0.05 level of significance. All results would be presented in tables, charts and graph.

Chapter Four

Results and Discussion of Findings

In this chapter, data collected with the questionnaires distributed during the study were analyzed with different descriptive and inferential statistical methods using the statistical package for social science in order to find answers to each question and test the hypotheses. The chapter was presented in the following subsections:

4.1: Demographic Data Analysis

Table 4.1: Age Range of Respondents

S/N	Age Range (in years)	Frequency	Percentage
1	Less than 20	15	1.9
2	21-30	360	46.2
3	31-40	210	26.9
4	41-50	165	21.2
5	51 and above	30	3.8
Total		780	100

Source, Fieldsurvey, 2022

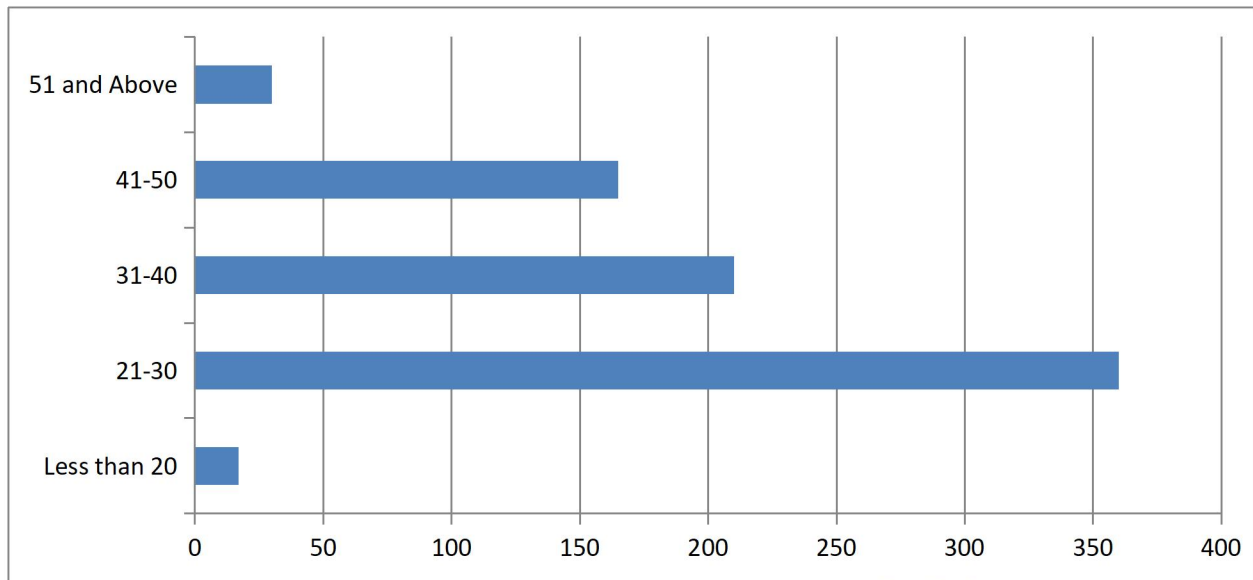


Figure 1: Age Range of Respondents

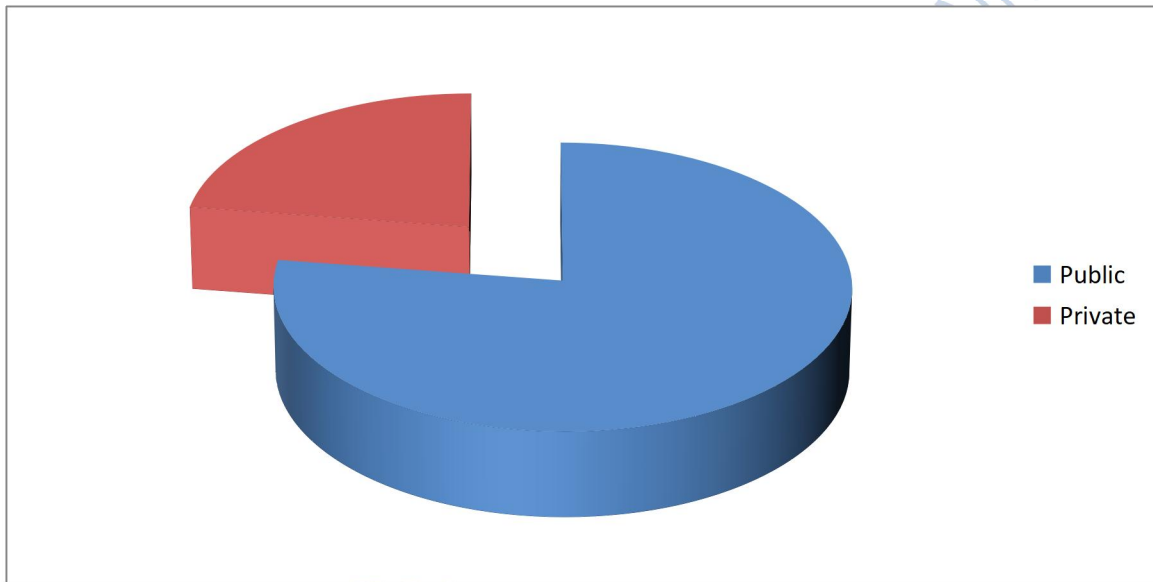
Table 4.1 above presents age distribution of graduate students who participated in the study. Findings revealed that 15 graduate students representing (1.9%) of the sampled population are within the age range of less than 20 years. Similarly, it was reported in the finding that 360 (46.2%) of the sample are between 21-30 years of age, 210 (26.9%) are between 31-40, 165 (21.2%) are between 41-50 years while 30 (3.8%) are 51 or above.

The table also revealed that postgraduate students under the age of 30 have the lowest representation among the respondents with frequency of 15 (1.9%). This indicates that a sizeable proportion of the respondents are of sufficient and mature age to provide useful information in order for the study objective to be met.

Table 4.2 **Type of University**

S/N	Type of University	Frequency	Percentage
1	Public	603	77.3
2	Private	177	22.7
Total		780	100

Source, Fieldsurvey, 2022



Source, Fieldsurvey, 2022

Figure 2: **Type of University**

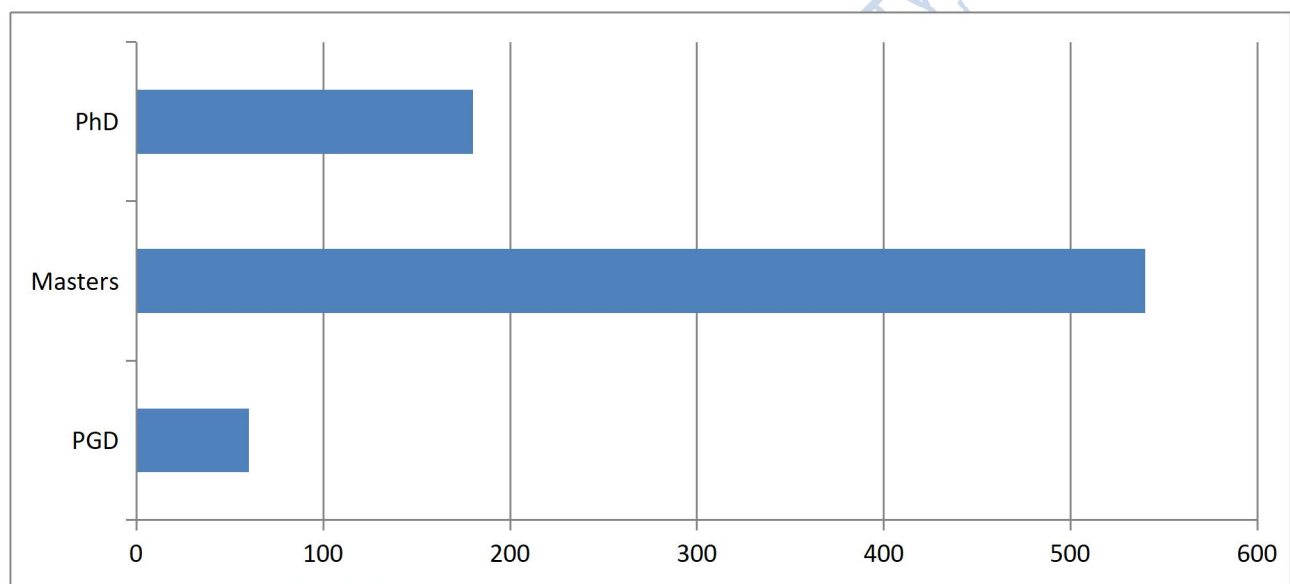
Table 4.2 presents type of universities of graduate students who participated in the study. The table showed that 603 (77.3%) are from public universities (federal or state) while 177 (22.7%) are in private universities.

The table revealed that public University have the largest proportion of postgraduate students (77.3%) in comparison to private University with (22.7%). Private Universities therefore need to invest more in postgraduate education for increase enrollment to fill the widened gap.

Table 4.3 Type of Postgraduate Program

S/N	Type of Program	Frequency	Percentage
1	PGD	60	7.7
2	Masters	540	69.2
3	PhD	180	23.1
Total		780	100

Source, Fieldsurvey, 2022



Source, Fieldsurvey, 2022

Figure 3: Type of Postgraduate Program

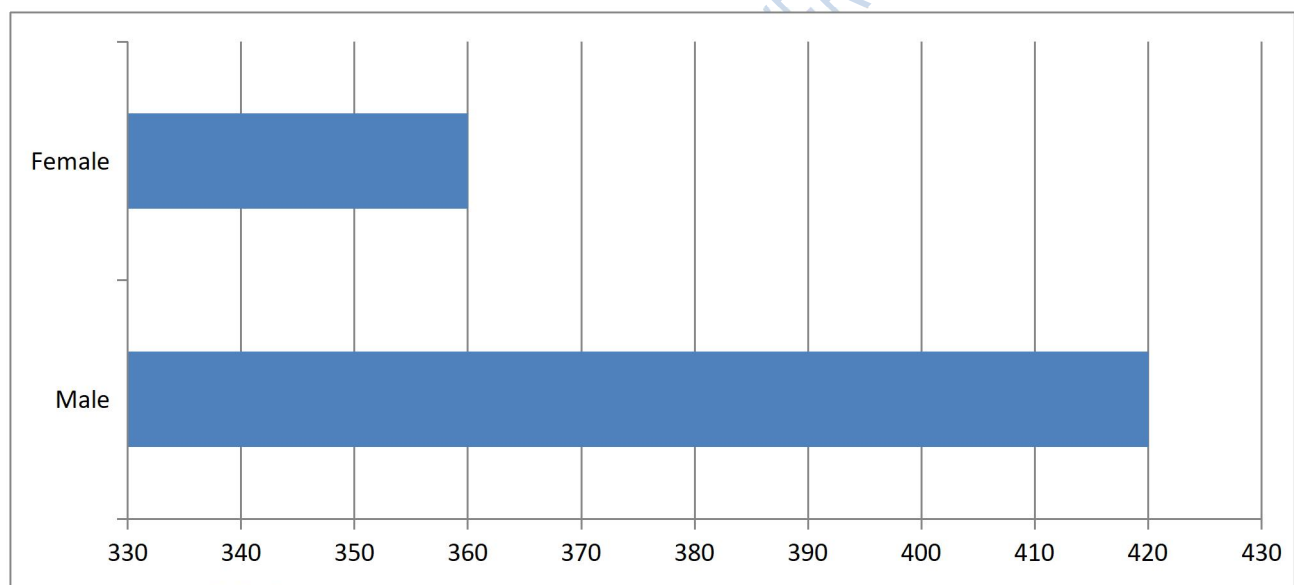
Table 4.3 shows the various sorts of postgraduate programs pursued by the study's sampled population. It was said that 60 (7.7%) are postgraduate diploma (PGDE) students, 540 (69.2%) are masters (ME.D, MSc or M.A) students, and 180 (23.1%) are PhD students. This suggests that master's students were highly represented in the research compared to other postgraduate

students. This has no significance on the research's conclusions because the type of postgraduate program was not considered a variable in the analysis.

Table 4.4 Gender of Respondents

S/N	Gender	Frequency	Percentage
1	Male	420	53.8
2	Female	360	46.2
Total		780	100

Source, Fieldsurvey, 2022



Source, Fieldsurvey, 2022

Figure 4: Gender of Respondents

The gender distribution of the study participants is shown in Table 4.1.4. It was discovered that 420 (53.8%) are male, while 360 (46.2%) are female. This suggests that male students outnumber female postgraduate students in the study. This, however, has no bearing on the study's conclusions because gender was not considered a factor. This research confirmed that the

female gender has faced prejudice and marginalization in Nigeria, particularly when it comes to access to education. This observed marginalization might be due to, among other things, a girl child being offered in marriage at puberty. Furthermore, females' upward mobility in their chosen professions in education is hampered by many factors such as: ethics, culture, marriage, child care and domestic tasks.

This has the potential to have a big influence on the labor market and gender equity in society. This is why there are more males in positions of authority than females. Thus, female postgraduate students should be encouraged by providing them with sponsorships, as many have reported dissatisfaction with balancing that level of academics with the demands of family and employment.

4.2 Presentations of Answers to Research Questions

This subsection contains tables and figures showing analysis of responses to answer formulated research questions.

4.2.1 Research Question One

What is the level of interpersonal relationship between supervisors and supervisees in universities in Oyo State, Nigeria?

Table 4.5: Level of Interpersonal Relationship between Supervisors and Supervisees in Universities in Oyo State, Nigeria

S/N	My:	Always	Seldom	Rarely	Never	Mean	Std	Remark
1	supervision sessions are/were held according to schedule	525 (67.3%)	90 (11.5%)	165 (21.2%)	00	3.46	0.820	High
2	supervisor's comments on my work helps/helped me to improve my drafts	510 (65.4%)	30 (3.8%)	75 (9.6%)	165 (21.2%)	3.13	1.257	High
3	supervisor explains/explained me the relevant methods to carry out my research.	255 (32.7%)	150 (19.2%)	210 (26.9%)	165 (21.2%)	2.63	1.145	Moderate
4	supervisor is/was unable to attend his/her supervisees due to other academic/administrative responsibilities	240 (30.8%)	120 (15.4%)	165 (21.2%)	255 (32.7%)	2.44	1.232	Low
5	supervisor helps/helped me to fix technical problems in my research	330 (42.3%)	75 (9.6%)	90 (11.5%)	285 (36.5%)	2.58	1.350	Moderate
6	Supervisor is knowledgeable and could communicate theoretical concepts clearly	540 (69.2%)	00	75 (9.6%)	165 (21.2%)	3.17	1.268	High
7	Supervision sessions were well structured and goal driven	420 (53.8%)	195 (25.0%)	75 (9.6%)	90 (11.5%)	3.21	1.026	High
8	Supervisor organized and managed supervision efficiently	510 (65.5%)	30 (3.8%)	75 (9.6%)	165 (21.2%)	3.13	1.257	High
9	Supervision method were varied to match supervision objectives	420 (53.8%)	120 (15.4%)	150 (19.2%)	90 (11.5%)	3.12	1.087	High
10	Supervision objectives were negotiated and clearly articulated	585 (75.0%)	00	105 (13.5%)	90 (11.5%)	3.38	1.095	High
11	Supervisor was understanding and open to sharing of ideas	510 (65.4%)		240 (30.8%)	30 (3.8%)	3.27	1.022	High
Weighted Mean						3.04		High

Source, Fieldsurvey, 2022

Key: (AL) Always (4Points), (SE) Seldom (3points), (R) Rarely (2points), N (Never) (1point)
*****Threshold: mean value of > 3.00 (High), 2.5-2.99(Moderate), < 2.50(Low)**

Presented in table 4.5, is the level of interpersonal relationship between supervisors and supervisees in Universities in Oyo State Nigeria. The table revealed that 525 (67.3%) of the respondents always had their supervisions session according to scheduled, 90 (11.5%) of the respondents, seldom had their supervision session according to schedule, 165 (21.2%) of the respondents rarely had supervision session according to schedule while none (0%) of the respondent reporting that they never had supervision session according to schedule.

The table further revealed that 510 (65.4%) of the respondents were helped by the supervisor's comments to improve their draft works, 30 (3.8%) were seldom helped by the supervisions comments on their draft works, 75 (9.6%) were rarely helped, while 165 (21.2%) of the respondents were never helped by their supervisors comments on their draft work.

The table also revealed that 255 (32.7%) of the respondents always had their supervisor explained to them the relevant methods to carry out their research, 150 (19.2%) seldom, 210 (26.9%) rarely while 165 (21.2%) never had their supervisor explained to them methods to carry out their research.

Further, the table showed that 240 (30.8%) always had their supervisor unable to attend to them due to other academic /administrative responsibility, 120 (15.4%) seldom, 165 (21.2%) rarely while 255 (32.7%) never.

From the table, 330 (42.3%) had their supervisor help them fixed technical problems in their research, 75 (9.6%) seldom, 90 (11.5%) rarely and 285 (36.5%) never.

Furthermore, 540 (69.2%) respondents had knowledgeable supervisor who communicated theoretical concepts clearly always, none (0%) seldom, 75 (9.6%) rarely and 165 (21.2%) never.

In addition from the table, 420 (53.8%) of the respondents always had supervision session well structured and goal driven, 195 (25.0%) seldom, 75 (9.6%) rarely and 165 (21.2%) never had it.

Also, 510 (65.5%) of the respondents had organized supervisor, who managed supervision efficiently, while 30 (3.8%) seldom, 75 (9.6%) rarely and 165 (21.2%) never. Further, 420 (53.8%) had supervision method varied to match supervision objectives always, 120 (15.4%) seldom, 150 (19.2%) rarely and 90 (11.5%) never had it. The table also showed that 585 (75.0%) always, none seldom, 105 (13.5%) rarely and 90 (11.5%) never had their supervision objectives negotiated and clearly articulated. Finally, table 4.5 revealed that 510 (65.4%) always, none seldom, 240 (30.8%) rarely and 30 (3.8%) never had their supervisors understanding and open to sharing of ideas. The results further gave a weighted mean of (3.04), indicating a high level of interpersonal contact between supervisors and supervisees at universities in Oyo State, Nigeria.

4.2.2 Research Question Two

What is the level of mentoring of post graduate students in universities in Oyo State, Nigeria?

Table 4.6 Level of Mentoring of Postgraduate Students in Universities in Oyo State, Nigeria

S/N	My Supervisor:	Always	Seldom	Rarely	Never	Mean	Std.	Remark
1	share my research interest	510 (65.4%)	30 (3.8%)	240 (30.8%)	00	3.35	0.918	High
2	is available whenever I need help with their research	510 (65.4%)	30 (3.8%)	240 (30.8%)	00	3.35	0.918	High
3	helps me develop my writing	255 (32.7%)	195 (25.0%)	255 (32.7%)	75 (9.6%)	2.81	1.001	Moderate
4	gives me information about appropriate meetings, conferences and training opportunities	420 (53.8%)	30 (3.8%)	255 (32.7%)	75 (9.6%)	3.02	1.119	High
5	ensure that I meet deadlines	510 (65.4%)	00	105 (13.5%)	165 (21.2%)	3.10	1.276	High
6	is a good role model to me	540 (69.2%)	00	165 (21.2%)	75 (9.6%)	3.29	1.099	High
7	help me in choosing my research topic	345 (44.2%)	75 (9.6%)	360 (46.2%)	00	2.98	0.951	Moderate
8	ensure I acquire appropriate specialist research and generic skills	420 (53.8%)	90 (11.5%)	105 (13.5%)	165 (21.2%)	2.98	1.233	Moderate
9	gives detailed advice and set deadlines for the submission of reports and parts of my thesis	435 (55.8%)	75 (9.6%)	105 (13.5%)	165 (21.2%)	3.00	1.241	High
10	have good leadership skills	510 (65.4%)	30 (3.8%)	75 (9.6%)	165 (21.2%)	3.13	1.257	High
11	ensure that supervision records are written, agreed and subsequently filed	510 (65.4%)	30 (3.8%)	240 (30.8%)	00	3.04	1.373	High
12	is accessible outside appointment times when the student needs help	330 (42.3%)	90 (11.5%)	255 (32.7%)	105 (13.5%)	2.83	1.123	Moderate
13	Ensure I conduct a training need analysis to identify my personal and professional skill requirements	510 (65.4%)	00	150 (19.2%)	120 (15.4%)	3.15	1.200	High
14	I can open up on issues bothering me outside the research to my supervisor	240 (30.8%)	90 (11.5%)	00	450 (57.7%)	2.73	0.902	Moderate
Weighted Mean						3.05		High

Source, Fieldsurvey, 2022

Key: (AL) Always (4Points), (SE) Seldom (3points), (R) Rarely (2points), N (Never) (1point)

*****Threshold: mean value of > 3.00 (High), 2.5-2.99 (Moderate), < 2.50(Low)**

Table 4.6 contain analysis of responses on items to determine the level of mentoring of postgraduate students in Universities in Oyo State. The table revealed that 510 (65.4%) always, 30 (3.8%) had their supervisor sharing their research interest seldom, 240 (30.8%) and none never. From the table, 255 (32.7%) always, 195 (25.0%) seldom 255 (32.7%) rarely and 75 (9.6%) never had their supervisor helped them to develop their writing. Additionally, 420 (53.8%) always, 30 (3.8%) seldom, 255 (32.7%) rarely and 75 (9.6%) never had their supervisor gives them information about appropriate meetings, conference and training according to the table. Also, 510 (65.4%) always had their supervisor ensure they meet deadlines, while none seldom, 105 (13.5%) rarely, 165 (21.2%) never. The table further revealed that 540 (69.2%) of the respondents always had supervisor who is a good role model to them, (0.0%) seldom, 105 (21.2%) rarely and 75 (9.7%) never. Also, 345 (44.2%) always had the supervisor helped them in choosing their research topic, 75 (9.6%) seldom, 360 (46.2%) rarely and (0.0%) never. Again, 120 (53.8%) of the respondent had their supervisor ensured they acquire appropriate specialist research and generic skills always, 90 (9.5%) seldom 105 (13.5%) rarely, 165 (21.2%) never had their supervisor ensured they acquired appropriate specialist research and generic skills.

The table further revealed that 510 (65.4%) of the respondents reported that their supervisor had good leadership skills, while 30 (3.8%) seldom, 75 (9.6%) rarely and 165 (21.2%) never. From the table 510 (65.4%) of the respondents affirmed that their supervisors always ensure that supervision records are written, agreed and subsequently filled, 30 (3.8%) seldom had their supervisors did that, while 240 (30.8%) rarely and (0.0%) never. Also, the table showed that 330 (42.3%) of the respondents always had access to their supervisors outside appointment times, when they need help 90 (11.5%) seldom, 255 (32.7%) rarely and 105 (13.5%) never.

Moreover, 510 (65.4%) of the respondents had their supervisors always ensure they conduct a training need analysis to identify their personal and professional requirements, none seldom, 150 (19.2%) rarely and 120 (15.4%) never.

Finally, 240 (30.8%) of the respondents can always open up on issues bothering them, outside the research to their supervisor, while 90 (11.5%) seldom, none rarely and 450 (57.7%) never. In addition, 435 (55.8%) responded that supervisors gave detailed advice and set deadlines for the submission of reports and part of their thesis, while 75 (9.6%) seldom, 105 (13.5%) rarely and 165 (21.2%) never had that from their supervisor. Always, none seldom, 75 (9.6%) rarely and 165 (21.2%) never. In addition, from the table, 420 (53.8%) of the respondents always had supervision sessions well structured and goal driven, 195 (25.0%) seldom, 75 (9.6%) rarely and 165 (21.2%) never had it. Also, 510 (65.5%) of the respondents had organized supervisors who managed supervision efficiently, while 30 (3.8%) seldom, 75 (9.6%) rarely and 165 (21.2%) never. Also 510 (65.4%) of the respondents always had their supervisor available, whenever they need help with their research. The results further revealed that high level of mentoring with weighted mean of (3.05).

4.2.3 Research Question Three

What are the identified barriers to completing postgraduate thesis as and when due among graduate students in Oyo State, Nigeria

Table 4.7 Barriers to Completing Postgraduate Thesis as and when due among Graduate Students in Oyo State, Nigeria

S/N	Items	Very True of Me	True of Me	Not Very True of Me	Not True of Me	Mean	Std.	Remark
1	Inadequate funding	105 (13.5%)	330 (42.3%)	165 (21.2%)	180 (23.1%)	2.46	0.990	Moderate
2	Poor access to research materials	00	435 (55.8%)	165 (21.2%)	180 (23.1%)	2.33	0.826	Moderate
3	Lack of incentives	00	315 (40.4%)	465 (59.6%)	00	2.40	0.491	Moderate
4	University bureaucracy	00	180 (23.1%)	510 (65.4%)	90 (11.5%)	2.12	0.577	Moderate
5	Lack of interdisciplinary collaborations	75 (9.6%)	165 (21.2%)	285 (36.5%)	255 (32.7%)	2.08	0.958	Moderate
6	Poor perceived value for research	75 (9.6%)	255 (32.7%)	195 (25.0%)	255 (32.7%)	2.19	1.001	Moderate
7	Insufficient time due to other work	00	360 (46.2%)	165 (21.2%)	255 (32.7%)	2.13	0.878	Moderate
8	Conflicting supervisor interest	00	285 (36.5%)	240 (30.8%)	255 (32.7%)	2.04	0.832	Moderate
9	Conflicting student interest	00	195 (25.0%)	240 (30.8%)	345 (44.2%)	1.81	0.810	Low
10	Insufficient time due to family responsibilities	90 (11.5%)	150 (19.2%)	195 (25.0%)	345 (44.2%)	1.98	1.047	Low

Source, Fieldsurvey, 2022

Key: (VT) Very True (4Points), (True) True (3points), (NVT) Not Very True (2points), (NT) (Not Ture) (1point)

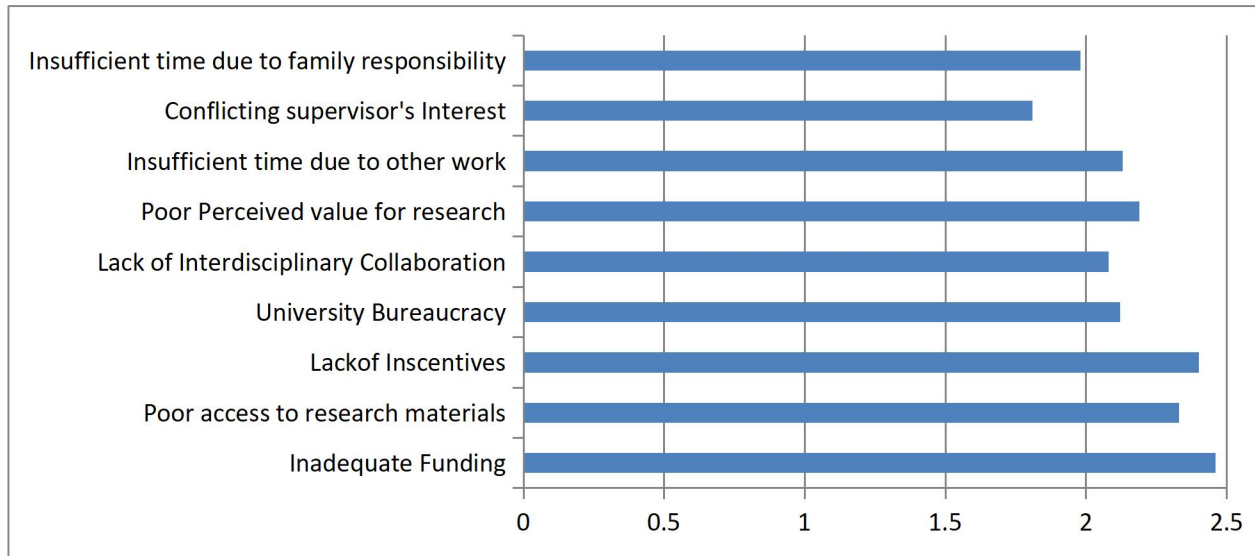
***Threshold: mean value of > 3.00 (High), 2.5-2.99(Moderate), < 2.50(Low)

Table 4.7 contain analysis of responses on items to determine barrier to completion the postgraduate programme as and when due among graduate students in Oyo State, Nigeria.

From the table, 105 (13.5%) responded very true of me to inadequate funding, 330 (42.3%) True of me, 165 (21.2%) Not very true, 180 (23.1%) Not true of me. Also, none of the respondents had poor access to research materials as barrier very true of me, while 435 (55.8%) True of me, 165 (21.2%) not very true of me and 180 (23.1%) Not true of me. The table also revealed none of the respondents had lack of incentives very true of me, as barrier to complete their program as and when due, while 315 (40.4%) true of me, 465 (59.6%) Not very true of me and none responded not true of me. From the table, none of the respondents had University bureaucracy very true of me as barrier, 180 (23.1%) true of me, 510 (65.4%) Not very true of me and 90 (11.5%) not true of me.

The table further revealed that 75 (9.6%) of respondents had lack of interdisciplinary collaboration as barrier very true of me, 165 (21.2%) true of me, 285 (36.5%) not very true of me and 255 (32.7%) not true of me. Also, poor perceived value for research had 75 (9.6%) very true of me of the respondents, 255 (32.7%) true of me, 195 (25.0%) not very true of me and 255 (32.7%) not true of me. In addition from the table, insufficient time due to other work a barrier had none respondent as very true of me, 360 (46.2%) True of me, 165 (21.2%), not very true of me and 255 (32.7%) Not true of me. Similarly from the table, conflicting supervisors interest as barrier to timely completion of graduate program also had no respondent as very true of me, but with 285 (36.5%) of the respondents as true of me, 240 (30.8%) not very true of me and 255 (32.7%) as Not True of me. The table also revealed none respondent as very true of me to conflicting student's interest as barrier in timely completion of program. However 195 (25.0%) had this barrier true of them, 240 (30.8%) Not very true of me and 345 (44.2%) not true of me. Finally, the table showed that 90 (11.5%) of the respondents had insufficient time, due to family

responsibility very true of them as barrier to timely completion of their program, with 150 (19.2%) True of me, 195 (25.0%) Not very true of me and 345 (44.2%) not true of me.



Source, Fieldsurvey, 2022

Figure 5: Barriers to Completing the Postgraduate Programs as and when due among Graduate Students in Oyo State, Nigeria

Table 4.2.3 and figure 4.1 presents' barriers to completing postgraduate programs among post graduate students in universities in Oyo State. The result showed that among other barriers considered, inadequate funding with (mean = 2.46) was posed the highest barrier to completing postgraduate thesis among postgraduate students in Oyo State. This was followed by lack of incentives (mean = (2.40), poor access to research materials (mean = 2.33), insufficient time due to other work (mean = 2.13), university bureaucracy (mean = 2.12), lack of inter disciplinary collaboration (mean = 2.08), insufficient time due to family responsibilities (mean =1.98) and conflicting supervisor's interest (mean = 1.81) respectively.

4.3 Presentation of Test of Hypotheses

Hypothesis One: There will be no significant university type difference in mentoring of post graduate students in universities in Oyo State, Nigeria

Table 4.8 Summary of T-test Showing university type difference in mentoring of post graduate students in universities in Oyo State, Nigeria

One-Sample Test

	Test Value = 0				95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Private	40.138	179	.000	2.831	2.69	2.97
Public	64.316	602	.000	3.151	3.05	3.25
	N	Mean	Std. Deviation	Std. Error Mean		
Private	177	2.83	0.938	.071		
Public	603	3.15	1.203	.049		

Source: Field survey, 2022

Table 4.8 presents a summary of the t-test result demonstrating the mean difference in mentoring of graduate students in public and private universities in Oyo State. The result showed significant difference at ($P < 0.05$). As a result, at 0.05 level of significance, the null hypothesis which states that ‘There will be no significant university type difference in mentoring of post graduate students in universities in Oyo State, Nigeria’ was rejected. The result also revealed private universities graduate students mentoring at (mean = 2.83, Std. = 0.938, $P < 0.05$) and public universities graduate students’ mentoring at (mean = 3.15, Std. =1.203, $P < 0.05$) implying that public universities graduate students mentoring contributes more to the observed differences.

Hypothesis Two: There will be no significant university type difference in supervision of post graduate students thesis in universities in Oyo State, Nigeria

Table 4.9: Summary of T-test Showing university type difference in supervision of post graduate students thesis in Oyo State, Nigeria
One-Sample Test

	Test Value = 0			95% Confidence Interval of the Difference		
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Private	42.408	176	.000	2.729	2.60	2.86
Public	63.027	602	.000	3.070	2.97	3.17

	N	Mean	Std. Deviation	Std. Error Mean
Private	177	2.73	0.856	.064
Public	603	3.07	1.196	.049

Source: Field survey, 2022

Table 4.9 presents a summary of the t-test result demonstrating the mean difference in supervision of graduate students' thesis in public and private universities in Oyo State. The result showed significant difference at ($P < 0.05$). As a result, at 0.05 level of significance, the null hypothesis which states that 'There will be no significant university type difference in supervision of post graduate students' thesis in universities in Oyo State, Nigeria' was rejected. The result also revealed private universities graduate students' thesis supervision at (mean = 2.73, Std. = 0.856, $P < 0.05$) and public universities graduate students mentoring at (mean = 3.07, Std. = 1.196, $P < 0.05$) implying that public universities graduate students' thesis supervision contributes more to the observed differences.

4.4 Discussion of Findings

Research question one was raised to determine level of interpersonal contact between supervisors and supervisees at universities in Oyo State, the results showed a high level of interpersonal contact between supervisors and supervisees at universities in Oyo State, Nigeria. This is in line with the submission of a study which found that supervisor-supervisee relationship is the most important factor that contributes towards the completion of a PhD research project¹. The study

also posited that positive supervisees' experiences may be helpful in resolving personal, technical, administrative and employability related issues among postgraduate students. In the same vein, a study described the relationship between the student and supervisor beginning with selecting a research topic, planning the research, identifying and acquiring the necessary resources, managing the project, actively conducting the research, carrying out the literature review, analyzing and interpreting the data, writing the thesis, defending it, and possibly publishing it, emphasizing the dynamic nature of the supervisory relationship².

Another related study concluded that the supervisor-supervisee relationship and practices are critical in determining the quality, success, and efficacy of the postgraduate research and that high failure rates for postgraduate studies can be linked to supervisee unhappiness and a bad supervisor-supervisee relationship³. As a result, the supervisor-supervisee relationship may be regarded as one of the most enjoyable elements of academic life for both parties.

A related study also posited that supervision and the level of academic assistance received by Nigeria postgraduate students is inadequate⁴. This has led to poor quality and lack of necessary skills for research⁴. This weakness has frequently been linked to the quality of the interaction between supervisees and supervisors. It is common to encounter postgraduate students who have dropped out of their degrees, citing dissatisfaction, victimization, and other factors. This throws into doubt the two parties' relationship quality². Similarly, a study indicated the overall supervision-related experiences of supervisees who submitted their theses had the lowest mean score values. The mean score in particular, reflect a slightly unfavorable experience with their supervisors⁵.

Research question two was raised to determine level of mentoring of postgraduate students in universities in Oyo State, result obtained from the field of study revealed that level of mentoring

is high. A related study affirmed that mentoring is very important in the context of postgraduate research supervision to guide, advise, motivate, and reform these students so that they become habitual researchers in the future, and these students would contribute commendably to the growth of the literature in the field as well as the nation's development⁶. The mentoring process is fundamental in the role of postgraduate supervision. Mentoring is an off-line assistance provided by one person to another in creating substantial changes in knowledge, work, or thinking⁷.

Mentoring is one of the staff development programs described in a study that increases awareness and refinement for an individual's professional growth by giving and proposing organized chances for reflection and observation⁸. According to a related study, in order for new faculty members to deal with their obligations, they need advice from older colleagues who may act as mentors and role models. Thus, mentoring fosters a helpful, non-competitive, and non-judgmental environment. On the other side, it promotes trust, sharing, and mutual respect⁹. According to a study's report, a mentor should be informed, skilled, and have a good attitude. Because the mentee may have alternative sources of knowledge, he or she should be innovative, adaptable, and fluent in concepts. The mentor should be patient, sad, empathetic, accessible, extroverted, and watchful because the mentee will not always come to address his or her shortcomings with the mentor¹⁰. Because they learn from one other, the connection between mentor and mentee should be one of mutual respect¹⁰. In a similar study the majority of postgraduate students reported that their supervisors' research mentoring experiences were characterized by assistance with the selection and planning of a suitable and manageable research topic, emphasizing research ethics, providing guidance on oral presentation of research

findings to experts, and criticizing students' written work without providing insights for improvement¹¹.

On the contrary, studies in Nigeria have indicated that due to poor mentoring of postgraduate students there seems to be some controversy whether postgraduate research students today are prepared for the 21st Century research demands¹². Available evidence shows that many students have a poor understanding of the essential characteristics of research, how it influences society, and how people can and do affect its development¹³. Because the quality of mentorship in research supervision has a proven influence on postgraduate results, it is in institutions' best interests to consistently increase the efficacy of postgraduate supervision.

Furthermore, students perceived the following as lacking in the research mentoring provided by their supervisors: assisting with instrument construction and validation; taking an interest in developing students' career and well-being; demonstrating greater professional experience, influence, and achievement in motivating students to do their best; communicating openly and effectively with students; encouraging students to finish when it is not in their best interest to do so. Again, studies have revealed that a substantial number of postgraduate students fail to complete their studies within the timeframe specified due to poor mentoring of the supervisor. Studies also show that students are putting off finishing their postgraduate research projects at a significant rate. Many things might contribute to this, and one of the most crucial is the type of mentoring they receive¹⁴.

Research question three was asked to investigate the barriers to completing postgraduate programs among post graduate students in universities in Oyo State. The result showed that among other barriers considered, inadequate funding posed the highest barrier to completing

postgraduate thesis among postgraduate students in Oyo State. This was followed by lack of incentives, poor access to research materials, insufficient time due to other work, university bureaucracy, lack of inter disciplinary collaboration, insufficient time due to family responsibilities and conflicting supervisor's interest respectively. In line with this report, a researcher posits that postgraduate students in Nigerian universities take longer to complete their postgraduate degrees due to difficulties encountered during their thesis work¹⁵. Furthermore, the majority of students who enroll in graduate and postgraduate studies are already working. Because of their limited financial resources, they work full-time in addition to their studies¹⁶. According to a similar study, the lack of funding causes them stress. The majority of the time, they are concerned about their university fees. This diverts their attention away from their thesis work. As a result, their thesis work suffers and is delayed¹⁷.

According to a study, postgraduate students face a variety of challenges when it comes to completing their theses, including financial issues, problems from the supervisor's side in the form of lack of cooperation, problems from the university administration, family-related issues, work-related issues, and other issues related to thesis writing¹⁸.

Test of hypothesis one demonstrating the mean difference in mentoring of graduate students in public and private universities in Oyo State showed significant difference. As a result, the null hypothesis which states that 'There will be no significant university type difference in mentoring of post graduate students in universities in Oyo State, Nigeria' was rejected. The result also revealed that public universities graduate students mentoring contributes more to the observed differences.

This observed difference could be a result of factors such as low job satisfaction among public university lecturers, high workload including academic, administrative, and community service, inconsistent salary, high job demand, poor government policy, a lack of academic freedom, and a poor student-teacher relationship at Nigerian public universities. All of this may be contributing to the country's observed low mentoring among university lecturers.

In line with this result, a study found that mechanism of Nigerian private universities according to a study affirmed that private institutions are distinguished by high graduation rates, due to high rate of mentoring of students, autocratic supervising techniques, strong teacher dedication, high work satisfaction, and effective students' academic achievement and success rate. However, autocratic administration in Nigerian private institutions may be responsible for quality control in research, teaching, community service, and institutional record keeping¹⁹. Similarly, a study posited that the quality of the physical resources available in the school system determines the quality of the education delivered in such an institution including willingness to mentor students²⁰. A related study posited that when compared to public institutions in Nigeria, quality physical resources found in private universities in Nigeria are not accessible in public universities²¹. A related study similarly found that public institutions frequently complain about insufficient physical buildings for both employees and students to use²².

Test of hypothesis two showed that there was no significant university type difference in supervision of post graduate students' thesis in universities in Oyo State, Nigeria. The result also revealed that public universities graduate students' thesis supervision contributes more to the observed differences. This may not be divorced from the aforementioned suggested reasons why there was a significant difference in mentoring of graduate students in private and public institutions in Nigeria.

Supporting this finding, a study discovered that with increased international concern about high attrition, late completions, and poor research outputs in higher education which may be largely attributable to the quality of the supervision relationship, emphasis has shifted to providing quality supervision that can improve student experiences in private universities²³. Because of the diverse and complex nature of the relationship between supervisors and supervisees in public universities, challenges of mismatch are frequently mentioned; thus, the need to balance expectations has been identified in the concern of private universities²⁴.

DO NOT COPY. LEAD CITY UNIVERSITY, NIGERIA

Chapter Five

Conclusion

This chapter dealt with the summary of the study, conclusion, recommendation, contribution to knowledge and area for further studies. It was presented in the following sub-sections: summary of findings, conclusion, recommendations, contribution to knowledge and suggestion for further studies.

8.1 Summary

The study carried out a comparative analysis on postgraduate students' thesis supervision and mentoring in universities in Oyo State, Nigeria.

The study made a comparative analysis of the postgraduate students' thesis supervision and mentoring in Oyo State, Nigeria. Specifically, the study examined the level of relationship between supervisors and supervisees in Universities in Oyo State, Nigeria, determined level of mentoring of postgraduate students in universities in Southwest, Nigeria, identified the barriers to conduct of successful research among the postgraduate students in Oyo State, Nigeria, examined significant university type difference in mentoring of postgraduate students in universities in Oyo State, Nigeria and determined significant university type difference in supervision of postgraduate students in universities in Oyo State, Nigeria. The study was promised on socio cognitive theory which emphasized that when people observe a model performing a behaviour and the consequences of that behaviour, they remember the sequence of events and use this information to guide subsequent behaviours. Descriptive survey research design was adopted to guide the study, population of the study consist all PhD, Mphil/PhD and Mphil students in Ajayi Crowther University, Lead City University and University of Ibadan.

Descriptive statistics of simple percentage, frequency counts and standard deviation were used to answer the research questions while inferential statistics of t-test was deployed to test the hypotheses.

8.2 Conclusion

Result of the study indicated a high level of interpersonal contact between supervisors and supervisees in universities in Oyo State, Nigeria. The results also revealed high level of mentoring among graduate students in Oyo State, Nigeria. Insufficient time due to family responsibilities, poor perceived value for research, inadequate funding, lack of interdisciplinary collaboration, insufficient time due to other work, conflicting supervisor's interest, poor access to research materials, conflicting student's interest, university bureaucracy and lack of incentives are identified barriers to completing thesis as and when due among graduate students in Oyo State, Nigeria.

Result on the mean difference in mentoring of graduate students in public and private universities in Oyo State showed significant difference, therefore, the null hypothesis which states that 'there will be no significant university type difference in mentoring of post graduate students in universities in Oyo State, Nigeria' was rejected. Result on difference in supervision of graduate students' thesis in public and private universities in Oyo State showed significant difference, therefore, the null hypothesis which states that 'There will be no significant university type difference in supervision of post graduate student's thesis in universities in Oyo State, Nigeria' was rejected.

5.3 Recommendation

In view of the finding of this study, the following recommendations were made:

1. Efforts should be made by the government and university leaders to minimize the academic and administrative workload of graduate students' thesis supervisors to ensure they dedicate more time to thesis supervision. This can be done by reducing the number of courses and postgraduate students allocated to each of the lecturers.
2. There is a need for supervisors to teach the supervisees relevant research methods and facilitate the acquisition of research and generic skills before engaging in a research exercise.
3. Supervisors should be ready to help supervisees fix technical problems identified in their thesis as well as be ready to help develop their writing skills.
4. The choice of a thesis title should be a collaborative effort between the supervisors and the supervisees.
5. Supervisors are advised to operate open-door policy which will motivate their supervisees to seek help when in need.
6. Government university stakeholders and the society at large should address barriers which could hinder prompt completion of postgraduate thesis in Nigerian Universities. This may be done by appropriating research grant in the national budget and ensuring it is accessible by researchers. Government can also achieve that by implementing findings of research in our universities, this is capable of encouraging researchers to do more.

5.4 Contribution to Knowledge

This study has contributed to the existing body of knowledge by comparing mentoring and postgraduate student's thesis supervision in Oyo State, Nigeria by examining the level of interpersonal relationship between supervisors and supervisees in universities in Oyo State, Nigeria, barriers to completing postgraduate programs among post graduate students in universities in Oyo State, level of mentoring of post graduate students in universities in Oyo State, Nigeria, university type difference in supervision of post graduate students thesis in universities in Oyo State, Nigeria and significant university type difference in mentoring of post graduate students in universities in Oyo State, Nigeria

5.5 Suggestion for Further Studies

There are two major methods of research; these are quantitative and qualitative methods. This study made use of quantitative method; there is a need to replicate the study using qualitative or mixed method to determine how consistent the findings will be. Also, researchers in this field may decide to expand the area of the study to universities in Southwest Nigeria or the whole country Nigeria. Similarly, further studies may consider postgraduate supervision and mentoring in state, federal and private universities separately.

Bibliography

Dissertation/Theses

Abraham, D.O., Durosaro, Y.I., Wunti, G.G., Kpee, F.T. Bua & Okpa O.E. (Eds.) Changes and innovations in financing education for sustainable national development, Port Harcourt-Nigeria: University of Port Harcourt Press. p. 2016. 401-410.

Aguinis, H. “An a is an a”: The new bottom line for valuing academic research’, *Academy of Management Perspectives*, 34(1), 2020. pp. 135–154. doi: 10.5465/amp.2017.0193.

Ahmed, A., & Al-Reyae, S. Knowledge and use of electronic information resources by medical students at Al-Jouf University in Saudi Arabia. *Library Philosophy and Practice*, 1(1). <https://doi.org/10.12816/0038790>. 2017.

Ahmud, M.S., Talukder, M.U., Rahman, S.M., Does 'Fear of COVID-19' trigger future career anxiety? An empirical investigation considering depression from COVID-19 as a mediator. *Int. J. Soc. Psychiatr.* 67 (1), 2021.35–45.

Aitken, G., Jones, D., Fawns, T., Sutherland, D., & Henderson, S. Using Bourdieu to explore graduate attributes in two online Master’s programmes. *Advances in Health Sciences Education*, 24, 2019. 559–576. <https://doi.org/10.1007/s10459-019-09885-6>.

Allen, M. *The sage encyclopedia of communication research methods* (Vols. 1-4). Thousand Oaks: SAGE Publications, Inc. 2017. *Anat. Sci. Educ.* 13 (3), 301–311.

Lyons, Z., Wilcox, H., & Leung, L.D.O., COVID-19 and the mental well-being of Australian medical students: impact, concerns and coping strategies used. *Australas. Psychiatr.* 28 (6), 2020. 649–652. M.

Andriopoulou, P. & Prowse A., “Towards an effective supervisory relationship in research degree supervision: insights from attachment theory”, *Teaching in Higher Education*, 25(5), 2020. 648- 66.

Andriopoulou, P., & Prowse, A. Towards an effective supervisory relationship in research degree supervision: insights from attachment theory. *Teach. High. Educ.* 25, 2020. 648–661. doi: 10.1080/13562517.2020.1731449

Angelina, P. O., Amin, L., & Mahadi, Z. Researchers experience of misconduct in research in Malaysian higher education institutions. *Accountability in Research*, 52(3), 2018. 125–141.

Avcioglu, H. Classroom teachers' behaviors and peers' acceptance of students in inclusive classrooms. *Educational Sciences: Theory and Practice*, 17(2), 2017. 463–492.

Ayuba, P., Abdul, C., & Abdulrahman, M. Post-Occupancy Evaluation of Students Hostel Facilities in Federal Universities in North Central, Nigeria. *Architecture Research*. 8(4), 2018. pp123-128.

Bastalich, W. Content and context in knowledge production: A critical review of doctoral supervision literature. *Studies in Higher Education*, 42(7), 2017. 1145–1157.

<https://doi.org/10.1080/03075079.2015.1079702>

Batu, E. S., Cure, G., Nar, S., Govercin, D. & Keskin, M. Turkiye'de ilkokul ve ortaokullarda yapilan kaynastirma arastirmalarinin gozden gecirilmesi. *Ankara Universitesi Egitim Bilimleri Fakultesi Ozel Egitim Dergisi*, 19(3), 2018. 577–614.

Bayne, S., Evans, P., Ewins, R., Knox, J., Lamb, J., Macleod, H. The manifesto for teaching online. Cambridge, MA: MIT Press. <https://doi.org/10.7551/mitpress/11840.001.0001>. 2020.

Berigel, M. Teacher's professional development in Turkey: distance education perspective. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 4(3), 2017. 21–23. Retrieved from www.prosoc.eu

Blaney, J. M., Kang, J., Wofford, A. M., & Feldon, D. F. Mentoring relationships between doctoral students and postdocs in the lab sciences. *Studies in Graduate and Postdoctoral Education*, 11(3), 2020. 263–279. <https://doi.org/10.1108/SGPE-08-2019-0071>

Bolatov, A.K., Gabbasova, A.M., Baikanova, R.K., Igenbayeva, B.B., Pavalkis, D., Online or Blended Learning: the COVID-19 Pandemic and First-Year Medical Students' Academic Motivation. *Medical Science Educator*. 2021.

Bramer, W. M. 'Optimal database combinations for literature searches in systematic reviews: A prospective exploratory study', *Systematic Reviews*. doi: 10.1186/s13643-017-0644. 2017

Bråten, I. & Braasch, J. L. 'Key issues in research on students' critical reading and learning in the 21st century information society', in *Improving reading and reading engagement in the 21st century*. Singapore: Springer, 2017. pp. 77–98.

Bresciani-Ludvik, M. "Learning About Consequences, Community, Creativity and Courage: Cultivating Compassion in Higher Education Leadership," in *The Pedagogy of Compassion at the Heart of Higher Education*. ed. P. Gibbs (Cham: Springer Nature), 2017. 155–172.

Bukhari, S.R., Saba, F. Depression, anxiety and stress as negative predictors of life satisfaction in university students. *Rawal Med. J.* 42 (2), 2017. 255–257.

Cameron, C. D., Hutcherson, C. A., Ferguson, A. M., Scheffer, J. A., Hadjiandreou, E., & Inzlicht, M. Empathy is hard work: people choose to avoid empathy because of its cognitive costs. *J. Exp. Psychol. Gen.* 148, (6) 2019. 962–976. doi: 10.1037/xge0000595

Chai, L., Xue, J., & Han, Z.,Q.,. School bullying victimization and self-rated health and life satisfaction: the mediating effect of relationships with parents, teachers, and peers. *Child. Youth Serv.* 2020 Rev. 117.

Chidi, N.O.& Adaobi, S. Determination of factors that contribute to postgraduate students delay in their Thesis/Dissertation completion. 2021 <https://www.researchgate.net/publication/352030805>.

Chin, W.Y. Challenges of research conduct among postgraduate research students in an African University: Analyzing the factors that influencing the success of postgraduates in achieving graduation on time (got) using Analytic hierarchy process (AHP). In: AIP Conference Proceedings. AIP Publishing . 2017

Condon, P. Meditation in context: factors that facilitate Prosocial behavior. *Curr. Opin. Psychol.* 28, 2019. 15–19. doi: 10.1016/j.copsy.2018.09.011

Condon, P., & Makransky, J. Recovering the relational starting point of compassion training: a foundation for sustainable and inclusive care. *Perspect. Psychol. Sci.* 15, 2020.1346–1362. doi: 10.1177/1745691620922200

Dastani, M., Mokhtarzadeh, M., Nasirzadeh, A. R., & Delshad, A Health information seeking behavior among students of Gonabad University of Medical Sciences. *Library Philosophy and Practice*, 2545. 2019.

Datu, J.A.D., King, R.B., Valdez, J.P.M., & Eala, M.S.M., Grit is associated with lower depression via meaning in life among Filipino high school students. *Youth Soc.* 2018. 51 (6), 2018.865–876.

Desta, A. G., du Preez, M., & Ngulube, P. Factors affecting the information-seeking behaviour of postgraduate students at the University of South Africa Ethiopia Regional Learning Centre. *Information Development*, 35(3), 2019. 362–373. <https://doi.org/10.1177/0266666917744824>

DeSteno, D., Lim, D., Duong, F., & Condon, P. Meditation inhibits aggressive responses to provocations. *Mindfulness* 9 (3), 2018. 1117–1122. doi: 10.1007/s12671-017-0847-2

Devine, K., & Hunter, K. H. PhD student emotional exhaustion: the role of supportive supervision and self-presentation behaviours. *Innov. Educ. Teach. Int.* 54, (4)2017. 335–344. doi: 10.1080/14703297.2016.1174143

Disabato, D.J., Kashdan, T.B., Short, J.L., Jarden, A., What Predicts Positive Life Events that Influence the Course of Depression? A longitudinal examination of gratitude and meaning in life. *Cognit. Ther. Res.* 2017, 41 (3), 444–458.

Duong, C.D., The Impact of Fear and Anxiety of Covid-19 on Life Satisfaction: Psychological Distress and Sleep Disturbance as Mediators. *Personality and Individual Differences*, 2021. p. 178.

Epidemiol. 42 (2), 161–166. Szczeniak, M., Tuecka, M., Family functioning and life satisfaction: the mediatory role of emotional intelligence. *Psychol. Res. Behav. Manag.* 13, 2020.223–232.

Ergin, G. The effectiveness of Instruction by Increasing the Clue in the Diversification of Imaginary Play Behaviors of Children with Autism Spectrum Disorders (Unpublished master thesis). Graduate School of Educational Sciences, Anadolu University, Eskisehir, Turkey. 2017.

Fawns, T. Postdigital Education in Design and Practice. *Postdigital Science and Education*, 1(1), 2019.132–145. <https://doi.org/10.1007/s42438-018-0021-8>.

Fawns, T., Aitken, G., & Jones, D. Ecological Teaching Evaluation vs the Datafication of Quality: Understanding Education with, and Around, Data. *Postdigital Science and Education*, 3(1), 2020. 65–82. <https://doi.org/10.1007/s42438-020-00109-4>.

Fawns, T., Jones, D., & Aitken, G. Challenging assumptions about “moving online” in response to COVID-19, and some practical advice. *MedEdPublish*, 9(1), 2020. 83. <https://doi.org/10.15694/mep.2020.000083.1>.

Feenberg, A. Postdigital or Predigital? *Postdigital Science and Education*, 1(1), 2019.8–9. <https://doi.org/10.1007/s42438-018-0027-2>.

Feng, Y.J., Fan, Y.J., Su, Z.Z., Li, B.B., Li, B., Liu, N., Wang, P.X., Correlation of sexual Behavior Change, Family Function and Male-Female Intimacy Among Adults Aged 18-44 Years During COVID-19 Epidemic. *Sex. Med.* 9 (1). 2021.

Filippou, K., Kallo, J., & Mikkilä-Erdmann, M. Students’ views on thesis supervision in International Master’s Degree Programmes in Finnish Universities. *Intercultural Education*, 28(3), 2017.334-352.

Foroughi, B., Iranmanesh, M., Nikbin, D., Hyun, S.S., Are Depression and Social Anxiety the Missing Link Between Facebook Addiction and Life Satisfaction? The Interactive Effect of Needs and Self-Regulation. *Telematics Inf.* 43. 2019.

Gibbs, P. *The Pedagogy of Compassion at the Heart of Higher Education*. Cham: Springer Nature. 2017.

Gilbert, P. Compassion: From its Evolution to a Psychotherapy. *Front. Psychol.* 11:586161. 2020. Doi: 10.3389/Fpsyg.2020.586161

Gilbert, P. Explorations Into The Nature and Function of Compassion. *Curr. Opin. Psychol.* 28, 2019.108–114. Doi: 10.1016/J.Copsyc.2018.12.002

Gilbert, P., Catarino, F., Duarte, C., Matos, M., Kolts, R., Stubbs, J. The Development Of Compassionate Engagement And Action Scales For Self and Others. *J. Compass. Health Care* 4, 2017.1–24. Doi: 10.1186/S40639-017-0033-3

Glaw, X., Hazelton, M., Kable, A., Inder, K., Exploring Academics Beliefs About The Meaning Of Life To Inform Mental Health Clinical Practice. *Arch.* 2020.

Grant, R. Hackney, D. Edgar, Postgraduate Research Supervision: An 'agreed' conceptual View Of Good Practice Through Derived Metaphors. *Int. J. Dr. Stud.* 9, 2014. 43–60.

Griffioen, D. Building Research Capacity In New Universities During Times of Academic Drift: Lecturers Professional Profiles [Creación De Capacidad De Investigación En Nuevas Universidades Durante Épocas De Deriva Académica: Perfiles Profesionales De Los Profesores]. *High Educ Policy* 33, 2018.347–366.

Guo, J., He, C., & Liu, H. Supervisory Styles and Graduate Student Creativity: The Mediating Roles Of Creative Self-Efficacy And Intrinsic Motivation. *Studies In Higher Education*, 42(4), 2017.721-742. <https://doi.org/10.1080/03075079.2015.1072149>

Gunn, S. H Lee & M. Steed, Student Perceptions of Benefits and Challenges of Peer Mentoring Programs: Divergent Perspectives From Mentors and Mentees. *Marketing Education Review*, 27(1), 2017. 15-26.

Gunn, S. H Lee & M. Steed, Student Perceptions of Benefits and Challenges Of Peer Mentoring Programs: Divergent Perspectives From Mentors and Mentees. *Marketing Education Review*, 27(1), 2017.15-26.

Guo, L., Fan, H., Xu, Z., Li, J., Chen, T., Zhang, Z., & Yang, K. Prevalence and Changes in Depressive Symptoms among Postgraduate Students: a Systematic Review and Meta-Analysis From 1980 To 2020. *Stress and Health*, 2021, 1-13.

Guo, L.P., Fan, H.Y., Xu, Z., Li, J.Y., Chen, T.L., Zhang, Z.Y., Yang, K.H., 2021. Prevalence and Changes in Depressive Symptoms among Postgraduate Students: A Systematic Review and Meta-Analysis From 1980 To. *Stress Health* 37 (5), 2020.835–847.

Havenga, Y. & Sengane, M. L. Challenges Experienced by Postgraduate Nursing Students at a South African University. *Health SA Gesondheid*, 23(0), 2018.1107.

Howells, K., Stafford, K., Guijt, R. & Breadmore, M. The Role of Gratitude in enhancing The Relationship between Doctoral Research Students and their Supervisors. *Teaching In Higher Education*, 22(6), 2017.621-638.

Huang, Z.W., Zhang, L.J., Wang, J.Y., Xu, L., Li, Y., Guo, M., Ma, J.B., Xu, X., Wang, B.Y., Lu, H.L., The Structural Characteristics and Influential factors of Psychological Stress of Urban Residents In Jiangxi Province During The COVID-19 Pandemic: Cross Sectional Study. 2021.

Igumbor, O., Bosire, E.N., Basera, T.J., Uwizeye, D., Fayehun, O., Wao, H., & Fonn, S. 2020. CARTA Fellows' Scientific Contribution to the African Public and Population Health Research Agenda 2018.

James, N., & Lokhtina, I. Feeling on the Periphery? The Challenge of Supporting Academic Development and Identity through Communities of Practice. *Studies In The Education of Adults*, 50(1), 2018.39–56. <https://doi.org/10.1080/02660830.2018.1520561>

Jibao, G., Changqing, H. & Hefu, L. Supervisory Styles and Graduate Student Creativity: The Mediating Roles of Creative Self-Efficacy and Intrinsic Motivation. *Studies in Higher Education*, 42(4), 2017.721-742.

Jude O Iguwbor, Edora N. Bosire Florah Kanmi Et Al, Effective Supervision of Doctoral Students in Public and Population Health in Africa: CARTA Supervisors Experiences, Challenges and Perceived Opportunities, *Global Public Health* 17.4, 496 – 5 – 11, <http://doi.org/10.1080/17441692.2020.1864752>

Karakose, T., Polat, H., Papadakis, S., 2021. Examining Teachers' Perspectives on School Principals' Digital Leadership Roles and Technology Capabilities during the COVID-19 Pandemic. *Sustainability* 13 (23).

Karakose, T., Yirci, R., Papadakis, S., Exploring The Interrelationship Between COVID-19 Phobia, Work-Family Conflict, Family-Work Conflict and Life Satisfaction among School Administrators for Advancing Sustainable Management. *Sustainability* 13 (15). 2021.

Karaman, M.A., Watson, J.C., Examining Associations among Achievement Motivation, Locus of Control, Academic Stress and Life Satisfaction: A Comparison of US and International Undergraduate Students. *Pers. Individ. Differ.* 111, 2017. 106–110.

Kekkonen, V., Tolmunen, T., Kraav, S.L., Hintikka, J., Kivimaki, P., Kaarre, O. & Laukkanen, E., Adolescents' Peer Contacts Promote Life Satisfaction in Young Adulthood - A Connection Mediated by the Subjective Experience of Not Being Lonely. *Pers. Individ. Differ.* 2020. 167.

Keshavarz, H. & Shekari M., Factors Affecting Topic Selection for Theses and Dissertations in Library and Information Science: A National Scale Study. *Library & Information Science Research*, 101052. [doi:10.1016/j.lisr.2020.101052](https://doi.org/10.1016/j.lisr.2020.101052). 2020.

Khalafallah, A., Lam, S., Gami, A., Dornbos, D.L., Sivakumar, W., Johnson, J.N.& Mukherjee, D., A national survey on the impact of the COVID-19 pandemic upon burnout and career satisfaction among neurosurgery residents. *J. Clin. Neurosci.* 80, 2020.137–142.

Kılıç, Y. The effectiveness of simultaneous cue teaching in teaching music activities prepared with Orff approach to students with autism spectrum disorders (Unpublished master thesis). Marmara University Graduate School of Educational Sciences, Istanbul. 2019.

Kirby, J. N. Compassion interventions: the programmes, the evidence, and implications for research and practice. *Psychol. Psychother.* 90, 2017.432–455. doi: 10.1111/papt.12104

Kirby, J. N., Day, J.& Sagar, V. The ‘flow’ of compassion: a metaanalysis of the fears of compassion scales and psychological functioning. *Clin. Psychol. Rev.* 70, 2019.26–39. doi: 10.1016/j.cpr.2019.03.001

Kirby, J. N., Steindl, S. R. & Doty, J. M. “Compassion as the Highest Ethics,” in *Practitioner’s Guide to Ethics and Mindfulness-Based Interventions*. ed. L. M. Monteiro (Cham: Springer International Publishing), 2017. 253–275

Kirchher, J. *The Lean PhD: Radically Improve the Efficiency, Quality and Impact of Your Research* [El doctorado Lean: mejore radicalmente la eficiencia, la calidad y el impacto de su investigación]. UK: Red Globe Press. 2018.

Klimecki, O. M. The role of empathy and compassion in conflict resolution. *Emot. Rev.* 11, 2019.310–325. doi: 10.1177/1754073919838609

Koutselini, M. “The Reflective Paradigm in Higher Education and Research: Compassion in Communities of Learning” in *The Pedagogy of Compassion at the Heart of Higher Education*. ed. P. Gibbs (Cham: Springer Nature), 2017. 203–212

Kugbey, N., Asante, K.O., Meyer-Weitz, A., Depression, anxiety and quality of life among women living with breast cancer in Ghana: mediating roles of social support and religiosity. *Support. Care Cancer* 28 (6), 2020.2581–2588.

Kumar, S., & Johnson, M. Mentoring doctoral students online: Mentor strategies and challenges. *Mentoring & Tutoring: Partnership in Learning*, 25(2), 2017.202–222. <https://doi.org/10.1080/13611267.2017.1326693>

Leila, B., Alireza Y. & Nikoo, Y. The journey of a Thesis supervisors from novice to expert: a grounded theory *BMC Medical Education* 2019

Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J., and Gisle, L. Work organization and mental health problems in PhD students. *Res. Policy* 46, 2017.868–879. doi: 10.1016/j.respol.2017.02.008

Li, A., Wang, S., Cai, M., Sun, R., Liu, X., Self-compassion and Life-Satisfaction Among Chinese Self-Quarantined Residents during Covid-19 Pandemic: a Moderated Mediation Model of Positive Coping and Gender. *Personality and Individual Differences*, 2020. p. 170.

Liu, Z.H., Ouyang, C.N., Establishment of care service quality evaluation index system for the pension institutions combined with medical service. *Chines. J. Health Pol.* 14 (10), 2021.59–67.

Loan, L., Cong, D.D., Thang, H., Nga, N.T.V., Van, P.T., Hoa, P.T., Entrepreneurial behaviour: the effects of the fear and anxiety of Covid-19 and business opportunity recognition. *Entrep. Busin. Econom. Rev.* 9 (3), 2021.7–23.

Longhurst, G.J., Stone, D.M., Dulohery, K., Scully, D., Campbell, T., Smith, C.F., Strength, weakness, opportunity, threat (SWOT) analysis of the adaptations to anatomical education in the United Kingdom and Republic of Ireland in response to the Covid-19 pandemic. 2020.

Maher, M. A., Wofford, A. M., Roksa, J., & Feldon, D. F. Doctoral student experiences in biological sciences laboratory rotations. *Studies in Graduate and Postdoctoral Education*, 10(1), 2019.69–82. <https://doi.org/10.1108/SGPE-02-2019-050>

Manzi, C., Vignoles, V.L., Regalia, C., Scabini, E., Cohesion and enmeshment revisited: differentiation, identity, and well-being in two European cultures. *J. Marriage Fam.* 68 (3), 2010.673–689.

Massaro, M. ‘Practitioners’ views on intellectual capital and sustainability: From a performance-based to a worth. 2018

McEvoy, C. T., Hunter, R. F., Matchett, K. B., Carey, L., McKinley, M. C., McCloskey, K. D., & Woodside, J. D. Exploring perceived support of postgraduate medical science research students. *Journal of Further and Higher Education*, 42(4), 2018.454-466. <https://doi.org/10.1080/0309877X.2017.1281890>

Metcalf, A. S., & Blanco, G. L. “Love is calling”: Academic friendship and international research collaboration amid a global pandemic. *Emotion, Space and Society*, 38, Article 100763. <https://doi.org/10.1016/j.emospa.2021.100763> .2021.

Miller, I.W., Ryan, C.E., Keitner, G.I., Bishop, D.S.&Epstein, N.B., The mcmaster approach to families: theory, assessment, treatment and research. *J. Fam. Ther.* 22 (2), 2010.168–189.

Moksnes, U.K., Eilertsen, M.E.B., Ringdal, R., Bjornsen, H.N. & Rannestad, T., Life satisfaction in association with self-efficacy and stressor experience in adolescentsself-efficacy as a potential modera. *Scand. J. Caring Sci.* 33 (1), 2019.222–230.

Mullen, C. A. Practices of cognitive apprenticeship and peer mentorship in a cross-global STEM lab. In B.J. Irby, J. N. Boswell, L. J. Searby, F. Kochan, R. Garza, & N. Abdelrahman (Eds.), *The*

Wiley international handbook of mentoring: Paradigms, practices, programs, and possibilities. 2020 (pp. 243–260). Wiley.

Mullens, A. B., Stapleton, P., Clarke, A., & Strodl, E. Mentoring matters. *Psych*, 1(2), 2019.20-21.

Mustika, R., Yo, E.C., Faruqi, M. & Zhuhra, R.T.,. Evaluating the relationship between online learning environment and medical students' wellbeing during COVID-19 pandemic. *Malays. J. Med. Sci.* 202128 (5), 108–117.

Muthanna, A. & Alduais, A. A thematic review on research integrity and research supervision: Relationships, Crises and Critical Messages. *J Acad Ethics* 19, 2021.95–113.

Nasir, R., Mustaffa, M.B., Shahrazad, W.S.W., Khairudin, R. & Salim, S. S. Parental support, personality, self-efficacy as predictors for depression among medical students. *J. Soci. Sci. Humanit.* 19, 2011. 9–15.

Ni, X., Li, X. & Wang, Y., The impact of family environment on the life satisfaction among young adults with personality as a mediator. *Child. Youth Serv. Rev.* 120. Nikolis, L., Wakim, A., Adams, W., Bajaj, P., 2021. Medical student wellness in the United States during the COVID-19 pandemic: a nationwide survey. *BMC Med. Educ.* 21 (1). 2020.

Nocco, M.A., McGill, B.M., MacKenzie, C.M., Tonietto, R.K., Dudney, J., Bletz, M. C., Young, T., & Kuebbing, S. E. Mentorship, Equity, and Research productivity: Lessons from a pandemic. *Biological Conservation*, 255, Article 108966. 2021.

Olson, D.H., Waldvogel, L. & Schlieff, M., Circumplex model of marital and family systems. *J. Family Theory Rev.* 22 (2), 2000.144–167.

Ozkaya, E., Cetin, M., Ugurad, Z.& Samanc, N., Evaluation of family functioning and anxiety-depression parameters in mothers of children with asthma. *Allergol. Immunopathol.* 38 (1), 2010.25–30.

Parra, R.M.R. Depression and meaning of life in university students in times of pandemic. *Int. J. Educ. Psychol.* 9 (3), 2020.223–242.

Pérez-Ros,P.,Chust-Hernández,P., Ibáñez-Gascó, J., & Martínez-Arnau, F. An undergraduate thesis training course for faculty reduces variability in student evaluations. *Nurse Education Today* 96, 2021. 104619.

Proscovia N., Benjamin K. & Noel Japheth invest in Research supervision, Enhance Timely completion of Postgraduate studies, www.researchgate.net. 2021, *Psicol.* 51 (3).

Shao, R.Y., He, P., Ling, B., Tan, L., Xu, L., Hou, Y.H., Kong, L.S. & Yang, Y.Q., Prevalence of depression and anxiety and correlations between depression, anxiety, family functioning, social support and coping styles among Chinese medical students. *BMC Psychology* 8 (1). 2020.

Qian, Y. & Lehman, J. 'Students' misconceptions and other difficulties in introductory programming: A literature review', *ACM Transactions on Computing Education*. doi: 10.1145/3077618. 2017

Quaglia, J. T., Soisson, A. & Simmer-Brown, J. Compassion for self versus other: a critical review of compassion training. *J. Posit. Psychol.*

2020.1–16. doi: 10.1080/17439760.2020.1805502

Racine, N., Plamondon, A., Hentges, R., Tough, S. & Madigan, S. Dynamic and bidirectional associations between maternal stress, anxiety, and social support: the critical role of partner and family support. *J. Affect. Disord.* 2019. 252, 19–24.

Rapp, C. & Ott, J.: Learning analytics in academic writing instruction—opportunities provided by Thesis Writer (TW). In: Igel, C., Ullrich, C., Martin, W. (eds.) *Bildungsräume 2017*, pp. 391–392. Gesellschaft für Informatik, Bonn 2017

Reker, G.T., Wong, P.T.P., Aging as an individual process: toward a theory of personal meaning. In: Birren, J.E., Bengtson, V.L. (Eds.), *Emergent Theories of Aging*. Springer Publishing Company, 1988. pp. 214–246.

Ritesh C. Stephanie, M. & Bibby, H. Supervisory feedback to postgraduate research students: A literature review. *Assessment & Evaluation in Higher Education*, 2021 <https://doi.org/10.1080/02602938.2021.199524>.

Rozenhal, A., Costanguayu, L., Dimidjan, S., Lambert, M., Shafran, R. & Andersson, G., et al. Negative effects in psychotherapy: commentary and recommendations for future research and clinical practice. *BJPsych. Open* 4, 2018. 307–312. doi: 10.1192/bjo.2018.42

Rupprecht, S., Koole, W., Chskalson, M., Tamdjidi, C., & West, M. Running too far ahead? Towards a broader understanding of mindfulness in organisations. *Curr. Opin. Psychol.* 28, 2019.32–36. doi: 10.1016/j.copsyc.2018.10.007

Saavedra, P., Ntontis, E., & Kyprianides, S. A. A. *PhD supervisors and faculty members might help to avoid burnout as well as enhance engagement and organisational citizenship behaviour (OCB) among PhD students*. Official URL: Technical report. University of Sussex [https://doi.org/10.20919/Psych\(2019\).001](https://doi.org/10.20919/Psych(2019).001). 2019.

Safa, F., Anjum, A., Hossain, S., Trisa, T.I., Hasan, M.T., 2021. Immediate psychological responses during the initial period of the covid-19 pandemic among bangladeshi medical students. *Child. Youth Serv. Rev.* 122.

Sanchiz, M. 'Searching for information on the web: Impact of cognitive aging, prior domain knowledge and complexity of the search problems', *Information Processing and Management*. doi: 10.1016/j.ipm.2016.09.003. 2017

Sedrakyan, G., et al.: Linking learning behavior analytics and learning science concepts: designing a learning analytics dashboard for feedback to support learning regulation. *Comput. Hum. Behav.* 2018

Shi, M., Li, L., Sun, X., Wang, L., Associations between symptoms of attentiondeficit/hyperactivity disorder and life satisfaction in medical students: the mediating effect of resilience. *BMC Med. Educ.* 2018. 18 (1), 164.

Shiah, Y.J., Chang, F., Chiang, S.K., Lin, I.M., Tam, W.C.C., Religion and health: anxiety, religiosity, meaning of life and mental health. *J. Relig. Health* 54 (1), 2015. 35–45.

Sinche, M., Layton, R. L., Brandt, P. D., O'Connell, A. B., Hall, J. D., Freeman, A. M., Harrell, J. R., Cook, J. G., Brennwald, P. J., & van Rijnsoever, F. J. An evidence-based evaluation of transferable skills and job satisfaction for science PhDs. *PloS One*, 12(9), 2017. Article e0185023.

Smah, B. O. Emunemu (eds). *Issues in higher education: research evidence from Sub-Sahara Africa*. Lagos: Bolabay Publication 2007

Spitzer, R., Kroenke, K., Williams, J.B., Validation and utility of a self-report version of PRIME-MD: the PHQ primary care study. *JAMA* 282 (18), 1999.1737–1744.

Sternthal, M.J., Williams, D.R., Buck, M., Depression, anxiety, and religious life: a search for mediators. *J. Health Soc. Behav.* 51 (3), 2010.343–359.

Surmiak, A. 'Confidentiality in qualitative research involving vulnerable participants: Researchers' perspectives', *Forum Qualitative Sozialforschung*. doi: 10.17169/fqs-19.3.3099. 2018

Swami, V., Chamorro-Premuzic, T., Sinniah, D., Maniam, T., Kannan, K., Stanistreet, D., Furnham, A., General health mediates the relationship between loneliness, life satisfaction and depression-A study with Malaysian medical students. *Soc. Psychiatr. Psychiatr.* 2007.

Thoemmes, F., Mackinnon, D.P., Reiser, M.R., Power analysis for complex mediational designs using Monte Carlo methods. *Struc. Eq. Modeling-A Multidis. J.* 17 (3), 2010.510–534.

Timothy Clark – The doctoral supervisor as methodological mentor : Postgraduate methodological Journey 2022, Wordpress.com / tag / mentoring / ? blogsub.

Udida, U. U Bassey,, I. U. Udofia, & E. A Egbona,. System performance and sustainability of higher education in Nigeria. 2009.

Volkert, D., Candela, L., & Bernacki, M. Student motivation, stressors, and intent to leave nursing doctoral study: a national study using path analysis *Nurse Educ. Today*, 61, 2018. 210-215.

Wang, Q.H., Wang, L., Shi, M., Li, X.L., Liu, R., Liu, J., Zhu, M., Wu, H.Z., Empathy, burnout, life satisfaction, correlations and associated socio-demographic factors among Chinese undergraduate medical students: an exploratory cross-sectional study. *BMC Med. Educ.* 2019. 19 (1).

Wang, Y.C., Peng, J.X., Work-family conflict and depression in Chinese professional women: the mediating roles of job satisfaction and life satisfaction. *Int. J. Ment. Health Addiction* 15 (2), 2017. 394–406.

Wang, L., & DeLaquil, T. The isolation of doctoral education in the times of COVID-19: Recommendations for building relationships within person–environment theory. *Higher Education Research & Development*, 39(7), 2020. 1346–1350.

<https://doi.org/10.1080/07294360.2020.1823326>

Wei, C., Yu, C.F., Hong, X.Z., Zheng, Y.H., Zhou, S.S., Sun, G.J., Gratitude and life satisfaction among left-behind children: the mediating effect of anxiety and Depression. *Chinese J. Child Health Care* 23 (3), 2015. 290–292.

White, R. “Compassion in Philosophy and Education,” in *The Pedagogy of Compassion at the Heart of Higher Education*. ed. P. Gibbs (Cham: Springer Nature), 2017. 19–31.

Wildemuth, B. Applications of social research methods to questions in information and library science (2. ed.). Libraries Unlimited. 2017.

Yang, L., Zhao, Q., Liu, H., Zhu, X.M., Wang, K., Man, J., Family functioning mediates the relationship between activities of daily living and poststroke depression. *Nurs. Res.* 70 (1), 2020.51–57.

Yun, J.Y., Kim, J.W., Myung, S.J., Yoon, H.B., Moon, S.H., Ryu, H., Yim, J.J.,. Impact of COVID-19 on lifestyle, personal attitudes, and mental health among Korean medical students: network analysis of associated patterns. *Front. Psychiatr.* 202112.

Zeng, H.K., Zhao, J.B., Zhang, X.Y., Mediating effect of life meaning between family functioning and suicide risk in freshmen. *Chinese General Pract.* 21 (36), 2018. 4521–4526.

Zhang, P., Ye, L., Fu, F., Zhang, L.G.,. The influence of gratitude on the meaning of life: the mediating effect of family function and peer relationship. *Front. Psychol.* 2021. 12.

Journals

Adama, U, Aghimien, O & Fabumi, O. Students housing in private universities in Nigeria: Influencing Factors and effects on academic performance. *International journal of built environment and sustainability*, 5(1), 2018. pp 12-22.

Ado, M.B., Ado, A., & Abdu .I A. Assessment of quality and condition of students Hostel in Kano University of science and technology, WUDIL, Kano state Nigeria. *International journal of advancements in research and technology* 7(12) 2018. pp 9-33

Aitken, G., & Loads, D. Experiences of staff new to teaching postgraduate students online: implications for academic staff development. *Journal of Perspectives in Applied Academic Practice*, 7(1), 2019. 37-46.

Alebaikan, T., Bain, Y., & Cornelius, S. Experiences of distance doctoral supervision in cross-cultural teams. *Teaching in Higher Education*, 1 2020.

18. Advance online publication. <https://doi.org/10.1080/13562517.2020.1767057>

Ali, P. A., Watson, R., & Dhingra, K. Postgraduate research students' and their supervisors' attitudes towards supervision. *International Journal of Doctoral Studies*, 11, 2016. 227-241. <https://doi.org/10.28945/3541>

Amaniampong, Ameyaw & Akortsu Qualitative adequacy of students hostels in Wa, Ghana. *Journal of civil engineering and Architecture*, 5(6) 2017.pp 193-206

Ames, C., R. Berman, & A. Casteel. A preliminary examination of doctoral student retention factors in private online workspaces. *International Journal of Doctoral Studies* 13: 2018. 79–107

Ansell, F. Lievens, & P. E. Levy, D. E., Okurame, & M. S. Ajayi, Effects of mentoring and feedback on the cognitive task performance of Nigerian undergraduate students. *International Journal of Evidence Based Mentoring and Mentoring*, 15, 2017.124–139.

Bacwayo, P. Nampala, & N. I. Oteyo, Challenges and opportunities associated with supervising graduate students enrolled in African universities. *International Journal of Education and Practice*, 5(3), 2017.29–39.

Bell, J. & Waters, S. Doing your research project. A guide for first-time researchers. McGraw-Hill Education. Bayona-Oré, S. & Bazan, C. Why Students Find It Difficult to Finish their Theses? *Journal of Turkish Science Education*, 17(4), 2020.591-602.

Cameron, K., Daniels, L., Traw, E., & McGee, R. Mentoring in crisis does not need to put mentorship in crisis: Realigning expectations. *Journal of Clinical and Translational Science*, 2021. 5(1 1–2), Article e16. <https://doi.org/10.1017/cts.2020.508>

Casanave, C. P. Performing expertise in doctoral dissertations: Thoughts on a fundamental dilemma facing doctoral students and their supervisors. *Journal of Second Language Writing*, 43, 2019.57–62.

Cekiso, M., Tshotsho, B., Masha, R., & Saziwa, T. Supervision Experiences of Postgraduate Research Students at one South African higher Education Institution. *South African Journal of Higher Education*, 33(3), 2019. 8-25. <https://doi.org/10.20853/33-3-2913>.

Chandler, Q. The negative stereotypes about mental health, and African-American College students' willingness to seek counseling. *Global Journal of Psychology Research: New Trends and Issues*, 9(2), 2019.32–42

Chireshe, R. Research Supervision: Postgraduate Students' Experiences in South Africa. *Journal of Social Sciences*, 31(2) 2017.229-234.

Cornelissen, J. P. Preserving theoretical divergence in management research: Why the explanatory potential of qualitative research should be harnessed rather than suppressed. *Journal of Management Studies*, 54(3), 2017.368-383.

Cunningham, , M. Guerrero, , Klofsten, M, Mosey, S, Urbano, D Entrepreneurial and innovative higher education ecosystems across the globe: Theories, practices and policy impacts. Special Issue call for papers. *International Small Business Journal* 2018.

Cunningham, , M. Guerrero, , Klofsten, M, Mosey, S, Urbano, D Entrepreneurial and innovative higher education ecosystems across the globe: Theories, practices and policy impacts. Special Issue call for papers. *International Small Business Journal* 2018.

Davis, D.: The ideal supervisor from the candidate's perspective: what qualities do students actually want? *Journal of Further and Higher Education*, 2019. 44(9),1220-1232.

Doloriert, C., Sambrook, S., & Stewart, J. Power and emotion in doctoral supervision: Implications for HRD. *European Journal of Training and Development*, 36(7), 2012.732–750. <https://doi.org/10.1108/03090591211255566>

Dorothy Abaamah A. Demistifying the Blame Game in the Delays of Graduation of Research Students in Universities in Ghana: The case of University for Development Studies. *European Journal of Business and Innovation Research*, 17(1), 2017. 120-130.

Emeh, E.O Nwanguma, , J.J Abaroh, Engaging youth unemployment in Nigeria with youth development and empowerment programmes: The Lagos state in focus. *Interdisciplinary Journal of Contemporary Research in Business* 4: 2012.1125–1141.

Emeh, E.O Nwanguma, , J.J Abaroh, Engaging youth unemployment in Nigeria with youth development and empowerment programmes: The Lagos state in focus. *Interdisciplinary Journal of Contemporary Research in Business* 4: 2012,1125–1141.

Exter, M. E., & Ashby, I. Using cognitive apprenticeship to enculturate new students into a qualitative research. *The Qualitative Report*, 24(4), 2019.873–886.

Fawns, T., & O’Shea, C. Evaluative judgement of working practices: Reconfiguring assessment to support student adaptability and agency across complex settings. *Italian Journal of Educational Technology*, 27(1), 2019.5-18. <https://doi.org/10.17471/2499-4324/1027>.

Gedamu, A. TEFL Graduate supervisees' views of their supervisors' supervisory styles and satisfaction with thesis supervision. *Iranian Journal of Language Teaching Research*, 6(1), 2018.63-74.

Ghani, F. Remote teaching and supervision of graduate scholars in the unprecedented and testing times. *Journal of the Pakistan Dental Association*, 29(S), 2020.36–42.

Grant, R. Hackney, & Edgar, D. Postgraduate research supervision: An ‘agreed’ conceptual view of good practice through derived metaphors. *International Journal of Doctoral Studies*, 9, 2014.43–60.

Grealy L., Laurie T. The ethics of postgraduate supervision: A view from cultural studies. In: Aksikas J., Andrews S., Hedrick D. (eds) *Cultural Studies in the Classroom and Beyond*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-25393-6_16. *Journal of Turkish Science Education* 572 Griffith University 2019. <https://intranet.secure.griffith.edu.au/research/griffith-graduate-researchschool/training-and-workshops/expectations-in-supervision-questionnaire>.

Harwood, N., & Petrić, B. Helping International Master’s Students Navigate Dissertation Supervision: Research-informed Discussion and AwarenessRaising Activities. *Journal of International Students*, 9(1), 2019. 150- 171. <https://doi.org/10.32674/jis.v9i1.276>

Heliyon 7 (8). Iftikhar, N., Awais, M., Ayoub, S.,. Prevalence of stress in medical students of different medical colleges. *Indo Am. J. Pharm. Sci.* 6 (6), 2019.13143–13145. <https://oapub.org/edu/index.php/ejes/article/view/2838>.

Ion, G., y Iucu, R. The impact of postgraduate studies on the teachers' practice [El impacto de los estudios de posgrado en la práctica docente]. *European Journal of Teacher Education*, 2016. 1-15. <http://dx.doi.org/10.1080/02619768.2016.1253674>

Iroham, C. O., Oluwunmi, A. O., Ekenta, C. Bello, F. O. Service quality delivery of facilities in Covenant University Lecture Theatre: Assessing end users' satisfaction. *Covenant Journal of Research in the Built Environment*, 5(1), 2017. 48-68.

Jamshed, Anees and Mohammad Critical factors affecting international students' satisfaction of hostel facilities: A case study of university Sians Malaysia. *Journal of Governans, institusi and Pengurusan Kewangan*, 2018. 72-79

Jeyaraj, J. Academic writing needs of postgraduate research students in Malaysia. *Malaysian Journal of Learning and Instruction*, 17(2), 2020.1-23.

Johansen, B. T., Olsen, R. M., Øverby, N. C., Garred, R., & Enoksen, E. Team supervision of doctoral students: A qualitative inquiry. *International Journal of Doctoral Studies*, 14, 2019. 69–84.

Kaup, S., Jain, R., Shivalli, S., Pandey, S., Kaup, S., Sustaining academics during COVID-19 pandemic: the role of online teaching-learning. *Indian J. Ophthalmol.* 68 (6), 2020. 1220–1221.

Kebritchi, M., Lipschuetz, A., & Santiago, L. Issues and Challenges for Teaching Successful Online Courses in Higher Education. *Journal of Educational Technology Systems*, 46(1), 2017.4–29. <https://doi.org/10.1177/0047239516661713>.

Kurt, A. A., & Emiroğlu, B. G. E. Analysis of Students' Online Information Searching Strategies, Exposure to Internet Information Pollution and Cognitive Absorption Levels Based on Various Variables. *Malaysian Online Journal of Educational Technology*, 6(1), 2018. 18–29.

Lambert, N.M., Stillman, T.F., Baumeister, R.F., Fincham, F.D., Graham, S.M., Family as a salient source of meaning in young adulthood. *J. Posit. Psychol.* 5 (5), 2010.367–376.

Lasater, K., Smith, C., Pijanowski, J., & Brady, K. P. Redefining mentorship in an era of crisis: Responding to COVID-19 through compassionate relationships. *International Journal of Mentoring and Coaching in Education*, 10(2), 2021. 158–172.

Lindahl, J. R., Fisher, N. E., Cooper, D. J., Rosen, R. K., and Britton, W. B. The varieties of contemplative experience: a mixed methods study of meditations-related challenges in Western Buddhists. *PLoS One* 12:e0176239. 2017.doi: 10.1371/journal.pone.0176239

Lockwood, C., dos Santos, K. B. and Pap, R. 'Practical Guidance for Knowledge Synthesis: Scoping Review Methods', *Asian Nursing Research*. doi: 10.1016/j.anr.2019.11.002. 2019

Madueño, M., Márquez, L. & Manig, A. The engineering professors' teaching identity formation as university teachers: A process of sociocultural construction. *Journal of Turkish Science Education*, 17(4), 2020.504-519

Maina J.J & Aji J.Y Influence of accommodation on the performance of Architecture students. *Built environment journal*, 14(2) 2017. pp 47- 59.

Manyike, T. V. Postgraduate supervision at an open distance e-learning institution in South Africa. *South African Journal of Education*, 2017. 37(2).

McCarron, R. H., Eade, J., & Delmage, E. The experience of clinical supervision for nurses and healthcare assistants in a secure adolescent service: Affecting service improvement. *Journal of Psychiatric and Mental Health Nursing*. <https://doi.org/10.1111/jpm.12447>. 2018.

Meng, Y., Tan, J., & Li, J. Abusive supervision by academic supervisors and postgraduate research students' creativity: The mediating role of leader-member exchange and intrinsic motivation. *International Journal of Leadership in Education*, 20(5), 2017.605–617.

N. J Okoli, , L. Ogbondah, and R. N. Ewor, The History and Development of Public Universities in Nigeria Since 1914. *International Journal of Education and Evaluation*, 2, 2016. 61-63

Nouri J., Larsson K., Saqr M. (2019) Identifying factors for master thesis completion and noncompletion through learning analytics and machine learning. In: Scheffel M., Broisin J., PammerSchindler V., Ioannou A., Schneider J. (eds) *Transforming learning with meaningful technologies*. EC-TEL 2019. Lecture Notes in Computer Science, vol 11722.

Nouri, J., Larsson, K., Saqr, M.: Bachelor thesis analytics: using machine learning to predict dropout and identify performance factors. *Int. J. Learn. Anal. Artif. Intell. Educ.* 2019. 1(1)

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 2017.1–13.

Odaudu U.S & Yahaya B.F Assessment of facilities in the male hostels of university environments in Nigeria. *British journal of environmental sciences*, 7(2) 2019.pp 21-30.

O'Donnell, M.B., Bentele, C.N., Grossman, H.B., Le, Y., Steger, M.F., You, me, and meaning: an integrative review of connections between relationships and meaning in life. *J. Psychol. Afr.* 24 (1), 2014.44–50.

Ogungbe M.A, Olukalojo M.A & Binuyo O.P An investment analysis of private student hostels in Nigerian Tertiary institutions: A case study of FUTA campus. *International journal of investment management and financial innovations*, 4(1), 2018.pp 1-8.

Ogunode, & L. Abubakar, Public Universities Administration in Nigeria: Challenges and the ways forward. *International Journal on Integrated Education*, 3(11), 2021. p 163-169

Ogunode, Supervision of Universities in Nigeria: Problems and Suggestions. Unpublished Article. 2021. Pg-7-8

Okoli, , L., Ogbondah, and R. N. Ewor, The History and Development of Public Universities in Nigeria Since 1914. *International Journal of Education and Evaluation*, 2, 2016.61-63

Oladokun, S., & Ajayi, C. Assessing Users' Perception of Facilities Management Service in a Public University: A Case Study Approach. *Journal of Facility Management and Research*. 2(2), 2019.pp 62-73.

Oluwaseye, A. J., & State, D. Information Needs and Seeking Behaviour of Medical Students at the College of Medicine, University Of Ibadan. *Journal of Applied Information Science and Technology*, 10(2). 2017.

Oluwunmi, A. O., Akinjare, O. A., Ajibola, M. O. & Oloke, O. C. *International Journal of Civil Engineering and Technology*, 9(9), 2018.476- 484.

Opowale .A. & Kajumo-Shakantu .K. Assessment of BuildOperate- Transfer model for Hostel facilities procurement in Nigerian public Universities. *International conference on education, development and innovation*, 2018. pp 187-197.

Orsini, C., Binnie, V.I., Wilson, S.L., Determinants and outcomes of motivation in health professions education: a systematic review based on self-determination theory. *J. Educ. Evalu. Heal. Profess.* 13 (19). 2016.

Paul Netalisile Machinda, Juliet Atwebembeire and proscovia Namubiru Ssentamu. Research Supervision as an decedent to graduate students progression in the Public Higher Institutions of learning in Uganda, *international journal of learning, Teaching and Educational Research*, 2021. vol 20, No 5.

Psychiatr. Nurs. 34 (2). Goodman, M.L., Gibson, D.C., Keiser, P.H., Gitari, S., Raimer-Goodman, L., Family, belonging and meaning in life among semi-rural kenyans. *J. Happiness Stud.* 20 (5), 2019.1627–1645.

Rapp, C., Kauf, P.: Scaling academic writing instruction: evaluation of a scaffolding tool (Thesis Writer). *Int. J. Artif. Intell. Educ.* 2018. 28, 1–26

Ribau, I. PhD supervision: An exploratory and a preliminary study about the supervisor point of view. *PEOPLE: International Journal of Social Sciences*, 4(2), 2018.820–836.

Roach, A., Christensen, B., & Rieger, E. The essential ingredients of research supervision: A discrete-choice experiment. *Journal of Educational Psychology*, 111 (7), 2019.1243–1260.

Roberts, L. D., & Seaman, K. Good undergraduate dissertation supervision: Perspectives of supervisors and dissertation coordinators. *International Journal for Academic Development*, 23(1), 2018.28–40.

Rogowska, A.M., Zmaczynska-Witek, B., Milena, M., Kardasz, Z., The mediating effect of self-efficacy on the relationship between health locus of control and life satisfaction: a moderator role of movement disability. *Disability and Health Journal* 13 (4). 2020.

Rosemary Wahumbogo, Elly Ndiao, Joas Mutua Nicetal Wanja, Francisca Wavinga. Supervision challenges and Delays in completion of PhD programmes in Public and Private Universities: Experiences of supervisors and Graduate Students in selected Universities in Nairobi Kenya. *European Journal of Education Studies* Vol 6, No 11, 2020.

Ross, K., Li, P., Zhao, P., y Dennis, B. Exploring Graduate Students' Understanding of Research: Links Between Identity and Research Conceptions. [Explorando la comprensión de la investigación por parte de los estudiantes graduados: vínculos entre la identidad y las concepciones de la investigación]. *International Journal Of Teaching And Learning In Higher Education*, 29 (1), 2017.73-86. <https://files.eric.ed.gov/fulltext/EJ1135818.pdf>.

Rufai Musiliu Dada, The impact of Academic mentoring on Students performance in Lagos State University, Nigeria: An Educational Planner's Perspective, *Direct Research Journal of social sciences and Educational studies*, 2020.

Sani-Bozkurt, S. Identifying network structure, influencers and social mood in digital spheres: a sentiment and content analysis of Down syndrome awareness. *World Journal on Educational Technology: Current Issues*, 10(1), 2018. 10–19.

Savolainen, R. 'Modeling the interplay of information seeking and information sharing: A conceptual analysis', *Aslib Journal of Information Management*. doi: 10.1108/AJIM-10-2018- 0266. 2019

Schumacher, C., Ifenthaler, D.: The importance of students' motivational dispositions for designing learning analytics. *J. Comput. High. Educ.* 30(3), 2018. 599–619

Sireli, O., Aysev Soykan, A., Examination of relation between parental acceptance/rejection and family functioning with severity of depression in adolescents with depression. *Anadolu Psikiyatri Dergisi-Anatolian Journal of Psychiatry* 17 (5), 2016.403–410.

Solveig Corner Kirsi Pyhatto and Erika Lofstrom Supervisors Perceptions of Primary Resources and Challenges of the Doctoral Journey *international Journal of Teaching and learning in Higher Education* 2019 vol 31, Number 3, pg365 – 377) issn 1812 – 9129 <http://www.isetl.org/ijtlhe/>

Springer, Cham. Ormanci, Ü. Thematic Content Analysis of Doctoral Theses in STEM Education: Turkey Context. *Journal of Turkish Science Education*, 17(1), 2020.126-146.

Stokes, P., Priharjo, R. and Urquhart, C. 'Validation of information-seeking behaviour of nursing students confirms most profiles but also indicates desirable changes for information literacy support', *Journal of Documentation*. doi: 10.1108/JD-09-2020-0158. 2021

Tajudeen A. A., Higher education and skills development: An overview of Nigerian National Policy on Education (NPE). *International Journal of Development and Sustainability*, 3(12), 2014. 2218-2227.

Tajudeen, Higher education and skills development: An overview of Nigerian National Policy on Education (NPE). *International Journal of Development and Sustainability*, 2014. 3(12), 2218-2227.

Tarlow, K. R., McCord, C. E., Nelon, J. L., & Bernhard, P. A. Comparing in-person supervision and telesupervision: A multiple baseline single-case study. *Journal of Psychotherapy Integration*, 2020. 30(2), 383–393. <https://doi.org/10.1037/int0000210>

Taylor, Z. W., & Bicak, I. Academic honesty, linguistic dishonesty: Analyzing the readability and translation of academic integrity and honesty policies at US postsecondary institutions. *Journal of Academic Ethics*, 17(1), 2019. 1–15.

The discovery of possible reasons for delayed graduation and dropout in the light of a qualitative research study, January 2019 *Journal of Adult Learning, Knowledge and Innovation* 3 (5) <https://www.researchgate.net/publication>.

Thomas, S., Tewell, E. & Willson, G. 'Where students start and what they do when they get stuck: A qualitative inquiry into academic information-seeking and help-seeking practices', *The Journal of Academic Librarianship*. Elsevier, 43(3), 2017. pp. 224–231.

Tuan, Study the factors affecting the choice of accommodation for new students: Case in Da Nang City, Vietnam. *International research journal of advanced Engineering and Science*. 3(4), 2018. pp 143-147.

Turmini., M., Kristiawan, A. P. Sari, The Influence of Education, Training, and Experience towards Teacher's Professionalism. *Electronic Research Journal of Social Sciences and Humanities* 2 (II), 2020. pp. 102-110

Turmini., M., Kristiawan, A. P. Sari, The Influence of Education, Training, and Experience towards Teacher's Professionalism. *Electronic Research Journal of Social Sciences and Humanities* 2 (II), 2020. pp. 102-110

Vate-U-Lan, P., Psychological impact of e-learning on social network sites: online students' attitudes and their satisfaction with life. *J. Comput. High Educ.* 32 (1). 2020. -SI.

Veronica Bocsi, Timea Cegledi Kocsis Zsofia and Karolina Esther

Wanyama, S. B., & Eyamu, S. Perceived organizational support, graduate research supervision and research completion rate. *Employee Relations: The International Journal*.

<https://doi.org/10.1108/ER-05-2020-0205> Woolston,. PhDs: The tortuous truth. *Nature*, 575, 2021.403–406.

Wenzel, K., Townsend, J., Hawkins, B.L., Russell, B., Changes in family leisure functioning following a family camp for children with autism spectrum disorder (ASD). *Ther. Recreat. J.* 54 (1), 2020.17–31.

Yiolokun, & B. J. Akeredolu, *Nigerian Universities and their Sustainability: Challenges and Way Forward* Electronic Research Journal of Behavioural Sciences, 2019

Yomtor D, Plunkett S. W, Efrat R and A. G. Marl n can peer mentors improve first year experiences of University Students? *Journal of College Student Retention: Research Theory & Practies* 19 (i), 2017. 25 – 45

Yuan, X.J., Zhuo, R., Li, G.D., Migration patterns, family functioning, and life satisfaction among migrant children in China: a mediation model. *Asian J. Soc. Psychol.* 22 (1), 2019.113–120.

Yusuf, A. Factors influencing post graduate students' choice of research topic in education at Abubakar Tafawa Balewa University, Bauchi-Nigeria. *Sumerianz Journal of Education, Linguistics and Literature*, 1(2), 2018.35–40.

Zaheer, M., & Munir, S. Research supervision in distance learning: issues and challenges. *Asian Association of Open Universities Journal*, 15(1), 2020. 131-143.

Zhang, Y. & Hyland, K. Advice-giving, power and roles in theses supervisions. *Journal of Pragmatics*, 2021. 172, 35-45.

Zhang, Y., & Hyland, K. AdviceGiving, Power and Roles in Theses Supervisions. *Journal of Pragmatics*, 172(1), 2021.35-45. <https://doi.org/10.1016/j.pragm a.2020.11.002>

Zvavahera, P., & Masimba, F. The use of information and communication technology in supervising open and distance learning PhD students. *Ukrainian Journal of Educational Studies and Information Technology*, 7(3), 2019. 32-41.

Textbooks

Anderson, V. Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 2017.125-133

Bazrafkan, L., Yousefy, A., Amini, M. The journey of thesis supervisors from novice to expert: a grounded theory study. *BMC Med Educ*, 19,320, 2019.1-12.

Bloom, P. Empathy and its discontent. *Trends Cogn. Sci.* 21, 2017.24–31. doi: 10.1016/j.tics.2016.11.004

Castleberry, A., & Nolen, A. Thematic analysis of qualitative research data: Is it as easy as it sounds?. *Currents in Pharmacy Teaching and Learning*, 0(6), 2018. 807–815.

Daramola, O. Lessons from Postgraduate Supervision in two African Universities: An Autoethnographic Account. *Education Sciences*, 11(7), 2021. 345. <https://www.mdpi.com/2227-7102/11/7/345>

Del Rio, M., Diaz-Vasquez, R. & Masid, J. Satisfaction with the supervision of undergraduate dissertation. *Active Learning in Higher Education*, 19(2), 2017,159-172.

Elliot, D. L., & Kobayashi, S. How can PhD supervisors play a role in bridging academic cultures? *Teaching in Higher Education*, 24(8), 2018.911–929.

Fatima, A., Abbas, A., Ming, W., Hosseini, S., & Zhu, D. Internal and external factors of plagiarism: Evidence from Chinese public sector universities. *Accountability in Research*, 26(1), 2019.1–16.

Gray, M. & Crosta, L. New perspectives in online doctoral supervision: a systematic literature review. *Studies in Continuing Education*, 2018. 1-18. Doi:10.1080/0158037x.2018.1532405

Idialu,. Ensuring quality assurance in vocational education in Nigeria. *Studies in Education*, 17(1), 2017.120-130.

Igumbor, O., Bosire, E. N., Basera, T. J., Uwizeye, D., Fayeahun, O., Wao, H., & Fonn, S. CARTA fellows' scientific contribution to the African public and population health research agenda 2020.

John Wiley & Sons Ltd. M Juntunen,., & M. Lehenkari, A narrative literature review process for an academic business research thesis. *Studies in higher education*, 46(2), 2021.330-342.

Jones, B. J. Improving the PhD through provision of skills training for postgraduate researchers. In: Williams, A., Casella, J., and Maskel, P. (Eds), *Forensic Science Education and Training*, 2017. pp. 103– 117.

Kaur, S., Sarjit, K., Lim, P. & Chan, Y. Developing a framework for postgraduate supervision. G.B. Teh and S.C. Choy (eds.), *Empowering 21st Century Learners Through Holistic and Enterprising Learning*, Springerlink, 2017. 255-267.

Kirkland, M. Professional doctoral students and the doctoral supervision relationship: negotiating difficulties. Thesis doctoral. School of Education University of Stirling, UK. Kropf, K. 2018. *The Handbook of Urban Morphology*. New Jersey.

Kumar, & M. Johnson, Mentoring doctoral students online: Mentor strategies and challenges. *Mentoring and Mentoring: Partnership in Learning*, 25(2), 2017.202–222.

Kuroki, T. New classification of research misconduct from the viewpoint of truth, trust, and risk. *Accountability in Research*, 25(7–8), 2018. 404–408.

Lee, A. How can we develop supervisors for the modern doctorate? *Studies in Higher Education*, 43(5), 2018.878–890.

Li, D., & Cornelis, G. How do researchers perceive research misbehaviors? A transcultural case study of Chinese and Flemish researchers. *Accountability in Research*, 25(6), 2018.350–369.

Lim, A & Ørberg, W. Active instruments: on the use of university rankings in developing national systems of higher education. *Policy Reviews in Higher Education*, 1(1), 2017. 91-108

Löfström, E., & Pyhältö, K. Ethics in the supervisory relationship: supervisors' and doctoral students' dilemmas in the natural and behavioural sciences. *Studies in Higher Education*, 42(2), 2017.232–247.

Martinez, D., Malyska, N., Streilein, B., Campbell, W., Greenfield, K., Hall, R., Richardson, F., & Zipkin, J. Artificial Intelligence : Short History , Present Developments , and Future Outlook. 7014(January), 2019. 1–135.

Muraraneza, C., Mtshali, N., & Byumbwe, T. Challenges in postgraduate research supervision in nursing education: Integrative review. *Nurse education today*, 89, June 2020, 104376.

Ogunode, Supervision of Universities in Nigeria: Problems and Suggestions. Unpublished Article. 2021. Pg-7-8

Phillips, E. & Pugh D (2010). How to get a PhD: A handbook for students and their supervisors. Open University Press Proctor, D. & Rumbley, L. 2018.

Shen, W., & Chen, H. Chinese doctoral education quality and employment in the context of education expansion. *Chinese Education & Society*, 51(3), 2018.155–157.

Smah, B. O. Emunemu (eds). Issues in higher education: research evidence from Sub-Saharan Africa. Lagos: Bolabay Publication 2007

Trowler, P. Doctoral Supervision: Sharpening the Focus of the Practice Lens. *Higher Education Research and Development*, 1- 14. <https://doi.org/10.1080/07294360.2021.1937955>. 2021.

Udida, U. U Bassey,., I. U. Udofia, & E. A Egbona,. System performance and sustainability of higher education in Nigeria. 2009.

Postgraduate Thesis Supervision & Mentoring Questionnaire (PTSMQ)

Dear Esteemed Respondents,

This instrument is designed to solicit information strictly for research purpose; your sincere response is hereby solicited. Please note that your responses shall be treated with utmost confidentiality. Thanks

The Researcher

Section A

This section contains items on demographic information of respondents, please; answer the following questions as it applies to you.

Age Range: Less than 20 () 21-30 () 31-40 () 41-50 ()
 Above 60 () Above 61 ()

Type of University: Public () Private ()

Type of Postgraduate Program: PGD () Master () MBA () PhD ()

Gender: Male () Female ()

Faculty _____

Department _____

Section B

This section contains items to determine level of relationship between supervisor and supervisees.

Please use the scale below to respond to the statements in the following table. Also, note that no response is correct and no one is wrong.

Always (4), Seldom (3), Rarely (2), Never (1)

S/N	My:	Always	Seldom	Rarely	Never
1	supervision sessions are/were held according to schedule				
2	supervisor's comments on my work helps/helped me to improve my drafts				
3	supervisor explains/explained to me the relevant methods to carry out my research.				
4	supervisor is/was unable to attend to his/her supervisees due to other academic/administrative responsibilities				
5	supervisor helps/helped me to fix technical problems.				
6	supervisor was knowledgeable and could communicate theoretical concepts clearly				
7	supervision sessions were well structured and supervision activities were goal driven				
8	supervisor organized and managed supervision efficiently				
9	supervision method were varied to match supervision objectives				
10	supervision objectives were negotiated and clearly articulated				
11	supervisor was understanding and open to a sharing of ideas				

Section C

This section contains items to determine level of mentoring of post graduate students. Please use the scale below to respond to the statements in the following table. Also, note that no response is correct and no one is wrong.

Always (4), Seldom (3), Rarely (2), Never (1)

S/N	My Supervisor:	Always	Seldom	Rarely	Never
1	share my research interest				
2	is available whenever I need help with their research				
3	helps me develop my writing				
4	gives me information about appropriate meetings, conferences and training opportunities				
5	ensure that the I meet deadlines				
6	is a good role model to me				
7	help me in choosing my research topic				
8	ensure I acquire appropriate specialist research and generic skills				
9	gives detailed advice and set deadlines for the submission of reports and parts of my thesis				
10	have good leadership skills				
11	ensure that supervision records are written, agreed and subsequently filed				
12	is accessible outside appointment times when the student needs help				
13	Ensure I conducted a training needs analysis to identify my personal and professional skill requirements				
14	I can open up on issues bothering me outside the research				

Section D

This section contains items to determine barriers to conduct of successful research among the postgraduate students in southwest, Nigeria Please use the scale below to respond to the statements in the following table. Also, note that no response is correct and no one is wrong.

Very True of Me (4), True of Me (3), Not Very True of Me (2) Not True of Me (1)

S/N	Items	Very True of Me	True of Me	Not Very True of Me	Not True of Me
1	Inadequate funding				
2	Poor access to research materials				
3	Lack of incentives				
4	Inadequate reagents				
5	University bureaucracy				
6	Poor access to laboratories				
7	Lack of interdisciplinary collaborations				
8	Poor perceived value for research				
9	Insufficient time due to other work				
10	Conflicting supervisor interest				
11	Conflicting student interest				
12	Insufficient time due to family responsibilities				

Bio – Data

- **Personal Data**

Name – Adeyemi, Kayode Sunday.
Address – The Frontrunners College,
Frontrunners Place, Behind Odutola Industry,
Odutola Street, Oke – Ado, Ibadan, Nigeria
frontrunnerksa@gmail.com
08033351196
Sex – Male
Date and Place of Birth – Ibadan, 6th June, 1971
Nationality – Nigerian
Marital Status – Married

- **Institutions Attended With Academic Qualifications And Dates**

● Olubi Memorial Gramm Schl, Ibadan	G. C. E ‘O’ Level	1988
● University of Ibadan, Ibadan	B.Sc. Sociology	1999
● University of Ibadan, Ibadan	M. Sc. Sociology	2004
● ECWA Seminary, Igbaja/DAI (USA)	M. A. (Leadership & Organisation Management)	2014
● Lead City University, Ibadan	Certificate in Education Management	2016

- **Working Experience**

● Subject Teacher , Fiditi Grammar School, Fiditi Oyo – State	2000
● Project Executive, Nigeria Economic Resources, Investment Potential and Policy Environment Project, (NERIPPE) Foundation for Economic Education, 4, Oliaku Lane, Old NISER Library Building, University of Ibadan, Nigeria	2003
● Publication & Marketing Executive St. Paul Publishing Company Ltd 221, Obafemi Awolowo Way, Oke – Ado, Ibadan	2004
● Part Time Lecturer, (i) Akwa Ibom State Polytechnic (ii) Moshood Abiola Polytechnic, Ibadan Study Centres Ibadan .	2000 – 2010
● Proprietor & Head of School – Governors Premium School & The Frontrunners College, Oke – Ado, Ibadan	2003 – Till date

D. Publications

(i) Thesis / Dissertation

- The economic crisis and coping strategies of Nigerian Students – a case study of University of Ibadan. February 1998.
- Virginity as a virtue and changes in Nigeria: The case of Ibadan. M.Sc. dissertation, 2004 Session, University of Ibadan.

(ii) Books / Lecture Handouts

- Sociology of the family: A basic guide
- Concise text on principle and economics of cooperation
- Social philosophy: An Introduction
- Introduction to Educational Psychology

(iii) Professional Institution Membership & Experience

- Institute of Professional Educators, Nigeria 2015 – till date
- President, National Association of Proprietor of Private School, Oyo – State Chapter 2017 – 2021
- Zonal General Secretary, NAPPS, Southwest Nigeria 2022
- Fellow, NAPPS, Nigeria 2021
- Member, National Association of Educational Administration and Planning 2019

E. Research Interests: Education leadership, Organisation Management and effectiveness, Gender issues in Educational leadership, Private Educational Institution Leadership and Management, Project supervision and Mentoring.

F. Referees

1. Professor T. Ademola Oyejide
Executive Director
Development Policy Centre
Agodi GRA, Ibadan
2. Honourable Justice (Professor) Alero Akeredolu,
Ondo State High Court, Akure, Ondo State
3. Mr. Oluyomi Olotu, FCA
Treasury Manager
Transmission Company of Nigeria,
Abuja, Nigeria.

Signature

Date

University Compliance Certification

This is to certify that this thesis by Kayode Sunday ADEYEMI, in the Department of Arts and Science Education, Faculty of Arts and Education' Lead City University Ibadan, Oyo State, is in full compliance with the Approved University format and style.

Signature

Date

DO NOT COPY. LEAD CITY UNIVERSITY, NIGERIA