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THE EFFECTS OF SUPERVISION PROCESS ON RESEARCH QUALITY

The Case of Graduated Master Students of English at Biskra University

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Declaration

I, **BERHIHI** Djouhaina, do hereby solemnly declare that the work of this dissertation is my own, and it has been read and approved by my supervisor Dr. **ASSASSI** Tarek. This work has not been submitted before to any other institution or university for degree.

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Dedication

Before I start, every challenging work needs self-efforts but this would not be accomplished without Allah's bless and help

I wholeheartedly dedicate my humble effort:

To my mother, a strong and gentle soul who taught me to keep my faith in Allah and believe in the hard work and that so many things can be done with little

To my father, for earning an honest living and supporting me to believe in my own abilities

*To my wonderful brother, **Aymen**, my hero, my source of inspiration, wisdom and for helping whenever I need you*

*To my beloved sisters: the over confident **Douaa**, my nearest sister **Aya**, the wise **Alaa**, and the amazing person **Aroua**, for their endless love, encouragement, and whose prays of day and night made me capable to finish this research*

To my husband, who has supported me all the way long and whose support made it sure that I give it all I can to finish what I started

*And to my beloved friends: **Manel**, **Halima**, and **Sabrina**, for their encouragement, motivation and support.*

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In the Name of Allah, the Most Merciful, the Most Compassionate all praise be to Allah, the Lord of the Worlds; and prayers and peace be upon Mohamed his servant and messenger

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Abstract

The presents study is an attempt to investigate and to shed light on some factors that affect the supervision process, and there effects on the research quality in the division of English at Biskra University. It deals with new issue that has never been tackled before in the English foreign languages department at Biskra University. The raising number of graduated students who are not satisfied about their research work each year indicates that most of them encounter many challenges .The latter are related to the useful requirements needed to facilitate any research project ,namely, the supervision process and research facilities. These factors are considered to be the main factors that affect in a way or another research quality. Based on this aspect, we hypothesized that the investigated factors may affect the quality of research at the section of English in Biskra University. To enrich this study with credible and valuable data; we designed a questionnaire and an interview. The first one was for graduated Master students from Biskra University and other Universities. Concerning the interview, it was for EFL teachers (especially those who are engaged in the supervision process).The findings obtained from the questionnaire and interview indicated that all the aforementioned factors, especially the supervision process affects the quality of research .Therefore, we recommend that by the enhancement of these factors (supervision process and research facilities), the quality of research will be improved.

Key terms: Educational research, Research quality, Supervision process, Research facilities, English Foreign Languages.

List of Abbreviations and Acronyms

(AERA): American Educational Research Association

(BU): Biskra University

(CALL): Computer-mediated Language Learning

(EFL): English as a Foreign Language

(ECT): End of Thinking Capacity

(ER): Educational Research

(FLE): Foreign Language Education

(I.E): I Explain

(M2): Master Two

(OU): Other Universities

(REFLE): Research in English as a Foreign Language Education

(UNISCO): United Nations Educational Scientific and Cultural Organization

(%): Percentage

List of Appendices

Appendix 01: Stuedents' Questionnaire.....p.97

Appendix 02: Teachers 'Questionnaire.....p.104

List of Tables

Table01. Responsibilities of both supervisor and supervisee.....	p.43
Table 02. Supervisors' and supervisees' expectations.....	p.47
Table 03. Supervision plan for master thesis.....	p.40
Table04. Supervisors and supervisees' expectations.....	p.47
Table05. Students' gender.....	p.57
Table 06. Conducted research at university.....	p.58
Table 07. Perception of research.....	p.59
Table 08. Main characteristics of research of research.....	p.61
Table09. Important characteristics of good researcher.....	p.63
Table 10. Influential factors of research quality.....	p.64
Table11. Qualities of an effective supervision process.....	p.67
Table 12. Frequency of supervision sessions.....	p.68
Table 13. Insistence of the supervisor on regular meetings.....	p.69
Table 14. Encountered challenges during research work	p.70
Table 15. Types of supervisors' feedback	p.71
Table 16. Students' expectations towards their supervisors.....	p.72
Table17. Extent of satisfaction towards quality of supervision process.....	p.73

List of Figures

- Figure 01.** A Summary of Research Process Proposed by Singh (2006, p. 2).....p.11
- Figure 02.**Types of Research by Gupta and Gupta (2011, p.8).....p.13
- Figure 03.**Code of Ethics adapted from Reynolds(1979, p.76).....p.25

List of Graphs

Graph 01. Students' gender.....	p.57
Graph 02. Conducted researches by students at university.....	p.58
Graph 03. Perception of research	p.59
Graph 04. Main characteristics of good research.....	p.61
Graph05. Important characteristics of good researcher.....	p.62
Graph06. Extent of influence.....	p.64
Graph 07. Qualities of an effective supervision process.....	p.67
Graph 08. Frequency of supervisory meetings.....	p.68
Graph 09. Insistence of the supervision on regular meetings	p.69
Graph 10. Encountered challenged during research work.....	p.70
Graph 11. Types of supervisors' feedback.....	p.71
Graph 12. Students' expectations towards their supervisors.....	p.72
Graph 13. Extent of satisfaction towards quality of supervision process.....	p.73

Table of Contents

Declaration	II
Dedication	III
Acknowledgements	IV
Abstract.....	V
List of Acronyms and Abbreviations.....	VI
List of Appendices	VII
List of Tables.....	VIII
List of Graphs and Figures.....	X
Table of Contents.....	XI

General Introduction

Introduction.....	P.01
Statement of the Problem.....	P.02
Research Questions.....	P.02
Research Hypotheses.....	P.02
Aim (s) of the Study.....	P.03
Research Methodology.....	P.03
Population and sample.....	P.04
Sampling techniques.....	P.04
Significance of the Study.....	P.05

CHAPTER ONE: RESEACH AND RESEARCH QUALITY

1 .1 SECTION ONE: Research in Education

INTRODUCTION.....	P.11
1.1.1 Meaning of Research.....	P.11
1.1.2 Perception of Research	P.12

1.1.3	Types of Research.....	P.12
1. 1.3.1	From The Application Perspective:.....	P.13
	Pure Research.....	P.13
	Applied Research.....	P.14
1.1.3.2	From the Objective Perspective.....	P.14
	Descriptive Research.....	P.14
	Exploratory Research.....	P.14
	Correlational Research	P.14
	Explanatory Research.....	P.15
1.1.3.3	From the Mode of Inquiry Perspective.....	P.15
	Qualitative Research	P.15
	Quantitative Research	P.15
1.1.4	Objectives of Research.....	P.16
1.1.5	Characteristics of Research.....	P.17
1.1.6	Importance /Significance/Benefits Of Research.....	P.17
1.1.7	Educational Research (E.R).....	P.19
1.1.8	Research in Social Sciences	P.19
1.1.9	Research in Foreign Language Teaching (FLT).....	p.19
1.2	SECTION TWO: Research Quality	
1. 2.1	Perception of Quality.....	p.20
1. 2.2	Qualities of Good Research.....	p.21
1.2.3	Qualities of Good Researcher.....	p.23
1.2.4	Ethics in Educational Research.....	p.23

1.2.5	Code of Ethics.....	p.24
1.2.6	Factors Affecting Research Quality.....	p.25
1.2.6.1	Research Facilities.....	p.26
1. 2.6.1.1	Library.....	p.26
	Types of Library.....	p.26
	Public Library.....	p.26
	Academic Library.....	p.26
	Special Library.....	p.26
	National Library.....	p.27
1.2.6.1.2	Internet Laboratories.....	p.27
	Digital Library.....	p.27
1.2.6.2	Researcher Character	p.27
1.2.6.3	Research Course.....	p.28
1.2.6.4	Plagiarism.....	p.28
	Types of Plagiarism.....	p.29
	Plagiarism of Words.....	p.29
	Plagiarism of Structure.....	p.29
	Plagiarism of Ideas.....	p.29
	Plagiarism of Authorship.....	p.29
	Plagiarism of Self.....	p.29
	Suggested Solutions for Avoiding Plagiarism.....	p.29
1.2.6.5	Supervision Process.....	p.30

Conclusion

CHAPTER TWO: SUPERVISION PROCESS IN GRUADUATE STUDIES

Introduction

2.1 Section One: General Overview of Supervision Process

2.1.1 Perceptions of supervision.....	p.34
2.1.2 Supervision as a Profession.....	p.35
2.1.3 Supervisory Approaches	p.35
a) Laissez-faire	p.36
b) Directorial	p.36
c) Contractual	p.36
d) Pastoral.....	p.36
2.1.4 Models of research supervision.....	p.36
2 .1.4.1 Co-Supervision.....	p.37
2.1.4.2 Disadvantages of Co-supervision.....	p.38
a) The number of co-supervisors on the team:.....	p.38
b) The skills, knowledge and experiences of each supervisor.....	p.38
c) The relative status of the members of the team.....	p.38
d) The physical location of each member.....	p.38
e) The supervisory approaches of each member.....	p.38
2.1.5Supervision Code of Practice.....	p.38
2.1.6 Practical Supervision Plan.....	p.39

SECTION TWO: Supervisory Graduate Studies

2.2.1 Forms of Supervisory Meeting	p.41
a) Face to face supervision.....	p.41
b) Online supervision.....	p.41

2.2.2 Responsibilities of Supervisor and Supervisee.....	p.42
2.2.3 Maintaining a good students-supervisor relationship.....	p.44
2.2.3.1 Aspects to gain a solid relationship.....	p.44
2.2.3.2 Types of relationship.....	p.45
a) Personnel relationship.....	p.45
b) Academic relationship.....	p.46
2.2.4 Balancing the Relationship.....	p.46
2.2.5 Negotiating Shared Expectations.....	p.47
2.2.6 Factors Affecting the Supervision Process.....	p.48
2.2.6.1 Factors Related to Supervisors.....	p.48
Managing Candidate Needs and Problem Solving.....	p.48
Conflict of Interest	p.48
Authority	p.49
Power and Privilege.....	p.49
2.2.6.2 Factors Related to Supervisees.....	p.49
2.2.6.2.1- Diversity of Candidates	p.50
a) International Candidates.....	p.50
b) Culturally Diverse / Cross-Cultural Supervision.....	p.50
2.2.6.2 .2- Candidates with Health Issues	p.50
2.2.6.2.3- Disability.....	p.50
2.2.6.2.4- Language.....	p.51
2.2.6.2.5-Issues of age and experience.....	p.51
2.2.6.2.6-Issues of gender and sexual orientation.....	p.52
2.2.6.2.7-Balancing Work and Diverse Lifestyles.....	p.52

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction.....	p.52
3.1. Students' Questionnaire.....	p.52
3.1.1. Administration and Aim of the Students 'Questionnaire.....	p.57
3.1.2. Pilot Stage of the Questionnaire.....	p.57
3.1.3. Description and Analysis of the Students Questionnaire.....	p.57

3.2. Teachers' Interview	p.76
3.2.1. Design and Description of Teachers' Interview.....	p.76
3.2.2. Description and Analysis of the Teachers' interview.....	P.77
Conclusion	

GENERAL INTRODUCTION

General Introduction

Developing an effective research is not something that can be done by slavishly following a set of rules about what is right and wrong. The foundation of effective social research depends on paying attention to certain elementary factors. If such factors are ignored or overlooked, the research will be open to criticism and serious questions may be raised about the quality of the research. Effective research depends on addressing these key points. One of those elementary factors is the supervision process.

Research supervision is a facilitative process requiring support and challenge. Effectiveness of the educational system is possible through effective supervision. It involves providing educational tasks and activities which include: progressing the candidature, mentoring, coaching the research project and sponsoring student participation in academic practices. "Supervision in the academic context is a process to facilitate the student becoming an independent professional researcher and scholar in the field, capable of adapting to various research arenas, whether university or industry based." Pearson and Brew (2002). Research training and supervision development.

Supervision is a crucial requirement in education to advise, guide, refresh, encourage, stimulate, and improve graduate students in the hope of seeking an effective research. Supervision process is an important in that it evaluates the quality and standards of education. Most importantly, in our field of Foreign Languages (FL); graduate students of English at University encounter the same challenge with the supervision process.

Despite the previous study that provides us with some significant data about this issue, EFL candidates and supervisors still find deficiencies in the supervision process. The researcher suggest to overcome and deal with challenges in the University of Biskra to give a beneficial effects on the quality of the research .To conclude, this common challenge become a real and chronic issue that needs to be solved urgently as long as the quality of research depends on the quality of supervision.

1. Statement of the Problem

The importance of high-quality research cannot be overstated. Research plays a key role in shaping the world in which we live. Indeed; it feels at times as if we cannot escape it! American Educational Research Association (AERA) defines academic research as a field of study that examines education and learning process. Universities are among the Academic Institutions that play a key role in maintaining discovery, growth, and improvement of new knowledge. This latter can be opted through conducting research, which is mainly considered as the corner stone of any development.

One can say that Educational Quality (EQ) depends on the Research Quality (RQ) itself. In our field of Foreign Languages (FL), graduate EFL students in Mohamed Kheider University of Biskra encounter many factors that may affect the quality of their research. Those factors may include the research facilities (faculty, library, and the internet service), the researcher character, the research course, and the supervision process.

Our main focus will be on the last factor because of the rising number of incomplete research work of graduate students. The practice of an effective graduate supervision requires a high-quality research paper and learning environment for both graduate students and supervisors. The research work of a graduate student is greatly affected by the nature of the supervision and the quality of communication between graduate student and supervisor (James & Baldwin, 2000; Wisker, 2005; Lee, 2008). Finally, this study recommended to investigate the notion “Quality” in research with the supervision criteria and to find urgent solutions to facilitate this process.

2. Research Questions

This research seeks to answer the following research questions:

- 📊 How can the supervision process increase the research quality?
- 📊 What are the components that lead to an organized research paper?

3. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

- 📊 Effective supervision may lead to an effective research quality.
- 📊 Organized supervision sessions, constructive feedback and mutual interest may lead to an effective research paper

4. Aims of the study

- **General Aim:**

Upgrading EFL student's awareness about achieving better research quality

- **Specific Aims:**

- a. Spotlight on the main factors that affect the effectiveness of supervision process
- b. Suggest some solution for better graduate supervision process.

5. Research Methodology

Research Approach

To accomplish the research objectives, a mixed method (quantitative+ qualitative) approach will be used .It is opted to explore and understand the meaning of individuals in social human challenges.

Research Design(s) / Strategy (ies)

The researcher will conduct a case study. A case study is an empirical inquiry that investigates contemporary phenomenon within a real life context because in human sciences we deal with small scale study, the researcher will design a questionnaire and an interview. As for the questionnaire, we will design semi-structured questionnaire, it will consists of (open-ended) and (close-ended) questions for more detailed responses. Concerning the interview, it is the most common mixed method gathering data tool used for teachers especially for those who involved in supervision process in Mohamed kheider University of Biskra in the department of foreign languages.

Data Collection Methods / Tools

In this study, the researcher will use the semi-structured interview and semi-structured questionnaire:

Questionnaire

The researcher will use semi -structured questionnaire, which will be distribute to the candidates in order to know their responses. The researcher and the respondents do come in contact with each other with a request to return after completing the same. Attitudes towards the supervision process and its effects on the research quality will be understood through the responses .Also, to know the factors that affect this process and the relationship between both the supervisor and the supervisee.

Interviews

In this research, the researcher opted for semi-structured interview as a common mixed method data gathering tool to collect information about the real situation from the supervisors. It includes open ended questions related to the subject area which provided opportunity for both to discuss the topic. The interviewer need to give cues if the participants find difficulty, encourage them and put them at ease.

Data Collection Procedures

To accomplish the objectives of this study, the following procedures will carried out. As a first step, the researcher will prepare Interviews for supervisors that involved in the supervision process. In the second step, the researcher will distribute the Questionnaire personally (hand to hand) to the sample, and subsequently we will gather the Questionnaire after the respondents have finish their responses and answering their questions that they have been given by us.

Data Analysis and Procedures

After the data have been collected, the researcher turns to the task of analyzing them. In this study, the researcher will follow the descriptive analysis procedures; they will describe and analyze both responses of the interview and questionnaires,

6. Population and Sample

Since this study is about the issues that may be encounter by EFL graduate students who prepared their theses, we have decided to choose M2 (Master 2) graduated students that already faced this challenge. Also, the researcher will select teachers that supervise graduate students and already involved in the process.

Sample

We will choose 36 respondents among M2 graduated EFL students in applied linguistics as a sample for the questionnaire. In addition, 5 respondents among teachers for interview especially those who are involved in the supervision process.

7. Sampling Techniques

In this study, the researchers will opt for the purposive sampling technique. In accordance with the researcher selects specific people with particular characteristics to answer the

research questions. The researcher will select non-random elements, Based on the researcher's knowledge about the level of the population.

8. Significance of the Study

The results of this study are expected useful for both graduate students and supervisors of English at Biskra University .In addition, the researcher wants to help supervisors to organise their supervision process with candidates, and motivate the candidates to initiate a successful academic research work. Also, the present study seeks to raise the EFL graduate student's challenges they may face when preparing their dissertation .It is an opportunity to shed the light on one main factor that affect the quality of research in the division of English language.

CHAPTER I:

RESEARCH AND RESEARCH QUALITY

TABLE OF CONTENT**1 .1 SECTION ONE: Research in Education**

INTRODUCTION

1.1.1 Meaning of Research Perception of Research**1.1.2** Perception of Research**1.1.3** Types of Research**1. 1.3.1** From The Application Perspective:

Pure Research

Applied Research

1.1.3.2 From the Objective Perspective

Descriptive Research

Exploratory Research

Correlational Research

Explanatory Research

1.1.3.3 From The Mode Of Inquiry Perspective

Qualitative Research

Quantitative Research

1.1.4 Objectives of Research**1.1.5** Characteristics of Research**1.1.6** Importance /Significance/Benefits Of Research**1.1.7** Research In Social Sciences**1.1.8** Educational Research (E.R)**1.1.9** Research in Foreign Language Teaching (FLT)

1.2 SECTION TWO: Research Quality

1. 2.1 Perception of Quality

1. 2.2 Qualities of Good Research

1.2.3 Qualities of Good Researcher

1.2.4 Ethics in Educational Research

1.2.5 Code of Ethics

1.2.6 Factors Affecting Research Quality

1.2.6.1 Research Facilities

1. 2.6.1.1 Library

Types of Library

Public Library

Academic Library

Special Library

National Library

1.2.6.1.2 Internet Laboratories

Digital Library

1.2.6.2 Researcher Character

1.2.6.3 Research Course

1.2.6.4 Plagiarism

Types of Plagiarism

- Plagiarism of Words
- Plagiarism of Structure
- Plagiarism of Ideas
- Plagiarism of Authorship

- Plagiarism of Self
- Suggested Solutions for Avoiding Plagiarism

1.2.6.5 Supervision Process

Conclusion

1.1 SECTION ONE: Research in Education

INTRODUCTION

The first chapter is planned to spot light on the crucial elements concerning research and research quality in education, most notably in social and human sciences. It is divided into two main sections. The first section under the subtitle of research and the second one is the quality of research. In one hand, the section of research deals with the meaning and perceptions of research; it displays the main objectives of conducting an educational research. Also, different types of research proposed by several scholars and presented from different perspectives. In addition, this section addresses characteristics of research as well as characteristics of a good researcher. In the other hand, the second section is programmed to deal with perception of quality, qualities of good research and researcher. Moreover, it is planned to give ethical codes in educational research. In addition to previous elements of the second section, the researcher will mention some factors that effect on research quality such as research facilities, the researcher character, research course, plagiarism and the supervision process.

1.1.1 Meaning of Research

The term 'Research' consists of two words: Research = Re + Search. 'Re' means again and again and 'Search' means to find out something,

The following is the process:



Figure1. A Summary of Research Process proposed by Singh (2006,P.2)

Figure1 shows that research is a compound noun of two words. 'Re' is a prefix means again, while 'research' is a verb meaning to look into or over carefully or through in an effort to find or discover something. Therefore, the research is a process through which a person observes the phenomena again and again and collects the data and on the basis of data he draws some conclusions. Research is oriented towards the discovery of relationship that exists among phenomena of the world in which we live.

1.2 Perception of Research

Research has several definitions that may differ from one author to another. Some of them give a general definition while others present technical meanings. The following are some of these definitions:

Kothari (2004, p.1) defines research as follows, "a scientific and systematic search for pertinent information on specific topics". Thus, research is a systematic inquiry, a search about information or solution depending on the nature of the study. He adds "research refers to the systematic method consisting of expressing the problem, formulating a hypothesis, collecting the facts and data, analyzing the facts and reaching certain conclusion"

Similarly Fred and Perry (2005, p.8) state, "research is the process whereby question raised and answers are sought by carefully gathering, analyzing and interpreting data". Indeed, research simply aims to answer certain questions which have not been answered yet and those answers depend upon human efforts.

Actually research is simply the process of maintaining a dependable solution to a problem through the planned, systematic collection, analysis and interpretation of data. Research is the most crucial process for advancing knowledge to promote progress and to enable man to relate more effectively to his environment to accomplish his purpose and to resolve his conflicts. Although it is not the only way, it is one of the more effective ways of solving social and human science problems.

1.3 Types of Research

There are several types of research, each one has its scientific rules to be followed; Gupta (2011) classified the most important types of research according to three perspectives which are:

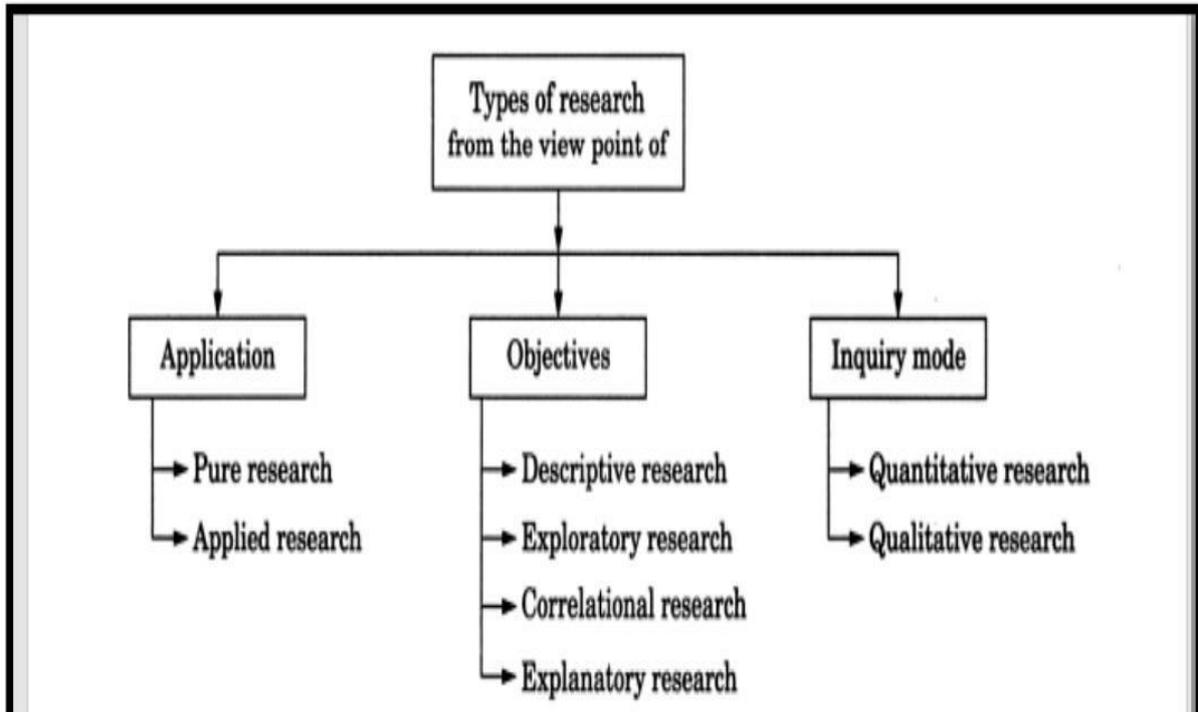


Figure 2 Types of Research (Gupta and Gupta, 2011, p.8)

Figure 2 shows that research types can be classified according to the scholar in three main perspectives which are no mutually exclusive. That is a research study can be classified from the viewpoint of application, the perspective of objective and mode of inquiry.

1.3.1 From The Application Perspective:

In the application viewpoint, one can distinguish two main types of research “Pure and Applied”

- **Pure research**

“Gathering knowledge for knowledge’s sake is termed ‘pure’ or ‘basic’ research.” A pure research also called fundamental research is mainly concerned with generalizations and with the formulation of a theory. Kothari (2004, p.3)

Pure research or fundamental research seeks to improve personnel background without any administrative permission or particular applied purpose. This type of research aims to make researchers find answers for why things happened and then report the findings in technical language.

- **Applied Research**

Kothari (2004, p.3) stated that Applied research is the type that aims at finding a solution for an immediate problem facing a society or an industrial/business organization. Also, it seeks to discover a solution for some pressing practical problem,

In other words, a contrary type to pure research, applied research demands planning goals in order to solve the research problem. Applied research relies on many fields like: education, medicine, and technology.

1.3.2 From the Objective Perspective

In the objective perspective, there are four types of research :descriptive, exploratory, correlational, and explanatory research.

- **Descriptive Research**

Kothari (2004, p.2) stated that descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. He also mentioned that the main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.

Indeed, descriptive research based on human observations and responses, Rather than examining registers. Descriptive research concentrates on observation to collect facts and it attempts to interrogate situations in order to demonstrate what the norm is. That means, what can be predicted to occur again under the same events.

- **Exploratory Research**

The objective of exploratory research is the development of hypotheses rather than their testing, Kothari (2004, p.4)

Exploratory research aims to provide the research questions without intention to give a final solution to the problem, but it tries to give a clear idea about this challenge. Exploratory research gives a considerable amount of information about a certain concept.

- **Correlational Research**

Correlational research From its name, one can recognize that this type of research is conducted for the purpose of discovering the existence of a correlation “relationship, association or an interdependence” between two variables or more. (Kalla, 2011, para. 5).

Kalla (2011) added that there are three types of correlations that are identified:

● **Positive Correlation:** Is when the increase in one variable leads to an increase in the other variable and the decrease in one variable leads to a decrease in the other too.

● **Negative Correlation:** is when an increase in one variable leads to a decrease in the other and vice versa.

● **No Correlation:** is when a change in one variable does not lead to a change in the other variable.

This type of research permits for the measurement of a number of characteristics (technically called variables) and their relationship in the same time. In other words, the correlational study determines the relationship between variables: whether an increase or decrease in one variable leads to an increase or decrease in the second variable.

- **Explanatory Research**

This type of research is very complex. The researcher can never be completely certain that there are no other factors influencing the causal relationship, especially when dealing with people's attitudes and motivations (Wikipedia, 2019).

In other words, Explanatory research aims to provide causation between variables. It tries to determine whether one variable is caused by another. Generally, this type of study is experimental in nature. In addition, Researchers can test and analyze their proposed hypothesis using specific comparison groups.

1.3.3 From the Mode of Inquiry Perspective

According to this perspective, there are two type of research:

- **Qualitative Research**

Qualitative research deals with designs techniques and measure that do not produce discrete numerical data. It involves extensive narrative data in order to gains insights into phenomena. Data analysis includes the coding of the data and production of verbal synthesis (inductive process). Examples include historical research, ethnographic research, participant observational research and the case study .Laraswati (2014)

In other words, qualitative research also called 'Actor Approach'. It is to determine the qualities and structure of phenomena and events studied in their natural context. Subsequently, these qualities are brought together to form a mini theory or a conceptual model. Carrying on qualitative research requires an 'open' attitude in order to understand how others experience their situation. In other words, the basis of the qualitative research is that fact and knowledge about reality can only be obtained through 'the eyes of someone else'.

- **Quantitative Research**

According to Kothari (2004, p. 3) quantitative research is based on the measurement of quantity or amount; it is applicable to phenomenon that can be expressed in terms of quantity. To explain, quantitative research is used to quantify data in order to generalize results.

1.4 Objectives of Research.

Research objectives are what the researcher expects to achieve or obtain through conducting research. The objectives may be distinguished from researcher to another, but there are some shared points. Reynolds (1977, pp. 4–11) listed five things which he believed most people expected scientific knowledge to provide. These can conveniently be used as the basis for a list of the possible objectives of research which are categorization, providing potential for control, explanation, prediction and creating understanding.

Categorization	This can be useful in determining what ‘things’ belong together and how one of the existed problems is to make decision about what the suitable and most useful methods of categorization
Providing potential for control	A good amount of understanding a phenomenon might lead to the possibility of finding a way to control it.
Explanation	There are many events and challenges which we do not fully, or even partly, grasp or understand. Providing an explanation of particular phenomena has been a common objective in many forms of research.
Prediction	The effective explanation of a phenomenon, lead to make a possible prediction of future events related to it. These predictions are often made in the form of abstract statements.
Creating understanding	As long as explanation and prediction can bring to light the internal workings of phenomena – what happens and when – they do not always deliver a sense of understanding of phenomena

Table . 3 Objectives of Research Reynolds (1977, pp.4-11)

Research can have several accepted objectives, either singly or in combination the main, overriding objective must be that of gaining useful or interesting knowledge.in other words, many scholars determined several research objectives, it could be a tool to develop

knowledge or solve problem, a way to seek job opportunities, or nourishment for the mind and skills of the researcher

1.5 Characteristics of Research

Many scholars proposed several characteristics of research. Singh (2015, p. 3) describes the following as general characteristics of research. The following characteristics derived from the definitions of 'Research'

- It gathers new knowledge from credible sources.
- It emphasis on the discovery of general principles.
- It is an exact systematic and accurate inquiry.
- It uses certain reasonable data gathering devices.
- The researcher defeat personal feelings and preferences.
- It endeavors to organize data in quantitative terms.
- Research is an activity done in a careful way over a long period of time without hurrying.
- The researcher is willing to follow his procedures to the conclusions that may be not shared by many people.
- Research is carefully recorded and reported.
- Conclusions and generalizations are arrived at carefully and cautiously.

In other words, using an exact systematic and accurate inquiry, emphasizing upon the discovery of general principles, and conducting a logical and objective research lead to produce an effective or good quality of education.

1.6 Significance, Purpose and advatnages of Research

Any conducted research in education should have the its main significance, purpose and benefits of the conducting one.

1.6.1 The Significance of Research

Research is the basis of any progress in human's life since it is the ground of any invention, creation and innovation in all fields such as education, economy, industry or business. Kothari (2004, p. 5) includes Hudson's maxim to give a clear idea about the significance of research: "All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry, and inquiry leads to invention". Research, actually,

supports building advancements and improving intellectual personalities. Kothari (2004) suggested some areas in which research has a great significance:

- Research provides the basis for nearly all government policies in our economic system.
- Research has its special significance in solving various operational and planning problems of business and industry.
- Research is equally important for social scientists in studying social relationships and in seeking answers to various social problems.

In other words, the significance of research can be understood in various views: To those students who are required to write a Master's or Doctoral thesis. Research may mean a way to obtain a high position in the social structure. To professionals in research methodology, research may mean a source of livelihood. Also, to philosophers and thinkers, research may mean the outlet for new ideas and insights. However, to literary men and women, research could mean the development of new styles and creative work. To analysts and intellectuals, research may mean the generalizations of new theories.

1.6.2 The Purpose of Research

Research is generally conducted for obtaining new knowledge, answering some questions, or solving some deficiencies to certain problems. Educational research, for instance, focuses at investigating one of the several issues, which are related to education (teaching, learning, classroom environment, motivation, etc.). In other words, Research is thus to provide the needs of the nation in a larger perspective and to speed up technology of generation and society. In addition, research aims to implant continuity to cultural research in the society for further knowledge contribution.

1.6.3 Advantages of Research

There are several benefits that any undergraduate or postgraduate researcher could obtain from doing any sort of educational research. They can be personal, educational and/or professional. Research is a fortune for students to advance their knowledge, to improve their skills and to explore and examine the different phenomena that occur around them. Madan and Teitge (2013, p.1) asserted that:

research experience allows undergraduate students to better understand published works, learn to balance collaborative and individual work, determine an area of interest, and jump start their careers as researchers. Through exposure to research as undergraduates, many students discover their passion for research and continue on to graduate studies and faculty positions

In other words, there are numerous benefits for researcher who gets involved in educational research. Research proficiency allows researcher to greater extent of understand of published works, learn to balance collaborative and individual work, decide an area of interest, and then start their careers as researcher. Through exposure to research as graduate student, many researchers realize their passion for research and hold up to graduate studies and faculty profession.

1.7 Educational Research

Educational research (ER) is a broad term that refers to any scientific research that contributes to the advancement or the refinement of education. The American educational research association (AERA) defines ER as the scientific field of study that examines education and learning processes and the human attributes interactions, organizations, and institutions that shape educational outcomes. Douida (2015 p. 22)

In other words, educational research investigates any issue that is related to education such as development, teacher, training, student learning, teaching methods and the like of educational issues.

1.8 Research in Social Sciences

Research in social and human sciences is the study of society and the relationship among individuals within society. It seeks to grasp the hows and whys of human behavior. Through scientific procedure, social research deals with systematic method of discovering new facts, verifying previous facts and their sequence, inter-relationship, informal explanations and the natural rules which cover them. Bhattacharjee. A (2012, P.3)

In other words, Research in Social and human sciences work to answer a plenty of questions that a researcher has about human behavior. It includes several areas to conduct research such as business, sociology commerce demography, and education. It means, social science is involved everywhere starting from the healthcare sector to the business world. It also contributes to formulation of theories, development of methodology, social planning, prediction and control.

1.9 Research in Foreign Language Education (RFLE)

According to Douida (2014, p.23) in his dissertation, Research in English as a Foreign Language Education (REFLE) is one major type of educational research. It deals with one of the different issues related to English as a Foreign Language (EFL) such as Foreign Language Acquisition, Foreign Language Learning and Foreign Language Teaching. Pokrivčáková et al., (2012, p. 9) stated that Johnstone in his annual reviews (2002, 2003, 2004, 2006, 2008, and 2009) mentioned some of the different issues investigated by REFLE which are:

- Acquisition (processes of implicit and explicit learning of Foreign languages, comprehensible input and output in foreign Language),
- Foreign language learning strategies (beliefs and behaviours, assessment of learning, anxiety-reduction, autonomy, learning styles, attitudes),
- Affective characteristics of a learner (mostly motivation),
- Younger learners,
- Components of foreign language proficiency (aptitude, teaching and learning vocabulary, listening, speaking, reading, writing, grammar),
- Building of intercultural understanding, diversity, literacies and Identities,
- Computer-mediated language learning (CALL, blended learning, multimedia) and/or
- Macro issues of policy, planning and provision, immersion and Content

In other words, Foreign Language Education (FLE) research is a systematically growing and greatly interesting branch of contemporary educational research. As stated by Pokrivcáková (2012,p.7) , its main objective is to “to create an explanatory platform for the objectivized knowledge on theories of foreign language acquisition, learning and teaching” .At the same time, research in foreign languages t provides pedagogical theories and practices with information and evidences necessary for better decision-making in everyday pedagogical situations.

2.1 SECTION TWO: Research Quality

Since research is considered as a crucial concerns in universities in addition to teaching and learning. Therefore, its quality can be influenced by one of the factors faced during conducting any research. These factors include: The researcher character, the research course, the research facilities (library and the net labs) and the supervision process.

2.1 Definition of Quality

Research is a process or a form of investigation designed to gather information about certain topic(s), certain people or certain phenomena for the sake of refining, improving or advancing knowledge. Educational research, therefore, aims not only at creating new knowledge, but at generating knowledge that can improve education .Consequently, education and research are interrelated which means that the quality of education and the quality of research are interrelated too. Douida (2014,p.41)

There is a variety of criteria that are used to evaluate the quality of any educational research. Kerlinger,F(1973,para .3) defines scientific research as "a systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena".

In other words, the quality of research is the main characteristic that is required by researchers. This means that it meets the needs of those members of society who will actually conduct a research. The quality of research may have internally and externally valid research design and reliable data sources, far from plagiarism practices, application of appropriate procedures.

2.2 Qualities of Good Research

Research is a process of collecting, analyzing and interpreting information to answer a question, solve a problem or to describe a phenomenon. To reach its objectives, this process must have certain characteristics. Scholars and researchers from different disciplines provided various sets of criteria that characterize any kind of scientific research. Douida (2014, p.27)

Gupta and Gupta (2011) state that some of them gave a traditional description of five characteristics spell out as « MOVIE » where:

M: Stands for Mathematical precision and accuracy.

O: Stands for Objectivity

V: Stands for Verifiability

I: Stands for Impartiality

E: stands for Expertness = Skillfulness (the state of being cognitively skillful)

Kothari (2004, p. 20) for instance, consider the ideal research is the one that satisfies the following criteria:

- Clearly definite purpose and concept of research
- Detailed research procedure
- The procedural design of the research should be carefully planned to yield results that are as objective as possible.
- The researcher should report complete frankness, flaws procedural design.
- The analysis of data should be sufficiently adequate to reveal its significance and the methods of analysis used should be appropriate.
- Conclusions should be confined to those justified by the data of the research.
- The researcher should be confident in research.

In the same fashion RAND Corporation (2014, p. 25) listed a set of standards that characterize any good research which are:

- The problem should be well formulated, the purpose of the study should be clearly defined and the data should be the best available

- The study approach should be well designed and executed.
- The study should demonstrate understanding of related studies.
- Assumptions should be explicit and justified.
- The findings should advance knowledge and bear on important policy issues.
- The implications and recommendations should be logical,
- The study should be compelling, useful, and relevant to stakeholders and Decision makers.
- The study should be objective, independent, and balanced. These characteristics provide the main basis by which one can determine the quality of any research (Kothari, 2004, p. 20).

In other words, as mentioned by Kothari (2004, p.21) we can state the qualities of good research as follows. Good research is systematic; it means that research is managed with specific steps to be taken in specified sequence in accordance with the well-defined set of rules. Also, good research is logical, this implies that research is guided by the rules of logical reasoning and the logical process of induction and deduction are of great value in carrying out research .in addition, research is empirical, it implies that research is related basically to one or more aspects of a real situation and deals with concrete data that provides a basis for external validity to research results. Finally, research is replicable; this characteristic allows research results to be verified by replicating the study and thereby building a sound basis for decisions.

2.3 Qualities of a Good Researcher

Being good according to Oxford advanced learner's dictionary (2010), this means having the right and proper qualities. If these qualities are needed to achieve certain objectives, then success is a consequence of being good. That is, a good researcher should possess the right and desirable properties or qualities in order to succeed in his researches.

According to Puttapalli (2012), good researcher should acquire the following qualities:

- A good researcher is a motivator and encourager to others through his/her own actions.
- A good collaborators in a group, accept the responsibility and regular to the meetings.
- A good researcher uses available resources to the best of his/her abilities.
- S/he is the one who progresses forward by accepting his/her errors.
- S/he likes to be a life-long student with a good commitment.

- S/he likes to gain knowledge continuously.
- S/he sees the work and happiness as one and the same object.
- A good researcher understands that success is a journey but not a destination.

In other words, it is more interesting to note the good qualities needed by a researcher in the dynamic parts of doing research. We can call these qualities as the good qualities on the process. They are as follows: collaborator, motivator, cooperation, leadership, creative and innovative.

2.4 Ethics in Educational Research

Research in the social sciences is often concerned with collecting data from people. Almost inevitably this raises questions about the way in which people who provide data should be treated by researchers, and such questions are often ethical in nature. The research community is becoming increasingly more sophisticated in the manner in which it considers such ethical issues, and there appears to be a growing concern with the ethical dimension of planning and implementing research.

It is important to consider ethical issues from the early stages of a research project. From the beginning of the design process, provisional decisions are usually taken about the nature of the research sample, and of the methodology. Inevitably these decisions imply certain ways of interacting with the people involved in the research project. Researchers often try to express the anticipated goals of the research in terms of research aims, and the latter often highlight potential ethical issues.

Booth, Colomb and Williams (2008, p.274) mentioned several practical advices offered , but almost as much as beaching about creating social contracts with readers, designing principles that will encourage their trust ,guarding against biases in collecting and reporting evidence, avoiding plagiarism ,and so on. As stated by (Wayne et al , p.273),there are underlying ethical issues that shape the advice about research which reflects the belief that it is profoundly social activity that connects the researcher both to those who will use your research and those who will might benefit or suffer from that use. The scholars stated two broad conceptions of the word ethics: the forging of bonds that create a community and the moral choices the researcher face when acting in that community.

According to (Booth et al. 2008, p.273) There are regulations that any researcher should obtain at the very beginning of the research project:

- Ethical researchers do not plagiarize or claim credit for the results of others.
- Do not misreport sources, invent data, or fake results.
- Do not submit data whose accuracy they do not trust, unless they say so.
- Do not conceal objections that they cannot rebut
- Do not caricature or distort opposing views.
- Do not destroy data or conceal sources important for those who follow.

In other words, the researcher should be competent and aware of what is involved in conducting research. The research must be conducted rigorously and with the correct procedures and avoid misuse of procedures at all stages. Indeed, the researcher should report clearly and make data available for checking. In addition, he should tell the truth, which means do not tell lies or falsify data and avoid being unfairly selective in addition, do not misrepresent data. By respecting the stated principles, the researcher will maintain the integrity and autonomy of the research.

2.5 Code of Ethics

Whatever the specific nature of their work, social researchers must take into account the effects of the research on participants, and act in such a way as to preserve their dignity as human beings: responsibility to participants. Such is ethical behavior. Indeed, ethics has been defined as ‘a matter of principled sensitivity to the rights of others, and that ‘while truth is good, respect for human dignity is better’. Reynolds (1977, p. 7

Here are ethical codes adapted from Reynolds (1977, p.76)

- 1 It is important for the researcher to reveal fully his or her identity and background.
- 2 The purpose and procedures of the research should be fully explained to the subjects at the outset.
- 3 The research and its ethical consequences should be seen from the subjects’ and institution’s point of view.
- 4 Possible controversial findings need to be anticipated and, where they ensue, handled with great sensitivity.
- 5 There search should be as objective as possible: this will require careful thought being given to the design, conduct and reporting of research.
- 6 Informed consent should be sought from all participants: all agreements reached at this stage should be honored.
- 7 Subjects should have the option to refuse to take part and know this, and the right to terminate their involvement at any time and know this also.
- 8 Arrangements should be made during initial contacts to provide feedback for participants who request it: this may take the form of a written resume of findings.
- 9 The dignity, privacy and interests of the participants should be respected and protected at all times.
- 10 Deceit should be used only when absolutely necessary.
- 11 When ethical dilemmas arise, the researcher may need to consult other researchers or teachers.

Figure.4 An ethical code adapted from (Reynolds 1977, p76)

In education, whenever a researcher face dilemmas concerning ethics in the conducted research. He should resolve them in a manner that avoids the extremes of ignoring the rights of the subjects (participants in the research work). At all times, the interest of subjects should be kept in mind, even if it involves compromising the impact of the research. Researchers should never lose sight of the obligations they owe to those who are helping,

2.6 Factors Affecting the Research Quality

There are several factors affect the quality of the research. In the current study, the researcher will focus on the research facilities (library and net services), the researcher character, the research course, plagiarism and the supervision process.

2.6.1 Research Facilities

In our study, research facilities are the faculty library and the internet laboratories. Douida (2014, p.57), research facilities should be the main sources of information required for the success of any research project.

Library

The term library is derived from the Latin word "Liber" which means a "Book". According to Meriam Webster Dictionary (2016), the word "library" refers to the place where books, magazines, and other materials (such as videos and musical recordings) are available for people to use or borrow.

- **Types of Libraries**

According to Gupta in research methodology, there are four main types of libraries (Public library, academic library, special library and national library) in addition to the digital library.

- **The Public Library**

According to UNISCO, a public library is the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision making and cultural development of the individual and social group.

According to Gupta, (n.d., p.6), library is a public institution or establishment charged with the care of collection of books and the duty of making them accessible to those who require the use of them.

In other words, it is an establishment where everyone can borrow many different books and information in many different fields freely without discrimination. It is for all.

- **The Academic Library**

According to Gupta.J (n.d, p.17.), it is a library which is associated or attached with any educational institution to support its educational programs. Also, academic library is an integral part of formal education system which provides time bound education from primary school level to university level.

- **The Special Library**

American Library Association, cited in Gupta.J (n.d, and p.40) defines special library as library established, supported and administered by a business private corporation, association, government agency, or other special interest group or agency to meet the information needs of its members or staff in pursuing the goals of the organization. Scope of collections and services is limited to the subject interest of the host or parent organization.).As an example of such library are: National Science Library, National Library for Blind, Parliament Library, library of Ministry of Law.

- **The National Library**

The last type of library keeps all documents about a nation under some legal provision and thus represents publications of and about the whole nation (Gupta.J, n.d, p.49). For example: National Library of India-Kolkata, British Library-London, and Library of Congress- Washington.

- **The Internet Laboratories**

Internet labs refer to the different settings that provide the net service. Internet gives the opportunity to obtain different kinds of digital materials. It makes the access to the information so easy and so fast. Internet offers another type of libraries (Digital Library). Douida (2014, p.70)

- **The Digital Library**

Digital library is a managed collection of information, with associated services, where the information is stored in digital formats and accessible over a network. Digital libraries contain diverse information for use by many different users (Wikipedia, 2018). In other words, in recent years, the digital library is very broadly manipulated by almost all the people. It is easy, fast and mostly available everywhere.

2.6.2 Researcher Character

A successful study requires good qualities of researcher. In our case, at university, research is considered to be a motor to improve knowledge, a demand for complete a master

or doctorate degree and a way to figure out a solution to a certain problem in education. In other words, the researcher character could be the factor that influences both in negative or positive way the research quality. For this reason, the researcher should gain the effective qualities that lead him to conduct an effective research .

2.6.3 The Research Course

According to Kothari (2004, p. 10) in his book, for one who is preparing himself for a career of carrying out research, the importance of knowing research methodology and research techniques is crucial since the same constitute the tools of his trade. The knowledge of methodology provides good training especially to the novice researcher and enables him to do better research. It helps him to develop disciplined thinking or a 'bent of mind' to observe the field objectively. Hence, those aspiring for commitment in research must develop the skill of using research techniques and must thoroughly understand the logic behind them. Kothari considered the following:

- The importance of knowing research methodology and research techniques for novice researchers.
- Knowledge of how to do research will instruct the ability to evaluate and use research results with reasonable confidence.
- The knowledge of research methodology provides tools to look at things in life objectively.
- The knowledge of methodology helps the researcher to evaluate the results and enables him/her to take rational decisions.

To conclude, research must always be of high quality in order to produce knowledge that is applicable outside of the research setting. Research course is one of the factors that may affect the quality of the conducted research in education. As a result, the researcher should give this factors a great extent of importance to rich his ideal research work.

2.6. 4 Plagiarism

According to the Merriam-Webster Online Dictionary (2015), to "plagiarize" means

- To steal and pass off (the ideas or words of another) as one's own
- To use (another's production) without crediting the source
- To commit literary theft
- To present as new and original an idea or product derived from an existing source.

In other words, the worst offence against honesty in this respect is called plagiarism. Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. Also, It is defined as Presenting another's original thoughts or ideas as your own without proper citation.

- **Types of Plagiarism**

As mentioned in MLA handbook for writers of research papers. (7th Ed.). There are mainly five types of plagiarism.

- **Plagiarism of Words**

Plagiarism of words is the use of another's exact words without citing the author. Plagiarism is the reproduction of someone else's words, ideas or findings and presenting them as one's own without proper acknowledgement. (Undergraduate Course Handbook: 2008, p.24)

- **Plagiarism of Structure**

This type of plagiarism is happened when the researcher Paraphrase other's words by changing sentence construction or word choice with citation paraphrasing while maintaining original sentence construction with acknowledging the source.

- **Plagiarism of Ideas**

This type of plagiarism concerned with how presenting another's ideas as your own without giving the person credit submitting ,which means paper without citation or incorrectly citing another's ideas.

- **Plagiarism of Authorship**

It is the turning in a replication of another's work, or submitting a paper that you got off the internet or from a friend and presenting it as your own.

- **Plagiarism of Self**

The last type present self-plagiarism as the use of previous work for a separate assignment .Although, these were your original words and thoughts, receiving credit for a previous assignment is considered cheating.

2.6.4.2 Suggested strategies for Avoiding Plagiarism

Presenting another's original thoughts or ideas as your own or using another's exact words without proper citation is considered as plagiarism. Plagiarism in educational research

is an ethical act that may affect the research quality as well the quality of education. Here are some of suggested strategies for giving the research work integrity and avoiding plagiarism:

- Isolate the reasons why plagiarism occurs
- Identify the different types of plagiarism
- Integrate plagiarism prevention

To conclude, plagiarism can be happened in intentional or unintentional way during research project. For instance, unintentional plagiarism in quoting poorly.it means putting quotation marks around part of a quotation but not around all of it, or putting quotation marks around a passage that is partly paraphrased and partly quoted. Whereas, intentional plagiarism, such in copying an essay or article from the internet, on-line source, or electronic database without quoting or giving credit.

2.6.4 Supervision Process

Supervision process refers to the formal and academic activity that is undertaken by some experienced people in academic institutions to provide guidance and control for other people with less experience (Swanson, 2011).Also,the author states that “research supervision plays a key role in higher education in empowering students to become researchers”. In other words, Good practice for postgraduate research degree programmed with respect to research supervision. At university, supervision is needed for guiding undergraduate and postgraduate students when conducting their research projects.

Conclusion

To conclude, in one hand, one can say that this literature gives a clear idea about educational research, research quality and focused on some factors that affect the research quality. Also, this chapter was concerned on knowing the qualities of good research and researcher as well. The coming review will focus on the supervision process that considered as the main factor which has a great extent of effectiveness on the research quality. The second chapter will tackle how the supervision process may influence the research quality and the different types of supervision used by supervisors .Also, there are several elements the researcher will spot light on it.

CHAPTER II:

SUPERVISION PROCESS IN GRADUATE

STUDIES

TABLE OF CONTENT

Introduction

2.1 Section One: General Overview of Supervision Process

2.1.1 Perceptions of supervision

2.1.2 Supervision as a Profession

2.1.3 Supervisory Approaches

a) Laissez-faire

b) Directorial

c) Contractual

d) Pastoral

2.1.4 Models of research supervision

2.1.4.1 Co-Supervision

2.1.4.2 Disadvantages of Co-supervision

a) The number of co-supervisors on the team:

b) The skills, knowledge and experiences of each supervisor

c) The relative status of the members of the team

d) The physical location of each member

e) The supervisory approaches of each member

2.1.5 Supervision Code of Practice

2.1.6 Practical Supervision Plan

SECTION TWO: Supervisory Graduate Studies

2.2.1 Forms of Supervisory Meeting

a) Face to face supervision

b) Online supervision

2.2.2 Responsibilities of Supervisor and Supervisee

2.2.3 Maintaining a good students-supervisor relationship

2.2.3.1 Aspects to gain a solid relationship

2.2.3.2 Types of relationship

- c) Personnel relationship
- d) Academic relationship

2.2.4 Balancing the Relationship

2.2.5 Negotiating Shared Expectations

2.2.6 Factors Affecting the Supervision Process

2.2.6.1 Factors Related to Supervisors

- Managing Candidate Needs and Problem Solving
- Conflict of Interest
- Authority
- Power and Privilege

2.2.6.2 Factors Related to Supervisees

2.2.6.1- Diversity of Candidates

a) International Candidates

b) Culturally Diverse / Cross-Cultural Supervision

1.2.6.5 - Candidates with Health Issues

2.2.6.3- Disability

2.2.6.4- Language

2.2.6.5-Issues of age and experience

2.2.6.6-Issues of gender and sexual orientation

2.2.6.7-Balancing Work and Diverse Lifestyles

Introduction

In the modern educational system, the development of education relies on the increasing number of educational institutions, teachers and students as well as providing all kinds of facilities which are essential for proper progress of education. It could be not sufficient if we will not achieve effective results with high extent of quality. From this description, it is quite evident that quality of education at any level is the main concern of modern educational practices.

For this, there is a need of quantitative progress of education as well as qualitative improvement of it at all levels. This will be determined by the very concept, supervision. According to Adams and Dickey (1966, para.1), is a planned program for the improvement. It exists in their opinion for one reason, only to improve teaching and learning. So it is mainly concerned with development of teachers and pupils. The coming chapter is a literature review on the supervision process in education and the factors that affect this process.

2.1.1 Perceptions of supervision

Defining supervision is not an easy task, many scholars defined supervision from several points of view. In some situations, supervision has been viewed for legal and contractual purposes, Hazi (1994, p.181) defines the supervisor as “any appropriately certified individual assigned with responsibility for the direction and guidance of the work of teaching staff members.”

A broader definition comes from the general educational author Daresh (2001, p.25), who indicated that “supervision is a process of overseeing the ability of people to meet the goals of the organization in which they work.” In other words, from the different definitions about supervision, we may define this concept as a process refers to the formal and academic activity that is undertaken by some experienced people in academic institutions to provide guidance and control for other people with less experience. Therefore, we can deduce that supervision for researchers is guiding graduate students when conducting their master or doctorate thesis. In addition, supervision is considered as a crucial factor that affects the quality of research projects in the field of foreign languages.

From another point of view, Margot and Angela (2002, p.2) have defined supervision as: “Supervision in the academic context is a process to facilitate the student becoming an

independent professional researcher and scholar in their field, capable of adapting to various research arenas, whether university or industry based”. From what has been mentioned, one can deduce that supervision has a role in Academia in relation to graduate student learning. Also, it focuses on execution of organizationally determined educational goals. In addition, the graduate research supervision is to enhance, monitor and evaluate the students learning experience.

2.1.2 Supervision as a Profession

The status of supervision as a specific profession has been discussed in many fields, including business, industry, psychology, social work, and education. Writing about supervision in general education, Alfonso, Firth, and Neville (1984) stated that:

A major deterrent to full professional status of educational supervision is an ill-defined knowledge base and a lack of an agreed upon set of professional skills. Every profession equips its members with a conceptual and intellectual base from which skills are derived and expressed in practice. The skills of instructional supervision, however, have remained remarkably undefined and random, partly because the theoretical base is so thin. Moreover, the skills that are used are generally acquired on the job, rather than during professional preparation and internship (p.16).

Bernard (1979, p.60) illustrated a similar situation in the preparation of clinical psychologists. She says that “unlike the literature that addresses counselor training little has been said about the training of supervisors”. In the same sense, this lack of preparation for supervisors is a repeated theme in the literature of various professions. In recent years; several publications in general education have proposed this situation many times. In other words, she adds that during the later decade, supervision emerged as a career track in language education. Its emergence may be referred to the increase of language teaching around the world, which is done by people without professional preparation. For this reason, supervision can be understood as a guidance of teachers, students or even institutions with a constructive feedback.

2.1.3 Supervisory Approaches

As stated by Chiappetta.C, Watt.S (2011, p. 16), graduate students need support and attention from their supervisor in accordance to their specific needs .If those needs are treated effectively, the academic progress and the supervisory relationship could be developed. One of the main challenges supervisors face during supervision is to know when

to guide, direct, change the student's work, and when to allow the student to work by their own.

From this aspect, they stated that, throughout the supervisory relationship, a supervisor will engage in a number of different approaches at different levels dependent upon factors including the supervisor's expectations of the student, the stage of the candidacy, the student's evolving needs, as well as the student's progress. They have identified four preferred operating approaches to graduate supervision:

- a) **Laissez-faire:** Considered this approach, the relationship does not involve high levels of personal interaction and the supervisor may appear to be uncaring or uninvolved.
- b) **Directorial:** In the directorial approach, a supervisor provides a great deal of guidance and direction in a more regular, interactive relationship with the student. This might include assigning concrete tasks and deadlines. At this stage student motivation is typically high, so little emotional support may be needed.
- c) **Contractual:** As a student becomes more familiar with their role and their work, a supervisor's role may shift to a contractual approach or consultant approach, offering suggestions and options for solving research problems. The supervisor may offer encouragement to develop communication and networking skills. The balance at this stage will be showing both direction and support. This approach is often the most demanding in terms of the supervisor's time.
- d) **Pastoral:** The pastoral approach may be utilized towards the end of the research project, as the student progresses in his/her research project and start writing up. There may be a need for the supervisor to provide considerable personal care and support which serves to boost confidence and motivation, and empower the student to move from a novice to a professional researcher.

To conclude, it is intended to encourage thinking about the different approaches to supervision and in what situations each may be applied. Supervisors may prefer one approach over another during supervision. Identifying and considering each of these is the supervisor personnel own choice.

2.1.4 Models of research supervision

According to Holbrook and Johnston, (1999, p.3), there are two main models of research supervision, traditional and modern .Traditional model of research supervision is based on a single supervisor working with a motivated, well-prepared student over an extended period of time. Conventional (traditional) research education assumes to be on-

campus and fulltime, and prepares students for academic or other full-time research work. However, the conventional model has shown itself to be deficient in the face of changed environment (Knight and Zuber-Skerritt, 1992, p.3).

With the overall growth of graduate enrolment and more diversity of the students' background, today's practice of research supervision turns to be more flexible and more mixed-mode (Evans and Person, 1999, p.3). In terms of supervision structure, new supervision arrangements to supplement the conventional single-supervisor structure have been established. They include joint supervision of one student by two or more supervisors, committee supervision that provides complementary expertise that students can call upon and supervisory group which involves students in their own and each other supervision. The supervisory group structure embodies a fundamental change in theories and practices in research education and training.

Under this structure, research supervision changed around the word due to the progress of the student's research and knowledge from one supervisor to group supervision. Furthermore, Students are involved in the process of providing guidance to each other and sharing access of sources in a group setting. In addition, some models of supervision generated from the structure are a workshop model, a coursework model, a conference model and a methodology group model.

2.1.4.1 Co-Supervision

According to Chiappetta and Watt(2011, p.17), there is much debate around the advantages of co-supervision or a supervisory group compared to the traditional single supervisory model. In this sense, authors stated several reasons or advantages to work with a co-supervisor or supervisory group instead of single traditional model:

- The graduate student will benefit from different perspectives and expertise better than one supervisor.
- The supervisors benefit from sharing the responsibility, particularly in solving the rising problems during the research project.
- There will be a support for the graduate student in co-supervision in most time.

To close, the co-supervision is a process in which graduate students expert, share different perspectives and to be supported by supervisors better than conventional single model. Unless these advantages, co-supervision still have several deficiencies that should be solved to achieve effective supervision.

2.1.4.2 Disadvantages of Co-supervision

In the same aspect, Catherine and Susan stated that in the co-supervisory team, there are a number of structural and organizational issues that need to be addressed and negotiated, which are:

a) The number of co-supervisors on the team

The interaction among the group becomes more complex, as the number of individuals on the team increases. There are more decisions to be made around, who assumes which roles and responsibilities.

b) The skills, knowledge and experiences of each supervisor

In this sense, it is a challenge for both supervisors and supervisees. It may happen when the supervisors disagree with each other or provide conflicting advice. Or with student who does not know when to struggle and solve a challenge during research project.

c) The relative status of the members of the team

In most institutions, there is a principal supervisor who accepts responsibility for the organization and coordination of the team. This person may not be the same person who provides more intellectual guidance. The parameters of the relationship between a junior and senior supervisor will need to be established.

d) The physical location of each member

A member may be in another country, at a distance or at another university. An external member may not be available for meetings and consultation conflicted with the institution's expectations, rules or requirements.

e) The supervisory approaches of each member

It can be a challenge when each member has different approaches to supervisory practice. For instance, expected interactions between co-supervisors, interaction between each supervisor and the student, and supervisor's expectations and timelines for submission and feedback on student work.

To conclude, these challenges are by no means a complete list that needs to be solved. They are suggested as a way to begin the discussion in order to achieve or determine and establish a solid relationship. These factors can add to the issue of status and further complicate the relationship between co-supervisors based on cultural views and expectations.

2.1.5 Supervision Code of Practice

According to Code of Practice for Supervisors and Research Students (2018,p.4),most universities in the world provide graduate students and their supervisors with a policy, a code

of conduct or practice which should be respected by both. This code serves to maintain discipline, respect and leads to a good quality of supervision process. Most aspects of the policy are focuses primarily on students and supervisors of Doctor of Philosophy (PhD) and Master researchers. Since the University has a diverse research community with a variety of practices, this code highlights common regulations and should be obeyed along the research process, which are graduate assessment, research degrees, frequency of regular meetings and deadlines of the theses' submission.

The aim behind constructing code of practice for universities is to provide guidance and practical advice for research students to assist them in maximizing their potential. It also provides guidance and practical advice to support supervisors in undertaking their crucial roles. In addition, the University aims to give research students an exceptional and distinctive experience that prepares them to make significant contributions to knowledge during and beyond their period of study.

2.1.6 Practical Supervision Plan

According to Dr. Fang Zhao in *Post Graduate Research Supervision* (2001, p. 7), this part of research is devoted to establish a conceptual and practical research supervision plan with the intent to enhance quality, effectiveness and productivity of research supervision. The process of the supervision demonstrates how to apply knowledge management to research supervision to enhance student's knowledge, skills and ability to conduct research. An effective supervision aims to improve quality and productivity of research. The researcher attempts to manage a practical supervision plan for Biskra University; the plan defines a timeline of achievement of each milestone of research.

Table .2 Supervision Plan for Master Thesis Adopted by The Researcher from Supervision Plan for PHD Candidature .Bundoora West, RMIT University (2001, p.8)

Supervision Process	Performance Indicator
<ul style="list-style-type: none"> • Facilitating students' access to knowledge, information, database • Creating knowledge repositories through guiding students to present and publish their work • Enhancing knowledge/research environment through facilitating students' networking & sharing knowledge/research • Embedding knowledge in the students and their thesis. 	<ul style="list-style-type: none"> • A right match of supervisor & student <p>level of effectiveness in providing guidance to students</p> <ul style="list-style-type: none"> • Quality and timeliness of meetings and interaction • Extent of relevance and appropriateness of assessment and feedback given to students • Level of adherence to pre-set project objectives • Milestones achieved in the planned time
<p>Timeline (equivalent full-time)</p> <ul style="list-style-type: none"> • September-October (research proposal) • November – December- January (literature review) • February-March –April (collecting/analysing/ interpreting data) <p>Total: 6 months (minimum) 8 months (maximum)</p>	

This table is a form of suggestion plan by the researcher for supervision process at Biskra University. It could be adopted by other researchers in coming researches. As discussed in the above table, research supervision is a complex process to achieve effectiveness, quality and productivity of research supervision .It demands extensive attention and discussion, innovation in supervisory theory and practice concerning graduate students.

Section two: Supervision in Graduate Studies

2.2.1 Forms of Supervisory Meeting

According to the Guideline of Supervising PhDs and Other Research Degree Programs (2013, p.8), there are various forms of supervisory meetings, including face-to-face (individual meeting or group supervision), and online supervision (email exchanges, Skype, and other forms of digital communication). At the early stage on research project, supervisors and students should agree on the appropriate frequency, nature of meetings and other communications. Students must appreciate what is a reasonable expectation in terms of access to supervisors' time. Whereas, supervisors must ensure that they will have enough contact with students to allow the appropriate level of guidance and knowledge about student progress.

a) Face to face supervision

According to Proctor (2008, p. 72), face to face supervision is not one form, it is composed of two forms which are individual and group meetings. By individual meetings, once the individual need more careful contracting, they can contribute at the speed and in the way that they best can learn. Also, in individual meetings the supervisor can give a constructive feedback to his supervises; so that, it should be clear and direct to his/her project. In addition, from the interaction perspective; there are different personnel style preferences found individual meetings more useful than group meetings. There are some research students who are shy or have lack of self-confidence which may cause for him/her a problem during the group supervision.

Whereas, group supervision is superior for all to feel that they are full members and be able to contribute. The facilitator has to be able to create a group meetings and appropriate atmosphere to different styles. Meeting in a form of group do offer a place to hide as well as engage. Proctor (2008, p. 72) describes the different skills of a group meetings from the supervisory part in terms of behavioral flexibility, being able to move between active leadership, assertion, and receptivity. She also recommends letting go of some long reflective pauses and offering undivided one-to-one attention which are less productive in group meetings than individual ones.

b) Online supervision

According to Anderson et.al (2006, p.1), the emergence of computer-mediated communication is a feature that has opened new ways of distributing exchanges between

students and supervisors. Moreover, enrolment in higher education is at a high level. In this part, supervisors are expected to fulfill proficient quality, embrace support for the students, and provide them with advice that could help them balance both creativity and criticism. To meet these expectations and due to computer-mediated communication, students researcher and supervisors engage in oral (Skype) or written communicative exchanges such as Emails. For example, several students cannot meet their supervisors in regular meetings due to many factors. Most of them prefer to participate in higher education through computer –mediated communication.

In other words, supervisees viewed online supervision favorably; they appreciate flexibility, reduced expense and increase access. Although, students who prefer to perform supervision tasks in a form of communicative exchanges, they go directly to E-mail exchanges with reflections on the relational, cultural and emotional aspects (ClingerMan, 2004, Para .3).

To sum up, the frequency of supervisory meetings may alter throughout the student's research programs, dependent on the particular stage achieved. Supervisors and supervisees should agree a minimum number of regular meetings each term and for vacation periods. The University Code of Practice recommends that, normally, the minimum number of meetings should be ones per week, and that there should be more meetings initially.

2.2.2 Responsibilities of Supervisor and Supervisee

Effective supervision in educational research demands both supervisors and supervisees to be responsible and perform a number of roles. The following table is composed of fundamental supervisor and supervisees responsibilities, which supports the facilitation of good practice in graduate supervision:

Table.3. Responsibilities of Both Supervisors and Supervisees Adapted by the Researcher From Supervision – Duties and Responsibilities of Supervisors(N.D)

Responsibilities of the Supervisees	Responsibilities of Supervisors
<ul style="list-style-type: none"> ● Make efforts to gain the background knowledge and skills needed to pursue your research project successfully. ● Develop a plan and timetable for completion of all stages of the research project in accordance with your supervisors. ● Make schedule concerning deadlines. ● Meet with your supervisor when requested and needed. ● Consider the advice and feedback received from your supervisor seriously. ● Be thoughtful and reasonable in using resources provided by your supervisor. ● Up-to-date you literature review regularly. ● Keep in regular touch with your supervisor who should be reasonably available for consultation. ● Follow the university's policy or code of practice concerning the research supervision. 	<ul style="list-style-type: none"> ● Assist your student with the selection and planning of a suitable and manageable research topic. ● be sufficiently familiar with the field of research to provide effective guidance. ● be accessible to your student for consultation and discussion of academic progress and research (the frequency of meetings is a very important factor leading to an effective research work). ● respond in a timely with constructive feedback. ● make arrangements to ensure continuity of supervision if you will be absent for extended periods, (e.g. a month or longer). ● ensure that the research environment is safe and free from harassment and conflict. ● work to achieve solution when there is a conflict in advice or when there are different expectations on the part of co-supervisors or members of the supervisory committee. ● support and acknowledge your student's contributions and successes in writing, presentations, and published material. ● stick to the university's policy regarding ownership of intellectual property.

To sum up, effective supervisor is the one that perform many roles such as supervisor, teacher and manager in the same time. For instance, good supervisor is flexible, supporter, examiner...etc. Whereas, the research student is the main person responsible for his/her research project. In the same sense, effective supervisee has to take responsibility for managing

his/her own learning and getting a degree. Also, he/she is responsible for determining what is required.

2.2.3 Maintaining a Good Students-Supervisor Relationship

According to Chiappetta and Watt (2011, p.9), in any working relationship, it is vital to establish a clear understanding of the roles and responsibilities of each member at an early stage in the process. The relationship between supervisor and research student is a defining feature of graduate education. Supervision should be based on a transparent contractual framework of shared responsibilities between the graduate student(s) and the supervisor(s).

2.2.3.1 Aspects to gain a solid relationship

As cited in the guideline of supervision in Trinity College Dublin (2012, p.7), the researcher tries to select the most important aspects to gain a solid relationship among the supervisor and supervisee in order to achieve an effective supervision:

- **Communication:** It is essential that supervisors and students should maintain clear and open lines of communication. Students should bring to the attention of their supervisors any difficulties or issues that potentially may interfere with their work.

- **Early intervention:** If difficulties do arise then early intervention is always advisable, supervisors and students should not simply wait and allow a problem to persist or get worse in the hope that the issue will resolve itself eventually.

- **Clarity:** It is essential that both students and supervisors reach a clear and agreed understanding concerning the nature of any issue that might affect progress. Also, there should be necessary steps to resolve this issue.

- **Avoid misunderstandings:** It may be beneficial for supervisors and students to exchange written summaries. Both of them give their respective views of the outcomes, their discussions on any difficulty to be clear where they both stand.

- **Constructive criticism:** Constructive criticism is a key feature for effective research degree. Both supervisors and supervisees have the potential to create conflicts between the students and the supervisors. In other words, a discussion about the nature and purpose of constructive criticism at the outset of the project may help reduce pressures that may arise later on.

- **Maintain records:** Supervisors and students may find it helpful to keep a record of their meetings for future reference. Where a student or supervisor feels that the other partner is unresponsive to requests for a meeting, a record of their attempts to raise this

issue with the other partner should be kept. They should approach the director of graduate teaching and learning for advice in resolving the situation.

- **Notification:** when following discussions and meetings, the supervisor or student still feels that progress has been consistently unsatisfactory, the other partner should be notified in writing the reasons for this view and be given an opportunity to respond. All progress should be reported in annual.

To sum up, both supervisors and students can contribute to this relationship through interactions based on mutual respect and confidentiality, courtesy, accessibility, clarity of communication and application of effort. A good much between student and supervisor both academically and personally, is a key aspect for the development of a successful relationship and progress of a graduate student. Chiappetta. and Watt. (2011, p.10).

2.2.3.2 Types of relationship

According to Chiappetta. and Watt. (2011, p.10), in developing the relationship; there are two areas that must be considered the academic and the personal relationship. These predictably overlap with each other but it is useful to first distinguish between each one separately:

a) Personnel relation ship

According to Chiappetta and Watt (2011, p.11), not only it is important to establish the academic relationship, it is also necessary to consider and establish some level of a personal relationship. Also, Personalities impact prominently in graduate supervision. In other words, the progress of a student is greatly impacted by the nature of the relationship that develops. In the same aspect, authors add information; the diversity of gender, age, nationality, race, disability, sexual orientation, social class, nontraditional students and students with family responsibilities will also affect the nature of the relationship. The issue of diversity is of furthest importance and raises unique challenges over and above this already complex relationship.

As an additional point, they stated out that, there are a number of differing views on what the nature of a personal relationship should be. Some recommend that supervisor and graduate student should not become friends. Based on this view, supervisors are powerful than students, the two can never be equal. A relationship on a personal level may result in complications, hurt feelings and can be destructive to the academic relationship. It is suggested that the relationship can still be friendly, personal, enjoyable, and fun .Whereas, others believe that a supervisor is required to understand the student as a whole person, taking an interest in a range of non-academic activities involving family, friends, work and

community as these demands may impose the student's academic work. The relationship between supervisor and graduate student is not only more personal than other academic endeavors but in this instance it is also important.

b) Academic relationship

According to Chiappetta and Watt. (2011, p.10), the academic relationship between supervisor and graduate student is unique. Assessing student in the early stages is essential. Many supervisors do this intuitively, yet a more systematic approach can be very useful. Knowing the knowledge and skills your student has at the beginning and the areas where s/he needs to develop serves as the start of an action plan. As a supervisor you need to know:

- What knowledge and skills your student brings to the project?
- The areas s/he needs support?
- How s/he is likely to approach the research?

In addition to previous information, authors add that Networks which are characteristics of academia are often formed through these relationships. As an aspect of 'cultural capital', these networks can provide opportunities for future academic endeavors including further collaboration, research networks and professional advice.

2.2.4 Balancing the Relationship

As mentioned by Chiappetta and Watt (2011, p.13), Graduate supervisors constantly try very hard for making a balance in the supervisory relationship based on a number of issues. There are many issues of mismatched expectations in the relationship. It would be hard to find a "perfect" supervisory experience. "Imperfect" relationships include a student who feels that his/her supervisor is not available to answer questions as s/he expects. Also, it could be that the supervisor is overly-directive. He cannot let go and allow the student to be autonomous and own his/her work.

However, from the supervise side, issues arise such as a disobedient student who never seems to respond to emails, misses meetings or makes unrealistic demands on the supervisor's time. Each supervisory relationship is unique, it is a balance tailored to the goals, needs, learning approaches and approaches to work of both student and supervisor. Chiappetta and Watt. (2011, p.13).

2.2.5 Negotiating Shared Expectations

According to Chiappetta. and Watt (2011, p.12), clear and frequent communication is considered a key element of successful graduate supervision. Several studies determined that the mismatched expectations are, due to a lack of communication between supervisor and graduate student as the number one reason graduate supervision breaks down.

To sum up, being open and frank about mutual expectations and needs in the relationship is an essential aspect. In other words, reflecting upon and negotiating the expectation of the supervisor and supervisee will assist in creating the necessary communication patterns to engage in a successful, long-term supervision.

Table 4: Supervisors' and Supervisees' Expectations Adapted by the Researcher from Supervision and Mentoring of Postgraduate Students. It Takes An Academy To Raise a Scholar. Mc Master University (2011)

Supervisors' expectations	Supervisees' expectations
<ul style="list-style-type: none"> ● The student should work independently and not have to account for how and where time is spent. ● Students should have their own support networks and this is not the responsibility of the supervisor. ● The supervisor is responsible for ensuring that the student is introduced to the appropriate services and facilities of the department and University (facilitation administration's stuffs and availability of teachers for interviews). ● The supervisors should feel free to accept students, even if they do not have specific knowledge of the student's topic. ● Students should submit drafts of work only when they want constructive criticism from the supervisor. ● The student should decide when she/he wants to meet with the supervisor. 	<ul style="list-style-type: none"> ● The supervisor should insist on regular meetings with the student. ● The supervisor should check regularly that the student is working consistently and on task. ● The supervisor should develop an appropriate program and timetable of research and study for the student. ● The supervisor should insist on seeing all drafts of work to ensure that the student is on the right track. ● The supervisor should construct a bridge of a warm, friendly relationship between supervisor and student is critical for successful candidature. ● The supervisor is responsible for providing emotional support and encouragement to the student.

2.2.6 Factors Affecting the Supervision Process

Concerning the factors that affect the supervision process, both supervisors and supervisees have several factors related to each of them. The researcher tried to collect few of these factors:

2.2.6.1 Factors Related to Supervisors

There are several factors affecting the supervision process related to the supervisor .the researcher tried to arrange the most important ones in order to be aware of them:

Managing Candidate Needs and Problem Solving

According to Higher Degree Research Supervision Guidelines (2010, p. 4), effective practice of supervision involves providing timely advice and helping when challenges arise throughout supervision. They are able to establish processes to manage these issues. effective supervisors are familiar with:

- All policy relating to candidates.
- Code of Conduct and Conflict of Interest Policy.
- Services and programs available to assist candidates with various issues.
- Services, study skills courses and support for international candidates.
- Progress review procedures to ensure clear communication, monitoring and management of a candidate's progress when affected by personal or other issues.

To sum up, effective supervisors recognize and respond to varying candidate circumstances (illness, personal issues and so on) which may arise. Likewise, supervisors should aware about the different policies govern the supervision process, in order to guide the candidates to achieve effective supervision.

Conflict of Interest

According to Higher Degree Research Supervision Guidelines (2010, p.4), in some situations, challenges arise during supervision are directly relate to the candidate-supervisor relationship. In the same sense, this guideline mentioned that, it is important that supervisors are not conflicted in deciding on what advice to give. Effective practice of supervisors is the ones that declare any potential conflicts of interest and advise candidates to seek appropriate advice where relevant.

Authority

Students from a diverse cultural background often express discomfort in challenging their supervisor's authority. In particular some international higher education systems respect age and experience and consider it impolite to not treat academics with very high regard. Although this may sound interesting at some level, these students find it incredible to enter into a debate that may threaten the supervisor's judgment and suggest student arrogance. Chiappetta and Watt (2011, p. 25)

Authors also mentioned another challenge related to authority, is the case of international graduate student who are mid-career professionals and working part-time towards a graduate degree. While holding important professional jobs related to hierarchy and coupled with part-time study may influence the supervisory relationship. This situation can be further improved by cultural differences and studying at a distance. All research students benefit from support and clarification in terms of expectations. A complex relationship such as this may require more negotiation and clarification.

Power and Privilege

Chiappetta and Watt (2011, p. 27) stated that , issues of power and privilege are also more pronounced in factors effecting the supervision process. The imbalanced power of graduate supervision can be especially challenging with graduate students. For example, students with low levels of acculturation may give their supervisor even more power and authority in the relationship, based on the perception that student has about the role that supervisor normally should play.

Even if you tell your student that you want the relationship to be that of colleagues, although with power differences, the system is telling them that there is a power imbalance. Explaining your expectations of the boundaries of the relationship between the professional and the personal can open the dialogue for you to understand any cultural differences that may be at play.

2.2.6.2 Factors Related to Supervisees

In supervision process, there are several factors that affect the process from both sides of the supervisor and supervisee. The researcher found several factors from the part of the candidate. She tried to arrange them in order to be aware and try to solve them:

2.2.6.2.1 Diversity of Candidates

According to Higher Degree Research Supervision Guidelines (2010, p.5), current practice of supervision achieved when an effective supervisor assess candidates taking into consideration the deferent diversities of supervises .those diversities are:

- **International Candidates**

As detailed in Higher Degree Research Supervision Guidelines (2010, p.5), supervisors ought to give a great extent of awareness to a particular challenges that may be faced by international supervises. In addition, supervisors should take into consideration the diverse social, academic and intellectual changes occurred to the international supervises

- **Culturally Diverse / Cross-Cultural Supervision**

As stated by Chiappetta and Watt. (2011, p. 20), there is a great difference between culturally diverse supervision and cross-cultural supervision. On one hand, culturally diverse supervision refers to supervisory relationships where supervisors and students differ on one or more cultural variables such as race, ethnicity, class, gender, sexual orientation, language, disability, and spirituality.

In contrast, cross-cultural supervision refers specifically to supervisory relationships where the supervisor and student come from different racial or ethnic backgrounds. As a result, both supervisor and supervise must adapt to multiple new cultural frameworks including differences in learning, culturally influenced ways of doing research, culturally-influenced constructions of knowledge, acculturation and enculturation.

2.2.6.2.2 Candidates with Health Issues

As mentioned in Higher Degree Research Supervision Guidelines (2010, p.5), Supervisors should, in the first instance, encourage candidates with health issues to seek professional assistance and be prepared to discuss the various available supervises options. For example, sick leave, an approved leave of absence or a move from full-time to part-time may assist a student researcher to better cope with health issues. Adding to previous information, Supervisors should seek advice from the University in managing a solution for the candidate health issues.

2.2.6.2.3 Disability

According to Chiappetta and Watt (2011, p. 27), graduate students with disabilities found requirements may demand more time and energy than it does for other students. Students may have physical disabilities, learning disabilities (Attention Deficit/ Hyperactivity Disorder, and dyslexia), chronic disabilities (lupus and multiple sclerosis) and psychological

disabilities (depression and bipolar disorder). Some may be unenthusiastic to ask for support for fear of appearing too dependent, incompetent or unable to complete their degree.

For this, as in any supervisory relationship, creating an open environment early on can help a student feel comfortable in sharing sensitive issues that may affect their graduate studies. Also, working collaboratively with your graduate students can help ensure that you are meeting your student's needs. As a result, authors mentioned that there are a number of available supports including auxiliary aids, academic adjustments and help in determining ways to meet disability-related needs. Determining what adjustments need to occur and planning creative solutions can ensure that your student fully participates in the program.

2.2.6.2.4 Language

In accordance to Chiappetta and Watt (2011, p. 27), it is important to identify and address any language support needs early in the supervisory relationship for cross-cultural students. This will allow for sufficient time and opportunity for improvement. Most universities offer English as a Second Language (ESL) support services. Students from English-speaking countries typically have an easier time adjusting to North American culture compared to those from non-English speaking areas in Asia, Africa and South America.

The role of the supervisor as editor of their graduate student's writing, regardless of cultural background is becoming more of a concern for faculty. Based on their previous educational experience, culturally diverse students may expect you to edit their writing or may view your critique of their writing as an attack on their culture. University writing services may be particularly helpful to these students. Remember that you are not alone in helping your student. It is important to remember that even if students manage well in English there are subtleties in connotation of abstract words which are difficult to translate into experience. Talking about anything personal, such as discussing your supervisory relationship can be particularly difficult.

2.2.6.2.5 Issues of Age and Experience

In accordance to Chiappetta and Watt (2011, p. 26), older students have effective characteristics in doing research better than younger colleagues. They are often more focused and aware of their educational goals. Maturity and experience are effects in a number of ways.

Mature students are often familiar with and experienced in solving complex problems, are independent and critical thinkers. In addition, experienced students are often not frightened to engage in discussions with his/her supervisor. Many also have family and work

obligations which can conflict with their graduate education but also strengthens their time management skills.

2.2.6.2.6 Issues of gender and sexual orientation

According to Chiappetta and Watt (2011, p. 25), whether you are male or female, if you are engaged in a cross-gender supervisory relationship, there may predictably be differences in the way you relate to supervisor as compared to a relationship where the student is the same gender as you. The challenge is to consider your own actions as a supervisor to ensure that one student is not getting more or better support than another. For instance, an academic setting that is mainly male can be a difficult place for a female.

To conclude, in order to create a collaborative working relationship, it is important to be aware of and avoid conventional gendered behavior, keeping in mind that different cultures have different approaches to gender equality especially in relation to overt power relationships such as student-professor.

2.2.6.2.7 Balancing Work and Diverse Lifestyles

According to Chiappetta and Watt. (2011, p. 26), as the graduate student population grows and increases in age so do students' family responsibilities, dual commitments and time constraints. Mature students particularly may find it difficult to be a part of "academia" in terms of attending events, functions, study groups and socializing with other academics. Many are challenged with balancing academic success with these other responsibilities.

In other words, authors mentioned that graduate students observe successful faculty in devoting large amounts of time to their academic work. This may cause them concern, worrying that supervisors may misunderstand their attention to other responsibilities as a lack of commitment to graduate work.

Adding to this complexity, cultural beliefs and practices also influence how students deal with family responsibilities, family emergencies or child care. For this, supervisors should obtain better solution or approaches to those graduate students in order to facilitate for them the research work.

Conclusion

To conclude, one can say that this literature gave a clear idea about supervision process in education; it focused on some factors that affect this process. In addition, the researcher suggested approaches, models, a lesson plan, adopted code of practice for our university, different expectation concerning the relationship among the candidate and the responsibilities of both supervisors and supervisees. In other words, the researcher will present

in the coming chapter the research methodology of carrying study, and the interpretation of the collected data followed by a discussion and synthesis of the major findings.

CHAPTER THREE

FIELD WORK

CHAPTER THREE: FIELD WORK

Introduction

3.1. Students' Questionnaire

3.1.1. Administration and Aim of the Students 'Questionnaire

3.1.2. Pilot Stage of the Questionnaire

3.1.3. Description and Analysis of the Students Questionnaire

3.2. Teachers' Interview

3.2.1. Administration and Aim of the Teachers' interview

3.2.2. Description and Analysis of the Teachers' interview

Conclusion

Introduction

This study is an attempt to investigate the supervision process as a main factor that affects the research quality. Also, it tends to investigate factors influencing directly or indirectly the supervisory process in the division of English Language at Mohamed Khider University of Biskra. To enrich this study with valuable data, we designed and distributed a questionnaire and an interview. The questionnaire was for graduated master students (M2) and the interview was for teachers (especially those who are engaged in the supervision process). Since this study concerns the supervision process, we thought that by choosing these participants, we may obtain useful data from the perspective of the two main close populations to the field of research.

3.1. Students' Questionnaire

Dornyei, (2007, p. 102) defines questionnaire as “any written instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers”

Thus, the questionnaire is a tool used in collecting information about a phenomenon, in order to know the respondents' opinions and attitudes.

Cohen, Manion, and Morrison (2007, p. 320) state that the questionnaire is divided into three types: structured questionnaire, unstructured questionnaire, and semi-structured questionnaire. According to Kothari (2011, p. 101), the general form of the questionnaire is structured questionnaire or unstructured questionnaire. Moreover, the most used questionnaire form is either structured or unstructured questionnaires, but also semi-structured questionnaire is also useful.

As far as the questionnaire is concerned in this study, the researcher opted for semi-structured questionnaire, in order to obtain the participants' perceptions, opinions concerning the effects of supervision process on the research quality. Furthermore, this method is supposed to be workable data collection method because it can offer and the researcher can gather quick data from a large number of respondents at once. As Pandey and Pandey (2015, p. 58) say “It is an important instrument being used to gather information from widely scattered sources”. Therefore, the questionnaire is an instrument used in undertaking a research project.

3.1.1 Administration and Aims of the Students' Questionnaire

This questionnaire was distributed online through social media "facebook.com". This latter means gave us another opportunity to obtain other M2 students views from other universities (Constantine, Setif, Batna, Ouaregla and Sidi Belaabbas). We have received (36) questionnaires from Biskra University (BU) from EFL M2 graduated students and other mentioned universities. After a discussion with the supervisor, we decided to interpret the whole data of questionnaires. The researcher found that the gathered data from the sample are clear answers and completed questionnaires which we thought that they may enrich the current study with useful and valuable data.

Concerning the aim of the students' questionnaire from other universities was for checking which factors affect the supervision process and the effects of this process on the research quality in the division of English Language at the University of Biskra and in the divisions of English at the other universities.

3.1.2. Pilot and Validation

Before the final administration, the students' questionnaire was pre-used to validate the content, in order to get the required data. In fact, the main objective behind the piloting stage was to check out the comprehensibility of the questions and the correctness of redundancy and ambiguity. In the piloting stage, the questionnaire was distributed to five (05) students from the population of M2 graduated students as a pilot phase. It is crucial to note that the questionnaire was collected after few days.

Moreover, the researcher found some grammatical mistakes in the form of the questions and ambiguity in some other questions. The supervisor recommended that the mistakes should be managed and the questions should be reformulated before the final administration of the questionnaire.

3.1.3. Description and Analysis of the Students Questionnaire

• Description

This questionnaire is composed of three sections, which include different types of questions, close ended and open ended questions. Section one includes four items. It is for the purpose of gathering information regarding the students' gender, the number of researches they did at university, what means the perception of research for them and how they found the research process. It also aims at raising the main problems which they encountered when conducting their researches.

Section two is devoted to explore the characteristics of good research and researcher, the main factors considered as influential factors on research quality. Finally, for section

three, the researcher gave a great importance for it. It is devoted to know what supervision meant to graduate students, the main qualities of effective supervision, challenges encountered by graduated students and the different exchanges between supervisors and supervisees (relationship, feedback and expectations).

b. Analysis

Section One: Personal Profile

This section is composed of six questions. It is designed to identify the respondents' gender and age (Q. 1). Question number two was meant to know the number of researches that M2 students had conducted during their study at University. Also, their attitudes towards research were posed by (Q. 3), and how they found this process in the fourth question. In short, this section provides general information about the respondents.

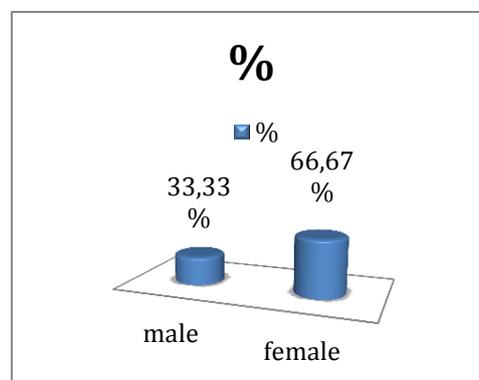
Item 1: The graduate students' gender

- Female
- Male

This question demonstrated the students' gender

Table 3.1. Students' gender

Option	Number	%
Male	12	33.33%
Female	24	66.67%
Total	36	100%



Graph 3.1. Students' Gender

The table above shows that more than half of the participants are females at universities. Females represent (66.67%) while males represent (33.33%) of the sample from all universities. From the researcher's point of view, there are many interpretations of the given results. Females may choose to learn English, because it is prestigious, easy in learning or they are more interested in learning English as a Foreign Language than boys who prefer the scientific branches.

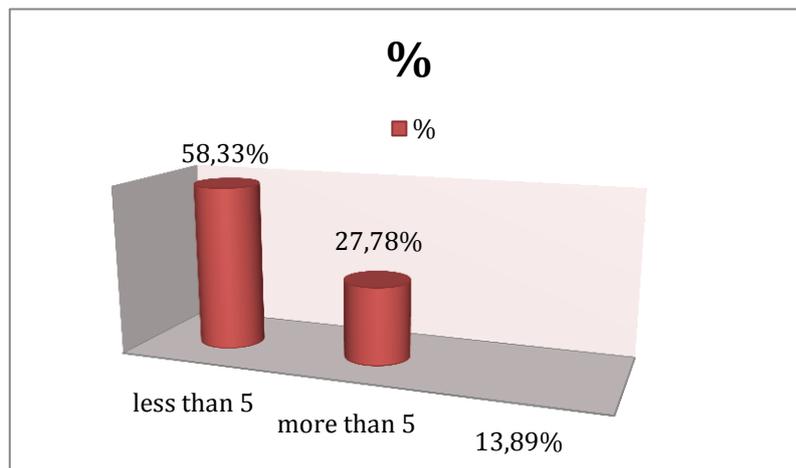
Item. 2: Numbers of Researches done by students at University

- Less than 5 years
- More than 5 years
- None

This question sought to identify the conducted researchers at university.

Table 3.2: Conducted Researches at University

Option	Number	%
Less than 5 years	21	58.33%
More than 5 years	10	27.78%
None	5	13.89%
Total	36	100%



Graph 3.2: Number of Researches Conducted by Students at University

From the figure above, one can see that there were three main responses. The majority of M2 graduated students (58.33.1%) did not exceed more than 5 researches during their studies at University (5years). Whereas, (27.78%) of graduated students conducted more than

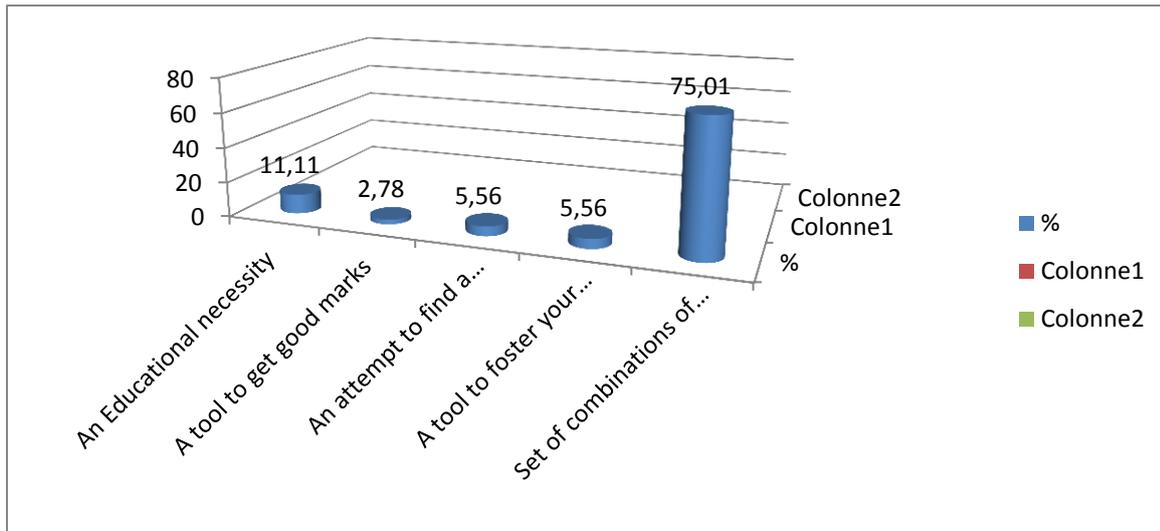
5 researches during their educational career at University. The third choice of not conducting any research paper was not chosen by any respondents. In addition, nearly (13.89%) of respondents did not answer this question at all. This designates that most of M2 graduated students did not engage in many researches at University. This could be attributed to various reasons, such as the lack of methodological background and the awareness of the importance of doing research. The aforementioned reasons are not the only ones.

Item.3: Perception of Research According to M 2 Graduated Students

- An Educational necessity (A requirement for completing a degree)
- A tool to get good marks
- An attempt to find a solution to certain problem(s)
- A tool to foster your knowledge and to develop
- Set of combinations of the given options

Table3.3: Perception of Research

Options	Number	%
A - An Educational necessity (A requirement for completing a degree)	4	11.11%
B - A tool to get good marks	1	2.78%
C- An attempt to find a solution to certain problem(s)	2	5.56%
D- A tool to foster your knowledge and to develop your skills	2	5.56%
E- Set of combinations of the given options	27	75.01%



Graph 3.3: Perception of Research

What can be seen from the results above is that (11.11%) of respondents considered research as an educational necessity. While, (2.78%) represents respondents who saw research as a tool to get better marks. One can see also that (5.56%) of respondents considered research as an attempt to find solutions .Furthermore, (5.56%) of responses targeted to research as a tool to foster knowledge and to develop skills. In addition to previous respondents, (75.01%) of responses were for additional options. Many respondents chose more than one option. For instance, (16.67%) of responses were the combination of all the options ‘All of them’. It is noticeable from these results that graduated students well thought-out that research is a tool to solve the unsolved problems or a tool to involve students more in educational process. To summarize, conducting research for the purpose of getting good marks or a tool to solve personnel problems are the last concerned.

Item.4: Graduated students’ attitudes about research

In this item, M2 graduated students have been asked to identify whether research process is an easy task or a hard one. From the general overview of respondents, the majority of M2 graduated students considered research as a challenging task, due to many arguments. Most of the justifications meant that, in order to conduct an effective research, this needs enough time, good study skills, valuable references and guidance as well. A participant from the latter stated that when she was in Algeria, it was an easy task for her because her supervisor did not care about following the right way of collecting data but now, in PHD in China; she found it very difficult. This indicates that the lack of methodological awareness, unhelpful or ineffective supervision is the main factor to make the research work process difficult or not.

Student's Justifications about Research:**Challenging task**

- It was hard, because of our lack of methodological knowledge.
- It is a hard task for sure, because we have not been exposed to such complex process in previous stages and it is very demanding process to handle.
- Lack of experience for novice researchers, lack of encouragement and motivation, lack of time and self-confidence.
- It was harder than I expected, because all what we have been taught about conducting a research was theoretical, which means that the practical part was totally neglected during the sessions.

Simple task

- It was an easy task, because it just takes planning and consistency.
- Not that much hard, all you need to do is following the instructions.
- It was quite easy by the virtue of readings.

Section Two: Quality of Research Papers

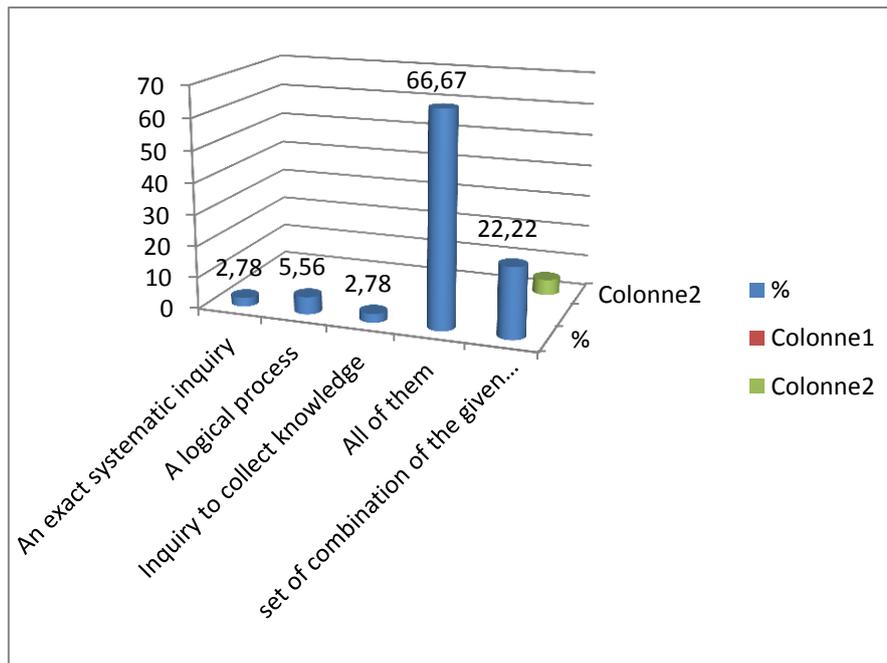
In this section, we try to spot the light on the quality of research papers and the main factors affecting this quality. Also, we try to know the qualities or characteristics of both the research and the researcher.

Item.5: Main Characteristics of Good Research

- An exact systematic inquiry
- A logical process
- Inquiry to collect knowledge
- All of them

Table 3.5: Main Characteristics of effective Research

Options	Number	%
• An exact systematic inquiry	1	2.78%
• A logical process	2	5.56%
• Inquiry to collect knowledge	1	2.78%
• All of them	24	66.67%
• Set of combinations of the given options	08	22.22 %
Total	36	100%



Graph 3.5: Main Characteristics of Good Research

In this item, respondents have been asked to tick the main characteristics of good research according to their point of view. It is clear from the graph above, approximately (2.78 %) of the sample's responses were considering research as an exact systematic enquiry and (2.78 %) of responses for the option of 'to collect knowledge'. Also, (5.56%) of the responses opt for objective logical process. In addition, there were nearly (66.66%) of respondents who considered all this characteristics as the main ones and chose the option of 'All of them'. Whereas, (22.22%) of responses targeted to the different combinations of the given choices. From the current interpretation, one can observe that most of graduated students gave research a great extent of importance and awareness since they consider it as a process, and an inquiry to collect knowledge.

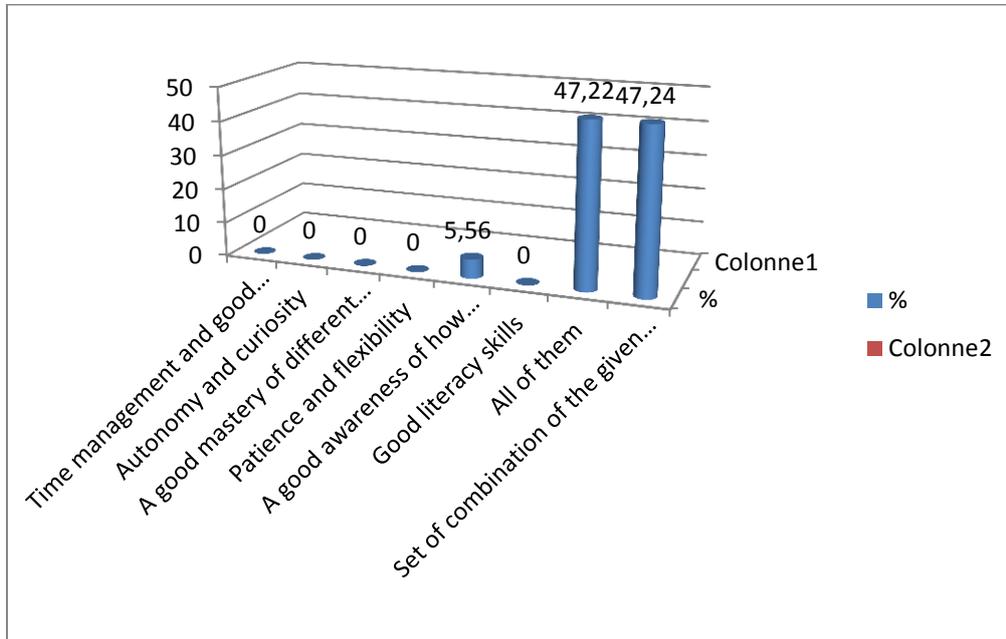
Item.6: Important Characteristics of Good Researcher

Time management and good study skills

- Autonomy and curiosity
- A good mastery of different computer devices and better access and use of the net
- Patience and flexibility
- A good awareness of how research should be done
- Good literacy skills
- All of them

Table 3.6: Important Characteristics of Good Researcher

Options	Number	%
• Time management and good study skills	0	0%
• Autonomy and curiosity	0	0%
• A good mastery of different computer devices and better access and use of the net	0	0%
• Patience and flexibility	0	0%
• Efficient research process engagement	2	5.56%
• effective literacy skills	0	0%
• All of them	17	47.22%
• Set of combination of the given options	17	47.24%

**Graph3.6.** Important Characteristics of Good Researcher

In this item, respondents have been asked to choose characteristics of good researcher according to their point of view. What can be seen from the results above is that (47.22%) of respondents chose all the characteristics mentioned and combined in the option of ‘All of

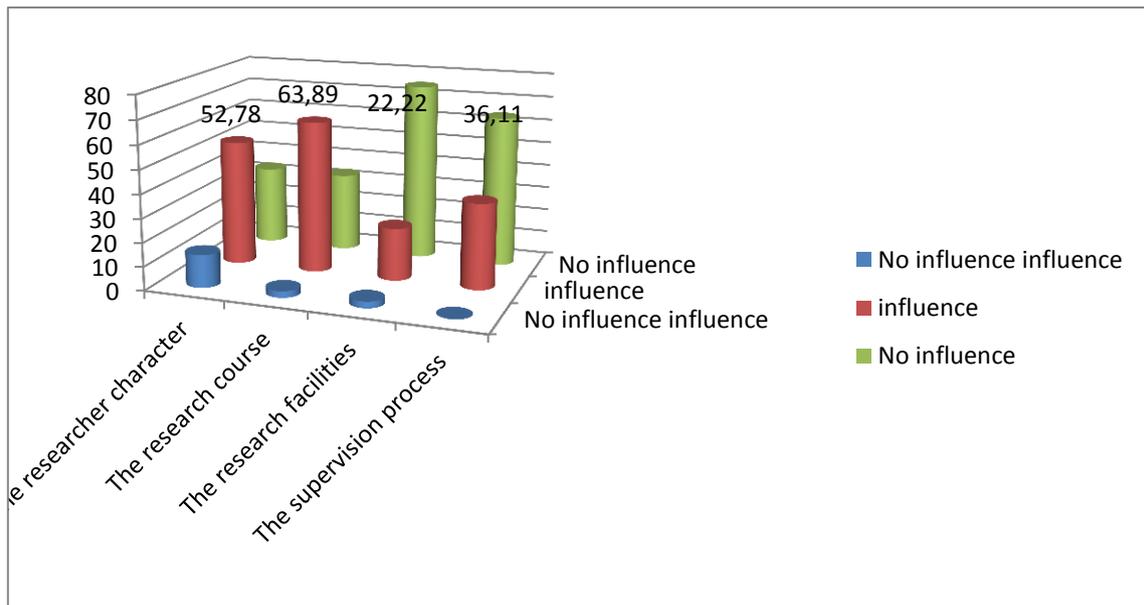
them'. The other (2.56 %) of responses was concerned with good awareness of how research should be done, as the crucial characteristic for effective researcher. While the other responses varied among respondents. The majority of the responses (47, 24%) selected more than one choice. This indicates that awareness how research should be done, curiosity, flexibility, autonomy are the main features of any effective researcher. To conclude, what is remarkable is that a big portion of the respondents gave more importance to the academic characteristics than personnel ones.

Item.7: influential factors of research quality

- The researcher character
- The research course
- The research facilities(library, and the net services)
- The supervision process

Table3.7: Extent of Influence

Options	No influence		Influence		Great influence		Total	
	Num	%	Num	%	Num	%	Num	%
The researcher character	5	13.89%	19	52.78%	12	33.33%	36	100%
The research course	1	2.78%	23	63.89%	12	33.33%	36	100%
The research facilities(library, and the net services)	1	2.78%	8	22.22%	27	75%	36	100%
The supervision process	0	0%	13	36.11%	23	63.89%	36	100%



Graph 3.7: Influential Factors of Research Quality

In this item, respondents have been asked to circle the appropriate extent of influence of each factor. The first choice stands for no impact. The second one stands for less influence, and the last one stands for more influence. It is clear from figure that, M2 graduated students considered research facilities (library, net services) and supervision process as the most influential factors of research quality. While, the researcher character and research course considered to have less impact on research quality. This designates that, the majority of M2 graduated students encountered, that supervision process and research facilities are the most deficiencies that impact the research quality. Students from BU said that the main problems they have faced are related to supervision process and research facilities. Furthermore, this signposts that since 2015 of research studies till to 2019 (4 years), students still face the same challenges that should be solved urgently.

Item.8: Perception of Supervision

In this item, respondents have been asked to identify supervision process according to their point of view. What is noticeable is that approximately the majority of M2 student's responses fell into one stream is that supervision process is deemed to guide, clarify any ambiguity, and help in finding some sources and give advice. This shows that M2 graduated students consider this process as an important factor in the accomplishment of an effective research work.

Other answers

The below answers are the respondents' answers:

- It depends on the person, for me being a good guide to someone is the best thing ever to make all his or her work perfect.
- It is someone high qualified person corrects your thesis. However in my opinion he should be an adviser, helpful, organizing, controller, and follower in each every step.
- It is the guidance and the reference that each researcher needs during his/her academic research journey.
- It meant assistance and guidance.

Item.9: Importance of Supervision Process

In this item, respondents have been asked to identify whether supervision process is a crucial element to complete research work or not. It is clear from the figure above that the majority of responses of M2 graduated students identified supervision as crucial elements to complete research work. Most of the students' justifications agreed that due to an effective supervision, the student may avoid lots of mistakes via guidance and evaluation during research work. Whereas, other respondents considered supervision as a helpful factor but not a crucial one. Furthermore, one can notice that, supervision process is guidance, a helping and evaluating process but, in reality most of M2 graduated students who were left with little help from their supervisors, they were among the best students who made the best research.

Justifications of answering by 'Yes':

The following justifications are of the respondents.

- Yes it is, by supervision you may avoid a lot of mistakes and you can guess what is workable in your research and what's not.
- It is crucial indeed, because the one who supervises me has more experience on how to conduct a research, which, in turn, is a long and exhausting journey that requires a guide.
- Indeed, it helps in terms of methodology and orientation.

Justifications of answering by 'No':

- No, [...] The supervisor's role is not the central of the research.
- No, it isn't, because I had many classmates who completed their research work alone because their supervisors were not that helpful, yet this affects the quality of the research.
- No, it is not. When you understand your topic and find the main points you want to reach, in addition to a planned summary ;you will find your progress move smoothly and easy to follow. The supervision process here only to guide you and sometimes to correct.

The respondent's justifications were varied between with and against the importance of supervision process to complete the research work.

Item10: The Effects of Supervision Process on Research Quality

In this item, M2 graduated students have been asked to identify how supervision process could affect the research quality. Most of the answers of respondents agreed in defining the influence of supervision in many perspectives. They tend to say that it is extremely important for an effective to be constructive; in terms of feedback, regular meetings, mutual interest and understanding .This latter is a reason for better quality of the conducted research. Therefore, one can say that quality of research directly depends on the quality of supervision.

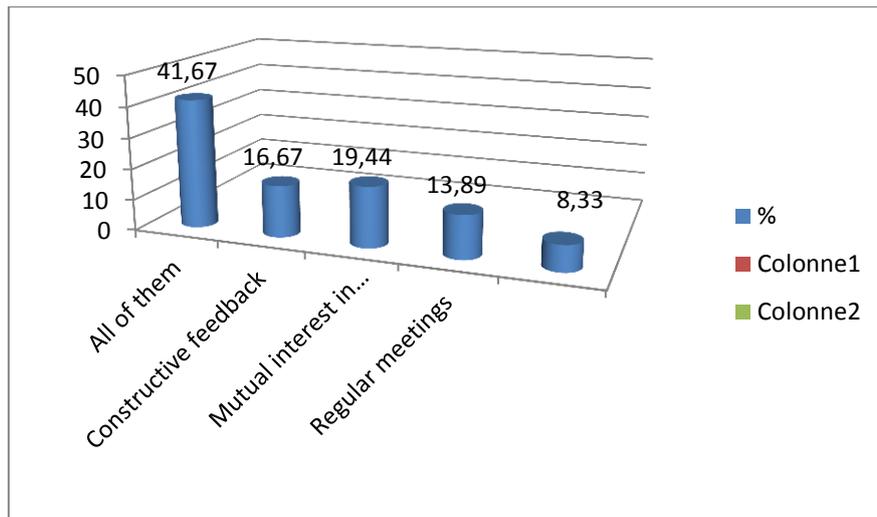
Respondent's Definitions

- It has a great influent, because you may think that you are in the right track, but in reality you are making a big mistakes .here is the appearance of supervision' effectiveness.
- Novice researchers do not have enough awareness about academic research. For this, the role of a supervisor is to shed light on the main characteristics of a research and what should researchers do.
- It is extremely important; the more research is followed by the appropriate knowledgeable supervisor, the more it is well constructed and done.
- The supervision process can affect the research quality either in positive or negative way. When the supervisor is helpful, researchers can be more confident especially when they feel that they are frustrated. Supervisor's advices are similar to a map that guide researchers and keep them moving forward in the right way. Yet if supervisors are obvious or careless; researchers feel diffident, stressed and lost, hence they will poorly perform because they are not aware whether their work is correctly done or not.

Item .11: Qualities of an Effective Supervision Process

Table 3.11: Qualities of an Effective Supervision Process

Options	Number	%
All of them	15	41.67%
Constructive feedback	6	16.67%
Mutual interest in producing effective research	7	19.44%
Regular meetings	5	13.89%
Set of combination of the given options	3	8.33%



Graph 3.11 .Qualities of an Effective Supervision Process

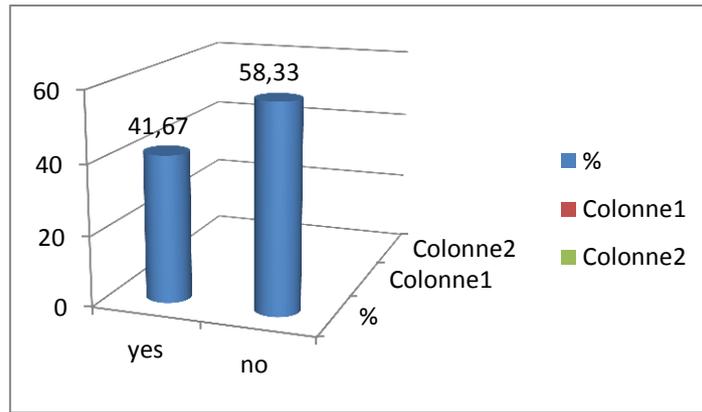
In this item, the researcher asked M2 graduated students to tick the qualities of an effective supervision process and they may chose more than one option. There were nearly about (41.67%) of respondents who choose the option of "All of them". While (16.67%) of the respondents selected constructive feedback as a quality of an effective supervision. In addition, (19.44%) of responses targeted to mutual interest in producing effective research. whereas, (13.89%) of the sample chose regular meetings. Also, the left responses (8.33%) goes directly to the combination of the given options .One can observe that near to half of the sample considered all the mentioned choices as necessary qualities of an effective supervision. In other words, regular meetings, constructive feedback, mutual interest and guidance are the needed aspects to reach an effective supervision process.

Item.12: Frequency of Supervision Sessions

- Answering by yes
- Answering by no

Table3.12: Frequency of Supervisory Meetings

Options	Number	%
Yes	15	41.67%
No	21	58.33%
Total	36	100%



Graph 3.12: Frequency of Supervisory Meetings

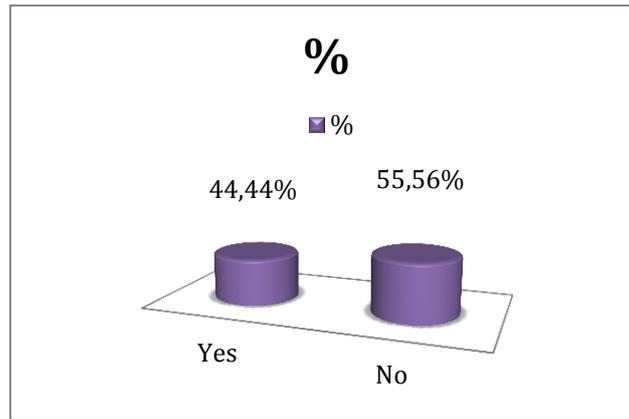
In this item, respondents have been asked to state whether they had regular meetings during research work or they did not. From the figure above, more than the half of the sample’s answers (58.33%) ignored regularity of meetings and (41.67%) of them had regular sessions. This indicates that most of M2 graduated students encountered challenges during research work especially the lack of regular sessions which leads to negative consequences on research supervision as well research work.

Item.13: Insistence of the Supervisor on Regular Meetings

- **Answering by yes**
- **Answering by no**

Table3.13: Insistence of the Supervisor on Regular Meetings

Option	Number	%
Yes	16	44.44%
No	20	55.56%
Total	36	100%



Graph3 .13: Insistence of the Supervisor on Regular Meetings

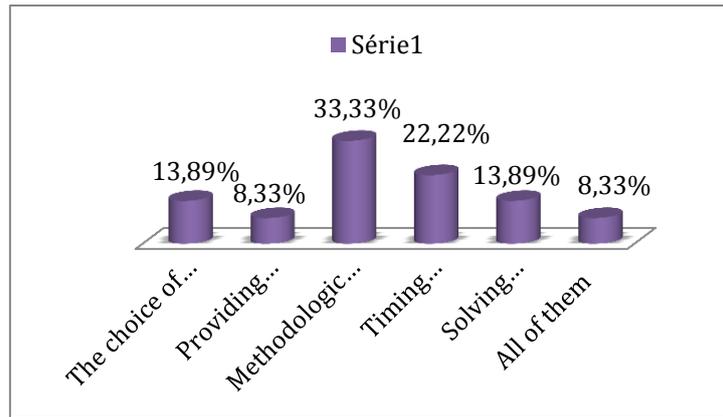
In this item, the researcher keeps focusing on the regularity of supervisory meetings and if they kept free from interruptions. (55.56 %) of respondents' answers were No. They did not use not to have free regular supervisory meetings. Whereas, (44.44%) of responses were positive, they did have regular sessions. These points out those regular supervisory meetings are crucial factor on the research process which has a great extent of influence on research quality.

Item.14: Encountered Challenges during Research Work

- The choice of the topic
- Providing you with sources
- Methodological issues
- Timing
- All of them

Table3.14: Encountered Challenges during Research Work

Option	Number	%
The choice of the topic	5	13.89%
Providing you with sources	3	8.33%
Methodological issues	12	33.33%
Timing (activating candidates by making deadlines for submitting their research work)	8	22.22%
Timing	5	13.89%
All of them	3	8.33%
Total	36	100%



Graph 3.14: Encountered Challenges during Research Work

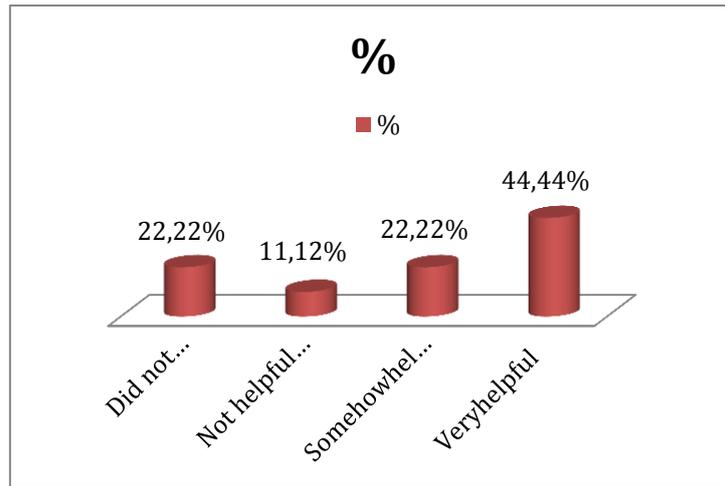
During research work, M2 graduated students faced many challenges. In this item, the researcher asked her sample to identify which challenges did the supervisor help them in. (33.33%) of responses agreed on the methodological issues. The other respondents (13.89%) found help from their supervisor only in the choice of the topic. Also, (8.33%) of the sample chose the option 'providing you with sources'. Whereas, (13.89%) of respondents chose solving issues in field work. In addition, (8.33%) of responses selected the option of 'All of them'. This indicates that, most of the supervisor's help were limited to methodological issues more than other challenges that M2 graduated students face during research work.

Item.15: Type of The Supervisor's Feedback

- Did not correct most of the time
- Not helpful at all
- Somehow helpful
- Very helpful

Table3.15: Type of The Supervisor's Feedback

Option	Number	%
Did not correct most of the time	8	22.22%
Not helpful at all	4	11.12%
Some how helpful	8	22.22%
Very helpful	16	44.44%
Total	36	100%



Graph3.15: Type of The Supervisor's Feedback

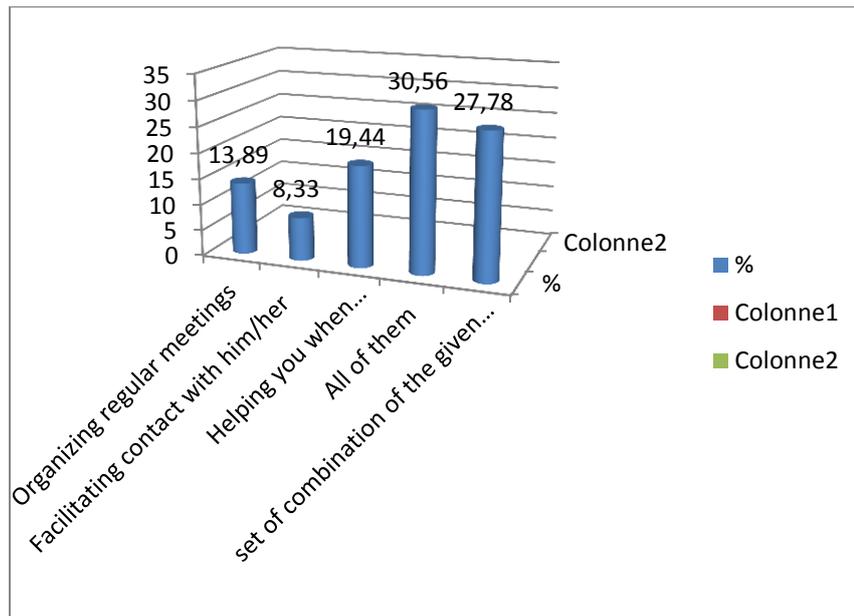
In this item, the researcher opts for knowing the different types of supervisors' feedback according to M2 graduated point of view. It is clear from the figure above, (44.44%) of respondents were their supervisor's feedback very helpful. while (22.22%) of responses directed to the choice of 'somehow helpful'. Also, (22.22%) of respondents did not find correction most of the time from their supervisors. Whereas, (11.12%) of respondents did not encounter any help from their supervisor. This indicates that supervisor's feedback is the core of any supervision process that facilitates the conducted work. The supervisor's feedback should always be constructive to achieve effective research work.

Item.16: Student's Expectations towards Their Supervisors

- Organizing regular meetings
- Facilitating contact with supervisor
- Helping condidates when encountering some methodological issues
- All of them

Table3.16: Student's Expectations towards Their Supervisors

Options	Number	%
• Organizing regular meetings	5	13.89%
• Facilitating contact with him/her (through direct meetings, email, Facebook, etc.)	3	8.33%
• Helping you when encountering some methodological issues	7	19.44%
• All of them	11	30.56%
• set of combination of the given options	10	27.78%
Total	36	100%



Graph3.16: Student's Expectations towards Their Supervisors

In this item, the researcher would like to discover the different expectations of M2 graduated students towards their supervision process. The first choice of respondents (13.89%) targeted to expect organization of regular meetings. Whereas, (8.33%) of students expected to find easy contact with their supervisors (through Facebook, email, etc.). Also, students who expected to find help when encountering some methodological issues were about (19.44%). In addition to previous responses, (30.56%) of responses targeted the option 'All of them'. Furthermore, (27.78%) of responses from the samples' expectations were a combination of the given options. In short, the majority of M2 graduated students expected more than methodological help from their supervisors. This means that M2 graduated students face many challenges that need to be solved in regard to the supervisors' help. In other words, in general, supervisor's role is a crucial factor to facilitate the student's research work.

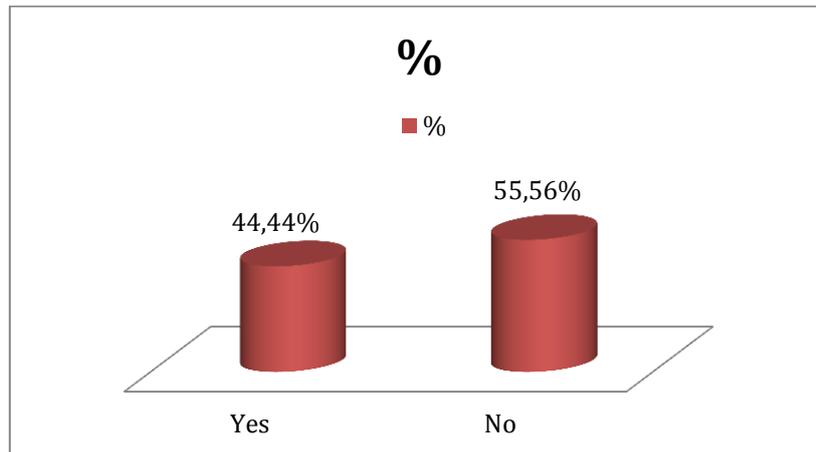
From the general agreement about responses of the graduated students, we come into terms that methodological issues are given the priority by most of supervisors. Although, the research work does not constitute only of methodology, it is a whole process. It starts with the topic and ends with the practical part. This designates that there is a gap in the supervision process.

Item.17: Extent of Satisfaction towards Quality of Supervision Process

- Answering by yes
- Answering by no

Table 3.17: Extent of Satisfaction towards Quality of Supervision Process

Option	Number	%
Yes	16	44.44%
No	20	55.56%
Total	36	100%

**Graph 3.17:** Extent of Satisfaction towards Quality of Supervision Process

In this item, M2 graduated students asked to identify the extent of satisfaction (Yes/No) concerning the Quality of supervision process. (55.56%) of responses indicates that M2 graduated students were not satisfied of the quality of their supervision process. Whereas, the other left percentage (44.44%) for students who were satisfied of their supervisors' quality. This indicates that more than half of the sample did not accept the extent of quality of their supervision process. In short, the lack of satisfaction towards the quality of supervision process refers to several factors that decrease this quality.

Item3.18: Students' Suggestions towards Supervision

The last question of the questionnaire is constructed in a form of respondents' suggestion. The coming points are the most beneficial suggestions selected by the researcher from the given responses:

- Concerning Q14, one of the respondents suggests that both supervisor and supervisee should share the same extent of interest. If both of them agreed on the same topic and are eager to do research, they will end with a great piece of work. But dividing the supervisors just randomly or gave them the choice to choose the students they like, as it happens usually, it will never help improving the research field.
- The supervision process is what most of the time effects student's research. At this time, students are basically in need of a specific help but only the supervisors that

know what to do. So that, the advice of one of the respondents is to discuss every single word, paragraph and section and do not let him/her to forget that he/she has a student under supervision.

- As another suggestion, the best quality of supervision is that supervisor should be cooperative, has a good relationship with his/her candidate and should be interested in candidate's work.

- Supervision process can be improved via giving the supervisor a number of meeting sessions that needs to be completed in a limited time with an obligatory report that the he needs to be set down.

- Another form of suggestion, decreasing the number of the supervisees for each supervisor may provide effective supervision process.

- One of the respondents suggest that, there must be some regulations by the administration such as:

- *Supervisors have to meet their supervisees on a regular basis (weekly / monthly...) they choose an hour of discussions and reviewing any progress done by candidates.

- * Supervisors should reply as soon as possible to supervisees' emails for correction and guidance.

- * Supervisees have to be punctual, progressing in their project as the supervisors recommend.

- * Changing the supervisor or the topic must be possible for a short period of time at the beginning of the year and impossible after approving the proposal by the administration.

- * Complaints and suggestions must be discussed with supervisors only.

- The supervisors should be inspected by respective authorities and the quality of their supervisions should be a part of their personal promotion.

Conclusion

This questionnaire was a useful tool of gathering data from supervisees of Biskra University and other universities. The outcomes facilitated to us to know the diverse challenges that EFL graduate students encounter when conducting research and showed that the causes which are investigated through this study affect the quality of research at University. Findings from other Universities indicated that the impact of each factor differs from university to another according to the circumstances under which graduate research is conducted.

To wrap up, in the division of English Language at Biskra University and other Universities, our respondents designate that supervision process, research facilities are the main factors that affect the quality of research. This indicates concerning research facilities, consider it to be the main feature needed for any research which has the greatest impact on the quality of research at University.

3.2. Teachers' Interview

It is another form of our data gathering tools. It has done to consolidate our data and to collect additional information that serves our study for testing our hypotheses. We conducted interviews with five (05) teachers who engaged in the supervision process at the department of English at Biskra University. In our interviews, we had faced problems to record all the teachers' evidence because of unavailability of teachers and time for producing face to face interviews, so we had selected a semi-structured interview (written and oral form) to collect teacher's responses.

3.2.1. Design and Description of Teachers' Interview

Teachers' interview was conducted to obtain information about the teacher's experience in supervising M2 graduate students, their attitudes towards characteristics of novice researcher, qualities of effective research, factors affecting the latter quality and teacher's point of view about supervision process and its effects on the research quality during research work. The following questions have used during this interview:

Section One: Personnel Profile

The first three questions of the interview seek to collect general information about the supervisors.

1. Would you like to specify your educational qualification?
2. How long have you been teaching at university?
3. How long have you been supervising master's theses?

Section Two: Research Quality

In this section, the researcher seeks to determine supervisors' attitudes towards research quality, qualities of good researcher, characteristics of effective research and the main factors affecting this quality.

4. How do you define research?
5. What are the qualities of a good researcher?
6. What are the characteristics of an effective research?
7. What are the factors that affect the research quality?

Section Three: Supervision Process

In the third and last section, the researcher would like to discover the importance of supervision process on the research work, factors affecting this process, type of supervisory meetings, different expectation towards their supervisees and difficulties encountered during research project.

8. According to you, Supervision is....
9. Is the supervision process very important to complete the research work?
10. Which type of Supervision you prefer?
11. What are the main factors (internal/external) that affect the supervision process?
12. What do you expect from your candidates?
13. What are the main difficulties that your candidates face during the research work?
14. When your candidates encounter some problems, do you help them or ask them to find solution by themselves?

3.2.2. Interview's Analysis

This interview aims at investigating the supervisors' views about the effects of the supervision process on research quality and the main factors that affect this process. It addressed to supervisors who involved in the supervision process at the University of Biskra. Each item will be analyzed and discussed separately .Researcher analyses five (5) interview items, because two (2)interviews not handed back and other supervisors were not available to complete all the interviews' items in regard to time constrains.

Item 01: Teachers' Qualifications'

Supervisors are requested to state their qualification, which are:

Supervisor01+02+03: "Doctorate holder"

Supervisor04+05: "Magister holder"

The majority of our interviewees (3 teachers) are highly experienced since they get the Doctorate degree. However, the rest of teachers (2) are less experienced educators (Magister holders). This let us to consider their answers and suggestions as very reliable and effective to our research. From the supervisors' replies, the researcher could deduce that, holders of Magister degree are not yet experienced well to supervise graduate students which are still novice researchers. In other words, graduate students need their supervisors to be qualified, experienced teachers at least in the field of research and research methodology, in order to provide them with effective guidance and help during research work, but through those teachers' responses, this short experience may help us a lot in our research.

Item 02: teaching 'experience of supervisors

This item is constructed to know the experience of teaching of every supervisor at university. The following points are the supervisors' responses:

Supervisors 01+02+03: "more than 10 years

Supervisor04+05: "1-5 years"

As shown from the responses above, all supervisors involved in this study have reasonable years of experience in teaching, which range from (1-5) years to more than 10 years. This means that our respondents have different experience in doing so, and this is positive in the sense that they will have different viewpoints and perspectives towards the subject under investigation.

Item 03: Supervisors 'experience in supervising graduate students.

Concerning this item, the researcher seeks to know the years of supervision experience of each supervisor.

Supervisors 01+02: "5-10years"

Supervisor 03: "more than 10 years"

Supervisor 04+05: "4 years"

From the responses above, all teachers involved in this study are engaged in the supervision process from a reasonable period of time. Supervisor number three (03) is the only experienced supervisor who started supervision from a long period of time (more than 10 years of supervising). Otherwise, other supervisors are varied between 4 years of supervising to 10 years. One can observe that the majority of teachers are experienced supervisors to be involved in a crucial effective process such as supervision to really guide novice researchers in a research work.

Item 04: perception of research

Supervisors are requested to define research from their own

Supervisor 01: the first supervisor defines research as "an attempt to find solutions to certain problems". Also, he/she considered research as a way to read, analyze, and share valuable information.

Supervisor 02+03+04+05: concerning the left respondents (4 supervisors), they choose the fourth option that indicates research is the combination of all the given options (All of them).

All the last four supervisors pointed out that research is an attempt to find solution to certain problem, a tool to improve knowledge and a way to read, analyze and share valuable information. In addition, the third supervisor (03) is the only respondent who choose the first and third option (an attempt to find solution and a way to read ,analyze and share valuable information) .From these responses, one can observe ,that all the respondents' responses shows how much supervisors of graduate students are aware of the importance , effectiveness of doing research in education.

Item 05: Qualities of a good researcher

This item is devoted to know the qualities of good researcher

Supervisor 01: "competency, experience, patience and tenacity are the qualities of a good researcher".

Supervisor 02+03: "good researcher is the student, who is ambitious, has the sense of humanity, plans his work, effective commitment and sacrifice to reach his/her beneficial research work".

Supervisor 04: "logical thinking, having scientific spirit, patient, curious and excellent writing styles are the major qualities of any good researcher".

Supervisor05: "good researcher is the one who is aware about research and research methodology".

In general, the researcher can notice that the responses of supervisors are varied from different point of views, but they are agreed in some qualities. They tend to determine that any effective novice researcher is the only one who gains curiosity to do research, patient during conducting research work and aware of the research methodology.

Item 06: Characteristics of an effective research

This item is for deliberating the effective characteristics of research according to the supervisors' views.

Supervisor 01: the first supervisor stated several characteristics in a form of points, they are:

- It creates a contribution to the field of research.
- It based on a solid methodological ground.
- It based on evidence and arguments.
- It results into reliable findings.

Supervisor 02: the second supervisor pointed out that "the main characteristic of research work is mapping the early stages of any research and reach one's objectives".

Supervisor 03+04+05: three supervisors from the sample agreed that" research work should be objective, informative, innovative and credible (tested)".

The results collected shows that all the supervisors are aware of the importance of research and doing research as well. They tend to characterize it in several characteristics. Any conducted research should be objective, which means target to specific goals, informative in nature and credible and tested research.

Item 07: Factors affect the research quality.

This item sought to identify the respondents' opinion about factors that affect the research quality.

Supervisors 01+ 05: concerning the first and last supervisors' responses, they tend to choose the third and fourth given options which indicate that "the research facilities and supervision process are the main factors affecting the research quality".

Supervisor 02: the only respondents from the whole sample who stated that "the researcher character is the only factor that affect the research quality".

Supervisor 03+04: concerning the third and fourth respondents, they both agreed that "the researcher character, the research facilities and supervision process are the most important factors affecting the research quality".

The above answers indicate that research quality at Biskra University is really influenced by several factors which affect directly the quality of the research work. When it comes to the researcher character, student researcher should be aware about the importance of the conducted research. Also, the research facilities (library and net services) should be fully available to facilitate the research work to graduate students. In addition to previous factors, supervision process deliberated as the main factor that influences the research quality.

Item 08: Definition of supervision process.

Through this item, researcher will know the different definition of supervision process from supervisors.

Supervisor 01: supervision process is "guiding not doing".

Supervisor 02: supervision is "the act of guiding the researcher and assessing his/her progress during all the steps of the conducted research .It is also the act of communicating the supervisor's experience with the research to help him/her to achieve the target objectives".

Supervisor 03: supervision is "guidance, psychological dimension and informative (knowledge, procedures, methodology)".

Supervisor 04: supervision is "very important process to guide M2 graduate students research work since it is their first time to conduct an academic research".

Supervisor 05: supervision is "following and guiding the research work path of M2 graduate students".

On the whole, the majority of our interviewees have shown some knowledge and interest concerning supervision process. They have been agreed that supervision process is a crucial process in conducting any graduate research (License, Master or Doctorate degree). Also, they tend to consider supervision very important process to guide M2 graduate students research work since it is their first time to conduct an academic research.

Item 09: The importance of the supervision process to complete the research work

This item aims to identify the importance of the supervision process to complete the research work.

Supervisor 01: "yes, it helps the researcher to set clear objectives for this work and receive adequate feedback from the supervisor for further editing and revising of the work".

Supervisor 02+03: "of course, the researcher could not complete his/her research work without the guidance of the supervision since he/she is a novice researcher. The supervisors' experience and academic requirements are beneficial factors for guidance towards good quality of research".

Supervisor 04: without doubt, novice researchers need to be guided in terms of:

- Scientific requirements
- Psychological factors

Supervisor 05: "of course, you need a captain on board for a whole crew, by assisting; you guide the crew to reach safe land".

Most of the supervisors we have interviewed are aware about the importance of supervision to facilitate the research project. All the interviewed supervisors agreed that graduate researcher could not complete research work without guidance and feedback of supervisor since he/she is a novice researcher.

Item 10: Types of supervision process.

By this item, researcher will know the different used types of supervision by supervisors.

Supervisor 01+2+05: "both of them"

Supervisor 03+04: "face to face (individual/group)"

All the teachers with whom we have made this interview confirmed that the most used type of supervision is both face to face and online supervision. One can observe that the type of face to face supervision depends on the situation .When it comes to discuss coming ideas between all the supervisees; group supervision is the most useful than face to face supervisory meeting. However, in other cases, when it is necessary to discuss separate challenges; supervisor should meet their supervisees one by one individually. For online supervision, it is much easier for supervisors to assist their candidates via email .in general, online supervision is beneficial when it comes to give constructive feedback for candidates and to decrease the consumption (financial situation).With one click they could send their work, received and corrected.

Item 11: Factors that affect the supervision process.

This item sought to identify factors that affect the supervision process. The interviewees in this element asked to select more than one option from the given suggestions and they have the opportunity to add other suggestions if there is:

Supervisor 01:

- The researcher character.
- Candidate and supervisor competence.

Others:

- The supervisor's schedule and duties.
- The making plan of the researcher.

Supervisor 02+04:

- Candidate and supervisor competence.
- Time when supervision takes place.
- Place where supervision process takes place.

Others:

- Social and psychological aspects.
- Personalities of supervisor and the novice researcher.

Supervisor 03+05:

- The researcher character.

- Time when supervision process takes place.
- Place where supervision process takes place.

Others:

- Knowledge of research methodology.
- Role of the supervisor in guiding the novice researcher.
- The early plan of research work lead to effective research quality.
- Mutual interest and understanding between supervisor and supervisee.
- Flexibility of supervisor and supervisee as well.

As it is shown in the answers of question eleven (Q.11), our interviewees have different points of view about selecting factors that affect the supervision process in addition to other suggestions by all the interviewees but ,they seem to be similar in some points. All of the (2+3+4+5) supervisors are agreed to be related in selecting where and when supervision takes place and time. However, they differ in some points; the second and fourth (2+4) supervisors add to previous options the option of “candidate and supervision competence”. In addition, the third and fifth (3+5) supervisors select the option that indicates “researcher character” as one of the influential factors on the supervision process. One can notice that most of the interviewed supervisors are aware about the different factors that affect the supervision process in the department of English at Biskra University. The researcher character, where and when supervision takes place and time, the supervisor and supervisee competence considered to be the most influential factors on supervision process.

Item 12: Supervisors’ expectations.

This item used to obtain more information about the supervisors’ expectations.

Supervisor 01: "to be committed, responsible and highly aware of the challenges they might encounter during the research process."

Supervisor 02: "to be flexible, open-minded and able to cope with any deficiencies."

Supervisor 03: "to plan their journey and use necessary on fit for it to reach the objective constructive feedback from others (classmates or supervisor)."

Supervisor 04+05: the fourth and fifth supervisors reform their expectations in some points, which are:

- Seriousness.
- Tenacity.
- Patience.
- Modesty and ambition.

The interviewees' responses indicate that our supervisors are expecting several things to do from their supervisees during research work. Supervisors tend to find their candidates flexible, open-minded students. Also, they expect their supervisees to set objectives from the early stages of research project. In addition to previous expectations, all the interviewed supervisors look forward their candidates to be responsible and aware of the challenges they might encounter during research work.

Item 13: The main difficulties that supervisees face during the research work

By this item, researcher aimed to know the difficulties that supervisees face during research work.

Supervisor 01: "technically: absence of references and non-collaboration of teachers with supervisees."

"Psychological: discouragement and disinterest."

Supervisor 02: "they cannot see the relevance of the topic in the overall research setting. Besides, they prefer to be spoon-fed instead of tackling themes even for the first time research."

Supervisor 03+ 04: the third and fourth supervisor (3+4) stated different difficulties in a form of points; they are:

- "Having no clear objectives".
- "Setting indefinite plan".
- "Lack of relevant sources".
- "Difficulty to access the population and the sample".
- "Poor writing style".

Supervisor 05: "Mostly, they have problems in the Literature Review (Theoretical part), lack of sources and way of citing references".

From the supervisors' replies, we deduce that our interviewees are aware how much difficulties their supervisees encounter during research work. The interviewed supervisors stated different challenges. For instance, lack of reliable sources, difficulty to access to the sample (teachers and students), indefinite objectives and poor writing style of candidates. Those deficiencies could affect negatively and decrease the fluency of the research path.

Item 14: Supervisors' help to supervisees

This question was designed to determine the supervisors' help to their supervisees when they encounter challenges during research work.

Supervisor 01+ 04: the first and fourth supervisor selects all the given options:

- "Help them".
- "Ask them to find solution by themselves".
- "Ask them to get help from others".

Supervisor 02: the second interviewer selects the first option only, which is:

"Help them"

Supervisor 03+05: concerning the third and fifth supervisors, they select both the same options, which are:

- "Help them".
- "Ask them to find solution by themselves".

From the given responses, one can observe that the interviewees are somehow helpful in solving the encountered challenged faced by supervisees during research work. The first and fourth supervisor (1+4)select all the given options .Whereas, the third and fifth supervisor help their supervisees personally or ask them to find solution by themselves(first and second options).In addition, the second interviewer (02) opts for the first option only. Also, he considered as the only supervisor who gives help by him/herself to his/her supervisees. One can observe, the extent of giving help by supervisors to students is depending on timing during the research stages.

Conclusion

The interview gave us the opportunity to know supervisors 'attitudes towards research, the main problems they found when supervising theses and their personnel views towards the different factors that affect the quality of research at university. Supervision process was the

main problem for our both respondents. As supervisors were one of the respondents, they gave us a clear idea about supervision process, its importance and the main problems that impede its success. Both supervisees and supervisors look at supervision process as an essential requirement for any educational research project in addition to the other requirements.

From students' and supervisors' points of view, this process is becoming an impediment that inhibits them from arranging well organized, completed and well edited theses. Supervisors, in fact, do not contradict such reality. They appealed that supervision is not an easy task to do especially under certain unsuitable conditions. According to them, these conditions disturb not only the supervision process, but disturb also the advancement in any research work. For this, it became a continuing issue that needs a vital intervention from supervisors and specialists, because it affects negatively the final product and the quality of any research project.

Summary of the Main Results

To review, the aim of the present study was to investigate the effects of the supervision process on the research quality. In addition, the factors that affect the process. Therefore, in an attempt to develop a credible piece of research, the investigator used two research instruments in order to collect the necessary information; namely students' questionnaire and supervisors' interview. This investigation aimed to solve the different challenges that master researchers encounter since many years.

Simultaneously, the study sought to help graduate researchers to review the different challenges in graduate studies, and to provide them with a wide range of solutions from different aspects. Similarly, it intends to improve the supervision process since it is considered as one of the main factors that affect the research quality of graduate projects. Moreover, the researcher intended through this study to provide both supervisors and supervisees with several suggestions, which may help them to facilitate the graduation.

The findings that have been drawn from the analysis of the two data collection methods that were used in this study were might be positive in many aspects. Initially, students' questionnaire revealed that the majority of researchers consider the supervision process as the main factor that affect the quality of their research project. Furthermore, it agreed that supervision process and research facilities (library and net services) are the basic areas of difficulties that face learners during research work. Thus, it is important to draw inclusive suggestions to find suitable solutions to enhance the graduate researchers' projects.

Synthesis of the Findings

The obtained results in the process of both presented methods showing a stepwise progression to the final synthesis. Both methods led researchers to similar conclusion towards the effects of the supervision process on research quality and the main factors that affect this process. The differences between the used tools lie in the way that they are dealt with this study .On the light of the obtained results previously, researchers come into conclusion that a number of results ;approximately, go around the same synthesis that are related to the different research questions in this study.

Accordingly, both research instruments confirm the two-research hypotheses. First, effective supervision may lead to an effective research quality; the researcher confirmed through the collected data that the quality of the supervision influences the quality of research as well. Second, organized supervision sessions, constructive feedback and mutual interest may lead to an effective research project. In fact, the obtained respondents highlighted the second research hypotheses. In other words, Supervision process is a crucial requirement in education to advise, guide, refresh, encourage, stimulate, and improve graduate students in the hope of seeking an effective research.

However, the researcher finds that through the availability of research facilities, constructive feedback, mutual interest and regular meetings, which acts as a vital role in performing an effective supervision .In the case of regular meetings and constructive feedback, supervisors should be responsible and aware of the importance of the frequency of meetings with supervisees (one a week or twice pair month).In addition supervisors' feedback is the right track and the light for graduate students' research work. Supervisors need to be available for supervisees when it necessary, provide them with encouragements and constructive feedback during the whole process of research work. In conclusion, this study achieved the intended aims, hypotheses and questions through the used research tools.

Suggestions and Recommendations

Based on the different theoretical and empirical findings, that emphasizes the effects of the supervision process on research quality. Some suggestions and recommendations are addressed to supervisors, candidates and administration.

For Supervisors

- As a way to enhance students 'academic literacy ,teachers can assign then different types of research papers along the learning process; the latter would motivate them to both read academic sources and write academically.
- Supervisors need to establish a welcoming environment to encourage students discuss their research topics. Doing so allows students to share their issues and deficiencies with more experienced supervisors who would facilitate things for them and guide them to the right track of success.
- Since students are considered as novice researchers, they need motivation and encouragement to carry on their research project. For this reason, supervisors are highly recommended to provide the needed feedback concerning other aspects then grammatical or methodological issues because it can be fixed.
- Most supervisors do not have enough experience in the supervision process. For this sake, training supervisors is recommended for the advancement of the supervision process.

For Students

- Most graduate EFL students are not familiar with research and with its different issues. This proves why they encounter several problems when preparing their theses. Therefore, it is recommended that by integrating research as an activity or task in each module since first year at University. This will raise their awareness.
- Among the different research skills that are needed for the success of any research project, critical thinking , problem solving and time management are considered to be the most important skills and need more focus from students.
- EFL students are recommended to attend workshop and seminars that are considered as source of inspiration about innovative topics and common issues. This will help them to develop new ideas.

For Administration

- Finding appropriate sources was the night mare of all graduate students in the Division of English at Biskra University. For this sake , we suggest that it would be better to create other forms of providing students with different kinds of sources .Such kinds may take the form of online libraries or digital libraries at the level of library or internet labs.
- To overcome the problem of the supervisor availability, it would be better to make group supervision which consists of principle supervisor and an assistant. This may be

beneficial for principle supervisors, because it gives them some extra time for their theses, for assistant to get more experience for future supervision and for researchers; it offers them an opportunity to get support, control and feedback from more than one supervisor.

- To maintain discipline and order, the administration can provide a code of practice that should be respected by students and supervisors as well. It should include both supervisors' and supervisees' responsibilities.
- The number of teachers in the Division of English is not sufficient and do not cover the huge number of students and modules as well. This hampers supervision process because most of supervisors 'time is devoted to teaching. Therefore, bringing new qualified teachers is highly recommended.
- To overcome the huge number of candidates, it would be better to divide them into small groups of two or more students for each thesis.
- Creating research committees that should be interested in the development of research and all its aspects became a need that should be urgently realized at the level of each division, department and faculty.
- Most of the work depends on the use of computers which means that research needs a good awareness of how to use the different computing devices. Therefore, the integration of the computing module within EFL students' program is recommended for the whole learning process at University.

Limitation of the Study

Any researcher is conscious about the various hurdles that may hamper in any manner thus affect the second year LMD students to develop their speaking skill.

Limitations may come to surface and affect the result of researcher's study. We can mention some:

1- The references in relation to the second variable (supervision process) were considerably unavailable at the local Library. As a result, the researcher tried to find some guidelines and policies of other universities concerning supervision process.

2- The researcher planned to distribute the questionnaire to M2 graduated students, but since they are graduated, which means they do not come to university daily. As a result, the researcher posts the questionnaire online to solve the problem and to progress in the research work.

3- The researcher planned for fifteen (15) face to face interviews with supervisors, but due to time constraints and the unavailability of teachers, the subject of the study is limited only to 5 LMD supervisors .Two (2)interviews were in written form .Whereas, the left three (3) interviews were face to face with supervisors.

In short, since this study has a number of limitations, the researcher tried her best to solve the encountered challenges, in order to achieve an effective study. However, the conducted research fits the desired research objectives and reaches the effectuated findings of the research work.

GENERAL CONCLUSION

General Conclusion

This study is an attempt to raise the EFL students' awareness about maintaining a good quality of research work for graduate studies. It sheds the light on the different challenges that graduate students encounter during their research project. It also investigates some factors that affect the research quality in the Division of English at Biskra University, which are: the research facilities (library and net services) and the supervision process.

Two data gathering tools have been used, in order to validate our hypotheses .The questionnaire was designed to EFL Graduated Master students at Biskra University and other Universities .The second data gathering tool which is the interview, was for teachers (especially those who involved in the supervision process).The findings showed most of M2 graduated students found various issues that loaded their progress when preparing their research project .They were not satisfied with the aforementioned factors especially the supervision process. According to them, this latter factor has the greatest impact on the quality of their research projects.

This study as mentioned earlier, takes the form of a descriptive research .This type of research is conducted for the purpose of providing a better understanding of a situation(s) or a problem(s) that are not clearly defined or even never tackled before .It paves the way for further studies to find solutions to these problems .Based on this, we can say that our hypotheses is proved. The investigation of the aforementioned factors (supervision process and research facilities) detected which ones hamper the progress of graduate researchers during research work .It also proved that they consequently affect the quality of research in the Division of English language .Therefore , we can confirm that by the improvement of these factors ,the quality of research quality will be improved.

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Bundoora West, Rmit University

Appendices

List of Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Teachers 'interview

Appendix 03: Piloting of teachers' interview

Appendix 04: piloting of students' questionnaire

Appendix 01
Students' Questionnaire

Questionnaire

Dear students,

The researchers are preparing a study on investigating the effects of supervision process on the research quality. Therefore, you are kindly invited to answer this questionnaire to help us in collecting information for serving our research aims. Tick (✓) your answer(s) in the corresponding box (es) and write full statement(s) whenever necessary. Be sure that your answers will be completely anonymous and will be used for research purposes only.

Thank you for your time and for your collaboration

Ms. Berihi Djouhaina

NB:

M2 graduated students refer to English second year master students of the previous year.

SECTION ONE: Personal Profile

Q1 -Specify your gender:

Male Female

Q2 / How many researches did you conduct during your study at university?

a/None

b/Less than 5

c/ More than 5

Q3/ What does research present to you?

a/ An Educational necessity

b/ A tool to get good mark

c/An attempt to find a solution

d/A tool to foster your knowledge and to develop your skills

Others.....
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Q4/ As a graduated student, how did you find the research process?

a/ An easy task . b/ Hard task

Please justify

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SECTION TWO: Quality of Research Papers

Q5/ What are the main characteristics of good research?

a/ An exact systematic inquiry

b/ Objective logical process

c/ An inquiry to collect knowledge

d/ All of them

Others.....

Q6/Among the following characteristics, what are the most important ones you think that a good researcher should have?

Characteristics	Less important	Important	More important
a/ Time management and good study skills			
b/Autonomy and curiosity			
c/ A good mastery of different computer devices and better access and use of the net			
d/ Patience and flexibility			
e/ A good awareness of how research should be done			

If you have other characteristics, please add them

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Q7/ The following factors are considered to be the most influential factors on research quality. Please do circle the appropriate number according to the extent of its influence on the research quality. (1)No influence, (2) less influence, (3) more influence.

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Q11/ In your opinion, what are the qualities of effective supervision process?

- a/ Regular meeting
- b/ Constructive feedback
- c/ Mutual interest in producing effective research
- d/ All of them

Others.....
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Q12/ Tick one of those issues that you encountered during the supervision process.

- b/ The relationship between supervisor and supervisee
- c /the research facilities(library, time sources)
- d /The methodological course
- e /The supervision session it self

If there are others, please mention them.
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Q13/ what kind of challenges did your supervisor helps you with?

- a /Methodological issue
- b /provide candidates with sources
- c/the choice of the topic
- d/ Timing(activate them by making deadlines for research work)
- e/ solving issues in fieldwork

Others.....
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Q14/ Did your supervisor make sure that your supervision sessions were in regular timing and kept free from interruptions?

Yes No

Q15/ Whenever you finish a part of your work, how was the supervisor’s feedback?

- a/ Very helpful
- b/ Somehow helpful
- c/ Not helpful at all
- d/ Did not correct most of the time

Others.....

Q16/ In your opinion, what are the expectations that your supervisor have met during the research process?

Expectations	Yes	No
a/ Did your supervisor give you a constructive feedback		
b/easy contact with your supervisor(phone number, e-mail, Facebook)		
c/ Giving add to you in methodological issues		
d/ making regular meeting(individual/group meeting)		
e/finding him easily whenever you need a help		

Q17/Do you have any suggestions as to how your supervisory process could have been improved?

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We would really appreciate any suggestions or comments from your part, please feel free

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Thank you for your time and for your collaboration

Appendix 02

Teachers' Interview

Dear teachers,

We are currently conducting an investigation on the impact of the supervision process on the research quality. This interview aims at gathering information needed for the accomplishment of a Master dissertation. We would be very grateful if you take part in this interview in order to provide us with your perceptions about this topic.

Please, put a tick “√” in the appropriate box, give a full answer whenever necessary, and justify your answer whenever needed.

Thank you in advance for your cooperation

1. Would you like to specify your educational qualification?

a. Master

b. Magister

c. PHD

2. How long have you been teaching at university?

a. 1-5 years

b. 5-15 years

d. More than 15 years

3. How long have you been supervising master's theses?

a. (1-5)

b. (5-10)

c. More

4. How do you consider research?

a. An attempt to find solutions to certain problems.

b. A tool to improve knowledge

c. A way to read, analyze, and share valuable information.

d. All of them

5. What are the qualities of a good researcher?

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7. According to you, Supervision is

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6. Is the supervision process very important to complete the research work?

Please justify

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8. Which type of Supervision you prefer?

a. Face to face supervision (individual/group)

b. Online supervision

c. both of them

9. What are the main factors (internal/external) that affect the supervision process?

a. The research character (personality)

b. The gender of the candidate

c. Candidate and supervisor competence

d. Time when supervision process takes place

e. Place where supervision process takes place

Others.....
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11. What do you expect from your candidates?

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12. What are the main difficulties that your candidates face during the research work?

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10. When your candidates encounter some problems, do you:

a/ Help them

b/ Ask them to find solution by them selves

c/ Ask them to get help from others

Others.....
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Thank you for your collaboration

Berhihi Djouhaina

Appendix 03: Piloting of the interview

Dear teachers,

We are currently conducting an investigation on the impact of the supervision process on the research quality. This interview aims at gathering information needed for the accomplishment of a Master dissertation. We would be very grateful if you take part in this interview in order to provide us with your perceptions about this topic.

Please, put a tick “√” in the appropriate box, give a full answer whenever necessary, and justify your answer whenever needed.

Thank you in advance for your cooperation

1. Would you like to specify your educational qualification?

a. Master

b. Magister

c. PHD

2. How long have you been teaching at university?

a. 1-5 years

b. 5-15 years

d. More than 15 years

3. How long have you been supervising master's theses?

a. (1-5)

b. (5-10)

c. More

4.How do you consider research?

a. An attempt to find solutions to certain problems.

b. A tool to improve knowledge

c. A way to read, analyse, and share valuable information.

d. All of them

5.What are the qualities of a good researcher?

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6.According to you, Supervision is

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7.Is the supervision process very important to complete the research work?

Please justify

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8.Which type of Supervision you prefer?

a. Face to face supervision (individual/group)

b. Online supervision

c. both of them

9. What are the main factors (internal/external) that affect the supervision process?

a. The research character(personality)

b. The gender of the candidate

c. Candidate and supervisor competence

d. Time when supervision process takes place

e. Place where supervision process takes place

Others.....
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10.What do you expect from your candidates?

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11.What are the main difficulties that your candidates face during the research work?

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12.When your candidates encounter some problems, do you:

a/ Help them

b/ Ask them to find solution by them selves

c/ Ask them to get help from others

Others.....
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Thank you for your collaboration

Berhihi Djouhaina

Appendix 04

Pilot of questionnaire

Questionnaire

Dear students

The researchers are preparing a study on investigating the effects of supervision process on the research quality. Therefore, you are kindly invited to answer this questionnaire to help us in collecting information for serving our research aims. Tick (√) your answer(s) in the corresponding box(es) and write full statement(s) whenever necessary. Be sure that your answers will be completely anonymous and will be used for research purposes only.

Thank you for your time and for your collaboration

Miss. Berihi Djouhaina

NB:

M2 graduated students refer to English second year master students of the previous year.

SECTION ONE: Personal Profile

Q1 -Specify your gender:

Male Female

Q2 / How many researches did you conduct during your study at university?

a/None

b/Less than 5

c/ More than 5

Q3/ What does research present to you?

a/ An Educational necessity

b/ A tool to get good mark

c/An attempt to find a solution

d/A tool to foster your knowledge and to develop your skills

Others.....
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Q4/ As a graduated student, how did you find the research process?

a/ An easy task . b/ Hard task

Please justify

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SECTION TWO: Research Quality

Q5/ What are the main characteristics of good research?

a/ An exact systematic inquiry

b/ Objective logical process

c/ All of them

Others.....

Q6/ Among the following characteristics, what are the most important ones you think that a good researcher should have?

Characteristics	Less important	Important	More important
a/ Time management and good study skills			
b/Autonomy and curiosity			
c/ A good mastery of different computer devices and better access and use of the net			
d/ Patience and flexibility			

Q7/ The following factors are considered to be the most influential factors on research quality. Please do circle the appropriate number according to the extent of its influence on the research quality. (1)No influence, (2) less influence, (3) more influence.

a/ The researcher character	1 <u> </u> 2 <u> </u> 3
b/ The research course	1 <u> </u> 2 <u> </u> 3
c/ The research facilities(library, and the net services)	1 <u> </u> 2 <u> </u> 3

Q12/ Tick one of those issues that you encountered during the supervision process.

b/ The relationship between supervisor and supervisee

c /the research facilities(library, time sources)

d /The methodological course

e /The supervision session it self

If there are others, please mention them.

.....

Q13/ what kind of challenges did your supervisor helps you with?

a /Methodological issue

b /provide candidates with sources

c/the choice of the topic

d/ solving issues in fieldwork

Others.....

Q14/ Did your supervisor make sure that your supervision sessions were in regular timing and kept free from interruptions?

Yes No

Q15/Whenever you finish a part of your work, how was the supervisor’s feedback?

a/ Very helpful

b/Somehow helpful

c/ Not helpful at all

d/ Did not correct most of the time

Others.....

Q16/ In your opinion, what are the expectations that your supervisor have met during the research process?

Expectations	Yes	No
a/ Did your supervisor give you a constructive feedback		
b/easy contact with your supervisor(phone number,e-mail,facebook)		
c/ Giving add to you in methodological issues		
d/ making regular meeting(individual/group meeting)		
e/finding him easily whenever you need a help		

Q17/ Do you have any suggestions as to how your supervisory process could have been improved?

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Thank you for your time and for your collaboration

المخلص

تهدف الدراسة الحالية الى محاولة البحث وتبسيط الضوء على بعض الاسباب التي تؤثر على عملية الاشراف ونوعية البحث في شعبة الانجليزية لجمعة محمد خيضر وحيث تأخذ شكل بحث وصفي لا نها تعالج موضوعا لم يتم تداوله من قبل. ان العدد المتزايد للطلبة المتخرجين اللذين هم غير راضين على بحوثهم كل سنة يدل على ان غالبيتهم يواجهون عدة مشاكل. هذه الاخيرة مرتبطة بالعوامل المساعدة لتسهيل اي بحث و المتمثلة في عملية التأطير والخدمات المسهلة للبحث. هذه العوامل تعتبر من اهم العوال التي تؤثر بشكل او باخر على نوعية البحث. استنادا على هاذو افتراضنا ان العوامل المدروسة يمكن ان تؤثر على نوعية البحث في شعبة الإنجليزية في جامعة بسكرة. لأثراء هذه الدراسة بمعلومات قيمة, قمنا باستعمال اداتين الاستبيان للطلبة المتخرجين من جامعة محمد خيضر بسكرة ولقاء استاذة اللغة الانجليزية وتحديدوا للذين يساهمون في عملية التأطير. النتائج المتحصل عليها بينت بان العوامل التي سبق ذكرها تؤثر على نوعية ابحاث, لذلك فأننا نجزم بان تحسين هذه العوامل يؤدي مباشرة الى تحسين نوعية البحث.

اهم المصطلحات: بحث تعليمي, نوعية البحث, عملية التأطير, العوامل المساعدة.