



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research

University Mohamed Kheider of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

**Investigating Some Factors that Affect the Quality of  
Research in the Division of English at the University  
of Biskra**

**The Case of Second Year Master EFL Students at Biskra University**

**A Dissertation Submitted to the Department of Foreign Languages in Partial  
Fulfilment of the Requirements for the Master's Degree in Sciences of the Language**

**Submitted by:**

DOUIDA Brahim

**Supervised by:**

Mrs. MESSAIBI Samira

**Board of Examiners**

Mrs. LAADJALI Djamila

Mrs. BENCHAREF Sakina

University of Biskra

University of Biskra

**JUNE 2015**

# DEDICATION

*This work is dedicated to:*

*The ones that gladly brought me into life: My dear Mother Fatma and my dear  
Father Hocine*

*To my dear step mother AAlima*

*My beloved Sisters and Brothers*

*Mohamed Ali, Nadia, Rokaya, Taoufik, Garmia, Abderrahman, Nafeaa and  
Hicham*

*Our dear, gorgeous and sweet niece: Amena*

*My precious family: Aunts and Uncles*

*My little neighbours:*

*Nizar, Maram, Yasmine, Maria, Rachid, Mouaez, Malak, Amir and Aya*

*The ones that I've been blessed to know:*

*My friends from group six (2010), my mates of second year master and*

*All the EFL students in the division of English Language*

*To my best friends I have ever met: Hamza Herzzallah and Messaoud Djarou*

*Those who sincerely supported me with their prayers, kindness, and efforts*

*To all of you I gladly dedicate this work and these words.*

*Thank you*

# Acknowledgments

This work would not have been completed without God's help, guidance, and enlightenment, for God I owe the greatest thanks.

I am tremendously thankful to my supervisor Mrs. Mesaibi Samira for her sustained efforts until the end of this work, her patience, her resourceful advice and her Support.

I am also indebted to Mrs. Laadjali Djamila and Mrs. Bencharef Sakina for their constructive feedback, and their suggestions for the betterment of this work.

I am profoundly thankful to all the administrative staff, Mrs. Nachoua Hassina Kheireddine, Mrs. Rabhi Ayache Salima, Mr. Meddour Mustafa, Baya, Yasmine, Amel, Aouatef, Moufida, Lazhar and Abdennour for their help, their patience and their time.

I am indefinitely thankful for those teachers who were sincerely caring, giving, and understanding throughout my whole educational life.

A special gratitude goes to all those teachers and students from the universities of Sidi Bellaabbes, Ouaregla, Msila, Batna, Setif and Constantine.

This present work would not be realised without their help, their feedback and their support namely:

Imen, Zineb, Messaouda, Khaoula, Chaima, Soumia and Nahla

I will be always thankful to Miss Zineb Siradj for her great contribution in the success of most theses by providing us with all kinds of useful and valuable sources...Jazaha Allahu aanna koulla kheir.

And to all of you I say

THANK YOU

## **Abstract**

The present study is an attempt to investigate and to shed the light on some factors that affect the quality of research in the division of English at the University of Biskra. It takes the form of an exploratory research since it deals with a new issue that has never been explored before. The rising number of postgraduate students who cannot complete their research projects each year indicates that most of them encounter many problems. These latter are related to the requirements needed for any research project, namely, the researcher character, the research course, the supervision process and research facilities. These requirements are considered to be the main factors that affect in a way or another the quality of research. Based on this, we hypothesised that the investigated factors may affect the quality of research in the division of English at the University of Biskra. To enrich this study with valuable data, we designed and distributed two questionnaires. One was for second year master students from the University of Biskra and from other universities and the other one was for FL teachers (especially those who are engaged in the supervision process). The findings obtained from the questionnaires indicated that all of the aforementioned factors affect the quality of research. However, the most significant findings showed that the research facilities and the supervision process are the main factors that have the greatest impact on the quality of research. Therefore, we recommend that by the enhancement of these factors, the quality of research will be improved.

**Key Terms:** Education, Research, Quality, Quality in Education, Quality in Rresearch

## **List of Abbreviations**

<b>AERA</b>	American Educational Research Association
<b>AL</b>	Applied linguistics
<b>AR</b>	Action Research
<b>EFL</b>	English as a Foreign Language
<b>ELL</b>	English Language Learners
<b>ER</b>	Educational Research
<b>RAL</b>	Research in Applied Linguistics
<b>REFLE</b>	Research in English as a Foreign Language Education
<b>RP</b>	Research Process
<b>RQ</b>	Research Question
<b>SM</b>	Scientific Method
<b>LMD</b>	Licence, Master and Doctorate

## List of Tables

<b>Table 01</b> Some Definitions of Research in Nature and Research as Process.....	11
<b>Table 02.</b> UNICEF Framework of Education Quality Adapted from UNICEF (2000).....	40
<b>Table 03.</b> Students and Supervisors' Expectations .....	55
<b>Table 04.</b> Students' Situation, Students/Student workers.....	64
<b>Table 05.</b> Period of Studying English at University.....	65
<b>Table 06.</b> Number of Researches Conducted during the Period of Studying at University.....	66
<b>Table 07.</b> Students' Purpose from Doing Research.....	66
<b>Table 08.</b> Students' Attitudes towards Research.....	67
<b>Table 09.</b> Students' Agreement about Problems existence.....	68
<b>Table 10.</b> Types of problems that M2 students have faced.....	69
<b>Table 11.</b> Factors Affecting the Quality of Research, Responses from BU.....	71
<b>Table 12.</b> Factors Affecting the Quality of Research, Responses from OUs.....	72
<b>Table 13.</b> Personal Research skills.....	72
<b>Table 14.</b> Academic Research skills.....	73
<b>Table 15.</b> The Necessity of the Research Course.....	73
<b>Table 16.</b> Students' Satisfaction towards the Research Course.....	74
<b>Table 17.</b> Causes of Unsatisfaction.....	75
<b>Table 18.</b> Students' attitudes towards research facilities, responses from BU.....	76
<b>Table 19.</b> Students' attitudes towards research facilities, responses from OUS.....	77
<b>Table 20.</b> The Importance of the Supervision Process.....	77
<b>Table 21.</b> Students' Agreement about Regular Supervision Session.....	78

<b>Table 22.</b> Representing the Frequency of Attending the Supervision Session.....	79
<b>Table 23.</b> Students' Attitudes towards their Supervisors, Responses from BU.....	80
<b>Table 24.</b> Students' Attitudes towards their Supervisors, Responses from OUs.....	81
<b>Table 25.</b> Teaching Experience at University.....	84
<b>Table 26.</b> Teachers Degree.....	85
<b>Table 27.</b> Experience as a Supervisor.....	86
<b>Table 28.</b> Teachers' Attitudes towards Doing Research.....	87
<b>Table 29.</b> Teachers Attitudes towards Research.....	88
<b>Table 30.</b> Teachers' Agreement about Problems Existence.....	88
<b>Table 31.</b> Types of Problems Encountered by Teachers When Conducting Research.....	88
<b>Table 32.</b> Factors Affecting the Quality of Research at University.....	89
<b>Table 33.</b> Characteristics of a Good Researcher.....	89
<b>Table 34.</b> The Necessity of the Research Course.....	90
<b>Table 35.</b> The Responsibility of Being Aware of How to Conduct Research.....	90
<b>TABLE 36.</b> Teachers' Reaction towards Methodological Problems.....	91
<b>Table 37.</b> Opinions towards the Adoption of One Conventional Methodology.....	92
<b>Table 38.</b> Supervisors' Reaction towards the Lack of References.....	92
<b>Table 39.</b> The Importance of the Supervision Process.....	92
<b>Table 40.</b> Problems that Hinder Supervision Process.....	93
<b>Table 41.</b> Representing Some Supervisor/ Student' Responsibilities.....	94

## List of Graphs

<b>Graph 01</b> Students' Gender.....	63
<b>Graph 02</b> Histogramme Representing Students' Situation, Students/Student worker.....	64
<b>Graph 03</b> Histogramme Representing the Period of Studying at University.....	65
<b>Graph 04</b> Histogramme Representing Students' Purpose from Doing Research... ..	67
<b>Graph 05</b> Histogramme Representing Students' Attitudes towards Research.....	68
<b>Graph 06</b> Students' Agreement about Problems Existence .....	69
<b>Graph 07</b> Histogramme Representing the Factors Affecting the Quality of Research, Responses from BU.....	71
<b>Graph 08</b> Histogramme Representing the Necessity of the Reseach Course .....	74
<b>Graph 09</b> Histogramme Shows the Students' Satisfaction towards the Research Course.....	74
<b>Graph 10</b> The Importance of the Supervision Process .....	78
<b>Graph 11</b> Histogramme Showing the frequency of attending the supervision Session.....	79
<b>Graph 12</b> Histogramme Representing Teaching Experience at university.....	85
<b>Graph 13</b> Histogramme Representing Teachers' Degree .....	86
<b>Graph 14</b> Histogramme Representing Teachers' Experience as Supervisors.....	87
<b>Graph 15</b> Histogramme Representing Teachers Purpose from Doing Research.....	88
<b>Graph 16</b> Teachers' Reaction towards Methodological Problems .....	92
<b>Graph 17</b> Representing Some Supervisor/ Student' Responsibilities.....	95

## List of figures

<b>Figure 01.</b> A Summary of Research Process proposed by Singh (2006, p. 2).....	10
<b>Figure 02.</b> The Research Process Proposed by Gupta and Gupta (2011, p. 21).....	13
<b>Figure 03.</b> Four Step Scientific Method adopted from (Zamora, 2015).....	16
<b>Figure 04.</b> Five Step Scientific Method by Corkle (2014).....	17
<b>Figure 05.</b> Six Step Scientific Method Retrieved from boundless.com .....	18
<b>Figure 06.</b> Seven Step Scientific Method Adopted from Wiemers (2012).....	19
<b>Figure 07.</b> Nine Step Scientific Method Adopted from wikihow.com.....	20
<b>Figure 08.</b> Fourteen Steps Scientific Method Suggested by Wiemers (2012).....	21
<b>Figure 09.</b> Types of Research (Cited in Gupta, M. and Gupta, D., 2011, p.8).....	31

## List of Tables

<b>Table 01</b> Some Definitions of Research in Nature and Research as Process.....	11
<b>Table 02.</b> UNICEF Framework of Education Quality Adapted from UNICEF (2000).....	40
<b>Table 03.</b> Students and Supervisors' Expectations .....	55
<b>Table 04.</b> Students' Situation, Students/Student workers.....	64
<b>Table 05.</b> Period of Studying English at University.....	65
<b>Table 06.</b> Number of Researches Conducted during the Period of Studying at University.....	66
<b>Table 07.</b> Students' Purpose from Doing Research.....	66
<b>Table 08.</b> Students' Attitudes towards Research.....	67
<b>Table 09.</b> Students' Agreement about Problems existence.....	68
<b>Table 10.</b> Types of problems that M2 students have faced.....	69
<b>Table 11.</b> Factors Affecting the Quality of Research, Responses from BU.....	71
<b>Table 12.</b> Factors Affecting the Quality of Research, Responses from OUs.....	72
<b>Table 13.</b> Personal Research skills.....	72
<b>Table 14.</b> Academic Research skills.....	73
<b>Table 15.</b> The Necessity of the Research Course.....	73
<b>Table 16.</b> Students' Satisfaction towards the Research Course.....	74
<b>Table 17.</b> Causes of Unsatisfaction.....	75
<b>Table 18.</b> Students' attitudes towards research facilities, responses from BU.....	76
<b>Table 19.</b> Students' attitudes towards research facilities, responses from OUS.....	77
<b>Table 20.</b> The Importance of the Supervision Process.....	77
<b>Table 21.</b> Students' Agreement about Regular Supervision Session.....	78

<b>Table 22.</b> Representing the Frequency of Attending the Supervision Session.....	79
<b>Table 23.</b> Students' Attitudes towards their Supervisors, Responses from BU.....	80
<b>Table 24.</b> Students' Attitudes towards their Supervisors, Responses from OUs.....	81
<b>Table 25.</b> Teaching Experience at University.....	84
<b>Table 26.</b> Teachers Degree.....	85
<b>Table 27.</b> Experience as a Supervisor.....	86
<b>Table 28.</b> Teachers' Attitudes towards Doing Research.....	87
<b>Table 29.</b> Teachers Attitudes towards Research.....	88
<b>Table 30.</b> Teachers' Agreement about Problems Existence.....	89
<b>Table 31.</b> Types of Problems Encountered by Teachers When Conducting Research.....	89
<b>Table 32.</b> Factors Affecting the Quality of Research at University.....	90
<b>Table 33.</b> Characteristics of a Good Researcher.....	90
<b>Table 34.</b> The Necessity of the Research Course.....	90/91
<b>Table 35.</b> The Responsibility of Being Aware of How to Conduct Research.....	91
<b>TABLE 36.</b> Teachers' Reaction towards Methodological Problems.....	91
<b>Table 37.</b> Opinions towards the Adoption of One Conventional Methodology.....	92
<b>Table 38.</b> Supervisors' Reaction towards the Lack of References.....	93
<b>Table 39.</b> The Importance of the Supervision Process.....	93
<b>Table 40.</b> Problems that Hinder Supervision Process.....	93
<b>Table 41.</b> Representing Some Supervisor/ Student' Responsibilities.....	94/95

## **General Introduction**

Among all the academic institutions, universities have the greatest role in creating new knowledge and preserving it to the next generations. This process cannot be realised only through conducting research which is considered to be the corner stone for any innovation and development in education. In our case, Research in Foreign Language Education (RFLE) deals with one of the different topics related to English as a foreign language (EFL) such as language acquisition process, foreign language learning strategies, the different affective factors of the learners, etc. Therefore, one can say that the quality of education directly depends on the quality of the research itself. In this study, we will try to investigate this notion "Quality" in both education and research and the different factors that may affect this quality. Our focus will be more only on four factors which are considered to be the most important requirements of any research conducted at university. These factors are: The researcher character, the role of the supervisor, the way the research course is being taught, and the research facilities.

### **1- Statement of the problem**

The idea for this research comes after attending the vivas of second year master students of the two last years. Most of the examiners' remarks were about the methodological issues such as the mixture of styles "APA and MLA", the wrong choice of the population and the sample, the incorrect citation and referencing, and without forgetting the lack of references. All of these issues in addition to the rising number of candidates who could not complete their research projects show that most of the candidates encountered great problems either with themselves, their supervisors, the facilities (faculty library, the internet service) or with the research course. These problems did not affect only

the students' quality of research, but affected also their final outcomes. This became a real and chronic issue that needs to be solved urgently because the quality of research at university may directly affect the quality of education as well as the quality of the knowledge provided for the next generations.

## **2- Significance of the study**

Through this research, we intend to raise the EFL post graduate students' problems which they face when preparing their theses. It is a good opportunity to spotlight on the different factors that affect the quality of research in the division of English language and try to suggest solutions for this issue which becomes a concern of all the divisions and faculties at Mohamed Kheider University of Biskra.

## **3- Aims of the study**

Through this study, we aim to:

- ✚ Raise EFL students' awareness about the importance of doing a research at university.
- ✚ Determine the factors affecting the quality of research in the division of English language at Mohamed Kheider university of Biskra.
- ✚ Then find out some solutions to such phenomenon.

## **4- Research Questions:**

The present study is based on the following questions:

- ✚ What is the relationship between education and research quality?
- ✚ Why do we search at university?

✚ What are the characteristics of a good research?

✚ What are the factors that may affect the quality of research at university?

## **6- Hypothesis**

As a first attempt to answer the preceding questions, we hypothesise that the investigated factors may affect the quality of research in the Division of English at the University of Biskra.

## **7- Research Methodology**

This work will take the form of an exploratory research since it will deal with a new area that has never been tackled before. We have decided to use two questionnaires for both teachers and students as a research tool that will be useful in collecting and analysing data.

## **8- Population**

Since this study is about the problems that may be encountered by EFL post graduate students who are preparing their theses, we have decided to choose second year master students of sciences of the language as a population (one hundred seventy seven students) at the Division of English at Mohamed Kheider University of Biskra and some from other universities.

## **9- Sample**

We will choose 40 respondents among students of second year master sciences of the language as a sample of study. They will be chosen randomly and will respond to the questionnaire anonymously. In addition, we have selected 12 teachers from the population

of (33 teachers) especially those who are engaged in the supervision process to help us fulfil the current study with useful and reliable data

## **10. Structure of the Study**

This dissertation is divided into three chapters. The first one is devoted to give a general overview about education and research. Through this chapter, we try to define the concepts of education and research as well as other concepts which are more related to the field of research. The second chapter is divided into two sections. The first section is about quality in both education and research while the second section discusses some of the main factors that affect directly or indirectly the quality of research in the division of English at the University of Biskra. These factors include: The researcher character, the supervision process, the research course and the research facilities. The third chapter is devoted to the fieldwork (description and analysis of students' and teachers' questionnaires).

## Table of contents

### Introduction

1.1 Key concepts.....	07
1.1.1 Education.....	07
1.1.2 Research.....	09
1.1.2.1 Perception of Research.....	09
1.1.2.2 Meaning of Research.....	10
1.1.3 Educational Research (ER).....	22
1.1.4 Action Research (AR).....	22
1.1.5 Research in Applied Linguistics (RAL).....	22
1.1.6 Research in English as a Foreign Language Education (REFLE).....	23
1.2 Settings Where Research Occurs.....	24
1.3 Significance, Purpose and Benefit of Research.....	24
1.3.1 Significance of Research.....	25
1.3.2 Purpose of research.....	26
1.3.3 Benefit of Research.....	26
1.4 Characteristics of a Good Research.....	27
1.5 Research Approaches.....	29
1.5. Quantitative vs Qualitative.....	29

## CHAPTER ONE: EDUCATION AND RESEARCH AT UNIVERSITY

1.5.2 Deductive vs Inductive.....	30
1.6 Types of Research.....	30
1.6.1 From the Application Perspective.....	31
1.6.1.1 Pure Research.....	32
1.6.1.2 Applied Reseach.....	32
1.6.2 From the Objective Perspective.....	32
1.6.2.1 Descriptive Research.....	32
1.6.2.2 Exploratory Research.....	33
1.6.2.3 Correlational Research.....	33
1.6.2.4 Explanatory Research.....	34
1.6.3 From the Mode of Inquiry Perspective.....	34
1.6.3.1 Quantitative Research.....	34
1.6.3.2 Qualitative Research.....	35
1.6.4 From the Time Perspective.....	35
1.6.4.1 One-time Research.....	35
1.6.4.2 Longitudinal Research.....	35
1.6.5 From the Enviroment Perspective.....	35
1.6.5.1 Field-setting Research.....	35
1.6.5.2 Laboratory Research.....	36

1.6.5.3 Simulation Research..... 36

Conclusion..... 36

## **Introduction**

This study is an attempt to raise English Language Learners' (ELL) awareness of the relationship between education and the quality of research. It also investigates some factors that affect the quality of research. Through this chapter, we try to define the concepts of education and research as well as other concepts which are more related to the field of research, but may give an idea or an explanation about the relationship between education and research, the purpose and the significance from doing a research and the main characteristics of a good research.

### **1.1 Key Concepts**

#### **1.1.1 Education**

Every nation in the world invests in education. That process is considered to be a fundamental human right for each girl and boy. It is generally known that the term "education" derives from the Latin word (educatio) which refers to the process of acquiring knowledge, especially during the period of childhood and adolescence (Lakhal, 2008, p. 32). businessdictionary.com (2015) defines education as "the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something". That is to say, education is a lifelong process that can be formal which results from schools and universities or informal which results from self-directed learning, museums and libraries.

## CHAPTER ONE: EDUCATION AND RESEARCH AT UNIVERSITY

The meaning of education has not been changed since the earliest prehistory. It is always agreed upon that a good education builds strong generations. In the Confucian era, for example, the term "education" referred to a plan for preparing the young to be good performers in their societies. In his book "The Great Book of Best Quotes of All the Time", Sharma (2013, p. 45) quoted a saying from which one can understand that education is a longitudinal, rewarding and a fruitful investment for the future although it is hard and painful: "If your plan is for one year, plant rice. If your plan is for ten years, plant trees [and] If your plan is for one hundred years, educate children". Confucius, Chinese teacher and philosopher (479 BC-551 BC).

Even after a long and long time, education kept approximately the same meaning despite the great changes in peoples's way of thinking and in their needs. In (1948), Lauther King Jr stated that:

The function of education is to teach one to think intensively and to think critically (...) The most dangerous criminal may be the man gifted with reason, but no morals (...) We must remember that intelligence is not enough. Intelligence plus character that is the goal of true education.

(Quoted in [www.ascd.org](http://www.ascd.org), 2012)

From this statement one can also recognize that the aforementioned types of education are interdependent and together make a great impact on the development of one's personality. The former builds thought and the latter develops character.

Most governments in the world give a great importance to education that process which shapes children's personalities and prepares them to be righteous, productive and active participants in the enhancement of their societies. In fact, education and society are interdependent. Education provides all what is appropriate and necessary for any progress

in society. From the other hand, the social factors such as norms, culture, traditions, religion and the like of these factors have a great impact on the quality of education.

According to Durkheim (1938), "there is no aspect of education that can be understood without taking into consideration the social forces and the consequences that characterise it." (as cited in Lakhali, 2008, p. 20).

Nowadays, the concept of education is more related to schools, universities and all the other academic institutions which provide instruction, training, teaching and learning. The focus of the latter processes should be more about the values, attitudes and behaviours because they enable individuals to learn to live together in a world characterized by diversity and pluralism (unisco.org, 2014). In her work, Lakhali (2008, p. 33) cited Hodges' work (1952) where Dilthey (1833-1911) sees in education the influence of a person upon person in which the older generation wishes to prepare the younger generation in terms of ideas, knowledge and attitudes. This cannot be achieved only through storytelling, discussion, teaching, training, and research. This latter is seen to be the main source of knowledge provided in all educational settings.

### **1.1.2 Research**

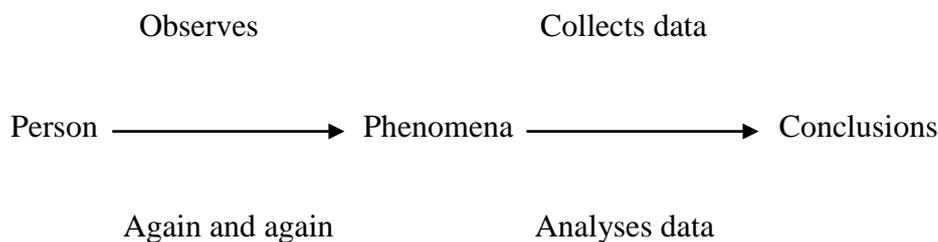
#### **1.1.2.1 Perception of research**

Research is one of the main concerns of higher education institutions and a key factor for any discovery, refinement or improvement. It has moved during this century from the periphery (outer edge of something or an area) to the centre of our social and economical life (...) It has a great contribution in the progress which has been made in our societies (Singh, 2006, p. 1). According to Godin (2001, as cited in Santrock, Wolshyn, Galagher, Di Petta and Marini, 2007) and Laraswati (2014), the word research derived from the fourteenth century French word "Rechercher" or "*recerchier*" a compound word

from "re-" + "cerchier", or "searcher", which means to examine something thoroughly. The earliest recorded use of the term was in 1577. Godin (2001) stated that the word research, in fact, was not associated with the scientific enquiry until the nineteenth century (as cited in Santrock, Wolshyn, Galagher, Di Petta and Marini, 2007, p. 12).

### 1.1.2.2 Meaning of Research

The word « Research », as mentioned previously, is a combination of two syllables: Re + search. Re: is a prefix meaning again, anew or over again while search: is a verb meaning to examine closely and carefully, to test or to probe. Together they form a noun describing a careful, systematic and patient study and investigation in some field of knowledge, undertaken to establish facts or principles (Chelli, 2014). The following Figure gives a clear idea about what research is:



**Figure 1. A Summary of Research Process proposed by Singh (2006, p. 2).**

Figure 1 shows that research is when a person observes a phenomenon again and again, collects data and on the basis of the data he draws conclusions (Singh, 2006, p. 2). In fact, when searching for the meaning of research, one can find many definitions with various interpretations. Some of these definitions give a general idea about what research is in nature and some others provide technical meanings. Table 01 presents some of both categories.

## CHAPTER ONE: EDUCATION AND RESEARCH AT UNIVERSITY

The definitions regarding the nature of research give a general idea that research is a form of study through which a researcher gathers information about a certain topic for the sake of:

- Answering a question, discovering a solution to a problem or describing a phenomenon.
- Enhancing, refining or advancing knowledge in any subject.

The second set of definitions describes research as a process in which the researcher should respect or follow certain steps which help him accomplish his work and achieve his objectives. Most scholars and writers in the domain of research always mention two things and consider them to be the main basis that any researcher have to be aware of them « Research process and Scientific method ».

<b>Definitions about the nature of research</b>	<b>Technical definitions of research</b>
<ul style="list-style-type: none"><li>• The word research according to the Online Cambridge Dictionary (2015) refers to a detailed study of a subject, especially in order to discover new information or reach a new understanding.</li><li>• As cited in Kothari (2004, p. 1), Slesinger and Stephenson in the Encyclopedia of Social Sciences define research as « the manipulation of things, concepts or symbols for the purpose of generalising to extend, correct or verify</li></ul>	<ul style="list-style-type: none"><li>• Mahmood (2001) cited that « research is a structured inquiry that utilises acceptable scientific methodology to solve problems and create new knowledge that is generally applicable. » (Grinnell, 1993, p: 4).</li><li>• John W. Best (as cited in Singh, 2006, p: 3) considered research to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation, usually resulting in some sort</li></ul>

<p>knowledge, whether that knowledge aids in the construction of theory or in the practice of an art. ».</p> <ul style="list-style-type: none"> <li>• « Research is systematic, critical and self-critical enquiry which aims to contribute to the advancement of knowledge and wisdom. » (Bassey, 1999, p. 38).</li> <li>• According to Cohen and Manion, (1994, p. 5), « Research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth. » (as cited in Waliman and Baiche, 2001, p. 10).</li> </ul>	<p>of formal record of procedures and a report of results or conclusions.</p> <ul style="list-style-type: none"> <li>• In her blog, Laraswati (2014) cited Kothari’s definition in which he considers research to be the pursuit of truth with the help of study, observation, comparison and experiment; the search for knowledge through objective and systematic method of finding solutions to a problem (2006).</li> <li>• Waltz and Bausell (1981) stated that research is a systematic, formal, rigorous and precise process employed to gain solutions to problems or to discover and interpret new facts and relationships (as cited in wikieducator.org, 2013).</li> </ul>
---	--

**Table 1. Some Definitions of Research in Nature and Research as Process.**

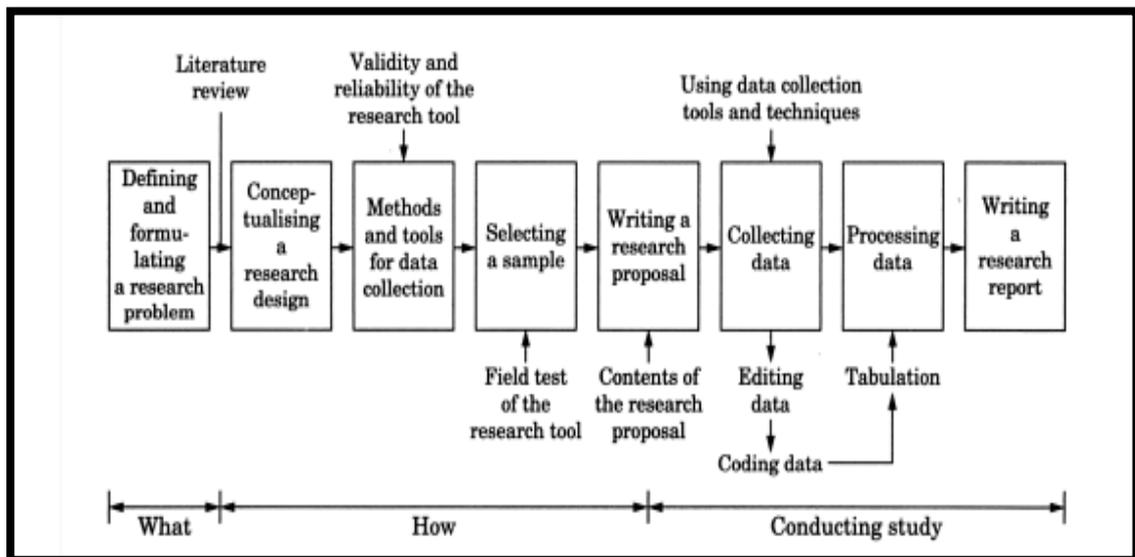
**1.1.2.2.1 Research Process (RP)**

Research Process (RP) refers to the different steps or stages which are necessary to effectively carry out a research (Kothari, 2004, p. 10). According to Gupta and Gupta, failing in any one of these steps may lead to a critical lapse « mistake » in the whole

## CHAPTER ONE: EDUCATION AND RESEARCH AT UNIVERSITY

attempt, which will end in unsatisfactory results (2011, p. 18). In their works, Kothari (2004) & Gupta and Gupta stated that RP consists of the following stages:

- a) Defining and reformulating the research problem
- b) Extensive literature survey
- c) Developing the hypothesis
- d) Preparing the research design
- e) Determining the sample design
- f) Collecting the data
- g) Execution of the project
- h) Analysing the data
- i) Testing the hypothesis
- j) Generalisation, interpretation and drawing conclusions
- k) Preparing the report or writing the thesis



**Figure 2. The Research Process Proposed by Gupta and Gupta (2011, p. 21).**

Figure 2 presents the different stages of a research process. These stages take the form of activities that the researcher do when conducting his/her study. Laraswati (2014) said that these activities overlap continuously and are not mutually exclusive events. They do not necessarily follow each other in any specific order. The steps or the stages of the research process mentioned above will be explained later in chapter two of this study.

### **1.1.2.2 The Scientific Method (SM)**

The scientific method (SM) has been used and developed by philosophers since the age of the ancient Greece (Laraswati, 2014). However, it is first described by the English philosopher and scientist Roger Bacon in the 13th century (Cozby (1993) as cited in Marczyk, DeMatteo and Festinger, 2005). According to dictionary.com (2015), SM refers to any method of research in which a problem is identified, relevant data are gathered, a hypothesis is formulated from these data, and the hypothesis is empirically tested (depending upon experience or observation alone). It is considered to be the main feature of any scientific research, and the most preferable method for many researchers because it provides a set of clear and agreed upon guidelines for gathering, evaluating, and reporting information in the context of a research study (Cozby, (1993), as cited in Marczyk, De Matteo and Festinger, 2005).

When reading about the steps of the scientific method, one may find that they vary in terms of number and order from discipline to another and from a source to another. In terms of number there are scientific methods with four steps, six, seven, nine and even with fourteen steps. In terms of order, it is not necessary to begin with a research question; some SMs start with a literature review and some others with observation, but what is agreed upon is that in the scientific research, there are six key steps which are:

**a) The Research Question (RQ)**

It is said that there is no research without question(s) in mind. Any researcher should base his work on a real problem that needs to be solved and stated in a form of a question. According to Chelli (2014), "the research question (RQ) is one of the most difficult aspects of any research; it needs much time, extensive reading and much understanding of the topic that is going to be investigated. It should be interesting, clear and narrow, so that it can be answered. A good RQ usually helps the researcher states his/her hypothesis".

**b) The Hypothesis**

The hypothesis is a potential answer to the RQ. According to Oxford Advanced Learner's Dictionary (2010), "a hypothesis is an idea or an explanation of something that is based on little known facts, but that has not yet been proved to be true or correct". It should be testable to be true or false through the findings of the research study. It takes the form of a tentative prediction about the nature of the relationship between two or more variables (Saihi, 2013). For some, it is more than a guess because it is based on a thorough review of existing knowledge of the subject (wikihow.com, 2015).

**c) The Experiment**

The experiment takes the form of tests that are for the sake of proving whether the hypothesis is true or false. Mularella (2007) asserts that "a good experiment is the one which tests one variable at a time because if it tests more than one variable, it will not be clear which variable caused the end result".

**d) The Observation**

Observation is a crucial tool for gathering data. It is defined by The Oxford Dictionary as "the act or process of closely observing or monitoring something or someone or as the ability to notice things, especially significant details" (as cited in Ardhiati, 2014).

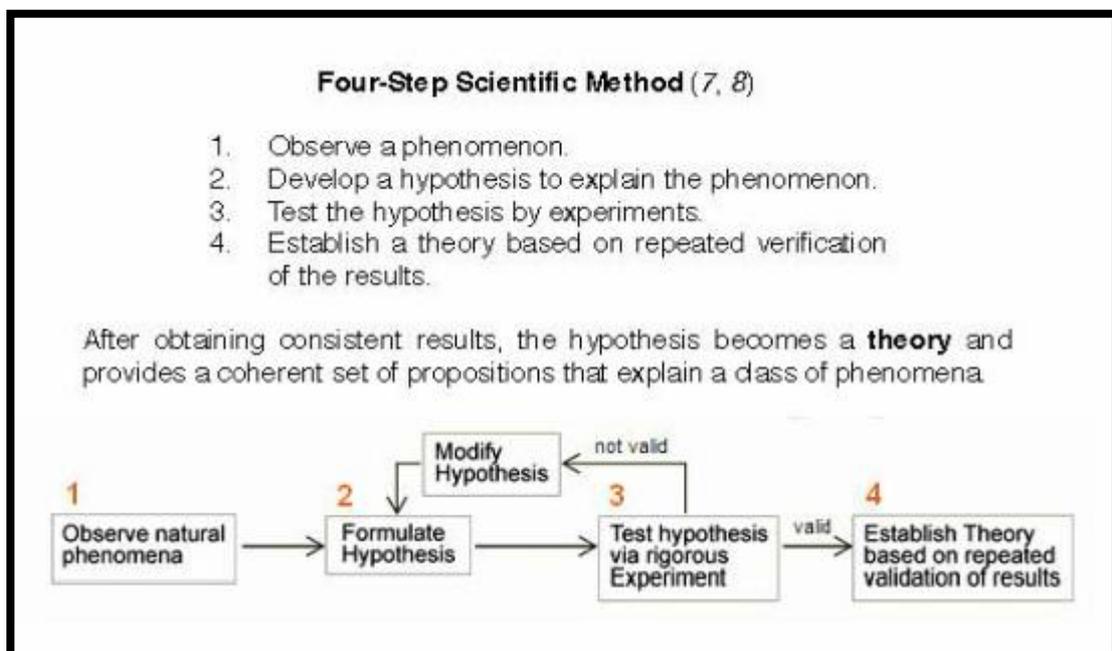
**e) Analysis of the data**

The analysis of data collected is the most significant step in both qualitative and quantitative research designs. It helps the researcher answer his/her question(s) and compare the results of the experiment to the prediction made by the hypothesis (Study.com, 2015).

**f) The Conclusion**

Basher (2015) defines the conclusion as the fresh restatement of previous claims and it has a sense of completion, requires critical thinking and calls for further action and/or research. Great and solid conclusions are considered to be an essential part of any research.

The following figures give an idea about the types of SM according to the number of steps:



**Figure 3.1 Four Step Scientific Method adopted from (Zamora, 2015)**

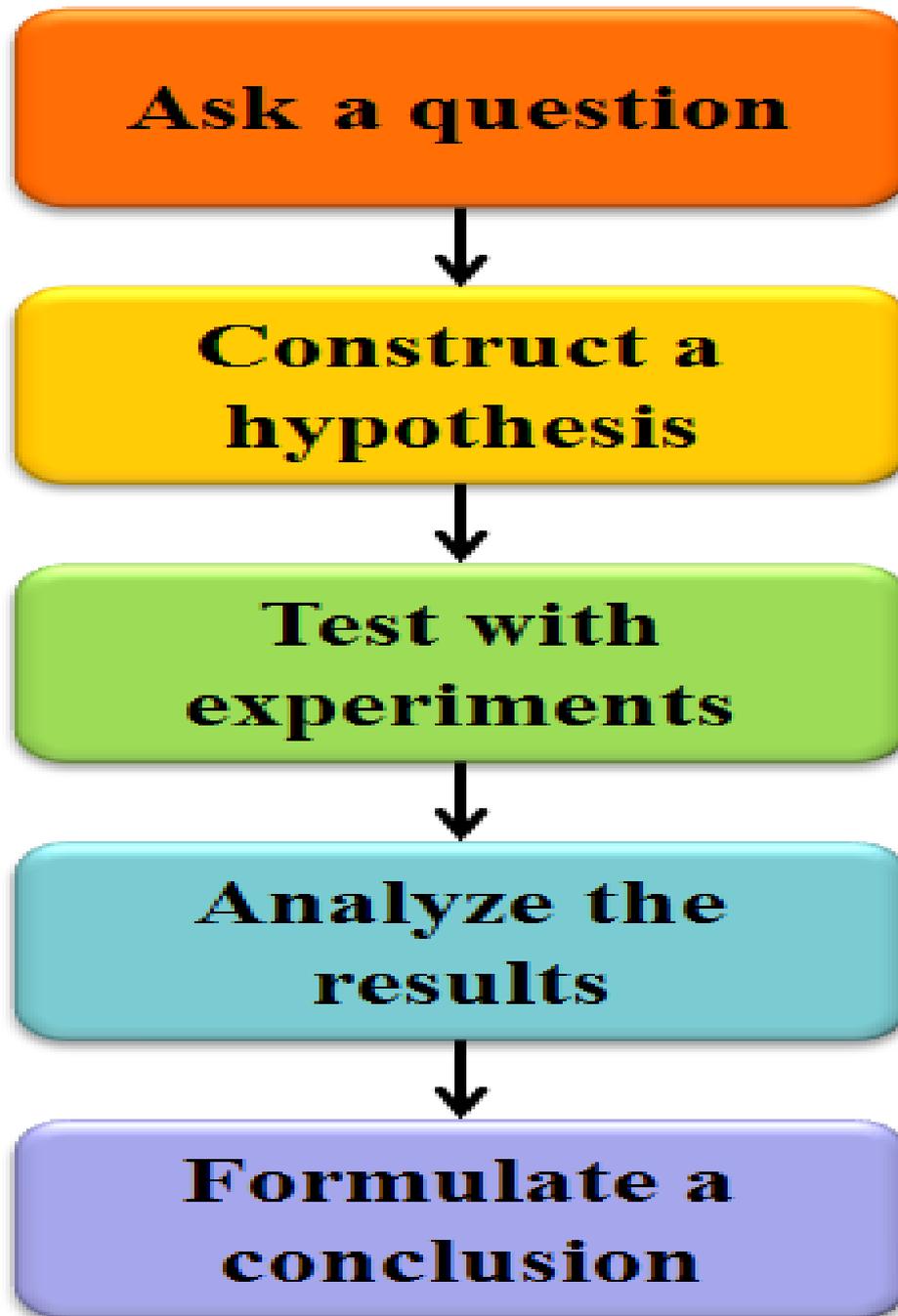


Figure 3.2 Five Step Scientific Method by Corkle (2014)

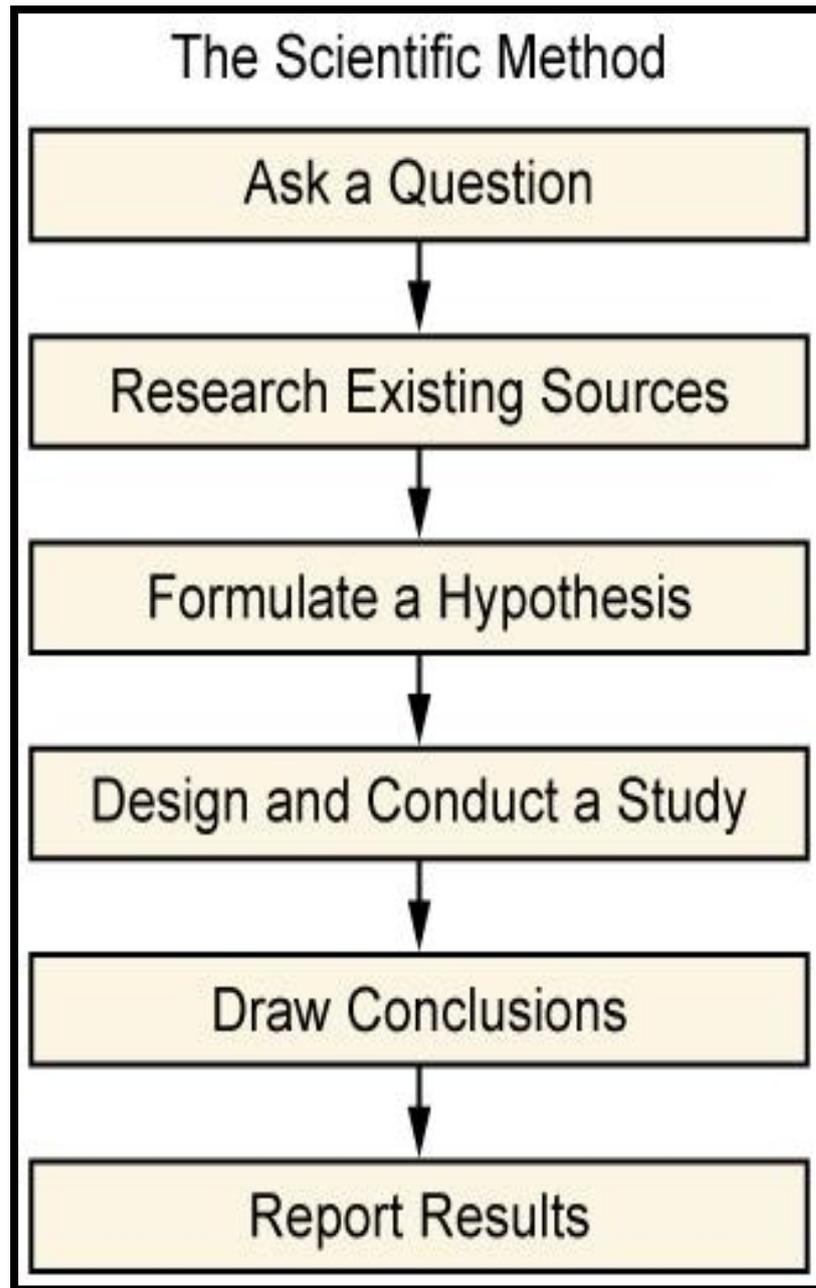


Figure. 3.3. Six Step Scientific Method adopted from boundless.com (2015)

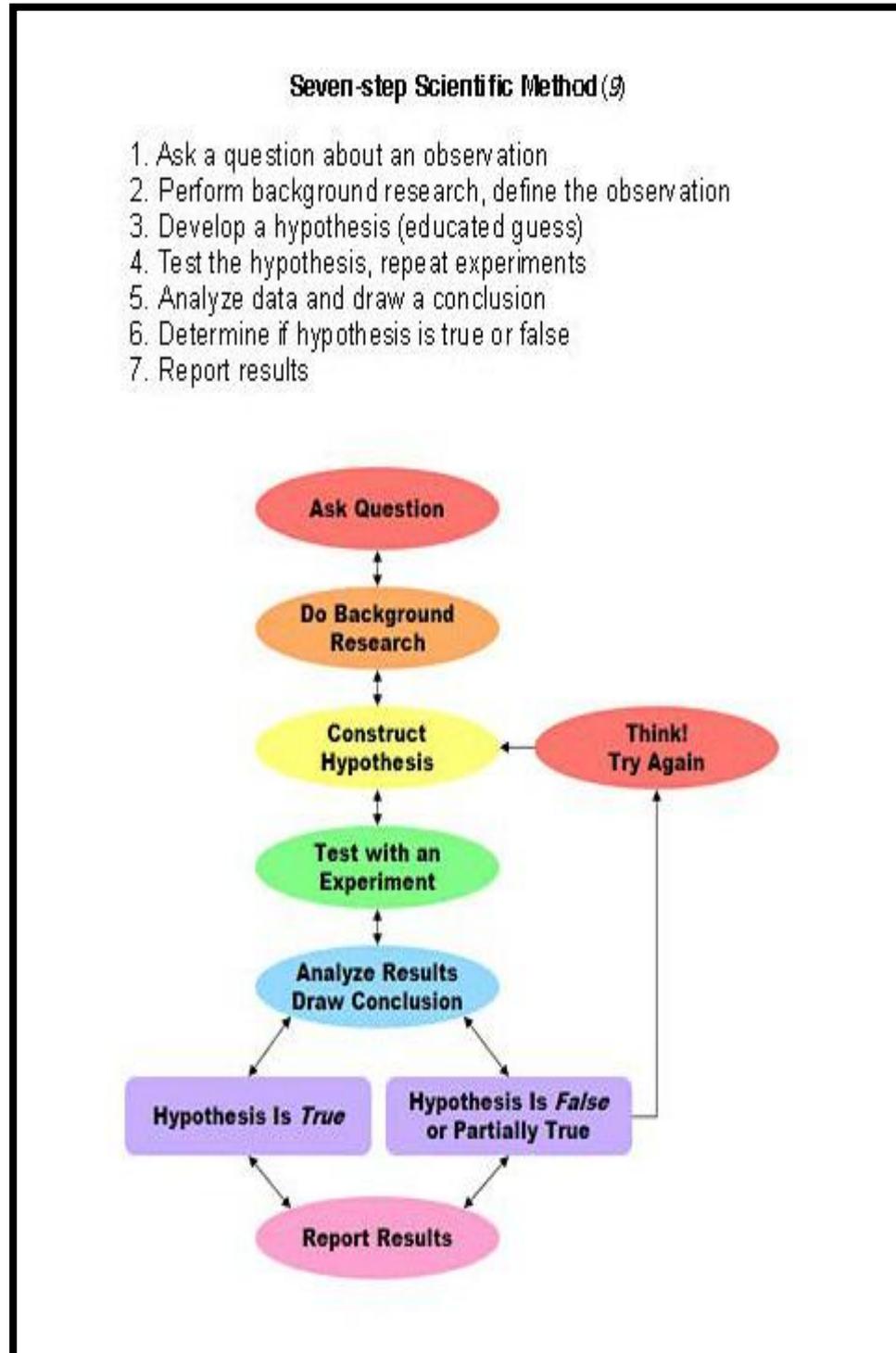


Figure 3.3 Seven Step Scientific Method Adopted from Wiemers (2012)

**Observe**

**Research the existing knowledge about the question**

**Form your Hypothesis**

**List your materials**

**List your procedure**

**Test your Hypothesis**

**Analyse your results**

**Report your findings**

**Conduct further research**

---

**Figure 3.4 Nine Step Scientific Method Adopted from wikihow.com**

**Fourteen-step Scientific Method (10)**

	<b>Step</b>	<b>Description</b>
1	Curious Observation	What is needed? Be skeptical. Ask 'why?'
2	Is There a Problem?	Analyze the problem. Do preliminary research.
3	Goals & Planning	Develop a plan, budget, time, purpose
4	Search, Explore, & Gather the Evidence	List possible solutions. Research what has been done.
5	Generate Creative & Logical Alternative Solutions	Search for ideas. Read publications.
6	Evaluate the Evidence	Sort, compare and test tentative solutions.
7	Make the Educated Guess (Hypothesis)	Develop and clarify the hypothesis.
8	Challenge the Hypothesis	Test. Experiment. Attempt to falsify the hypothesis.
9	Reach a Conclusion	Develop a conclusion based on the experimental evidence.
10	Suspend Judgment	Keep an open mind and be ready to accept new evidence.
11	Take Action	Write up the results. Publish in peer-reviewed journals.
12	Creative, Non-Logical, Logical & Technical Methods	Use all types of methods at all stages.
13	Procedural Principals & Theories	Follow those used by researchers everywhere. Maintain ethical standards.
14	Attributes & Thinking Skills	Flexible. Skeptical. Motivated. Seek Truth. Passion for Subject. Organized Curiosity. Team Worker. Creative. Honesty. Critical thinking

**Figure 3.5 Fourteen Steps Scientific Method Suggested by Wiemers (2012)**

### **1.1.3 Educational Research (ER)**

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 (2015), i.e., it investigates any issue that is related to education such as school development, teacher training, student learning, teaching methods and the like of educational issues.

### **1.1.4 Action Research (AR)**

Action research (AR) refers to any study that is conducted to solve an immediate problem. Hamilton (1997, p. 3) defines AR as “a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem’s improvement” (as cited in Alberta Teachers’ Association, 2000). This kind of research is generally conducted by teachers to solve some classroom issues, to enhance their personal awareness or to improve their ways of teaching.

### **1.1.5 Research in Applied Linguistics (RAL)**

Before introducing this field of research (RAL), it would be better to give a general idea about the discipline of Applied linguistics (AL). this latter is a branch of linguistics which applies the findings of the theoretical linguistics " general linguistics" in order to solve language problems in other disciplines. According to Cook (2003, p. 20), Applied linguistics refers to the academic discipline concerned with the relation of knowledge about language to decision making in the real world (as cited in Davis, 2007, p. 2). It is

pected to be the concern of any Master of Arts students in Applied Linguistics, any teacher of second/ foreign languages and [or] any parents of students in language programmes (Perry, 2005, p. 4). Applied Linguistics is also seen by Crystal (1992) to be "an extremely wide domain that includes many issues such as Foreign Language learning and teaching, language disorders, translation and interpreting, lexicography, style, forensic speech analysis and the teaching of reading" (as cited in Rahmdel, 2014). Research in Applied linguistics, therefore, deals with one of these issues.

#### **1.1.6 Research in English as a Foreign Language Education (REFLE)**

Research in English as a Foreign Language Education (REFLE) is one 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) cited that Johnstone in his annual reviews (2002, 2003, 2004 ,2006, 2008, 2009) mentioned 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 based instruction.

## **1.2 Settings where Research Occurs**

Since research is the attempt to increase knowledge, to answer question(s) or to solve problem(s), it can be conducted by anyone in different settings such as educational institutions, city streets, companies, laboratories, schools, etc. Academic or educational research, generally, takes place at universities or colleges as a requirement to accomplish an undergraduate or a postgraduate degree by researchers, who are professors from education, natural sciences or social sciences, experts, and students of graduate or undergraduate programmes from related and multiple disciplines (Sheikh, n.d, p. 4).

## **1.3 Significance, Purpose and Benefit of Research**

### **1.3.1 The Significance of Research**

Research is the basis of any development in human's life since it is the cornerstone of any invention, advancement and innovation in all fields such as education, economy, industry or business. Kothari (2004, p. 5) used 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, in fact,

## CHAPTER ONE: EDUCATION AND RESEARCH AT UNIVERSITY

helps building strong personalities and improving intellects. We may like to call this process a person's thinking game or whole brain activity and the psychologists call it right and left brain attributes (Cherry et.al., 1993 as cited in Sheikh, n.d). Sheikh justifiably said that "researchers think, assess, reassess and make decisions about the best possible means of obtaining information that is trustworthy". 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.
- The significance of research can also be understood keeping in view the following points:
  - a) To those students who are to write a master's or Ph.D. thesis, research may mean way to attain a high position in the social structure;
  - b) To professionals in research methodology, research may mean a source of livelihood;
  - c) To philosophers and thinkers, research may mean the outlet for new ideas and insights;
  - d) To literary men and women, research may mean the development of new styles and creative work;

- e) To analysts and intellectuals, research may mean the generalisations of new theories.

### **1.3.2 The Purpose of Research**

Research is generally conducted for seeking for new knowledge, answering some questions, or for finding some solutions to certain problems. Educational research, for instance, aims at investigating one of the different issues which are related to education (teaching, learning, classroom environment, motivation, etc.). Research in English as a Foreign Language Education, as mentioned previously, is conducted for the purpose of studying any aspect related to foreign language acquisition/learning, foreign language planing, learning theories, teaching methods, the different affective factors that may hinder the student's learning process and the like of these aspects.

### **1.3.3 Benefits 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) 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.

Through research, students can develop their critical thinking skills, apply what they have learned before in real life situations, communicate with others who share similar

interests and build self confidence which may help them work independently. It enables students to become experts in areas which are not directly related to their everyday life, i.e., as they do research in their chosen specialization, Students will become experts in that area (Laraswati, 2014). Additionally, this process may help students change their way of thinking as well as their way of looking at the surrounding things and phenomena. Laraswati added that they will build valuable critical skills, they will learn to ask probing and thoughtful questions, gather and interpret data and read critically, form intelligent opinions, manage and understand conflicting information. Furthermore, when students conduct research in some areas that has never been tackled before, they will feel so motivated and, consequently, that will stimulate their curiosity and increase their creativity.

#### **I.4 Characteristics of a Good Research**

The previous definitions gave a general idea that research is a process of collecting, analysing 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 characterise any kind of scientific research. Gupta & Gupta (2011) stated 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)

## CHAPTER ONE: EDUCATION AND RESEARCH AT UNIVERSITY

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

- The purpose of the research should be clearly defined and common concepts be used.
- The research procedure used should be described in sufficient detail to permit another researcher to repeat the research for further advancement, keeping the continuity of what has already been attained.
- The procedural design of the research should be carefully planned to yield results that are as objective as possible.
- The researcher should report with complete frankness, flaws in procedural design and estimate their effects upon the findings.
- The analysis of data should be sufficiently adequate to reveal its significance and the methods of analysis used should be appropriate. The validity and reliability of the data should be checked carefully.
- Conclusions should be confined to those justified by the data of the research and limited to those for which the data provide an adequate basis.
- Greater confidence in research is warranted if the researcher is experienced, has a good reputation in research and is a person of integrity.

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

- The problem should be well formulated, and the purpose of the study should be clear.
- The study approach should be well designed and executed.
- The study should demonstrate understanding of related studies.
- The data and information should be the best available.
- Assumptions should be explicit and justified.
- The findings should advance knowledge and bear on

important policy issues.

- The implications and recommendations should be logical, warranted by the findings, and explained thoroughly, with appropriate caveats.
- The documentation should be accurate, understandable, clearly structured, and temperate in tone.
- The study should be compelling, useful, and relevant to stakeholders and decisionmakers.
- 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).

## **1.5 Research Approaches**

### **1.5.1 Quantitative vs Qualitative**

According to the specialists in the field of methodology, there are two basic approaches to research: quantitative approach and the qualitative approach. Qualitative approach is concerned with subjective assessment of attitudes, opinions and behaviors (Kothari, 2004, p.5). Commonly, the techniques of focus group interviews, projective techniques and depth interviews are used in this approach. In contrast, according to Kothari (2004, p. 5) the quantitative approach involves the generation of data in quantitative form which can be subjected to precise quantitative analysis in a formal and strict manner. The quantitative approach can be further subcategorised into inferential, experimental and simulation approaches to research. Kothari (2004) explained the purpose of each one of them briefly, saying that:

## CHAPTER ONE: EDUCATION AND RESEARCH AT UNIVERSITY

...The purpose of inferential approach to research is to form a data base from which to infer characteristics or relationships of population... Experimental approach is characterised by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables. Simulation approach involves the construction of an artificial environment within which relevant information and data can be generated (p.5).

Some other scholars in the field of research mentioned two other approaches to research:

### **1.5.2 Deductive vs Inductive**

In scientific research, there are two ways of arriving at a conclusion: Deductive reasoning and inductive reasoning. The former happens when the researcher works from the more general information to the more specific (Crossman, 2015). Snieder and Larner (2009, p. 16) stated that:

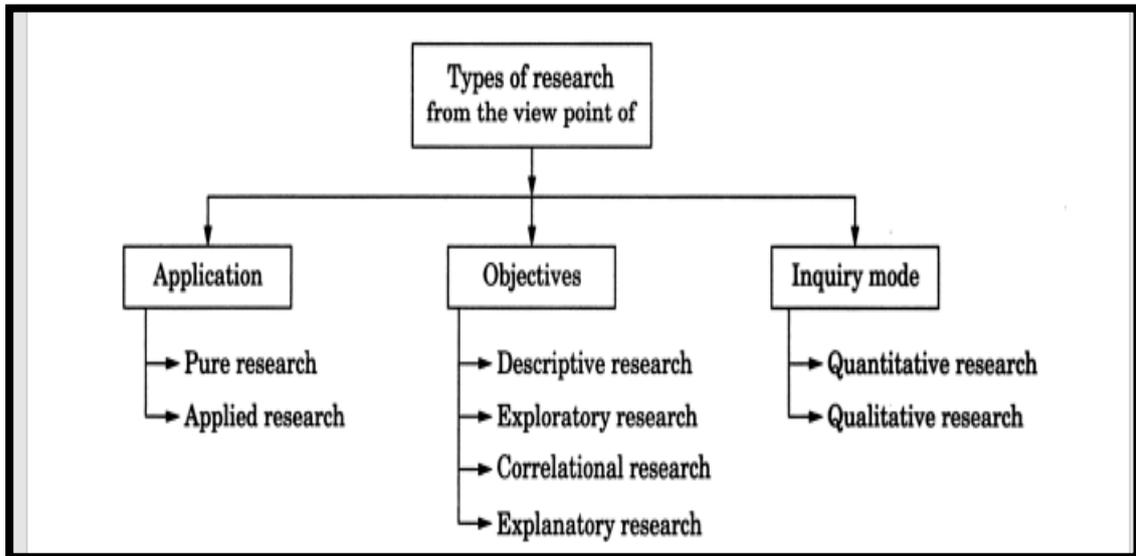
This approach follows the path of logic most closely. The reasoning starts with a theory and leads to a new hypothesis. This hypothesis is put to the test by confronting it with observations that either lead to a confirmation or to the rejection of this hypothesis (as cited in research-methodology.net, 2015).

The inductive approach from the other hand, works the opposite way. It starts from specific observations to broader generalizations and theories. Researchers begin with specific observations and measures, detect patterns and regularities, reformulate some tentative hypotheses and finally end up developing some general conclusions or theories (Crossman, 2015).

### **1.6 Types of research**

There are many different types of research which each one has its scientific rules to be followed. Gupta and Gupta (2011) for instance, mentioned many types of research. They classified the most important of them according to three (3) perspectives which are:

- Application of the research,
- Objectives in undertaking the research,
- And the mode of inquiry employed.



**Figure. 4 Types of Research (Cited in Gupta and Gupta, 2011, p.8)**

These types of research guide the researcher in which way a research is to be carried out. The researcher should, first of all, ask him/herself which is the suitable method for the chosen problem because each type is distinctive from the other. However, these three classifications are not mutually exclusive (Gupta and Gupta, 2011, p.8). In other words, two types or more can be used or founded in one study. Each of these types is defined as follows:

### **1.6.1 From the Application Perspective:**

One can distinguish two main types of research “ Pure and Applied”.

### **1.6.1.1 Pure Research**

This type is also known as basic or fundamental research. It is conducted for the purpose of improving personal knowledge without any administrative permission or without any particular applied purpose in mind (Saihi, 2013). Through this type, researchers attempt to explain why things happen and then report the findings in technical language.

### **1.6.1.2 Applied Research**

According to Saihi, (2013), “applied research is designed from the beginning to apply its findings into a particular situation”. Through this type, researchers attempt to discover how things can be changed and then reports the results in common language. For Kothari (2004), this type aims at finding solutions for immediate problems. This type of research comprises most types of research that are conducted within social sciences, i.e., the research techniques, procedures and methods that form the body of research methodology are applied (Chelli, 2013).

## **1.6.2 From the Objective Perspective**

According to this perspective, there are four types of research:

### **1.6.2.1 Descriptive Research**

Researchers, through this type, describe the state of a phenomenon as it exists. They have no control over the variables; they can only report what has happened or what is happening (Kothari, 2004). Generally speaking, this type of research provides information about the living conditions of a community or describes attitudes towards an issue (Chelli, 2013).

### 1.6.2.2 Exploratory Research

This type of research is designed and conducted for the purpose of providing a better understanding of situation(s) or problems(s) that are not clearly defined. According to Gupta and Gupta (2011), this type, within the domain of social sciences, is particularly important for clarification of any concept and throwing new light for further research. It is flexible and can answer what, who and why questions and it can be undertaken to decide if it is worth to conduct a detailed study or not (Chelli, 2013).

### 1.6.2.3 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. In other words, it studies whether an increase or a decrease in one variable corresponds to an increase or a decrease in the other variable (Kalla, 2011, para. 5). According to Chelli (2013), the degree of the relationship is expressed as a coefficient of correlation. 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.

#### **1.6.2.4 Explanatory Research**

Explanatory research (also known as causal experimental research) is an investigation into an issue or a topic that looks at the effect of one thing or variable on another (businessdictionary.com, 2015). In other words, it explains why and how there is a relationship between two aspects of a situation or a phenomenon. Maxwell and Mittapalli (2008, para. 1) stated that:

this type of research is intended to explain, rather than simply to describe, the phenomena studied (...) It [is] quantitative in nature and it typically test[s] prior hypotheses by measuring relationships between variables, [i.e.,] the data are analyzed using statistical techniques.

This type of research is very complex. The researcher can never be completely certain that there are not other factors influencing the causal relationship, especially when dealing with people's attitudes and motivations (wikipedia, 2015).

#### **1.6.3 From the mode of inquiry perspective**

According to this perspective, there are two main types :

##### **1.6.3.1 Quantitative Research**

This type of research is based on quantity or measurements. Its main objective, according to Kothari (2004), is to quantify the variation and diversity in a phenomenon, situation or in an attitude that can be expressed in terms of quantity. It includes designs, techniques and measures that produce discrete numerical or quantifiable data (Laraswati, 2014). Through this type, researchers measure the scale, the range and the frequency of a phenomenon. It is harder to design, highly detailed and very structured.

### **1.6.3.2 Qualitative Research**

Laraswati (2014) defines this type of research as any study that deals with designs, techniques and measures that do not produce discrete numerical data. It is more subjective in nature, i.e., it is concerned with phenomena that involves quality or kind. This type of research is specially important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour (Kothari, 2004). It deals with the less tangible aspects of a research subject ' values, attitudes, perceptions and the like of these aspects'. It is easier to start, but difficult to present and interpret the findings.

Kothari (2004) mentioned to other perspectives which are:

### **1.6.4 From the Time Perspective**

Kothari (2004) distinguishes two main types from the time perspective : One-time research and longitudinal research. The former is confined to a single time period ; however, the latter is carried on several time-periods. It is a correlational research study that involves repeated observations of the same variables over long periods of time. This type of research is useful when studying development and lifespan issues because it allows researchers to look at changes over time.

### **1.6.5 From the Environment Perspective**

Depending upon the environment in which the research is to be carried out, it can be : a field-setting research, a laboratory research or a simulation research.

#### **1.6.5.1 Field-setting Research**

This type of study is often done in natural settings or where the variables naturally occur. It involves collecting data outside of an experimental or a lab setting. This type of

research is known to be expensive and time consuming; however, the amount and diversity of the data collected can be invaluable (Alston, 2015).

#### **1.6.5.2 Laboratory Research**

This type refers to any research study that is conducted in a room or a building that is equipped for a scientific experimentation. It attempts to investigate naturally occurring behaviours under controlled conditions with manipulated variables (psychwiki.com, 2010).

#### **1.6.5.3 Simulation Research**

According to Kothari (2004, p. 5), this type of research involves the construction of an artificial environment within which relevant information and data can be generated.

### **Conclusion**

To conclude, one can say that this literature gives a clear idea about education and research and proves the existence of a great relationship between the two processes. Education and research are interrelated. The first prepares pupils and builds their character in order to be active performers, innovators or researchers and these latter may conduct studies and theories that lead to the advancement or the refinement of all the educational aspects that are related to teaching, learning, syllabus designing, textbooks and the like of these aspects.

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

### Table of contents

Introduction

<b>2.1 Section One: Quality in Education and Research.....</b>	<b>37</b>
2.1 The Meaning of Quality.....	39
2.1.2 Quality in Education.....	40
2.1.3 Quality in Research.....	41
<b>2.2 Section Two: Factors Affecting the Quality of Research.....</b>	<b>44</b>
2.2.1 The Researcher Character.....	44
2.2.1.1 Qualities and Characteristics of Good Researchers.....	45
2.2.1.1.1 Qualities of good Researchers.....	45
2.2.1.1.2 Characteristics of Good Researchers.....	49
2.2.2 The Supervision Process.....	49
2.2.2.1 Key Concepts.....	50
2.2.2.1.1 Mentoring vs Supervision.....	50
2.2.2.1.2 Supervision.....	51
2.2.2.1.2.1 Research Supervision.....	51
2.2.2.1.2.2 Supervisor-Candidate Relationship.....	52
2.2.2.1.2.3 Supervision-Candidate Responsibilities.....	52
2.2.2.1.2.4 The Student-Supervisor Expectations.....	54

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

2.2.2.1.2.5 Supervision Code of Practice.....	55
2.2.2.1.2.6 Co-Supervision "Team Supervision".....	55
2.2.3 The Research Course.....	56
2.2.4 The Research Facilities.....	57
2.2.4.1 The library.....	57
2.2.4.1.1 Types of Library.....	57
2.2.4.1.1.1 The Public Library.....	58
2.2.4.1.1.2 The Academic Library.....	58
2.2.4.1.1.3 The Special Library.....	58
2.2.4.1.1.4 The National Library.....	59
2.2.4.2 The Internet Laboratories.....	59
2.2.4.2.1 The Digital Library.....	59
Conclusion.....	60

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

### **Introduction**

This chapter sheds light on some factors that affect the quality of research at university level. As a first step, we try to divide this chapter into two sections. In the first one, we are going to introduce some definitions of the term “Quality” and its relationship with education and research while in the second one, the focus will be more on some of the factors that may directly or indirectly affect the quality of research at the division of English Language at the University of Biskra.

In the Algerian universities, conducting a research needs skillful researchers, a research course which provides information about how to conduct a research, research facilities that include the faculty library and the internet labs. These two latter are considered to be the main sources of the appropriate, relevant and reliable data that provide a basis for external validity to research results. Additionally, researchers need effective and skillful supervisors who should provide them with support, guidance and constructive feedback or criticism. Therefore, in the second section, we try to discuss each factor apart and highlight its different aspects (definitions, importance, role and/or characteristics).

### **2.1 Section one: Quality in Education and Research**

#### **2.1.1 The Meaning of Quality**

High quality in every aspect of one’s daily life is the most desired thing all human beings would like to possess. They prefer quality within their personal character, their spouses, their jobs, their food, their health, and especially within their education. The term “Quality” is derived from the Latin word “Qualitas” which means attribute, characteristic, property [and/or] condition. (Louis, & Velzen, 2012, p. 19). Mehta stated that Webster’s II New Revised University Dictionary defines quality as an essential character: nature, an

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

ingredient or distinguishing attribute: property, a character trait, superiority of a kind, degree of grade or excellence (2004, p. 1). He also added that this term has different interpretations from different perspectives because if we ask people about the meaning of quality each person will give a different answer.

### 2.1.2 Quality in Education

Education, nowadays, is more related to the academic institutions that offer teaching, learning and training such as schools, universities, vocational institutes, etc. Therefore, the quality of education is directly related to the excellence of what all these institutions offer. UNICEF (2000) provided a detailed explanation of this relationship. This explanation is summarised by Dilshad (2010, p. 3) in the following table:

Elements	Quality Indicators
<b>1. Quality of learners</b>	Students' good health and nutrition, early childhood psychosocial development experiences, regular attendance, and family support for learning.
<b>2. Quality of learning Environments</b>	Physical elements (e.g. school facilities, class size etc.), psychosocial elements (e.g. safe environment, teachers' behaviour, discipline policies, non-violence etc.), and service delivery (e.g. health services).
<b>3. Quality of content</b>	Student-centred and standard based curriculum, uniqueness of local and national content, and focus on literacy, numeracy, and life skills.
<b>4. Quality of processes</b>	Indicators relating to teachers and teaching (e.g. teachers' competence, support for student-centered learning, participation based teaching methods, teachers' working conditions etc.), and supervision and support (e.g. administrative leadership, effective use of technology, diversity of processes and facilities etc.)
<b>5. Quality of outcomes</b>	Students' achievement in literacy and numeracy, life skills, health outcomes, outcomes sought by parents, community participation, and learners' confidence.

**Table 2. UNICEF Framework of Education Quality Adapted from UNICEF (2000). Defining Quality. A paper presented at the International Working Group on Education meeting, Florence Italy, June 2000.**

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

Education, as mentioned earlier in chapter one, is interrelated with research which is conducted in higher education institutions (universities and colleges); therefore, its quality depends greatly on the quality of this research.

### **2.1.3 Quality in Research**

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 and, consequently, any other discipline. Education and research are interrelated which means that the quality of education and the quality of research are interrelated too.

There is a variety of sets of criteria that are used to evaluate the quality of any educational research. Kerlinger (1973) defines scientific research as "a systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena" (as cited in Seville, Ochave, Punsalan, Regala, & Uriate, 1992, p. 2). According to Fink (1998),

The quality research is the one which bears the characteristics that are required by its users, [i.e., it meets the needs of those members of society who will actually use it]. It may have internally and externally valid research design and reliable data sources, free from plagiarism practices, apply appropriate tools, and provide meaningful interpretations of results in practical and statistical terms (as cited in Mahmood, 2011).

For Kothari, an ideal research is the one which is systematic, rigorous, empirical and replicable (2004, p. 20). In addition to all these features, Gupta and Gupta (2011) described a good research as the one that is valid and verifiable, critical, objective and its findings may be generalised. In the same fashion, Laraswati (2014) listed a set of similar

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

features, but it includes accuracy and credibility. The following is a summary of the most common shared criteria and their definitions according to each scholar:

- **Research is systematic:** It must have various well planned steps that must be interrelated, i.e., each step should lead to another one.
- **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.
- **Research is empirical:** It implies that research is basically related to one or more aspects of a real situation and deals with concrete data that provides a basis for external validity to research results.
- **Research is replicable:** This characteristic allows research results to be verified by replicating the study and thereby building a sound basis for decisions.
- **Research is rigorous:** Researchers should be careful about paying attention to every detail. They have to be sure that every procedure is relevant, appropriate or verified. Rigour varies from type of research to another; it differs from physical studies to social sciences and even within the social sciences.
- **Research is controlled:** A good researcher must control all the variables. Some of these variables are taken as controlled factors while others are tested for possible effect. The controlled variables should have to be controlled rigorously.
- **Research is reliable:** Reliability is a subjective term which cannot be measured precisely, but today there are instruments which can estimate the reliability of any research. It refers the repeatability of any research, research instrument, tool or

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

procedure. If any research yields similar results each time and it is undertaken with similar population and with similar procedures, it is called to be a reliable research.

- **Research is valid:** Validity is the strength with which we can call research conclusions, assumptions or propositions true or false. It refers to the suitability of the research instrument to the research problem or how accurately the instrument measures the problem. Some researchers say that validity and reliability are co-related, but validity is much more important than reliability.
- **Research is accurate:** Accuracy in this context refers to the degree to which each research process, instrument and tool are related to each other, i.e., accuracy measures whether research tools have been selected in the best possible manner and research procedures suit the research problem or not.
- **Research is credible:** Credibility has a relationship with the use of the best sources of information and the best procedures in research. The researcher has to be aware of that when he uses accurate references, the credibility of research will be increased and vice versa. Furthermore, he should know that basing his research completely on secondary data when primary data can be gathered will also decrease the credibility of his work.
- **Generalisibility in research:** Generalisibility refers to the extent to which research findings can be applied to a larger population. In other words, if research findings can be applied to any sample from the population, the results of the research are said to be generalizable.
- **Freedom from bias:** That means that a good research should be free from the researcher's biases and must be based on objectivity not on subjectivity.

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

Research is one of the university's concerns in addition to teaching and learning. Therefore, Its quality can be influenced by one of the requirements needed for the conduction of any research at university. These requirements include: The researcher, the research course, the research facilities (Faculty library and the net labs) and the supervision process. In many countries, there is another requirement that is crucial for any research success which is research funds. However, this study will focus more on the first four requirements since the last one does not exist in the Algerian universities.

### **2.2 Section Two: Factors Affecting the Quality of Research**

Any research requires many factors in order to reach its objectives (answer questions, create a new knowledge or to contribute in any change or development). At university level, research is an essential component and requirement for the completion of any degree, the development of students' knowledge or for the improvement of teaching process. The fact that good researchers are supposed to be good teachers means that research and teaching process are inseparable. Teachers conduct research not only for the completion of their degree, but also for other academic purposes. It helps them solve some classroom problems, ameliorate or refine their syllabuses or find new techniques and methods to teach, motivate or even to assess their students. Research at university level, therefore, can be conducted by both, teachers and students.

#### **2.2.1 The Researcher Character**

Any successful study needs a good researcher. At university, research is considered to be a tool for improving knowledge, a requirement for completing a degree or a way to solve a problem. It can be conducted either by students or by teachers as well. Many scholars, teachers and specialists from the field of research provided different sets of qualities and characteristics that any good researcher should possess.

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

### 2.2.1.1 Qualities and Characteristics of a Good Researcher

When reading about what makes a good researcher, we found two different terms: Qualities and characteristics. These terms are used interchangeably in some references to refer to the features that any good researcher should have. However in other references, qualities refer to the different types of skills needed for the success of any research project while characteristics are the effects of research on the researcher personality.

#### 2.2.1.1.1 Qualities of a Good Researcher

Being good according to Webster's Universal Dictionary and Thesaurus (2005) means having the right and proper qualities. If these qualities are needed to achieve certain objectives, then success is a consequence of being good (as cited in Apita, 2010, para. 1). Dornyei (2007, p. 17) sees good researchers to be those who have a genuine and strong curiosity about their topics, common sense and good ideas. They are also those who are disciplined and responsible. In the same fashion, Apita (2010) suggested some basic qualities which are: intelligence, honesty, curiosity and initiative, enough knowledge, and good in oral and written communication.

What can be recognised is that these qualities can be categorised into three categories: Personal, academic and social qualities. The following is a summary of the main qualities or skills organised according to these categories.

##### a. Personal Qualities

- **Curiosity:** Curiosity is seen to be the main feature of real researchers. Oxford Advanced Learner's Dictionary defines curiosity as a strong desire to know about something. According to Dornyei (2007), good researchers are those who are always after something intriguing (interesting). In other

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

words, they seek knowledge about unusual things or subjects. They always have questions in their minds. It is said that "a study without questions in mind will not be a research study" (Saihi, 2013).

- **Common Sense:** Farooq (2013) stated that common sense is needed in any research. However, low dependency on common sense is one quality of a good researcher.
- **Creativity:** Dornyei (2007) and Spencer (2011) see a good researcher to be the one who is creative, innovative and original, i.e., he is the one who has good and new ideas.
- **Autonomy:** A good researcher is the one who is initiative and works independently; he is a self-reliant (Spencer, 2011).
- **Discipline and Responsibility:** Dornyei (2007) considered discipline and responsibility to be amongst the most important qualities of any good researcher.
- **Good Observation and Listening Skills:** According to Farooq (2013), good researchers are those who have good observation and listening skills. These two skills help researchers when gathering information to enrich his study.
- **Flexibility and Openmindedness:** Spencer (2011) sees that these two qualities are needed for any research. They help researchers especially when analysing and discussing the data which they have already collected through the different data collecting tools.

### b. Academic Qualities

- **Study Skills:** At university level, researchers are expected to have good study skills including reading, writing, note taking and time management

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

skills. What is meant by study skills is a variety of techniques that empower students to achieve autonomy in learning. In other words, to learn how to be able to learn on their own (Guendouzi and Ameziane, 2012).

- **Intellectual Skills:** Puttapalli (2012) asserted that intellectual skills include:
  - ❖ **Knowledge:** It refers to the ability to recall facts, names, classifications, etc. It also refers to the researcher awareness about his topic in addition to the awareness of the methodological issues that may facilitate his work. Good researchers believe that knowledge is acquired through training and wisdom is learnt through experience.
  - ❖ **Comprehension:** It is the ability to understand the different kinds of data and transforming them from one form to another. It refers also to the ability to interpret the data gathered in order to solve problems.
  - ❖ **Application:** It is the ability to apply previous knowledge, personal experiences and acquired skills to new situations.
  - ❖ **Analysis:** Is the art of breaking down and manipulating the data gathered.
  - ❖ **Synthesis:** Refers to the art of combining separate ideas to form new and more comprehensible ones.
  - ❖ **Evaluation:** It is the ability to make qualitative or quantitative judgments and to present ideas and arguments in a well organised way. This process passes through a series of steps, usually of gradually increasing difficulty to criticize constructively.
- **Information Technology Skills:** The awareness of how to use computer devices and the good access and use of the net are among the most needed

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

skills that contribute in the success of any research project. They help researchers obtain and manipulate different types and forms of data. Additionally, they help them write and organize their theses.

- **Organisational Skills:** possessing such kind of skills helps researchers manage their time, plan their work and write their research proposals and prepare a time table for their research.

- **Motivation:** Being motivated is essential for the successful completion of a research project.

c. **Social Qualities:** Puttapalli (2012) also listed a set of social skills that help researchers build strong relationships especially with people they need when conducting their research. These people include their mates, teachers, supervisors, administrators and mainly those who are supposed to be their participants. He stated that:

- Good researchers have to be good communicators. Having good communication skills serves researchers when discussing their work with their supervisors, when conducting interviews, designing questionnaires or when leading focus groups. This is needed for enriching their works with valuable and reliable data.
- Good researchers should be good listeners: Being a good listener helps the researcher understand all what is said. He will therefore think deeply, then pause effective questions, then comment critically.
- Good researchers like to learn new things even from kids, take adventures and appreciate the progress and results of others.
- Good researchers should be gentle, polite and easy going because these qualities help them build strong relationships.

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

### **2.2.1.1.2 Characteristics of a Good Researcher**

According to Puttapalli (2012),

- ❖ A good researcher is a motivator and encourager to others through his/her own actions.
- ❖ A good collaborator 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.

### **2.2.2 The Supervision Process**

Due to the complex nature of scientific research, universities appoint supervisors to provide researchers with guidance and support. They help them overcome the different difficulties they may encounter when preparing their research projects. Supervision process is prerequisite for the success of any research. However, it became an issue that hampers researchers' progress and consequently, affects the final outcome of their work. In this context, Armstrong (2004) said:

An aspect of teaching and learning that has been seriously overlooked in higher education is the process of research supervision. High failure rates for research dissertations in the social sciences have been partly attributed to student dissatisfaction with supervision and poor student-supervisor relationships (para. 1).

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

From this saying, one can recognise that supervision process may have a great impact on the completion of any research project. This impact may be positive or negative. It can be also recognised that the quality of the supervision process may be affected by the quality of the relationship between supervisors and their candidates. This part of the present study will shed the light on the different issues regarding this important process.

### 2.2.2.1 Key Concepts

When reading about supervision process, the researcher found some terms that are used interchangeably in some references and differently in some others. These terms are: Mentoring, Supervision, Mentores and Supervisors.

#### 2.2.2.1.1 Mentoring VS Supervision

Mentoring and supervision are two processes of guiding people. According to Bozeman and Feeny (2007), mentoring is:

A process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development. Mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé) as cited in (Swanson, 2011, p. 1).

Mentoring process therefore is based on the relationship between a "*mentors*" who is an individual with expertise who can help develop the career of "a mentee" (The American Psychological Association, 2006). It can be formal or informal. Zelditch (1990, p. 11) defines mentors as:

[A]dvisors, who have career experience and share their knowledge,  
[S]upporters, who give emotional and moral encouragement,

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

[T]utors, who provide specific feedback on performance,  
[M]asters, who serve as employers to graduate student “apprentices”,  
[S]ponsors, who are sources of information and opportunities and  
[M]odels of *identity*, who serve as academic role models (as cited in University of Washington and Washington State Library, 2005, p. 5).

### 2.2.2.1.2 Supervision

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). At university, supervision is needed for guiding undergraduate and postgraduate students when conducting their research projects. James & Baldwin (1999, p. 6) stated that:

The role of the supervisor is to provide a high-quality research and learning environment for the graduate student. The supervisor through mentoring and advising develops a professional interpersonal relationship with a graduate student that is conducive to scholarly activities, intellectual enhancement and promotes the student’s professional career.

Both processes mentoring and supervision are required for any academic success. The former focuses on personal growth and the latter focuses on the execution of organizationally determined educational goals. The joint aim of postgraduate research supervision and mentoring is to enhance, monitor, and evaluate the student’s learning experience (Swanson, 2011, p. 2).

#### 2.2.2.1.2.1 Research supervision:

Research process is not an easy task because it is time and effort consuming . Additionally, researchers need to have a good knowledge about how to conduct a research,

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

good research skills and some effective personal, social and academic qualities. It also requires a source from where researchers can obtain valid and reliable information and guidance. This latter is one of the main purposes of the supervision process which is often regarded as the single most important variable affecting the success of research process (ESRC, 1991, as cited in Donnelly and Fitzmaurice, nd).

According to Blaxter, Hughs and Tight (2006, p. 42), the word "supervisor" is commonly used at universities for academics who have personal responsibility for overseeing the progress of individual students' research projects. His main role is to provide guidance, support and feedback. The success of the supervision process is based on the quality of the relationship between supervisors and their candidates. This quality therefore will be affected by the quality of both supervisors and candidates.

### **2.2.2.1.2.2 The Supervisor-Candidate Relationship**

It is necessary for the supervisor and candidate to have a healthy relationship based on respect, trust and responsibility, commitment and effective communication. In this respect, Swanson (2011, p. 9) stated that "A good match between student and supervisor, both academically and personally, is a key catalyst for the development of a successful relationship and progress of a graduate student". That is to say, these mutual qualities will, in a way or another, facilitate the process of supervision.

### **2.2.2.1.2.3 Supervisor-Candidate Responsibilities**

There are several responsibilities that both the supervisor and the candidate should respect. James and Baldwin (1999, p. 1) suggested the following responsibilities for a supervisor:

- Ensure the partnership is right for the project.

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

- Get to know and carefully assess their needs.
- Establish reasonable agreed expectations.
- Work with students to establish a strong conceptual structure and research plan.
- Encourage students to write early and often.
- Initiate regular contact and high quality feedback.
- Get students involved in the life of the department.
- Inspire and motivate.
- Help if academic and personal crises crop up.
- Take an active interest in students' future careers.
- Carefully monitor the final production and presentation of the research.

The following are the candidate responsibilities suggested by (Swanson, 2011):

- work with your supervisor to select and plan a suitable and manageable research topic;
- make a commitment and show dedicated 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 your research project in conjunction with your supervisor;
- Adhere to a schedule and meet appropriate deadlines;
- Meet with your supervisor when requested and at mutually agreed upon times and report fully and regularly on progress and results;
- Seriously consider the advice and criticisms received from your supervisor and other members of your supervisory committee;

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

- Be thoughtful and reasonably frugal in using resources provided by your supervisor and the University, and assist in obtaining additional resources for your research or for other group members where applicable;
- Conform to university, faculty and graduate program requirements, including those related to deadlines, dissertation or thesis style, conflict of interest;
- Review the literature regularly and keep your literature survey up-to-date;
- Maintain exemplary records of your experimental/theoretical work (so that others can replicate your results);
- Keep in regular touch with your supervisor who should be reasonably available for consultation and,
- Follow the university's policy regarding ownership of intellectual property (as cited in Brew & Peseta, 2004; Wisker, 2005).

### **2.2.2.1.2.4 The Student-Supervisor Expectations**

The relationship between supervisors and their candidates have a great impact on the success of the supervision process and consequently on the success of any research project. However, this cannot be realised unless one of the two participants "supervisor and candidate" find what he/she expected in the other one. In their work, Blaxter, Houghs & Tight (2006, p. 43) cited in their work some of the main expectations of both supervisors and candidates. These expectations are summarised in the following:

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

Student' Expectations	Supervisors' Expectations
<p>All what students as researchers expect from their supervisors is:</p> <ol style="list-style-type: none"> <li>a. To be supervised;</li> <li>b. To read their work well in advance;</li> <li>c. To be available when needed;</li> <li>d. To be friendly, open and supportive;</li> <li>e. To be constructively critical;</li> <li>f. To have a good knowledge of their research area;</li> <li>g. To structure the tutorial so that it is relatively easy to exchange ideas;</li> <li>h. To have sufficient interest in their research to put more information in the student's path;</li> <li>i. To be sufficiently involved in their success to help them get a good job at the end of it all!</li> </ol>	<p>All what supervisors expect from their candidates is:</p> <ol style="list-style-type: none"> <li>a. To be independent;</li> <li>b. To produce written work that is not just a first draft;</li> <li>c. To have regular meetings;</li> <li>d. To be honest when reporting upon their progress;</li> <li>e. To follow the advice that they give, when it has been given at their request;</li> <li>f. To be excited about their work, able to surprise them and be fun to be with!</li> </ol>

**Table. 3 Students and Supervisors' Expectations Adopted from (Phillips and Pugh 2005: chapters 8 and 11).**

### 2.2.2.1.2.5 Supervision Code of Practice

Most universities in the world provide postgraduate students and their supervisors with a policy or a code of conduct which should be respected by both. This code serves to maintain discipline and respect and leads to a good quality of supervision process.

### 2.2.2.1.2. 6 Co-Supervision "Team Supervision"

Co-supervision or "Team supervision" is a strategy used by some universities for various purposes. Swanson (2011, p. 17) stated the following reasons for using Co-supervision process:

- a. The graduate student will benefit from different perspectives and expertise;

## CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH

- b. The supervisors benefit from sharing the responsibility, particularly if problems ever arise;
- c. There will always be a support for the graduate student if for some reason one co-supervisor becomes unavailable; and,
- d. Junior academics can be initiated into good practice by experienced supervisors (Nightingale, 2005).

### 2.2.3 The research Course

Research is a rigorous process that requires a systematic guidance from supervisors. This means that it is not an easy task to do. It needs much time and efforts in addition to a good number of study and research skills. Therefore, research methodology course is significant for novice researchers. It provides them with the appropriate skills and knowledge that help them overcome all the problems they may encounter. Kothari (2004, p. 10) considered the following:

- ❖ The research course provides novice researchers with knowledge and skills about how to do a research.
- ❖ The knowledge of how to do a research will raise the researcher' familiarity with the different research issues.
- ❖ Having knowledge about how research is done helps researchers develop their critical thinking and accept new ideas.
- ❖ It helps researchers deal with the different research methods.

At university level, teaching research course begins from the first year and continuous until graduation. In the two first years, it takes the form of study skills course. This latter makes the link between the new comers "first year students" and the new life at university. They will learn different study skills that may help them perform well in their

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

studies. Since the fifth semester, students will be introduced to the field of research step by step. Guendouzi and Ameziane (2012, p. 13) provided a clear idea about this course:

The implementation of the LMD (Licence, Master's and Doctorate) system in [the] Algerian university has brought a new and long waited for subject, Methodology of university studies, which takes on the form of study skills during the first four semesters of the Licence level (...) One of the most characteristics of study skills is that interdisciplinary by nature, which means that they cut across all disciplines in sciences, technology and humanities.

In the Master's degree, research course deals with all what is related to research process (research methodologies, research methods, research designs and the like of these issues.

### **2.2.4 Research Facilities**

#### **2.2.4.1 The library**

By research facilities, we mean the faculty library and the internet laboratories. They should be the main sources of information required for the success of any research project. The term library is derived from the Latin word "Liber" which means a "Book" (Gupta, nd). According to Meriam Webster Dictionary (2015), 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.

##### **2.2.4.1.1 Types of Libraries**

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

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

### **2.2.4.1.1.1.1 The Public Library**

According to Ranganathan (cited in Gupta, n.d., p.6), it 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.

### **2.2.4.1.2.1.1.2 The Academic Library**

According to Gupta (n.d.), it is a library which is associated or attached with any educational institution to support its educational programs (p.17). Accordingly, it means an Integral part of specific institutions such as schools and universities for the sake of teaching, learning, and searching, etc. thus, it contains specific kinds of books and information and it is more specific to students, pupils, and teachers.

### **2.2.4.1.2.1.1.3 The Special Library**

Special library is more specific than the previous ones. It is:

A 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. (American Library Association, cited in Gupta, n.d., p.50). As an example of such library are: National Science Library, National Library for Blind, Parliament Library, library of Ministry of Law.

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

### **2.2.4.1.2.1.1.4 The National Library**

This latter keeps all documents about a nation under some legal provision and thus represents publications of and about the whole nation (Gupta, n.d, p.58). For example: National Library of India-Kolkata, British Library-London, and Library of Congress-Washington. Gupta reported that this type of libraries can be grouped by comprehensive functions, subject, special user group served, or type of material.

### **2.2.4.2 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).

#### **2.2.4.2.1 The Digital Library**

This kind came as the result of the developments that occurs with the modern information technology such as the computer and the internet. It is:

[A] focused collection of digital objects that can include text, visual material, audio material, video material, stored as electronic media formats (as opposed to print, micro form, or other media), along with means for organizing, storing, and retrieving the files and media contained in the library collection. (Wikipedia, 2015, Para.1).

Nowadays, the digital library is very broadly used by different people. It is easy, fast and mostly available everywhere.

## **CHAPTER TWO: FACTORS AFFECTING THE QUALITY OF RESEARCH**

### **Conclusion**

This chapter was an attempt to raise EFL students' awareness about the quality of education and the quality of research and the relationship between them. As we said before in chapter one about the relationship between education and research, we have found the same relationship between the quality of education and the quality of research. They are totally interrelated. Additionally, this chapter investigated the different factors that may affect the quality of research. The results showed that all of these factors can affect the quality of research. However, the research facilities and the supervision process are the most affective factors that may hinder the quality of research in the English division at the University of Biskra.

## **CHAPTER THREE: FIELD WORK**

### Introduction

3.1. Students' Questionnaire.....	62
3.1.1. Administration and Aim of the Students' Questionnaire.....	62
3.1.2. Description and Analysis of the Students Questionnaire.....	63
3.2. Teachers' Questionnaire.....	83
3.2.1. Administration and Aim of the Teachers' Questionnaire.....	83
3.2.2. Description and Analysis of the Teachers' Questionnaire.....	83

### Coclusion

## **CHAPTER THREE: FIELD WORK**

### **Introduction**

This study is an attempt to investigate some factors that affect directly or indirectly the quality of research in the division of English Language at Mohamed Khider University of Biskra. To enrich this study with valuable data, we designed and distributed two questionnaires, one was for second year master students (M2) and the other was for teachers (especially those who are engaged in the supervision process). Since this study concerns the quality of research, 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**

#### **3.1.1. Administration and Aim of the Students' Questionnaire**

This questionnaire is distributed hand to hand and 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 about (70) questionnaires from Biskra University (BU) EFL M2 students and about (15) from the other universities (OUS). After a discussion with the supervisor, we decided to choose (40) questionnaires from Biskra University and (9) from the other aforementioned universities. We selected the most clear and completed questionnaires which we thought that they may enrich the current study with useful and valuable data.

The idea of distributing questionnaires to students from other universities was for checking which factors affect the quality of research in the division of English Language at the University of Biskra and in the divisions of English at the other universities.

## CHAPTER THREE: FIELD WORK

### 3.1.2. Description and Analysis of the Students Questionnaire

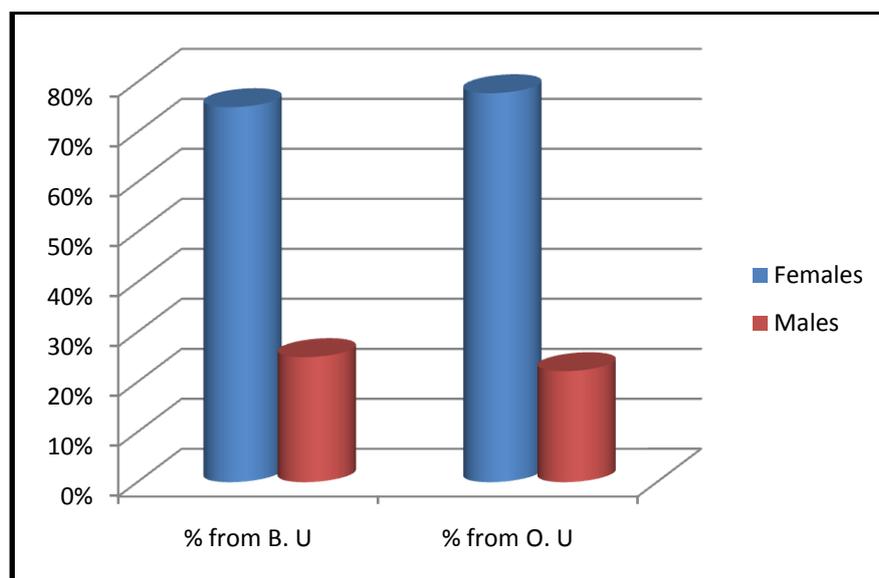
#### a. Description

This questionnaire is composed of two sections which include different types of questions, close ended and open ended questions. Section one includes seven items. It is for the purpose of gathering information regarding the students' gender, personal situation as students or as student workers and their attitudes towards research. It also aims at raising the main problems which they encountered when conducting their researches. Section two deals with the different factors that may affect the quality of research: The researcher character, the research course, research facilities and the supervision process.

#### b. Analysis

##### 1. Section One: Background Information

##### 1.1. Item 1: The Students' Gender



**Graph.1: Students' Gender**

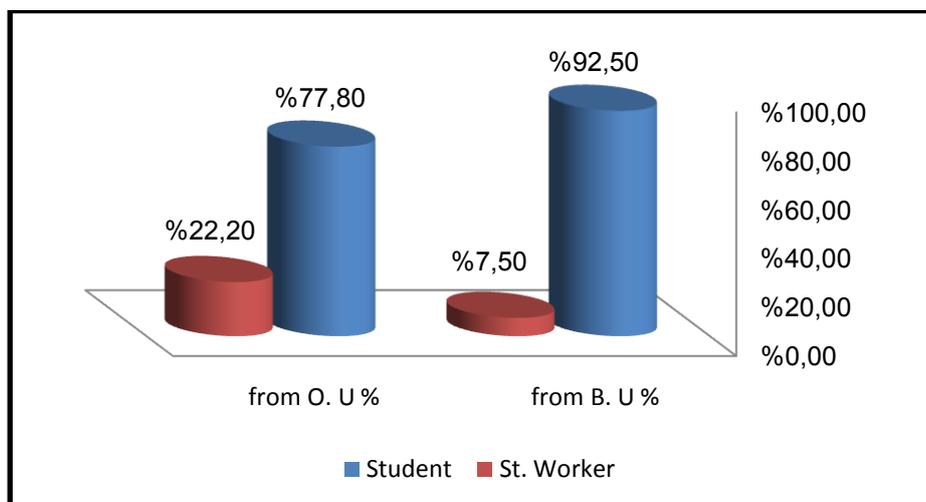
## CHAPTER THREE: FIELD WORK

Results from the histogramme above show that the majority of the participants are females either in Biskra University (BU) or in the other universities (OUs). Females represent (75%) of the sample from BU and (77.80%) from the OUs while males represent (25%) in BU and (22.20%) in the OUs. That means girls are more interested in learning English as a Foreign Language than boys who prefer the scientific branches.

### 1.2. Item 2: Students' Situation

Q2- Personal Situation				
Option	Number from BU	% from BU	Number from OUs	% from OUs
Student	37	92.50%	7	77.80%
St. worker	3	7.50%	2	22.20%

**Table 4: Students' Situation, Students/Student workers**



**Graph 02: Histogramme Representing Students' Situation, Students/Student workers**

From the table and the histogramme mentioned above, one can see that most M2 students in all universities are students (92%) in BU and (77.80%) in the OUs. Student workers represent only (7.5%) in BU and 22.20% in OUs. This indicates that the majority

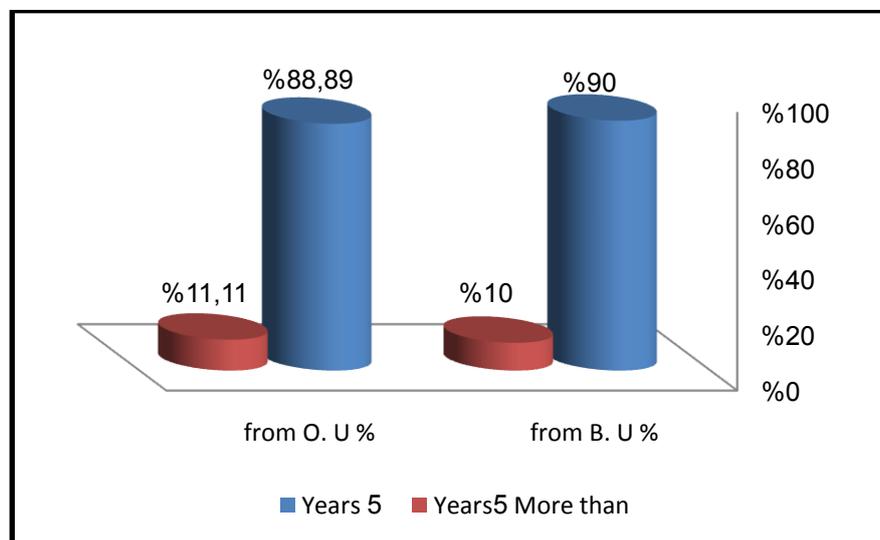
### CHAPTER THREE: FIELD WORK

of M2 students especially from the University of Biskra are not busy by jobs that may take a great amount of their time allotted to research.

#### 1.3. Item 3: Period of Studying English at University

Period	Number from B. U	% from B. U	Number from O. U	% from O. U
5 years	36	90%	8	88.89%
More than 5 years	4	10%	1	11.11%

Table 5: Period of Studying English at University



Graph 03: Histogramme Representing the Period of Studying at University

Results show that about (90%) of the respondents from all universities have been studying English at university for five years and only (10%) of them spent more time. These latter may be repetitives of second year master or of previous years.

## CHAPTER THREE: FIELD WORK

### 1.4.Item 4: Number of Researches Conducted during the Period of Studying at University

Option	Number from B. U	% from B. U	Number from O. U	% from O. U
One	5	12,50%	1	11,11%
Two	25	62,50%	1	11,11%
More than two	10	25%	7	77,80%

**Table 6: Number of Researches Conducted during the Period of Studying at University**

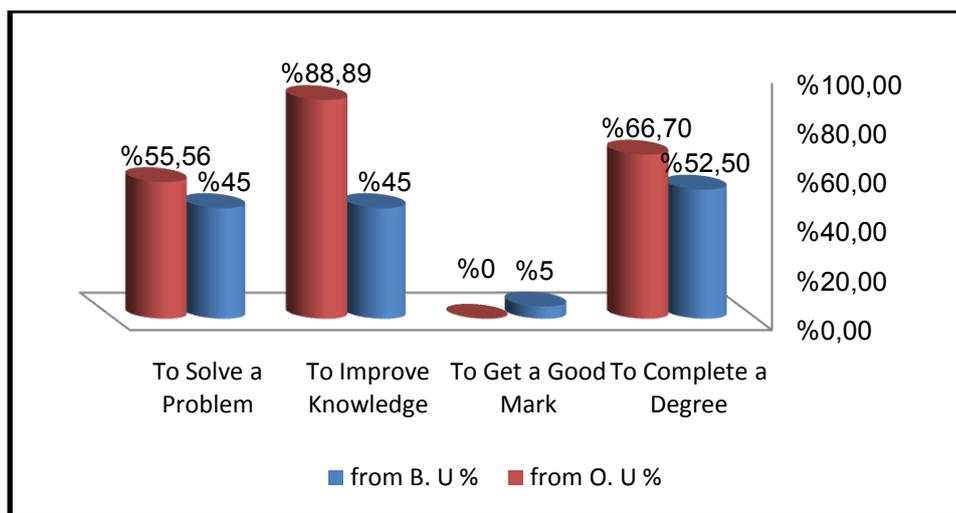
The results from the table mentioned above indicate that while most EFL M2 students of BU (62.50%) have conducted two researches including this last one, the majority of EFL M2 students from the OUs (77.80%) have conducted more than two researches. This means that EFL students from OUs are more familiar with research than those from BU. Being familiar with research may help students develop their research skills and build strong relationship with research facilities such as the faculty library and the internet labs. In other words, research course should be based on practice more than on theory. Thus, the more students practice the process of research the better they get knowledge about it and the better they get knowledge, the more they learn from it.

### 1.5. Item 5: Students' Purpose from Doing Research

Purpose	Number from BU	% from BU	Number from OU	% from OU
To complete a degree	21	52,50%	6	66,70%
To get a good mark	2	5%	0	0%
To improve knowledge	18	45%	8	88,89%
To solve a problem	18	45%	5	11,11%

**Table 7: Students' Purpose from Doing Research**

## CHAPTER THREE: FIELD WORK



**Graph 04: Histogramme Representing Students' Purpose from Doing Research**

What can be seen from the results shown above is that (52%) of the respondents from BU consider research as a necessity to complete their degrees. (45%) represents those who see research as a fortune to improve personal knowledge and those who see it as a way to solve problems or to make change. One can also see that (5%) conduct research for the purpose of getting good marks. However, most of the participants from the other universities (88%) conduct research in order to improve personal knowledge, (66%) see it as a necessary step to complete their degree and only (45%) who consider it as a chance to solve problem(s).

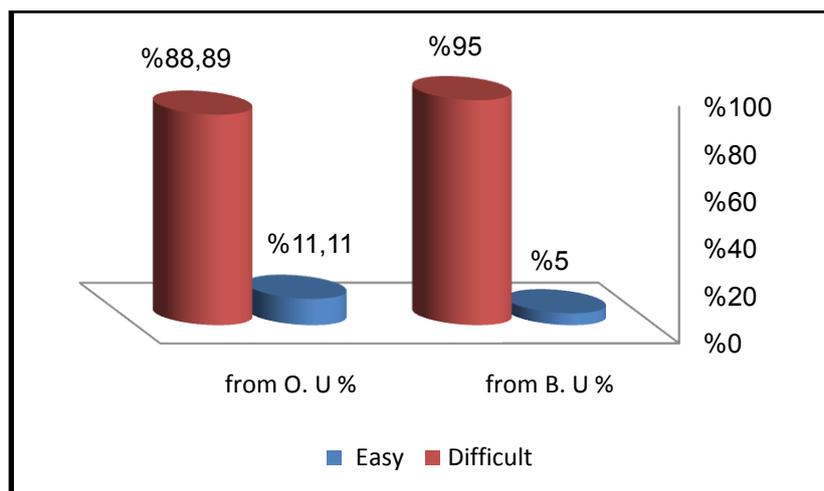
It is clear from these results that conducting research for the purpose of solving problems or making change is the last interest of the majority of the Algerian EFL students. For them research is no longer than a tool to achieve personal purposes.

### 1.6. Item 6. Students' Attitudes towards Research

Option	Number from BU	% from BU	Number from OU	% from OU
Easy	2	5%	1	11.11%
Difficult	38	95%	8	88.89%

**Table 8: Students' Attitudes towards Research**

## CHAPTER THREE: FIELD WORK



**Graph 05: Histogramme Representing Students' Attitudes towards Research**

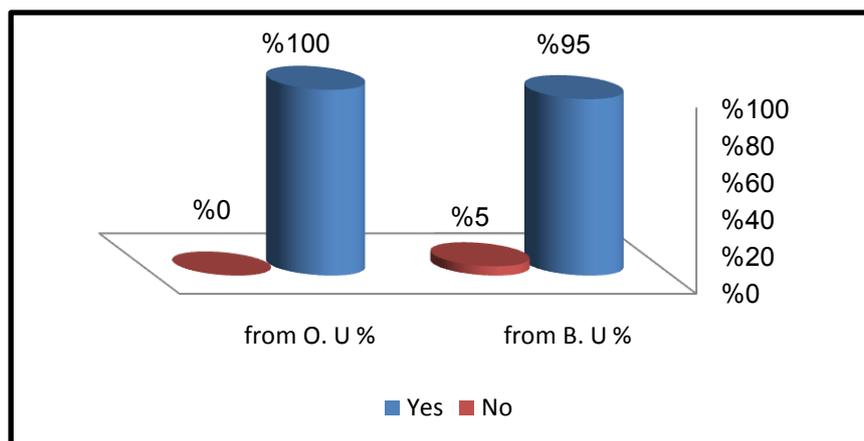
From the table and the histogramme, it is clear that only (5%) of the participants from BU and (11.11%) from the OUs who found research an easy task. A participant from the latter stated that she sees research to be an easy task because she is familiar with its steps and because technology makes it so easy. However, the majority of the respondents (95%) from BU and (88.89%) from the OUs found it hard and difficult to conduct because it needs enough time, good study skills, valuable references and guidance.

### 1.7. Item 7. Problems Encountred by Researchers

Students' Agreement	Number from BU	% from BU	Number from OUs	% from OUs
Yes	38	95%	9	100%
No	2	5%	0	0%

**Table 09: Students' Agreement about Problems existance**

## CHAPTER THREE: FIELD WORK



**Graph 06: Students' Agreement about Problems Existence**

It is clear from the figure above that the whole sample representing the OUs (100%) and approximately the whole sample of BU (95%) have encountered many problems when they conduct their researches. The following table shows the main types of problems that M2 students have faced either in BU or in the OUs:

Types of Problems				
Statement	Number from BU	% from BU	Number from OUs	% from OUs
Time management and research skills	19	47.50%	4	44.50%
Lack of sources	22	55%	7	77.80%
Insufficient knowledge about research	17	42.50%	4	44.50%
Supervision process	18	45%	2	22.33%
Others	1	2.50%	1	11.11%

**Table 10: Types of problems that M2 students have faced**

This table indicates that the lack of sources was the nightmare of all M2 students from all universities. (55%) of the respondents from BU and (77.80%) faced this problem. What comes next is about research skills including time management. (47.5%) of the participants from BU and (44.5%) of the M2 students from the OUs suffered from this issue. Most respondents said that the time allotted for research is not sufficient. Respondants from BU said that studying about 10

## **CHAPTER THREE: FIELD WORK**

modules and the postponing in the programme for each time because of the lack of teachers tired them a lot and took a large amount of their time. At the University of Constantine and the University of Batna, master students in their last year, have only 5 modules.

Concerning the knowledge of how research should be done the results were approximately the same, (42.5%) from BU and (44.5%) from the OUS. What is really remarkable in this table is the problem of supervision process; (45%) of the respondents from BU stated that they have encountered many problems with their supervisors while in the OUs only (22.23%) have faced such problem. This problem may be due to the huge number of the candidates or to the lack of qualified and experienced supervisors. Students from the University of Sidi Belaabbes for instance, said that they have not found problems with their supervisors. The number of the students there is about (76) students. They have been supervised by (31) teachers including (3) with a Professor degree, (12) with Doctorate degree and the rest has Magister degree. Students from the University of Setif said that the huge number of supervisors (54) covers the large number of candidates (160) and this facilitates the work of the supervisors as well as the work of the candidates.

### **Section Two: Factors Affecting the Quality of Research**

In this section, we try to spot light on some factors that are considered to be amongst the most important requirements for any post graduate research which are : The researcher character, the research course, the supervision process and the research facilities and to see which ones have the greatest impact on the quality of research.

#### **2.1. Item 8: Factors Affecting the Quality of Research**

##### **a. Responses from BU**

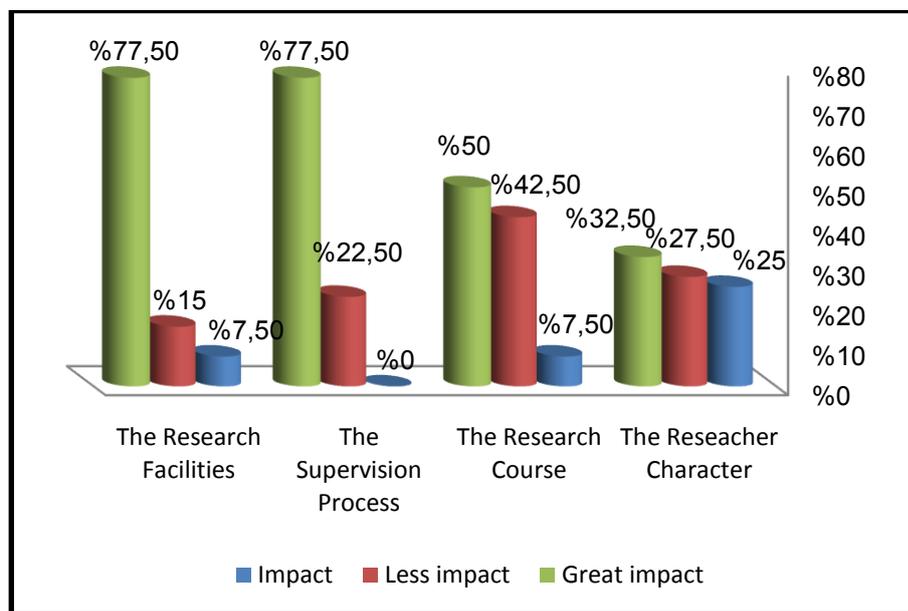
In this item, respondents have been asked to circle the appropriate number corresponding to a degree of impact of each factor. (1) stands for impact, (2) for less

### CHAPTER THREE: FIELD WORK

impact and (3) stands for great impact. The results are shown in the following table and histogramme:

Factors	Impact	Less impact	Great impact
The researcher character	25%	27.50%	32.50%
The research course	7.50%	42.50%	50%
The supervision process	0%	22.50%	77.50%
The research facilities	7.50%	15%	77.50%

**Table 11: Factors Affecting the Quality of Research, Responses from BU**



**Graph 07: Histogramme Representing the Factors Affecting the Quality of Research, Responses from BU**

It is shown on the histogramme that M2 students of BU considered all these factors to have a great impact on the quality of research. They chose the research facilities (77.5%) and the supervision process (77.5%) to have greater impact than the research course (50%) and the researcher character (32%). This proves what has been shown before in (Item 6); students from BU said that the main problems they have faced are related to supervision process and research facilities. However, if we include time management and research skills within the researcher character, there will be a kind of contradiction because

## CHAPTER THREE: FIELD WORK

in (Item 6), time management and research skills appeared in the second place after the lack of sources.

### b. Responses from OUs

Factors	Impact	less impact	Great impact
The Researcher Character	0%	33.33%	66.67%
The Research Course	22.22%	22.22%	55.56%
The Supervision Process	0%	44.44%	55.56%
The Research Facilities	0%	11.11%	88.89%

**Table 12: Factors Affecting the Quality of Research, Responses from OUs**

What can be seen from the results that are represented above is that the respondents from the OUs also considered all these factors to have a great impact on the quality of research. The impact of the research facilities comes first (88%), the researcher character (66.67%) while (55.56%) of the respondents considered the supervision process and the research course to have the same weight and importance in determining the quality of research. Unlike the results obtained from M2 students of BU, these ones are more fair and reliable because they prove what has already been mentioned earlier in (Item 6).

## 2.2. Item 9: Research skills

### a. Personal Skills

Skill	Number from B. U	% from B. U	Number from O. U	% from O. U
Autonomy and curiosity	24	60%	7	77.78%
Patience	29	72.50%	7	77.78%
Sociability	4	10%	1	11.11%
Risk taking	9	22.50%	2	22.22%
Flexibility	10	25%	3	33.33%
Good observation	20	50%	6	66.77%

**Table 13: Personal Research skills**

## CHAPTER THREE: FIELD WORK

It is clear from the table that results are approximately the same. Most respondents from all universities see that a good researcher should be autonomous, patient and a good observer. They give little importance to sociability, risk taking and flexibility.

### b. Academic Skills

Skill	Number from BU	% from BU	Number from OU	% from OU
Good study skills	21	52.50%	6	66.78%
Organisation	25	62.50%	8	88.89%
Awareness about research process	28	70%	9	100%
Mastery of computer devices	17	42.50%	3	33.33%
Good access and use of the net	20	50%	6	66.78%
Critical thinking	27	67.50%	6	66.78%

**Table 14: Academic Research skills**

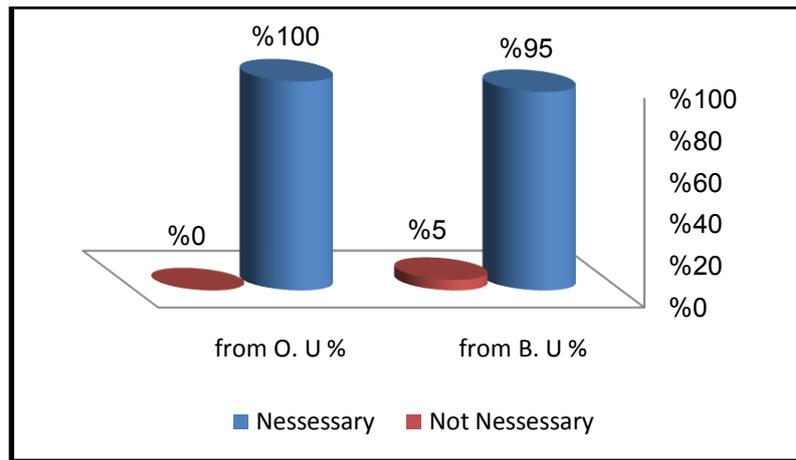
It is noticeable that the rates obtained from OUs are higher than those obtained from BU. Generally speaking, results indicate that most of respondents consider the awareness about the research process, organisation, the good access to the net and critical thinking to be the most important academic skills that a good researcher should have. These results also indicate that M2 students from all universities give importance to academic skills more than to personal ones.

### 2.3. Item 10: The Necessity of Research Course

Option	Number from BU	% from BU	Number from OU	% from OUs
Necessary	38	95%	9	100%
Not necessary	2	5%	0	0%

**Table 15 : The Necessity of the Research Course**

### CHAPTER THREE: FIELD WORK



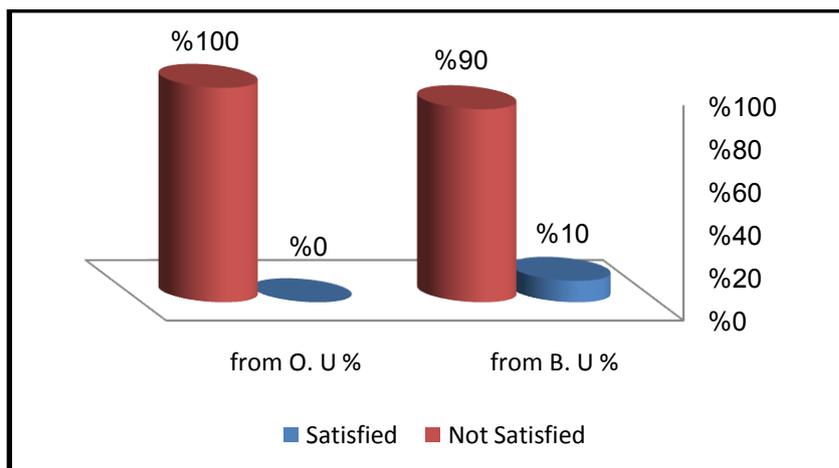
**Graph 08: Histogramme Representing the Necessity of the Research course**

The majority of the participants from BU and the whole number of the sample from the OUs agree that the research course is a necessity and a basic requirement for any research or scientific study.

#### 2.4. Item 11: Students' Satisfaction towards the Research Course

Option	Number from BU	% from BU	Number from OU	% from OU
Satisfied	4	10%	0	0%
Not Satisfied	36	90%	9	100%

**Table 16: Students' Satisfaction towards the Research Course**



**Graph 09: Histogramme Shows the Students' Satisfaction towards the Research Course**

### CHAPTER THREE: FIELD WORK

It is clear, from the histogramme, that most M2 students from BU (90%) and all the participants from the OUs are not satisfied with the way the research course is being taught. The following table summarises the main causes of their dissatisfaction :

Cause of Unsatisfaction	Number from BU	% from BU	Number from OU	% from OU
No modern methods of research	14	37.50%	6	66.67%
SPSS is not included in the programme	16	40%	1	11.11%
Research course and practice have gaps	22	55%	7	77.78%
Qualitative & quantitative methodologies are not fully covered	16	40%	6	66.67%
No conventional methodology	21	52.50%	5	55.56%
No adoption of one style (APA/MLA)	20	50%	4	44.44%

**Table 17: Causes of Unsatisfaction**

Most M2 students from all universities (55%) from BU and (77.78%) see that the gap between research course and practice has the greatest impact on their work. According to them, research course should be more practical than theoretical. What can be also recognised is that respondents from all universities consider the inexistence of one conventional methodology and the adoption of one style to be among the main problems they have encountered. They believe that these two factors should be respected by all supervisors at any university. However, there are other causes of dissatisfaction which differ from university to another according to their impact on post graduate researchers progress. Such factors include:

- The inexistence of modern methods and tools has a great impact at the OUs more than at BU.
- Students from the OUs are familiar with the use of the SPSS more than those from BU.

## CHAPTER THREE: FIELD WORK

- Quantitative and qualitative methodologies are more covered at BU than in the OUS.

### 2.5. Item12 Students' Attitudes towards Research Facilities

By this item, participants were asked to identify whether they strongly agree, agree or strongly disagree with some services that can be provided by the university which are:

**S1.** The availability of internet service

**S2.** The availability of research journals

**S3.** The availability of books and theses

**S4.** The availability of Xerox service

#### a. Responses from BU

Statement	Strongly Agree	Agree	Strongly Disagree
S1. Internet labs are available.	35%	42.50%	20%
S2. Research journals are available.	15%	27.50%	57.50%
S3. Sufficient number of books and theses is available.	35%	20%	37.50%
S4. Digital library facility is available.	22.50%	37.50%	40%
S5. The library provides a Xerox service.	17.50%	25%	52.50%

**Table18: Students' attitudes towards research facilities, responses from BU**

When the respondents were asked about their attitudes towards research facilities, about (77.50%) of them indicated their agreement with the availability of internet labs. However, they showed their disagreement with S2, S3, S4 and S5. Concerning S3 (sufficient number of books and theses is available), the Letters and Foreign Languages' faculty library contains about 1284 English books. Most of them are dictionaries, encyclopedias and books of literature. The problem is that the available number of books

## CHAPTER THREE: FIELD WORK

which is related to the scientific branch is not sufficient. There is a huge lack of books regarding some modules especially those which are considered to be the basis of the scientific branch such as Research Methodology, Applied Linguistics, Pragmatics Phonetics, etc. If there are some, there are no ample copies for each book.

For the case of the net service, there are two available labs which are equipped approximately with 20 computers linked to the net. These two labs work five days per week from 08:00 to 16:00. Therefore, the problem is not related with the internet labs, but with the researchers themselves (their research skills).

### b. Responses from OUs

Statement	Strongly Agree	Agree	Strongly Disagree
S1. Internet labs are available.	55.56%	22.22%	22.22%
S2. Research journals are available.	22.22%	22.22%	55.56%
S3. Sufficient number of books and theses is available.	44.44%	33.33%	22.22%
S4. Digital library facility is available.	33.33%	11.11%	55.56%
S5. The library provides a Xerox service.	11.11%	0%	88.89%

**Table 19 : Students' attitudes towards research facilities, responses from OUS**

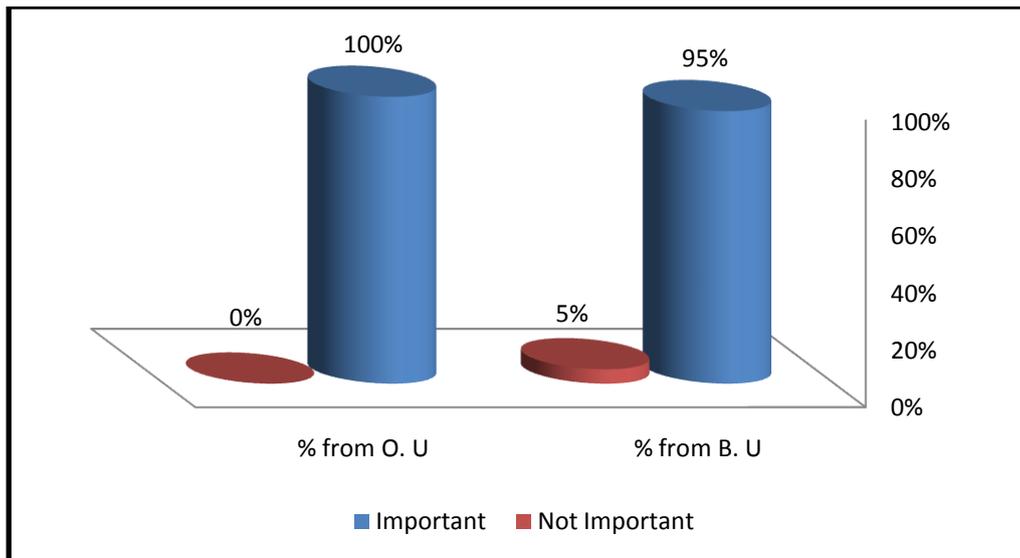
In the case of OUs, the respondents indicated their agreement towards the availability of the internet labs and of the sufficient number of books. Additionally, they showed their disagreement with S2, S4 and S5.

### 2.6. Item 13: The Importance of Supervision Process

Option	Number from BU	% from BU	Number from OUs	% from OUs
Important	38	95%	9	100%
Not important	2	5%	0	0%

**Table 20: The Importance of the Supervision Process**

## CHAPTER THREE: FIELD WORK



**Graph 10: The Importance of the Supervision Process**

The histogramme above shows that the majority of the participants from BU (95%) and the whole sample from the OUs (100%) stated that the supervision process is so important for any research process. According to them, supervision process provides advice and guidance and control which are needed for the accomplishment of any research project.

### 2.7. Item 14: Students' Agreement about Regular Supervision Session

Supervision Session	Number from B U	% from BU	Number from O Us	% from O Us
Exists	24	60%	2	22.22%
Do not exist	16	40%	7	77.78%

**Table 21: Students' Agreement about Regular Supervision Session**

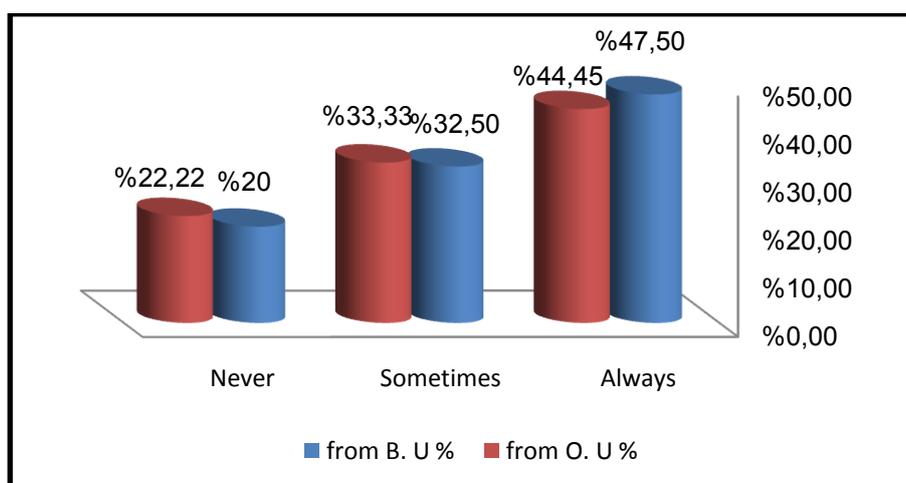
The results which are shown in the table above indicate that (60%) of the respondents from BU has regular supervision sessions while (40%) do not have regular sessions. However, it is the opposit with the partisipants from the OUs. Most of them (77.78%) do not have regular supervision sessions.

## CHAPTER THREE: FIELD WORK

### 2.8. Item 15: Frequency of Attending the Supervision Session

Option	Number from BU	% from BU	Number from OUs	% from OUs
Always	19	47.50%	4	44.45%
Sometimes	13	32.50%	3	33.33%
Never	8	20%	2	22.22%

**Table 22: Representing the Frequency of Attending the Supervision Session**



**Graph 11: Histogramme showing the frequency of attending the supervision Session**

What is remarkable from this item is that results from BU and from the OUs are approximately the same in each option. The highest rates represent who always meet their supervisors (47.45%) for respondents from BU and (47.5%) for those from OUs. They are probably those who are not workers.

Concerning those who sometimes attend their supervision sessions (32.50%) from BU and (33.33%) from the OUs, they are probably those whose work takes a great amount of their time. In such cases, sometimes the supervisors who have some duties that may take a big part of their time such as having many modules to teach, some extra sessions and/or a thesis to prepare.

## CHAPTER THREE: FIELD WORK

What is astonishing is the great number of those who never attend their supervision session. They represent the fifth (20%) of the respondents from BU and about the fourth (22.50%) of the M2 students from the OUs. This may be due to the existence of another means of communication between the supervisors and their candidates such as (telephone, email or facebook). Supervisors, in such cases, should: be available, give feedback whenever receiving students' piece of work and be strict and responsible in order to maintain discipline and sense of responsibility within their candidates.

### 2.8. Item 16: Students' Attitudes towards their Supervisors

By this item, the participants were asked to give their opinions regarding their supervisors. They were expected to identify whether they strongly agree, agree or strongly disagree with some characteristics their supervisors may have. Their responses are represented in the following tables:

#### a. Responses from BU

Statement	Options		
	Strongly Agree	Agree	Strongly Disagree
S1. My supervisor helped me when selecting my topic.	30%	27.50%	42%
S2. S/he prefers certain topics than others.	5%	20%	75%
S3. S/he was my first source of references.	15%	22.50%	62%
S4.S/he helped me when encountering some methodological issues.	25%	47.50%	27%
S5. S/he was available for regular consultation.	25%	55%	20%
S6.S/he was comprehensive and supportive.	32.50%	45%	22.50%
S7. S/he advised me to avoid unethical issues.	37.50%	40%	22.50%
S8. S/he corrected my work and provided me with feedback.	30%	45%	25%
S9. S/he facilitated contact with her by phone, email, etc.	37.50%	35%	25%

Table 23: Students' Attitudes towards their Supervisors, Responses from BU

## CHAPTER THREE: FIELD WORK

The results that has been obtained from respondents from BU are as follows:

- They strongly agreed (37%) only with the (S9) which concerns whether their supervisors facilitate contact with them or not,
- They agreed with (S4, S5, S6, S7 and S8), but they are not totally satisfied by these characteristics. Some of those who strongly disagreed with these statements stated that their supervisors were not cooperative.
- They strongly disagree with S1 (42%), S2 (75%) and S3 (62%). S1 and S2 reveal that most supervisors gave their candidates the freedom to choose their research topics and do not prefer certain topics than others. Being unsatisfied with S3 indicates that the candidates expect from their supervisors to be their first source of references.

### b. Responses from OUs

Statement	Options		
	Strongly Agree	Agree	Strongly Disagree
<b>S1.</b> My supervisor helped me when selecting my topic.	55.56%	22.22%	22.22%
<b>S2.</b> S/he prefers certain topics than others.	11.11%	11.11%	77.78%
<b>S3.</b> S/he was my first source of references.	11.11%	44.44%	44.44%
<b>S4.</b> S/he helped me when encountering some methodological issues.	55.56%	22.22%	22.22%
<b>S5.</b> S/he was available for regular consultation.	55.56%	22.22%	22.22%
<b>S6.</b> S/he was comprehensive and supportive.	55.56%	33.33%	11.11%
<b>S7.</b> S/he advised me to avoid unethical issues.	44.44%	33.33%	22.22%
<b>S8.</b> S/he corrected my work and provided me with feedback.	77.78%	11.11%	11.11%
<b>S9.</b> S/he facilitated contact with her by phone, email, etc.	88.89%	11.11%	0%

## CHAPTER THREE: FIELD WORK

**Table 24: Students' Attitudes towards their Supervisors, Responses from OUs**

Results obtained from the responses of the participants of the OUs are totally different from those of BU except for S2 and S3 where they showed their disagreement too. Most of them strongly agree with the rest of the statements. S1, S4, S5, S6 (55.56%), S7 (44.44%), S8 (77.78%) and S9 (88.89%). This indicates that they do not find problems with their supervisors and this may be due to:

- The large number of supervisors which may cover the huge number of candidates such as in the Division of English at the University of Setif is 54 with different degrees and the number of the candidates is about 160/163.
- The small number of candidates such as in the University of Sidi Belaabbess 76 candidates.
- In some universities such as the University of Batna and the one of Sidi Belaabbess, supervisors have groups of candidates. In other words, they are responsible of research projects that are conducted by 2-3 candidates at once.

Under certain circumstances, supervision process cannot be a matter that may hinder the completion of postgraduate theses or a factor that affect the quality of research at any university.

## **CHAPTER THREE: FIELD WORK**

### **Conclusion**

This questionnaire was a useful tool of gathering data from respondents from the University of Biskra and other universities. The results helped us know the different problems that EFL postgraduate students face when conducting research and proved that the factors which are investigated through this study affect the quality of research at university. Results from other universities indicated that the impact of each factor differs from university to another according to the circumstances under which postgraduate research is conducted.

In the division of English Language at Biskra University, supervision process, research facilities and the research course are the main factors that affect the quality of research. However, in the other universities, the main factors are the research facilities and the researcher character. This indicates that research facilities which are considered to be the main source of references needed for any research have the greatest impact on the quality of research at university.

### **3.2. Teachers' Questionnaire**

#### **3.2.1. Administration and Aim of the Teachers' Questionnaire**

This questionnaire was distributed hand to hand to 14 teachers who are engaged in the process of supervision in the division of English Language at the University of Biskra. This idea was for the purpose of obtaining information from another population which is seen to have a crucial role in the success of any research project. It took only two days to receive 12 complete questionnaires that we depended on in addition to the students' ones to enrich this study with useful and valuable information.

## CHAPTER THREE: FIELD WORK

### 3.2.2. Description and Analysis of the Teachers' Questionnaire

#### a. Description

This questionnaire is composed of two sections which include different types of questions, close ended and open ended questions. Section one includes seven items. It is for the purpose of gathering information regarding the teachers' teaching experience, their degree and their experience as supervisors and their attitudes towards research. It also aims at raising the main problems which they encountered as researchers when conducting their researches and when supervising other researchers. Section two deals with the different factors that may affect the quality of research: The researcher character, the research course, research facilities and the supervision process.

#### b. Analysis

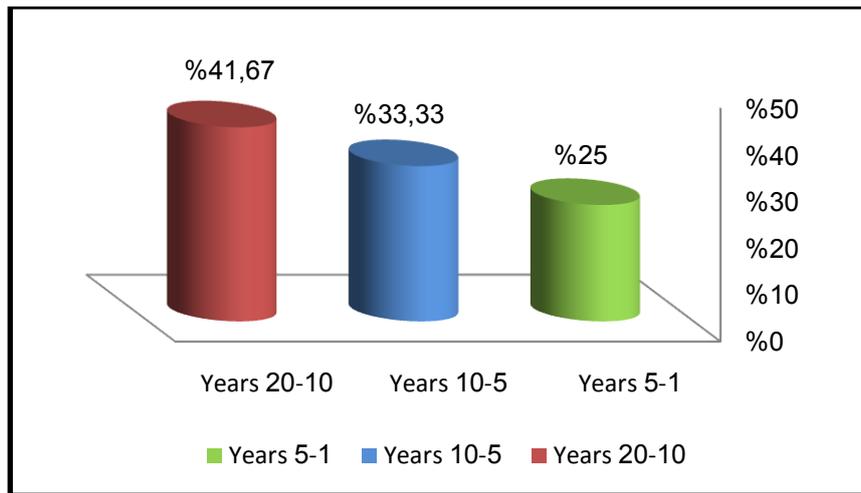
##### 1. Section One: Background Information

##### 1.1. Item 1: Teaching Experience at University

Option	Number	%
1-5 years	3	25%
5-10 years	4	33,33%
10-20 years	5	41,67%

**Table 25. Teaching Experience at University**

## CHAPTER THREE: FIELD WORK



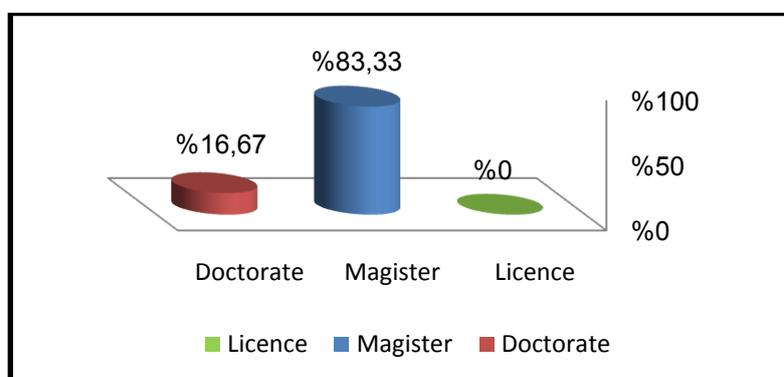
**Graph 12: Histogramme Representing Teaching Experience at University**

The table and the histogramme above show that novice teachers from (1-5 years) of experience represent (25%) of the sample while experienced teachers with (5-20 years) represent the rest (75%). This indicates that the division of English Language in BU has teachers from different generations. Most of them are experienced teachers with no less than five years of experience.

### 1.2. Item 2. Teacher's Degree

Degree	Number	%
Licence	0	0%
Magister	10	83,33%
Doctorate	2	16,67%

**Table 26. Teachers Degree**



**Graph 13: Histogramme Representing Teachers' Degree**

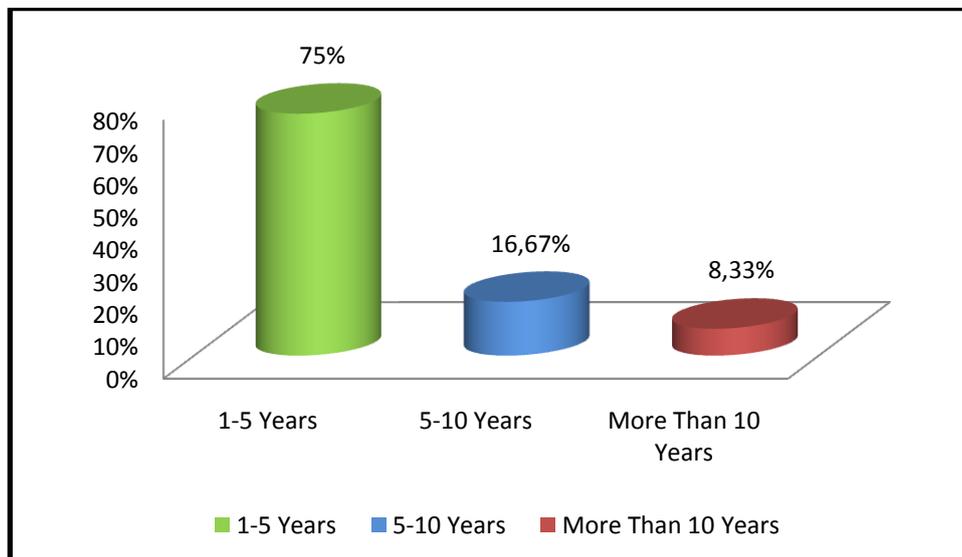
### CHAPTER THREE: FIELD WORK

It is clear, from the histogramme, that (88.33%) of the sample has a Magister degree and only (16.67%) has a Doctorate degree. In fact, there are 51 teachers in the English division 33 of them are full time teachers while part time teachers are 28. Among the full time teachers, there are 6 with doctorate degree and the rest has a Magister degree. Most of these latter are prepared for the completion of their Doctorate degree. This gave us the opportunity to know whether the factors investigated through this study hamper only the progress of postgraduate M2 researchers or hamper even the progress of postgraduate Doctorate researchers.

#### 1.3. Item 3. Experience as a Supervisor

Option	Number	%
1-5 years	9	75%
5-10 years	2	16,67%
More than 10 years	1	8,33%

**Table 27. Experience as a Supervisor**



**Graph 14: Histogramme Representing Teachers' Experience as Supervisors**

What is noticeable from the results which are shown above is that the majority of respondents (75%) have little experience in the supervision process while experienced

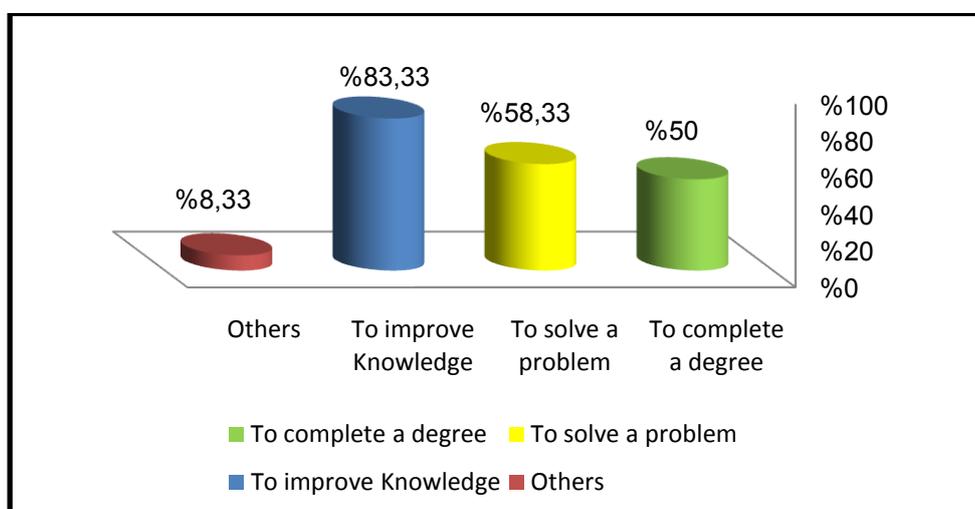
### CHAPTER THREE: FIELD WORK

supervisors represent only (25%). This lack of experience may affect the quality of the supervision process which is based on the quality of guidance, control and corrective feedback. These aspects are considered to be the most needed requirements for the completion and for the success of any research project. Therefore, any negligence, eschewing or carelessness from supervisors towards these requirements will directly affect the quality of any research project.

#### 1.4. Item 4. Teachers' Attitudes towards Doing Research

Option	Number	%
To complete a degree	6	50%
To solve a problem	7	58,33%
To improve knowledge	10	83,33%
Others	1	8,33%

**Table 28. Teachers' Attitudes towards Doing Research**



**Graph 15: Histogramme representing Teachers purpose from doing research**

This histogramme indicates that most of the participants (83.33%) conduct research to improve knowledge, (58.33%) to solve problems and (50%) conduct research for the purpose of completing their degree. That proves the reason behind the delay in completing their theses. Most of them have been preparing theses for doctorate degree since a long

### CHAPTER THREE: FIELD WORK

time and they have not finished them yet. This may be because teaching takes a great amount of their time or due to some personal and/or professional responsibilities.

#### 1.5.Item 5. Teachers Attitudes towards Research

Option	Number	%
Easy	0	0,00%
Difficult	12	100,00%

**Table 29. Teachers Attitudes towards Research**

All the participants (100%) find that research is a difficult task. According to them, it is time and effort consuming and it requires academic, social and cognitive skills including a lot of reading and analysis of materials, critical thinking and problem solving skills.

#### 1.6.Item 6. Teachers' Agreement about the Existence of the problems

Agreement	Number	%
Yes	11	91,67%
No	1	8,33%

**Table 30. Teachers' Agreement about Problems Existence**

Most of the respondents stated that they encountered many problems that hindered their progress when conducting their research. These problems are summarized in the following table:

Problem	Number	%
Time management and research skills	7	58,33%
Lack of sources	5	41,67%
Insufficient knowledge about research	4	33,33%
Supervision process	6	50%
Others	3	25%

**Table 31. Types of Problems Encountered by Teachers When Conducting Research**

## CHAPTER THREE: FIELD WORK

It is clear from this table that the major problems that the respondents encountered are related to time management and research skills (58%), supervision process (50%) and lack of sources. These are the same problems that M2 students encounter each year, but who cares since conducting research to solve problems is neither the first interest of teachers nor of the students.

### 2. Section Two: Factors Affecting the Quality of Research at University

#### 2.7. Item 7. Factors and Impact

In this item, respondents have been asked to circle the appropriate number corresponding a degree of impact of each factor. (1) stands for impact, (2) stands for less impact and (3) stands for great impact. The results are shown in the following table :

Statement	Option		
	Impact	Less impact	Great impact
Researcher character	8,33%	33,33%	58,33%
The research course	16,67%	58,33%	25%
Research facilities	8,33%	16,67%	75%
Supervision process	8,33%	33,33%	58,33%

**Table 32. Factors Affecting the Quality of Research at University**

The majority of respondents considered research facilities (75%), supervision process (58%) and the researcher character (58%) to have the greatest impact on the quality of research. However, the research course was seen to have less impact. What is contradicting is that most teachers and supervisors used to say: ‘ Research is methodology’ and methodology is the main concern of the research course.

#### 2.8. Item 8. Characteristics of a Good Researcher

Characteristics	Number	%
S1. Time management and study skills	12	100%
S2. Autonomy and curiosity	5	41,67%

## CHAPTER THREE: FIELD WORK

S3. Mastery of computer and Internet	9	75%
S4. Patience and flexibility	7	58,33%
S5. Awareness of how to conduct a research	11	91,97%

**Table 33. Characteristics of a Good Researcher**

What is remarkable is that a big part of the respondents gave more importance to the academic characteristics than to the personal ones. (100%) chose S1, (91.97%) chose S5 and (75%) chose S3 to be the main characteristics that any good researcher should have. (58.33%) chose S4 and (41.67%) chose S2 which stands for 'Autonomy and curiosity'. This latter refers to questioning and it is said that 'a study without a question in mind will not be a research study' Saihi (2013).

### 2.9. Item 9. The Necessity of the Research Course

Option	Number	%
Necessary	12	100%
Not necessary	0	0%

**Table 34. The Necessity of the Research Course**

The whole sample (100%) sees the research course as a necessity for any research project. According to them:

- The success of any research work requires a high level of mastery of research methodology.
- Research is crucial otherwise; the research itself is not going to be successful.
- Research course is important since it provides necessary knowledge, skills and methodology.

### 2.10. Item 10. For whom the awareness of how to conduct a research is necessary ?

Option	Number	%
--------	--------	---

## CHAPTER THREE: FIELD WORK

For the student	1	8,33%
For the supervisor	0	0%
For both	11	91,67%

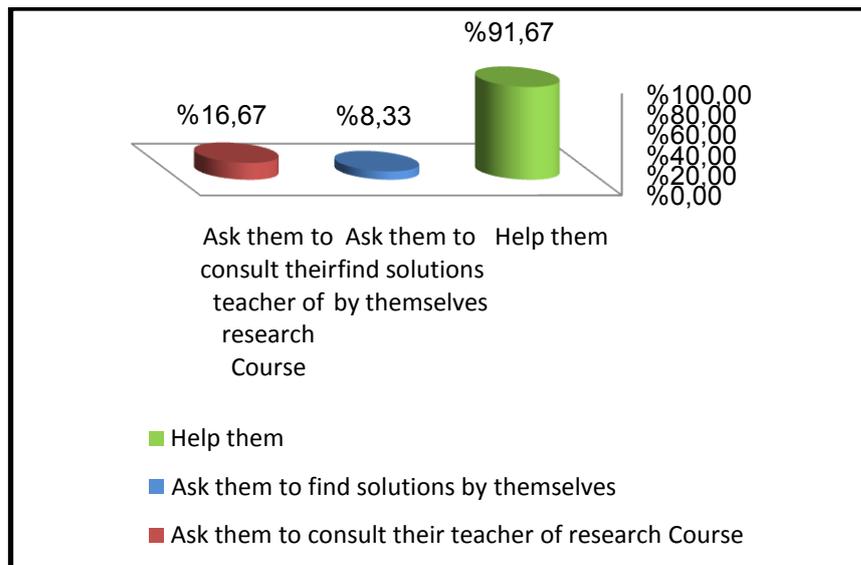
**Table 35. The Responsibility of Being Aaware of How to Conduct Research**

All of the respondants except one see that the awareness of how to conduct a research is a nessesity for both, the researcher and the supervisor.

### 2.11. Item 11. Teachers' Reaction towards Methodological Problems

Teacher reaction	Number	%
Help them	11	91,67%
Ask them to find solutions by themselves	1	8,33%
Ask them to consult their teacher of research Course	2	16,67%

**TABLE 36. Teachers' Reaction towards Methodological Problems**



**Graph 16: Teachers' Reaction towards Methodological Problems**

When the participants were asked about their reaction when their condidates encounter some methodological issues, (91.67%) said that they help them. May be because they are aware of the nessesity of research methodology. (16.67%) ask their condidates to consult their teacher of research course. They may have a little knowledge about

## CHAPTER THREE: FIELD WORK

methodology but does not cover all the issues. They do not want to mislead or to mistaken their condidates. While (8.33%) ask their condidates to find solutions by thmselves. They may know and do not have enough time, they do not like to tire themselves or because they they are not aware of thes methodological issues.

### 2.12. Item 12. Supervisors' Opinions towards the Adoption of One Conventional Methodology

Opinion	Number	%
Accept	12	100%
Do not accept	0	0%

**Table 37. Opinions towards the Adoption of One Conventional Methodology**

The results shown on the table indicate that all supervisors accepted or agreed with the idea of adopting one conventional methodology. This may facilitate the work with their condidates and help them reduce their anxiety and fear on the day of viva.

### 2.13. Supervisors' Reaction towards the Lack of References

Reaction	Number	%
Provide students with some books and articles	10	83,33%
Provide them with some useful websites	9	75%
Ask them to change their Topics	1	8,33%

**Table 38. Supervisors' Reaction towards the Lack of References**

Most of researchers sufer from the lack of references. When the supervisors were asked about their solutions for this problem, the majority said that they provide their condidates with some books, articles and useful websites. The rest ask their condidates to change their topics.

### 2.14. The Importance of the Supervision Process

## CHAPTER THREE: FIELD WORK

Opinion	Number	%
Important	12	100%
Not Important	0	0%

**Table 39. The Importance of the Supervision Process**

The findings illustrate that all respondents (100%) consider supervision process to be important and necessary for any research project. It provides guidance, contrôle, support and corrective feedback.

### 2.15. Item 15. Supervision Process: Easy/Hard

Causes	Number	%
The large number of candidates	12	100%
Having a thesis to prepare	5	41,67%
Having many classes to teach	7	58,33%
Others	5	41,67%

**Table 40. Problems that Hinder Supervision Process.**

The histogramme and the table above show that supervisors found supervision process a hard task. All of them (100%) see the huge number of candidates to be the main problem that hampers their work. Additionally, they stated that having many classes to teach, a thesis to prepare and other personal and/or professional duties take a great amount of their time and affect their performance. This will cosequently affect the quality of research which needs an effective supervision process. It proves also what has already been said in (Item 2) about teachers degree's completion. Additionally, it provides us with another characteristic. Although it is hard to be accepted, but it is the main feature of a real researcher. It is (Sacrifice); it reflects, infact, the impact of research on the researcher himself.

### 2.16. Item 16. Supervisor Student Responsibilities

### CHAPTER THREE: FIELD WORK

In this item, participants were given some statements about some tasks. Then they were asked to determine each task whether it is a supervisor responsibility, student-supervisor responsibility or a student responsibility. The statements are:

S1. Selecting the research topic

S2. Selecting the appropriate theoretical framework/metho

S3. Insisting on regular meetings

S4. Checking regularly the students work

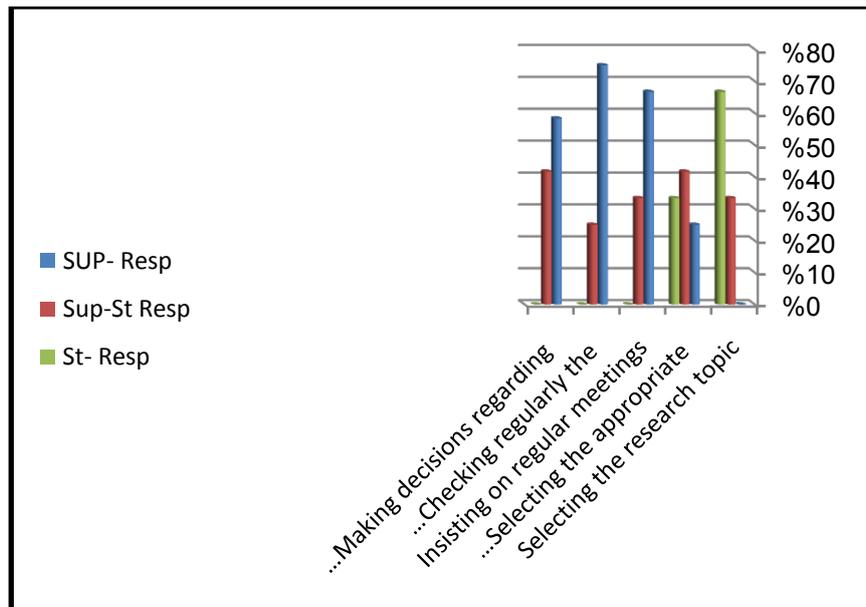
S5. Making decisions regarding the thesis readiness

The results are shown in the following table:

Statement	Options		
	SUP-Resp	Sup-St Resp	St- Resp
Selecting the research topic	0%	33,33%	66,67%
Selecting the appropriate theoretical framework/metho	25%	41,67%	33,33%
Insisting on regular meetings	66,67%	33,33%	0%
Checking regularly the students work	75%	25%	0%
Making decisions regarding the thesis readiness	58,33%	41,67%	0%

**Table 41. Representing Some Supervisor/ Student' Responsibilities**

## CHAPTER THREE: FIELD WORK



**Graph 17: Representing Some Supervisor/ Student' Responsibilities**

The results reveal that:

- 1) Most respondents (66.76%) consider (S1) to be a student's responsibility and (33.33%) see it as supervisor- student's responsibility. This was proved by students in (Item 16 in the students' questionnaire). This means that students are free to choose their research topics and they may need their supervisors for some suggestions or adjustments in the final titles.
- 2) (41.67%) of the participants see (S2) as the student-supervisor's responsibility, (33.33%) as student's responsibility while (25%) see it as a supervisor's responsibility. May be it is easy for the students to choose a topic, but it is difficult for them to select the appropriate framework by themselves. This needs guidance by someone(s) experienced.
- 3) A good number of the participants (66.67%) chose (S3) to be a supervisor's responsibility and the rest see it as supervisor-student's responsibility. This

## **CHAPTER THREE: FIELD WORK**

was the main problem this year. It was hard for both, supervisors and students to fix a regular supervision session. For supervisors, it was due to the large number of classes and modules they have to teach. However, for students, this was due to the large number of modules (10 modules) to cover. In some universities such as the University of Batna and the one of Setif, M2 students have only 6 modules.

- 4) The majority of the respondents (75%) mentioned (S4) to be a supervisor's responsibility. This is one of the main supervisor's roles in fact. All what students expect from their supervisors is to provide guidance, control and feedback.
- 5) Concerning (S5), it was seen by about (60%) of the respondents to be one of the supervisor's roles and by the rest as a supervisor-student responsibility. Supervisors cannot decide whether the thesis is ready for submission or not unless they have checked it carefully. The student also should be aware of the supervisor's final decision.

### **Conclusion:**

These questionnaires gave us the opportunity to know students' and teachers' attitudes towards research, the main problems they found when preparing their theses and their attitudes towards the different factors that affect the quality of research at university. Supervision process was the main problem for both participants. As supervisors were one of the participants, they gave us a clear idea about supervision process, its importance and the main problems that hamper its success. Students and teachers look at supervision process as an essential requirement for any educational research project in addition to the other requirements.

### **CHAPTER THREE: FIELD WORK**

From students' point of view, this process is becoming an obstacle that prevents them from preparing well organised, completed and well edited theses. Supervisors, in fact, do not deny such reality. They claimed that supervision is not an easy task to do especially under certain inappropriate circumstances. According to them, these circumstances affect not only the supervision process, but affect also the progress in any research work.

Supervision process is considered to be one of the corner stones of any educational research. It is seen these days as a tiring process for both supervisors and students as well. It became a chronic issue that needs an urgent intervention from administrators and authorities because it affects negatively the final outcome and the quality of any research project.

## **General conclusion**

The present study is an attempt to raise EFL students' awareness about doing research at university. It sheds the light on the different problems that EFL postgraduate researchers encounter when preparing their research projects. It also investigates some factors that affect, in a way or another, the quality of research in the division of English at the University of Biskra which are: the researcher character, the research course, the supervision process and research facilities.

Two questionnaires have been used as data gathering tool in order to validate our hypothesis. The first questionnaire was designed and distributed to EFL second year Master students from the University of Biskra and from other universities. The second questionnaire was for teachers (especially those who are engaged in the supervision process). The findings showed that most postgraduate students have encountered various problems that hampered their progress when preparing their research projects. They were not satisfied with all the aforementioned factors especially with research facilities and supervision process. According to them, these two latter factors have the greatest impact on the quality of their research projects.

This study, as mentioned earlier, takes the form of an exploratory research. This type of research is generally designed and conducted for the purpose of providing a better understanding of situation(s) or problem(s) that are not clearly defined, i. e., it is for the purpose of detecting the main causes of certain phenomena or problems and not for finding solutions. It paves the way for further studies to find solutions to these problems. Based on this, we can say that our hypothesis is proved. The investigation of the aforementioned factors detected which ones hamper the progress of postgraduate researchers when preparing their theses. 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 will be improved.

## **Recommendations**

Depending on the different literary reviews regarding education, research and the different factors that has been investigated in this study we will try to suggest some recommendations to be future solutions to some issues that tire researchers, teachers, and administrators in the division of English at the University of Biskra.

- ❖ Students start doing research since they are in middle school without any background knowledge of research process. Therefore, it would be better to teach them research skills since that early age.
- ❖ Universities and colleges belong to the Ministry of Higher Education and Scientific Research. This means that their main concern is to qualify and prepare students to be future teachers or researchers. Therefore it would be better to deal with them as apprentice teachers or apprentice researchers. They should know that they are not students anymore. This will raise their sense of responsibility.
- ❖ Most postgraduate EFL students are not familiar with research and with its different issues. This proves why they encountered several problems when preparing their theses. Therefore, it is recommended that by integrating research as an activity or a task in each module since first year. This will raise their awareness about research process, make them familiar with its steps and will help them overcome the different problems they may encounter when preparing their theses.
- ❖ Amongst 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 that need more focus from both teachers and students as well.

- ❖ The majority of EFL postgraduate students were not satisfied with the way the research course is being taught. According to them research is a process task based that needs practice more than theory. The more students practice, the better they get and the better they get the more they learn.
- ❖ One of the main problems that EFL postgraduate researchers encounter is the inexistence of one conventional methodology. Each teacher has his own methodology. This consequently led to a great confusion about which methodology is appropriate. Therefore, the adoption of one conventional methodology is highly recommended.
- ❖ 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' programme is recommended for the whole learning process at university.
- ❖ Finding appropriate sources was the nightmare of all postgraduate students in the Division of English at the University of Biskra. 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 the library or at the level of the internet labs.
- ❖ Supervision process is considered to be a cornerstone for the success of any research project since it provides guidance, control and feedback which are the main needs of any researcher. This process became an issue in the

division of English at the University of Biskra. Postgraduate students and supervisors as well face great problems within this process. These problems are regarding punctuality, guidance, feedback, and support. These latter may be affected by the large number of candidates, the small number of supervisors, or by the competence of both students and supervisors. As solutions, we suggest the following:

- To overcome the problems of the supervisor availability, it would be better to make a group supervision which consists of a principle supervisor and an assistant. This may be beneficial for principle supervisors because it gives them some extra time for their theses, for assistants to get more experience and for researchers; it offers them an opportunity to get support, control and feedback from more than one supervisor.
- Most supervisors do not have enough experience in the supervision process. For this sake, training supervisors is recommended for the betterment of the supervision process.
- 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 researchers' 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 and qualified teachers is highly recommended.

- To overcome the problem of the huge number of candidates, it would be better to divide them into small groups of two or three students for each thesis. This strategy is adopted in some universities such as the University of Batna and the University of Sidi Belaabbess. This latter university adopt this strategy even though they do not have a huge number of candidates. They have only 76 candidates.
- ❖ Rewarding the candidates who provided the best works as well as supervisors who did great jobs with their candidates may motivate other students and supervisors to do better.
- ❖ Creating research committees that should be interested in the development of research and all its aspects became a need that should be urgently realised at the level of each division, department and faculty.
- ❖ There is no doubt that our educational system is weakening and this greatly affected our society. This is due to our negligence of the importance of doing research which is considered to be the cornerstone for any advancement, amelioration and/or refinement. It is time to give more importance to research because it is time to make change.

## References

- Alberta Teachers' Association. (2000). *Action research guide for Alberta teachers*.  
Edmonton: Alberta Teacher's Association.
- Alston, C. (n.d.). Field Study: Definition, Research & Quiz - Video & Lesson  
Transcript | Study.com. Retrieved July 1, 2015, from  
<http://study.com/academy/lesson/field-study-definition-research-quiz.html>
- Apita, C. T. (2010, July 24). Good Qualities of a Researcher: A Note to Beginners  
[Web log post]. Retrieved from  
[http://www.science20.com/flexi\\_chem\\_teacher/blog/good\\_qualities\\_of\\_a\\_researcher\\_a\\_note\\_to\\_beginners-70065](http://www.science20.com/flexi_chem_teacher/blog/good_qualities_of_a_researcher_a_note_to_beginners-70065)
- Armstrong, S. J. (2004). The impact of supervisors' cognitive styles on the quality of  
research supervision in management education. *British Journal of Educational  
Psychology*. doi:10.1348/0007099042376436
- Bashar, A. (2015, March 11). *General conclusion*.
- Bassey, M. (1999). *Case study research in educational settings*. Buckingham  
[England: Open University Press.
- Blaxter, L., Hughes, C., & Tight, M. (2006). *How to research*. Berkshire, England:  
Open University Press.
- Cambridge Free English Dictionary and Thesaurus. (n.d.). Retrieved from  
<http://dictionary.cambridge.org>
- Chelli, S. (2013). *Types of research* [ppt].
- Chelli, S. (2014). *Research question*.
- Corkle, K. M. (2014). Chemistry Lesson: Scientific Method - Get Chemistry Help.  
Retrieved May 22, 2015, from <http://getchemistryhelp.com/chemistry-lesson-scientific-method/>

- Corkle, K. M. (2015). *Five step scientific method* [Painting]. Retrieved from <http://getchemistryhelp.com/chemistry-lesson-scientific-method/>
- Crossman, A. (2015). Deductive Reasoning Versus Inductive Reasoning. Retrieved July 1, 2015, from <http://sociology.about.com/od/Research/a/Deductive-Reasoning-Versus-Inductive-Reasoning.htm>
- Davies, A. (2007). *An introduction to applied linguistics: From practice to theory* (2nd ed.). Edinburgh: Edinburgh University Press.
- Deductive Approach - Research Methodology. (2.15). Retrieved July 1, 2015, from <http://research-methodology.net/research-methodology/research-approach/deductive-approach-2/>
- De, R. C., & OCLC. (2006). *College students' perceptions of libraries and information resources: A report to the OCLC membership*. Dublin, OH: OCLC Online Computer Library Center.
- Dilshad, R. M. (2010). Assessing Quality of Teacher Education: A Student Perspective. *Pakistan Journal of Social Sciences (PJSS)*, 30(1), 87. Retrieved from <https://scholar.google.com>
- Dlaskova, J., & Miroso, R. (2008). Perspectives on quality candidates, University of Otago, New Zealand. Retrieved May 22, 2015, from <http://www.otago.ac.nz/study/masters/handbook/otago004437.html>
- Donnelly, R., & Fitzmaurice, M. (n.d.). DIT Learning Teaching, and Technology Centre - LTTC Resource Packs. Retrieved May 23, 2015, from <http://www.dit.ie/lttc/resources/lttcresourcepacks/>
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

- Farooq, U. (2013, August 6). Attention Required! | CloudFlare. Retrieved May 19, 2015, from <http://www.studylecturenotes.com/social-research-methodology/qualities-of-a-good-researcher>
- Guendouzi, A., & Ameziane, H. (2012). *Study Skills A Student's Guide*. Tizi ousou: Editions El-amel.
- GUPTA, J. (n.d.). Kurukshetra University :: Kurukshetra. Retrieved May 24, 2015, from [http://www.kuk.ac.in/userfiles/file/distance\\_education/Year-2011-2012/B\\_Lib%20lecture%201.pdf](http://www.kuk.ac.in/userfiles/file/distance_education/Year-2011-2012/B_Lib%20lecture%201.pdf)
- Gupta, M., & Gupta, D. (2011). Research methodology. Retrieved April 6, 2015, from <https://books.google.fr/books>
- How to Use the Scientific Method: 9 Steps (with Pictures). (n.d.). Retrieved May 22, 2015, from <http://www.wikihow.com/Use-the-Scientific-Method>
- James, R., Baldwin, G., University of Melbourne, & University of Melbourne. (1999). *Eleven practices of effective postgraduate supervisors*. Parkville, Vic: Centre for the Study of Higher Education and the School of Graduate Studies, University of Melbourne.
- Kalla, S. (2011, November 16). A Correlational Study Tries to Find a Relationship Between Variables. Retrieved from <https://explorable.com/correlational-study>
- Kothari, C. R. (2004). *Research methodology: Methods & techniques*. New Delhi: New Age International (P) Ltd.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). Los Angeles, Great Britain: SAGE.
- Lakhal, K. (2008). *Is the Algerian Educational System Weakening? An Investigation of the High School Curricula and their Adequacy with the University Curricula* (Unpublished doctoral dissertation). Mentouri, Constantine, Algeria.

- Laraswati, I. (n.d.). Get More With English: RESEARCH. Retrieved May 10, 2015, from <http://iranadalaraswati89.blogspot.com/2014/08/research.html>
- Louis, K. S., & Velzen, B. V. (2012). *Educational policy in an international context: Political culture and its effects*. Retrieved from <https://books.google.dz>
- Luther King, Jr, M. (2012). Membership, policy, and professional development for educators - ASCD. Retrieved from <http://www.ascd.org>
- MacArthur, C. A., Graham, S., & Fitzgerald, J. (2006). *Handbook of writing research*.
- Mahmood, S. T. (2011). factors affecting the quality of research in education: student's perceptions. *Journal of education and practice*, 2(2222-1735), 34. Retrieved from <http://www.iiste.org/Journals/index.php/JEP/article/view/881>
- Maxwell, J. A., & Mittapalli, K. (2008). Explanatory research : SAGE research methods. Retrieved from <http://srmo.sagepub.com/view/sage-encyc-qualitative-research-methods/n164.xml>
- Meaning of Quality* (002126). (2015). Retrieved from New Age International website: <http://docs.google.com/viewer?url=http%3A%2F%2Fwww.newagepublishers.com%2Fsamplechapter%2F002126.pdf>
- Mehta, P. V. (2004). *An introduction to quality assurance for the retailers*. Retrieved from <https://books.google.fr>
- Mills, S. C. (2006). *Using the Internet for active teaching and learning*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Nation, I. S. (2001). *Learning vocabulary in another language* [pdf].
- Oxford advanced learner's dictionary. (2010). In A. S. Hornby & J. Turnbull (Eds.), *Oxford advanced learner's dictionary of current English* (08th ed.). Oxford [England: Oxford University Press.

- Perry, F. L. (2005). *Research in applied linguistics: Becoming a discerning consumer*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Pokrivčáková, S., Fischerová, Z., Horváthová, B., Hvozdíková, S., Kováčiková, E., Prokeínová, R., . . . Rebičová, Z. (2012). *Research in foreign language education*. Brno: MSD.
- Puttapalli, R. R. (2012, February 22). Rajender Reddy Puttapalli presentations. Retrieved May 17, 2015, from [http://fr.slideshare.net/RajenderReddyPuttapalli?utm\\_campaign=profiletracking&utm\\_medium=sssite&utm\\_source=ssslideview](http://fr.slideshare.net/RajenderReddyPuttapalli?utm_campaign=profiletracking&utm_medium=sssite&utm_source=ssslideview)
- Rahmdel, S. (2014). An Introduction to Applied Linguistics. Retrieved May 22, 2015, from [http://fr.slideshare.net/samira\\_sheytoona/an-introduction-to-applied-linguistics-30694663](http://fr.slideshare.net/samira_sheytoona/an-introduction-to-applied-linguistics-30694663)
- Research - WikiEducator. (n.d.). Retrieved May 25, 2015, from <https://wikieducator.org/Research>
- The Research Supervisor | Graduate School at The University of British Columbia (UBC). (n.d.). Retrieved May 19, 2015, from <https://www.grad.ubc.ca/current-students/supervision-advising/research-supervisor>
- Role of Education | United Nations Educational, Scientific and Cultural Organization. (2014). Retrieved January 3, 2015, from <http://www.unesco.org/new/en/social-and-human-sciences/themes/fight-against-discrimination/role-of-education/>
- Saihi, H. (2013, November 31). *Research design*.
- Santrock, J. W. (2007). *Educational psychology*. Toronto: McGraw-Hill Ryerson.
- Scientific method* [painting]. (2015, January 7). Retrieved from <https://www.boundless.com/sociology/textbooks/boundless-sociology->

textbook/sociological-research-2/the-research-process-26/defining-the-problem-165-5910/

Seadle, M., & Greifeneder, E. (2007). Defining a digital library. *Library Hi Tech*, 25(2, 2007), 170. doi:10.1108/07378830710754938

Sevilla, C. G., Ochave, J. A., Punsalan, T. G., Regala, B. P., & Uriate, G. G. (1992). Research and the problem for investigation. In *Research methods* (p. 2).

Retrieved from

<https://books.google.dz/books?id=SK18tR3vTucC&printsec=frontcover&hl=f#v=onepage&q&f=false>

Seville, C. G., Ochave, J. A., Punsalan, T. G., Regala, B. P., & Uriate, G. G. (1992). *Resaerch methods*. Retrieved from

<https://books.google.dz/books?id=SK18tR3vTucC&pg=PA2&lpg=PA2&dq>

Sheikh, M. A. (n.d.). *Research Methods and Skills Module*.

Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Delhi: New Age International.

Spencer, P. (2011, November 2). What makes a good researcher? | The Digital Doctorate. Retrieved May 19, 2015, from

<http://thedigitaldoctorate.com/2011/11/02/what-makes-a-good-researcher/>

Standards for High-Quality Research and Analysis | RAND. (2014). Retrieved from [http://www.rand.org/pubs/corporate\\_pubs/CP413-2014-02.html](http://www.rand.org/pubs/corporate_pubs/CP413-2014-02.html)

Swanson, C. C., & Watt, S. (2011). *Good Practice in the Supervision & Mentoring of Postgraduate Students It Takes an Academy to Raise a Scholar*. Hamilton, Ontario: McMaster University.

The American Educational Research Association (AERA). (2015). What is Education Research? Retrieved April 12, 2015, from

<http://www.aera.net/AboutAERA/WhatisEducationResearch/tabid/13453/Default.aspx>

UNICEF, I. (2000, June). Defining quality in education. Retrieved from

<http://www.unicef.org/education/files/QualityEducation.PDF>

University of Washington, & Washington State Library. (2005). *Mentoring: How to mentor graduate students : a faculty guide*. Seattle, WA: University of Washington, the Graduate School.

Walliman, N., & Baiche, B. (2001). *Your research project: A step-by-step guide for the first-time researcher*. London: Sage Publications.

What is causal research? definition and meaning. (2015). In

*onlinebusinessdictionary.com*. Retrieved from

<http://www.businessdictionary.com/definition/causal-research.html>

What is laboratory research? - PsychWiki - A Collaborative Psychology Wiki. (2010, November 28). Retrieved July 1, 2015, from

[http://www.psychwiki.com/wiki/What\\_is\\_laboratory\\_research%3F](http://www.psychwiki.com/wiki/What_is_laboratory_research%3F)

Wiemers, K. (2012, November 18). *Fourteen step scientific method* [painting].

Retrieved from <http://www.thefactfinders.org/>

Wiemers, K. (2012, November 18). *Seven step scientific method* [painting]. Retrieved

from <http://www.thefactfinders.org/>

William, M. K. (2008, October 20). Deduction & Induction. Retrieved from

<http://www.socialresearchmethods.net/kb/dedind.php>

Zamora, A. (2015). Scientific Method - The four steps of the scientific method.

Retrieved May 14, 2015, from

<http://www.scientificpsychic.com/workbook/scientific-method.htm>

## **Appendices**

### **Appendix One**

#### **Student's Questionnaire**

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate some factors that affect the quality of research at university. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

#### **N.B**

- 1) Questions 12 (a, b, d) are adopted from Mahmood's study (2011)
- 2) Questions 16 (e, f, h) are adopted from a survey which was conducted in Victoria University

**Section One: The Student's Profile**

**Q 1:** Specify your gender

a. Female

b. Male

**Q 2:** Are you?

a. Student

b. Student worker

**Q 3:** How long have you been studying English at university?

.....

**Q 4:** How many researches have you conducted during this period?

a. One

b. Two

c. More than two

**Q 5:** According to you, research is:

a. A necessity to complete your degree

b. A fortune to get a good mark

c. A tool to improve your knowledge

d. An attempt to find a solution to a certain problem

**Q 6:** As postgraduate researcher, how do you find research process?

An easy task

A hard task

Please justify.....  
.....  
.....  
.....

**Q 7:** Have you encountered any problems when conducting your research?

Yes

No

If yes, are they related to:

- a. Time management and research skills
- b. Lack of sources
- c. Insufficient knowledge of how to conduct research
- d. Supervision process
- e. Others

If others, give examples please.....  
.....  
.....  
.....

**Section Two: Factors Affecting the Quality of Research**

**Q 8:** The following factors are considered to be the most important requirements for any postgraduate research. Please do circle the appropriate number according to the extent of their impact on the final outcome. (1) No impact, (2) Less Impact, (3) Great impact

a. The researcher character	1 _____ 2 _____ 3
b. The research course	1 _____ 2 _____ 3
a. The supervision process	1 _____ 2 _____ 3
b. The research facilities (library and the net service)	1 _____ 2 _____ 3

**Q 9:** Among the following characteristics, what are the most important ones you think that any good researcher should have:

a. Good study skills	
b. Autonomy and curiosity	
c. Patience	
d. Sociability	
e. Risk taking	
f. Organisation	
g. Flexibility	
h. A good awareness of how research should be done	
i. A good observation	
j. A good mastery of different computer devices	

k. A good access and use of the net	
l. Critical thinking	

If you have other characteristics, you can add.....  
 .....  
 .....

**Q 10:** Do you think that the research course is necessary for research?

Yes  No

**Q 11:** Are you satisfied with the way the research course is being taught?

Yes  No

If no, is that because: (you may tick more than one option)

- a. Research course is not equipped with modern methods of research
- b. SPSS (Statistical Package for the Social Sciences) devices for data analysis are not included in the programme of research course
- c. Research course and practical research have gaps
- d. Qualitative and quantitative methodologies are not fully covered
- e. There is no conventional methodology respected by all teachers
- f. There is no adoption of one style (APA or MLA)
- g. Others (you can suggest)

.....

.....

.....

**Q 12:** what can you say about the research facilities?

	Strongly Agree	Agree	Strongly Disagree
a. Internet labs are available for study to each student			
b. Different research journals are available in the library			
c. Sufficient number of books and theses is available in the library			
d. A digital library facility is available for research students			
e. The library provides a Xerox service (for making copies of books or theses)			

**Q 13:** Do you think that supervision process is necessary for a postgraduate research?

Yes  No

Justify.....

.....

.....

**Q 14:** Do you have a regular supervision session?

Yes  No

If yes, is it:

- a. Once a week
  - b. Once per two weeks
  - c. Once a month
  - d. Others (explain)
- .....

**Q 15:** How often do you attend your supervision session?

Always  Sometimes  Never

**Q 16:** What can you say about your supervisor's work with you?

	Strongly Agree	Agree	Strongly Disagree
a. My supervisor helped me when selecting my topic			
b. My supervisor prefers certain topics than others, i.e., he imposes topics			
c. My supervisor was my first source of references			
d. My supervisor helped me whenever I encounter some methodological issues			

e. My supervisor was available for regular consultation			
f. My supervisor was comprehensive and supportive through any academic or personal difficulties			
g. My supervisor advises me to avoid unethical issues that may affect my work			
h. My supervisor corrects my work and provides me with constructive criticism and feedback			
i. My supervisor facilitates contact with him/her either by phone, email, etc.			

We would really appreciate any suggestions or comments from your part. Please feel free.....

.....

.....

.....

.....

.....

Again, my gratitude and thanks go to you for your time and collaboration

Brahim Douida

## Appendix Two

### Teacher's Questionnaire

Dear Teacher,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate some factors that affect the quality of research at university. We would be so grateful if you could sincerely answer the following questions, so please, give us precise answers as you can. Tick (√) your answer(s) in the corresponding box(es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

#### **N.B**

Question number 14 is adopted from a survey from The University of Notre Dame.

Australia (2014).

**Section One: Background Information**

**Q1.** How long have you been teaching English at University?

- a. 1- 5 years
- b. 5- 10 years
- c. 10- 20 years

**Q2.** Would you like to specify the degree you have achieved?

- a. Licence
- b. Magister
- c. Doctorate
- d. Others.....  
.....  
.....

**Q3.** How long have you been supervising postgraduate students?

- a. 1- 5 years
- b. 5- 10 years
- c. More than 10 years

**Q4.** How do you consider research?

- a. A necessity to complete a degree
- b. An attempt to find solutions to certain problems
- c. A tool to improve knowledge
- d. Others.....  
.....

**Q5.** When preparing for your degree, how do you find research?

An easy task

A hard task

Explain.....  
.....  
.....  
.....

**Q6.** Have you encountered any problems when preparing your thesis?

Yes

No

If yes, are they related to:

a. Time management and research skills

b. Lack of sources

c. Insufficientt knowledge of how to conduct research

d. Supervision process

e. Others.....  
.....  
.....

**Section Two: Factors Affecting the Quality of Research**

**Q7.** The following factors are considered to be amongst the most important requirements for any postgraduate research. Please do circle the appropriate number according to the extent of its impact on the quality of research. (1) No impact, (2) Less Impact, (3) Great impact.

a. The researcher character	1 _____ 2 _____ 3
b. The research course	1 _____ 2 _____ 3
a. The research facilities (library and the net service)	1 _____ 2 _____ 3
b. The supervision process	1 _____ 2 _____ 3

**Q8.** Among the following characteristics, what are the most important ones you think that any good researcher should have?

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

**Q9.** Do you think that the research course is necessary for research?

Yes

No

Justify.....  
.....

**Q10.** According to you, the awareness of how to conduct a research is a necessary for:

a. The student only

b. The supervisor

c. Both

**Q11.** When your candidates encounter some methodological problems, do you:

a. Help them?

b. Ask them to find solutions by themselves?

c. Ask them to consult their teacher of research course?

**Q12.** Do you think, as a supervisor, that the adoption of one conventional methodology and one edition or version of one style may facilitate your work with your candidates?

Yes

No

**Q13.** When your candidates face difficulties in finding references, do you:

a. Provide them with some books and articles?

b. Provide them with some useful websites?

c. Ask them to change their topics?

**Q14.** Supervision of the research process is:

Important

Not important

**Q15.** A supervisor, supervision process is:

An easy task                       A hard task

If it is a hard task, is it because of (you may choose more than one option):

- a. The great number of candidates you have?
- b. You are busy because you have a thesis to prepare?
- c. You are busy because you have many classes to teach?
- d. Others.....  
.....

**Q16.** Read each pair of statement, then circle the appropriate number. Circle 1 when it is the responsibility of the supervisor, 2 when it is the responsibility of the supervisor and the student or circle 3 when it is the responsibility of the candidate.

1. It is the supervisors' responsibility to select a research topic.	1 ————— 2 ————— 3	The student is responsible for selecting her/his own topic.
2. It is the Supervisor/s who decide which theoretical framework and/or methodology is most appropriate.	1 ————— 2 ————— 3	Students should decide theoretical framework and/or methodology they wish to use.
3. The Supervisor/s should insist on regular meetings with the student	1 ————— 2 ————— 3	The student should decide when she/he wants to meet with the Supervisor/s.

<p>4. The Supervisor/s should check regularly that the student is working consistently and on task.</p>	<p>1 ————— 2 ————— 3</p>	<p>The student should work independently and not have to account for how and where time is spent.</p>
<p>5. The supervisor/s is responsible for decisions regarding the standard of the thesis and its ready for submission.</p>	<p>1 ————— 2 ————— 3</p>	<p>The student is responsible for decisions concerning the standard of the thesis and its readiness for submission.</p>

We would really appreciate any suggestions or comments from your part. Please feel

free.....

.....

.....

.....

.....

Thank you for your time and for your collaboration

## المخلص

الدراسة الحالية هي محاولة لتسليط الضوء على بعض العوامل التي تؤثر على نوعية البحث في شعبة اللغة الانجليزية بجامعة بسكرة ، و هي تأخذ شكل بحث استكشافي نظرا لأنها تعالج موضوعا لم يتم تناوله من قبل. إن العدد المتزايد للطلبة الذين لا يستطيعون إكمال بحوثهم كل سنة يدل على أن غالبيتهم يواجهون عدة مشاكل. هذه المشاكل مرتبطة بالاحتياجات الضرورية من أجل إعداد أي بحث و المتمثلة في : شخصية الباحث ، ومقياس المنهجية و التأطير و الخدمات المسهلة للبحث. هذه الاحتياجات تعتبر من أهم العوامل التي قد تؤثر بشكل أو بآخر على نوعية البحث. استنادا على ما تم ذكره ، إفترضنا بأن هذه العوامل التي يتم معالجتها يمكن أن يكون لها تأثير على نوعية البحث في شعبة اللغة الانجليزية بجامعة بسكرة ، ومن أجل إثراء هذه الدراسة بمعطيات قيمة ، قمنا بإعداد و توزيع استبيانين أحدهما من أجل طلبة السنة الثانية ماستر لغة إنجليزية من جامعة بسكرة و من جامعات أخرى و الآخر من أجل أساتذة اللغة الإنجليزية وتحديدًا الذين يساهمون في عملية التأطير. النتائج المتحصل عليها بينت بأن العوامل التي سبق ذكرها تؤثر على نوعية البحث كما بينت بأن الخدمات المسهلة لعملية البحث وكذا عملية التأطير هما الأكثر تأثيرا على نوعية البحث و لذلك فإننا نجزم بأن تحسين هذه العوامل يؤدي مباشرة إلى تحسين نوعية البحث.

أهم المصطلحات: التعليم، البحث، النوعية، نوعية التعليم، نوعية البحث