

Teachers' Supervision for Master Students and its Impact on their Pace of Research Progress Case Study: Tahri Mohammed University of Bechar

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Abstract :

The current study aims at dealing with the most important factors which affect master students' pace of research progress and the challenges that the supervisor and the student face during supervision endeavour. Based on experience and the data obtained from an interview and discussion with some supervisors and master students, some information about constructive supervisor-student relationship were gathered.. The main result obtained affirmed that at the level of Tahri Mohammed University of Bechar, teachers especially the inexperienced ones face many hardships arising from their supervision to students' theses, meanwhile students also encounter some difficulties and problems during their research undertaking, which hinder them to complete their theses or research works on the time scheduled.

Keywords: supervisor, master students, thesis writing, impact, challenges

Jel Classification Codes:Z0,Z19

Introduction :

Supervision is both a science and an art. It is a process that requires a substantial commitment of time and energy from both the supervisor and the students. However, the best teachers are those who could combine between two subjects: teaching and educating. A teacher is an instructor who has many tasks to perform among them the supervision of students' thesis writing and research. Effective supervision assists students to fulfill their potential and contribute to the university's research profile. As stated by Ford and Jones," the function of supervision is to help the student become aware of the nature of the job to be learned and to acquire the knowledge and skills involved in responding to people's needs in a helpful way."² Moreover, constructive supervisor-student relationship has virtuous and positive impact on students' academic results. Supervision is "intensive, interpersonally focused one-to-

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² Ford K, Jones A. (1987). *Student Supervision*. London: Macmillan Education Ltd.p.2

one relationship between the supervisor and the student.”³ Good supervision involves more than teaching students how to be good writers and researchers. It requires belief in students’ academic potential, stimulating their confidence and supporting them so as to accomplish their research work. Pearson and Brew noted that,“(R)esearch students are being expected to complete their degrees in minimum time and meet new demands for developing a broader skill set for future employment, which is increasingly likely to be outside universities.”⁴ Furthermore, a supervisor function is to offer both moral support, insight and guidance for the research student to encourage and motivate him to do his best to complete his research work.

The current study is carried out to investigate the factors of a successful supervision process and the challenges and problems faced by both supervisors and Master students at Tahri Mohammed University to know what solutions to approve. In this respect, this investigative study will start with a literature review providing the factors of an effective supervision and the completion of students’ theses or research works on time, then it will move to the practical side that is designed to find out the challenges and problems associated with the supervision process. Then, some strategies and remedies that can lessen the challenges and problems encountered by both the supervisor and supervisees will be suggested. To reach the objective of this research, this study attempts to answer the following questions:

1. What are the factors of a successful supervision?
2. What are the aspects which affect students’ pace of research progress?
3. What are the challenges and problems that the supervisor and the supervisee face during supervision endeavour?

To answer the above questions, the present research hypothesized that:

1. Students’ good attitude and supervisors’ effective guidance are among the most important factors of students’ success and the completion of their research work on the time scheduled.
2. Effective supervision, supervisor-student responsibilities, and constructive supervisor-student relationship are the main aspects which affect students’ pace of research progress.
3. The supervisor and the student face some challenges and problems among them communication barrier, students from diverse backgrounds, students’ lack of research skills, and hardships in the manipulation of ICT devices.

I. The Theoretical Framework

1. Literature Review

In fact, good supervision requires the struggle of both the supervisor and mainly the supervisee to reach the final objective that is the completion of the research work

³Wood, L., Louw, I.2018 ‘‘Reconsidering Postgraduate Supervision from a Participatory Action Learning and Action Research Approach’’, South African Journal of Higher Education, Vol. 32 No. 04.pp.284-297.

⁴ Pearson, M., Brew, A. 2002, ‘‘Research Training and Supervision Development’’. Studies in Higher Education, 27(2),135-159.

on time sheduled, “Students in higher education generally struggle to complete their research endeavor in specified time.”⁵ To provide good supervision and motivation to the students, according to Rugg and Petre the following factors should be taken into consideration:

1.1. The Factors of a Successful Supervision

a- Management: both student and supervisor have to make an agreement to work together. The time of management on meeting, deadlines, and goals has to be set as a master plan. It is the responsibility of both the student and the supervisor to work on it and trust each other;

b- Administrative Support: a student also needs help for acquiring funds and other resources. Sometimes, many regulations and some administrative difficulty within the school or university may be an obstacle of the research progress. Then, the supervisor should be the one who provides support and helps the student to overcome that problem;

c- Specific Technical Support: the skill that is needed is training, for example in using the specific software, searching the relevant literature, using the library, providing contacts with the researcher in the field, structuring the thesis and dissertation, and training in critical reading. All of these skills should be assisted by the supervisor;

d- Broadening Intellectual Support: it is very important to help student to have an ability to develop his/her critical thinking and discussion by providing or guiding to the high-level knowledge and the specialist in the field of study. These skills could help student while presenting and defending the thesis and dissertation;

e- Most of all such personal support as emotional support, motivation, encouragement, giving advice, listening to the personal issues can improve the work and relationship. Student and supervisor are working under trust, love and care that will create magnificent masterpiece.⁶

1.2 The Aspects which Affect Students’ Pace of Research Progress

Effective supervision has virtuous impact on students’ pace of research progress. In order to achieve fruitful results, at least three important aspects should be taken into consideration, namely the responsibilities of an effective supervisor, the responsibilities of the research students, and their relationship with their supervisor.

a. The Role and Responsibilities of an Effective Supervisor

The supervisor has a crucial role in the accomplishment of students’ research works. Supervisors’ motivation to supervise the students is very important. According to Askew et al., “four factors that affect research supervisors are

⁵ Da Costa, T.P.S. “Supervisor Types: Which One is Your Match?”, Journal of Cell Death Discovery Association, Vol. 2 No.1,2016, pp.1-2.

⁶ Rugg, G., Petre, M. (2007). *The Unwritten Rules of Ph.D. Research*. Berkshire, England: Open University Press.pp.25

workload agreements, time pressures, quality of students and recognition of the supervisors' contribution."⁷

As defined by James and Baldwin, "the supervisor role is as a complex, professional one, which requires much more than good will and spare time. It is an intensive form of teaching, and guidance, in a much broader sense than just the transfer of information."⁸ To perform his task effectively, the supervisor should be familiar with the field of research and have willingness for guidance. The supervisor role is to know the strengths and weaknesses of the student, and how to provide relevant documents, advice, and emotional support, in order to reach the expected goals. Good supervision and the achievement of best outcomes require leadership skills, which include technical, human, and conceptual skills.⁹ His pivotal role also lies in providing constant reassurance to the student, making him feel confident and keeping his morale high in order to enhance him to complete his research work.

Indigent supervision can have a significant impact on students, not only restricting the quality of their work, but also their motivation. A supervisor can play a key role in keeping students motivated. James and Baldwin suggest a number of practices supervisors can adopt to inspire and maintain their students' motivation, they include:

- Affirm and reaffirm the importance of the student's work: it is exciting when a student sees the value in his work, contributing to his motivation to continue.
- Engage with your student's ideas and arguments: this not only signals your interest in the work, it facilitates an intellectual climate for the research.
- Acknowledgement and reassurance: student motivation ebbs and flows throughout the research process. Remind your student why s/he is undertaking this project and if their personal and career goals may stimulate their motivation.
- Arrange opportunities for your student: communicating their ideas through seminars, conferences and symposia can support morale and offer another forum to engage in scholarly discussion and debate.¹⁰

In fact both the supervisor and the student are responsible of the output or the final result of the research work. What is the responsibility of the supervisor? His responsibility is to encourage, motivate, and provide students with regular meetings for consultation and discussion of academic progress and research. The supervisor should organize his time, read the students' written work in a timely and thorough manner, supply constructive suggestions for improvement and continuation, and supply feedback and constructive criticism. Feedback is a powerful tool for a supervisor. "It motivates, nudges and incites in the student a sense of enthusiasm for

⁷ Askew, C., et All, (2016), "Facilitators and Barriers to Doctoral Supervision: A Case Study in Health Sciences, Issues in Educational Research", Vol. 26 No.1, pp.1-9.

⁸ James, R., Baldwin G.(1999). *Eleven Practices of Effective Postgraduate Supervisors*. Elbourne Australia, The Centre for the Study of Higher Education and The School of Graduate Studies, The University of Melbourne.pp.3

⁹ Northouse, P. (2010). *Leadership: Theory and Practice* (5th ed.). Thousand Oaks, California: Sage.pp. 23

¹⁰ James, R., Baldwin G. op.cit.,pp.15

more progress. Therefore, the feedback from an academic advisor is beneficial and helpful for a student to succeed in his/her thesis, or dissertation.”¹¹

According to the educational psychologist Benjamin Bloom, there are two types of feedback: formative and summative. Formative feedback can be described as an assessment of learning, while summative feedback is an assessment on learning.¹² The purpose of formative assessment for the supervisor is to design instructions with the purpose of providing crucial feedback. However, the purpose of formative feedback for the student is to learn, reflect and improve. Whereas, summative feedback is the assessment at the end of the programme. In the context of a graduate program, it refers to the final research project, dissertation and defense. Feedback can be both oral and written, and can take on a number of forms, including formal meetings, chats in the lab, over lunch, email, telephone, and fax. This is an individual decision based on the circumstances (distance, part-time student) and the relationship that has been developed.¹³ Indeed, whether formative or summative, feedback should be presented in a respectful manner and positive tone. In case, it is not presented appropriately, it will demoralize and deflate students' confidence. As a result, students will be discouraged and unable to carry on their next paths.

According to Spear, “feedback is normally given in relation to topic selection, methods of inquiry, writing style and layout, the clarity of the student's work and ideas, the completeness and direction of the work, and the student's general progress.”¹⁴ Moreover, students are diverse in terms of academic ability, personality attributes, motivation and attitude therefore, the supervisor should be able to adopt flexible supervision strategies depending on the individual requirements. Also, his responsibility is to assist students to comply with any changes that need to be made to the thesis after the thesis or dissertation defense because this piece of writing will be put in the library as a beneficial reference for teachers and learners, as well as future generations. What about the research students? What are their responsibilities?

b. The Responsibilities of Research Students

Research students are responsible of the management of their own learning and the completion of their research works. They have to be diligent, hardworking, and energetic. Also, they have to be enthusiastic and motivated towards research work, to be pleasant at work and to contribute to a good working environment. Students should give continual feedback, so that the supervisor can give informed instructions. The thesis is the most substantial piece of writing undertaken by students, and it provides them with the opportunity to develop their skills in writing. On the other hand, students are expected to manage their time and respect the

¹¹ Ivankova, N. V., Stick, S. L. (2007). *Students' Persistence in a Distributed Doctoral Program in educational Leadership in higher Education: A Mixed Methods Study*. Research in Higher Education, 48 (1).

¹² Bloom, B. S. (1971). *Mastery Learning*. In J. H. Block (Ed.), *Mastery Learning: Theory and Practice*. New York: Holt, Rinehart and Winston. (pp. 47–63).

¹³ James, R., Baldwin G. op.cit.,pp

¹⁴ Spear RH.(2000). *Supervision of Research Students: Responding to Student Expectations*. Canberra. The Australian National University.

deadlines. They should submit their written work as early as possible so that writing problems can be recognized and corrected. Which kind of relationship should be built between the supervisor and the student?

c. Supervisor- Student Relationship

Supervision plays a vital role during thesis or research work and the relationship between the supervisor and the student determines the successful completion of the research thesis.¹⁵ As with most relationships, a supervisor- student relationship varies depending on the working styles and personalities of both parties. Both of them should play their role effectively and maintain a good relationship. As noted by Nightingale, the supervisory relationship is unique in that the students are supposed to become more expert in their research than the supervisor. You must first determine whether it is necessary for you to agree. You may feel that you do not need to agree as long as the thesis is logical and the conclusions drawn from the data are valid.¹⁶ The relationship between the supervisor and the student involves selecting a research topic, planning the research, identifying and acquiring the necessary resources, managing the project, actively conducting the research, carrying out the literature review, analyzing and interpreting the data obtained, writing the thesis, and defending it. In this relationship, the seed of the idea for the topic chosen comes from the supervisor. He introduces the idea to the student and provides all the necessary means for growth. The student takes the shovel to nurture the seed with soil, water it and monitor its growth. The supervisor controls everything so that the tree can grow. If problems arise, it is the responsibility of the supervisor to find solutions with his collaboration with the student, who of course knows it better than the supervisor. As a result, the fruits gained will be for both of them. Both will benefit from what have been achieved. For this relationship to function well, the norms for the supervisor-student coexistence have to be respected, these include:

- 1. A Mutual Relationship:** initially, the supervisor and the student should establish a relationship based on mutual respect.
- 2. Creation of ideas:** the supervisor should be a source of inspiration and creation of ideas. The teacher can suggest ideas, but these ideas must be considered by the students as their own, and they must strive to expand their research work through their own input.
- 3. Mechanism:** the supervisor must provide the students with all the necessary mechanisms to carry out their works, meanwhile, the students should make their efforts and their best to achieve the objectives set by the supervisor. Any research endeavor should ensure the basic resources in order to be promoted with sufficient guarantees for success, and students should focus on the development of their creative work.
- 4. Progress of the research work:** the supervisor must regularly monitor the headway of the students' research works. However, the students must try to find

¹⁵ Da Costa, T.P.S. op.cit., p. 12.

¹⁶ Nightingale, P. (2005). *Advising PhD Candidates*. Milperra NSW, Higher Education Research and Development Society of Australasia Inc.p.23.

solutions to their problems by themselves before discussing them with their supervisor.

5. Cooperation: the basis for the cooperation is communication. Effective interaction between students and their supervisor is the most important element of supervision. They must consider the work relationship as teamwork. Both should be open to criticism, willing to listen to each other and to talk openly and trustworthily.

6. Encouragement: the supervisor duty is to encourage students, especially when things do not go as expected, in order to maintain high spirits and enthusiasm to carry on their work.

7. Conflict management: when conflicts occur, the best way to reach an agreement is discussion. In most of the time, this happens because someone fails; either the supervisor in the guidance, or the student in the execution. In this case, before discussion the first step should be communication, attempting to justify what has occurred. Otherwise, a mutual distrust that can end with a mutual hostile attitude will take place, and as a consequence the project will misfire.

II. Methodological Framework

In order to achieve the objective of this study both qualitative and quantitative research approaches are used so as to analyze the collected data and obtain accurate results and sufficient information from the respondents. Subsequently the study provides a discussion of the data gathered from the supervisors and master students' interviews. The interview with the supervisors targeted to elicit the supervisors' perspectives on effective supervision and the challenges and problems they faced during their supervision process. However, master students' interview addressed their role as research students and the obstacles and hardships they encountered during their research. To collect data relevant to these issues, the views of teachers and students at Tahri Mohammed University are investigated.

1. Data Analysis

In order to have the needed information, ten questions were asked to fifteen teachers, who are teaching English as a foreign language at Tahri Mohammed University. The interview conducted with the fifteen teachers aimed at collecting data about the factors that assist them to perform their task as supervisors successfully, and the challenges that they encountered during their supervision for master students. However, an interview composed of seven questions was also administered with thirty students. It was intended to analyze their views about their role as research students and the challenges and the problems that they faced during their research endeavour.

1.1 Supervisors' Interview Analysis

Supervisors' interview addressed the following questions:

1. What is your specialty?

Table1: Teachers' Specialty

Teachers	Specialty	Percentage%
15	civilization	46,66 %
	literature	13,33%
	didactics	40%

- For the first question, according to their answers, seven are specialized in civilization 46,66 %, two in literature13,33%, and six have experience in didactics 40%. These latter have this experience because before starting their career at the university, they taught at the secondary schools for many years.

2. How long have you been teaching English?

- Concerning the second question, there are some teachers who have been teaching English for ages, and there are others who are new in the teaching field. The result indicates that they have an experience of teaching English as a foreign language between 6 to 15 years.

3. When did you start the supervision of master students?

Table2: The Beginning of Master's Students Supervision

Teachers	Year	Percentage%
15	2014	46,66%
	2015	20%
	2017	20%
	2019	13,33%

-When asking them about when did they begin their supervision for master students, the result indicates that seven of them started from 2014 46,66%, three from 2015 20%, three from 2017 20% and two from 2019 13,33%.

4. What is your role as a supervisor?

As regards the fourth question, in the view of some of them, the role of the supervisor is to know the strengths and weaknesses of the student, and how to provide relevant documents, advice, good guidance and emotional support, in order to reach the intended goals. According to other teachers, as the student becomes more familiar with his role such as data collection and analysis, the supervisor's role is to check student's work and provide him with suggestions and options to solve the problems that he encounters in his research work.

5. Did you supervise in your specialty?

-For the fifth question, it is recognized that most teachers at Tahri Mohammed do not supervise in their specialty.

6. What are your responsibilities towards your supervisees?

- Concerning question six, some teachers claimed that their responsibility is to encourage, motivate, organize their time and provide students with regular meetings for consultation and discussion of academic progress and research. However, others reported that they should read the students' written work in a timely and thorough manner, supply constructive suggestions for improvement and continuation, and provide feedback and constructive criticism.
- 4.** What is your relationship with your supervisees?
- Teachers' answer for question seven is that their relationship should be based on mutual respect, good communication, and encouragement to maintain high spirit and enthusiasm to pave the way for students to carry on their research works.
- 5.** Do you utilize ICT devices in your supervision?
- As far as question eight is concerned, all of them claimed that they use ICT devices because they extremely assist them in their supervision task.
- 6.** What are the challenges and problems that you face in your supervision for Master students?
- While asking them about the challenges that they encounter, some supervisors maintained that they find whether the students are from different backgrounds, they are full-time, studying and working at the same time, have an idea and information about their research topics and the methodology that they are going to adopt, or students with no idea about their topics and how they are going to start. Other supervisors stated that some students remain passive and did not do any path forward and this is due to some reasons such as lack of research skills, marriage, pregnancy, illnesses and job missions. Supervisors also find problems in their contact with their supervisees and challenges while using technological tools as a means of interaction.
- 10.** Which solutions do you suggest for these challenges and problems?
- For the last question, as solutions to the diverse challenges and problems, they suggested that the supervisor should:
 - know the strengths and weaknesses of the students;
 - provide relevant documents, advice, good guidance and emotional support;
 - check students' works;
 - organize his time;
 - provide master students with suggestions and options to solve the problems that they encounter in their research works.
 - be flexible and motivate students;
 - provide feedback and constructive criticism;
 - avoid communicative barrier
 - provide students with some hints of how to utilize ICT devices, or ask them to conduct a training.

1.2 Master Students' Interview Analysis

An interview composed of seven questions was also carried out with thirty students from the three specialties available at the university: didactics, language and culture, and literature and culture. It was intended to analyze their views about their role as research students and the challenges and problems that they encountered during their research struggle.

Master students' interview handled the following questions:

1- What is your specialty?

- Concerning the first question, the result indicates that thirteen are specialized in didactics 43, 33%, nine in language and culture 30%, and eight in literature and culture 26,66 %.

2. Are you a full time student or working student?

Table 3: Full Time Students and Working Students

Students	Full Time Students	Working Students
30%	66%	33%

For the second question, it is pointed out that twenty of them are full time students 66,66 %, and ten working students 33,33 %.

3. Do you find any challenge in the selection of your research topic and the supervisor?

Table 4: Difficulties in the Selection of the Research Topic and the Supervisor

Number of Students	Selection of the Research Topic Difficulties	Percentage	Selection of the Research Topic No Difficulties	Percentage
30	No Difficulties	26,66%	No Difficulties	30%
		73,33%		70%

- For the next question, twenty two of them 73,33 % reported that they did not find any difficulty in the selection of their research topics. The reminding eight students 26,66 % claimed that they found some difficulties. Concerning the selection of supervisors, nine 30 % said that they find some difficulties; however, the rest of the students 70 % asserted that they had no problem because according to them supervisors are available.

4. What are your responsibilities towards your research work?

- As regards question four, they said that they are responsible of the completion of their research work and the management of their time, and that they have to respect the deadlines and submit their work as early as possible.

5. How should your relationship with your supervisor be?

- As far as question five is concerned, they imputed that their relationship with their supervisor should be based on mutual respect and good communication.

6. Do you find difficulties in the use of ICT devices in your research?

- For question six, some of them claimed that they found no difficulty in the use of ICT devices. Other students said that they encountered many obstacles in the manipulation of these devices.

7. Do you encounter any challenge in your research endeavour?

- When asking them about the challenges that they encountered in their researches, the supervisees stated that these challenges are their lack of research skills, face to face interaction, contact with their supervisors, and harshness and negligence of some supervisors.

2. Discussion

As regards supervisors, in most of the time, mix ability class and knowledge of students make supervision a tough endeavour for the supervisors. According to Abiddin et al., ‘a graduate class usually is a mix of diverse students in terms of age, culture, experience, ability, etc.’¹⁷ In the sense that, students from diverse backgrounds create a problem for the supervisor because he has to adjust accordingly. Moreover, this diversity is also found in the themes because there are various specialties, which are available at Tahri Mohammed university, including Didactics, language and culture, and literature and culture. Therefore in most of the time, the supervisor finds himself in a dilemma, especially when he supervises students from different specialties.

As pointed out by some supervisors, students should be self-motivated and have high self-efficacy. On one hand, students who are punctual and try their best to reach what is requested by their supervisors, they will complete their research work within time. According to a supervisor ‘‘some of my students who were motivated completed their research in one semester and they were among the first and best students of their class’’. Furthermore, whether a student is a full-time or working student, what is important are enthusiasm and self-discipline. As explained by another supervisor ‘‘my working students came on the scheduled time on voice call for guidance, I scarcely had to wait’’. On the other hand, students who are lazy, have poor English, and do not respect the advice given hinder supervisors to perform their job efficiently. A supervisor said, ‘‘some students have poor English and this discourages me to read their works.’’ Another pointed out, ‘‘some students do not give importance to my advice, therefore I am harsh with them.’’ Another supervisor claimed, ‘‘some students tend to submit documents without incorporating the previously given comments.’’

Communication barrier is another problem, some students lose contact with their supervisor, mainly those who are working, as pointed out by a teacher ‘‘one of my students did not appear for several months, then came and asked for protraction. This behavior has a bad impact on the supervisor as well because it leads to the supervisor’s dissatisfaction. A supervisor said ‘‘when any student do not contact me for a long period, I forget the ideas that I have in my mind about the student’s topic and even what I had suggested, I have to start from scratch and this is really depressing.’’

While using technological tools as a means of interaction, some supervisors find many difficult problems. According to a supervisor ‘‘when students are online, some technological issues like Internet speed or students’ misunderstanding of technology interrupted our interaction.’’ Another one asserted, ‘‘we are stuck in technological issues, during our interactions with the students, the focus is on training the students how to use internet applications for voice or video calls’’.

¹⁷ Abiddin, N.Z., Ismail, A.(2011), ‘‘Effective Supervisory Approach in Enhancing Postgraduate Research Studies’’, International Journal of Humanities and Social Science, Vol. 1No. 2, ,pp.206-217.

Though, technology has resolved most of the challenges of interaction, yet, according to some supervisors face-to-face interactions have more value. In a supervisor's point of view, "lack of physical contact cannot initiate supervisor-student relationship and cannot motivate them." However, another supervisor claimed, "online guidance is better than conventional face to face because it saves time, students do not have to travel and bother too much to meet the supervisor."

In fact, supervision requires different skills. According to a supervisor "if proper guidelines were given to students they would follow the supervisors' instructions." Generally, it depends on the students' attitude in the sense that, when they respect the instructions of the supervisor and meanwhile receive an effective guidance they will be able to complete their work at the expected time.

Concerning the supervisees, some are full-time, others are working students. During their performance to their research work, they face many challenges and problems. Some students lack research skills. Others, in their interaction with their supervisors face various obstacles, especially while using ICT tools. Furthermore, some students are unable to use ICT devices and applications effectively. Others are living in remote areas, where it becomes a hurdle for them to contact the supervisor because they have no access to technology tools. These issues lead to interrupted communication, which resulted in a delay in the research.

Working students are encountered by many challenges during their research, and it is hard for most of them to accomplish their work on time. They are unable to contact their supervisors as expected because of their time schedule in their job. As mentioned by a working student "I have to take off from office to contact my supervisor for research discussion". It is not always allowed for the working students to leave their job in order to meet their supervisors. But for some students despite that they are working, they find no difficulty because their work managers are understandable. According to a working student, "I always go for discussion on voice call in the time scheduled." Other students do not complete their research work on time, or they do not complete at all and this is due to some factors including, poor planning and management of their research works, methodological challenges, writing and the interpretation of the results, isolation, personal problems, and negligent supervision. As far as this latter is concerned, some students asserted that they experience difficulties with their supervisors. As explained by some of them, "the supervisor is harsh and uses abusive language, and does not consult our works." Another student pointed out, "when I call or email my supervisor, he does not reply."

Briefly, what was obtained from the data collection acknowledged that many of EFL teachers at Tahri Mohammed University face obstacles in the supervision process, meanwhile students also encounter some hardships. Indeed, students' good attitude and supervisors' effective guidance are the important factors that can contribute in students' success. Moreover, if student-supervisor interactions are regular without any delay, this can foster their relationship and give students the opportunity to fulfill their research work within the time scheduled. As the Japanese proverb says, "better than a thousand days of diligent study is one day with a great teacher."

Conclusion

Supervision is a process that concerns teachers, students as well as the administration. In fact the achievement of a research work depends on both the student and the supervisor. The supervisor must be diligent about explicitly working with students to establish mutual expectations, responsibilities and benefits for working together. Students must also be proactive to facilitate communication process. Good supervision requires: establishing regular meetings between the supervisor and the student, and setting up adequate methods of assessing the research work. Indeed, students feel satisfied when they meet regularly with their supervisors as a result, this will facilitate their task and give them the opportunity to complete their research work successfully. Briefly, the secret of student's success is to initiate interaction with the supervisor and follows his advice. The supervisor is the vital component in the research process, therefore to provide good supervision and motivation to the students, challenges faced by the supervisor should be resolved.

The present study has focused on the factors of an effective supervision and the challenges faced by both the supervisor and master students. It was found that irregular contact, the ineffective use of technological tools create communication barriers between master students and supervisors. However, students diversity, student-supervisor interaction, lack of research skills are the main common challenges that can arise during the course of supervising a research work.

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