The Influence of Lecturer Commitment to Supervision of Theses on Post-Graduate Programme Completion in Universities in Uasin Gishu County

Paul B. Maritim, Peter Koros & Rose Atoni

Catholic University of Eastern Africa

The purpose of this study was to examine the influence of lecturers' commitment to the supervision of thesis on post-graduate programme completion in universities. The study was conducted in private and public universities within Eldoret Uasin Gishu County. The target population for the study was 1345 which involved the deans of schools, directors or heads of graduate studies, admission officers in the admissions office, supervisors/lecturers and post-graduate students in universities within Eldoret region where a sample size of 105 respondents was sampled to participate in the study. Data was analysed using quantitative and qualitative methods. Quantitative data was analysed through coding in SPSS version, 26 data editor where inferences were drawn and descriptive statistics like mean, mode, median and frequencies of responses were used to give results of the analysis which were then presented in the form of charts and tables and prose for qualitative data. Pearson correlation analysis was used to test the hypotheses of the study. Multiple regression method (ordinary least squares) was used to investigate the relationships between parameters. Post-graduate programme completion was taken as the dependent variable (Y) while factors that affect guidance were taken as the independent variable (X). The causal effect of guidance on post-graduate programme completion was tested. The P values were used to test the significance of the independent variables towards the dependent variable. Further, qualitative data from interviews were analysed thematically and presented in line with the objectives of the study. The findings from the study indicated that there was a significant positive correlation between guidance and completion of post-graduate programmes ($r = 0.825$, $p = 0.000$). This shows that guidance influences the completion of post-graduate programmes in universities. The findings of this study may be of great value to all stakeholders in education as more students will graduate on time and more will pursue further studies. To the deans of schools, this study may assist in addressing critical challenges that cause unnecessary delays to the timely completion of studies by students and as a consequence, the decline in graduate student's enrolment into the various programmes provided by the school. The findings may also help to explain the perennial reduction in graduate numbers from the time of registration to graduation.

Keywords: Lecturers' commitment, supervision, postgraduate programmes, completion, universities.

Introduction

Geographical Area of the Study

The study was conducted in Uasin Gishu County-Kenya. Uasin Gishu County borders Nandi to the south, Elgeyo Marakwet to the east, Trans Nzoia to the north and Kakamega to the west. It is a plateau with a temperature range of 12°C - 32°C and is mainly covered with maize and wheat farms. It has a conducive climate for livestock and other crops. The communities in this region support the provision of education from primary to university. The region boasts some of the best schools including Moi Girls, Chebissas, Sego, Wareng and Segero Schools. There are also many universities both private and public offering a wide range of undergraduate and postgraduate programmes. Some of the popular universities are Moi University, the Catholic University of Eastern Africa, Baraton University and the University of Eldoret.

Background to the Problem

Supervision is the practice of stimulating, refreshing, encouraging, and monitoring the performance of an individual or group in achieving a task. It is the use of befitting and amicable techniques to ameliorate the flaws while improving on the merits of a research undertaking (McCallin, 2012). The term supervision is derived from the word *super videre* meaning to oversee (Green, 2003). It is an interaction between two or more persons for the betterment of an activity. It combines

procedures, processes and conditions to advance the work effectiveness of research candidates, In this regard, a major function of supervision is to provide guidance and mentorship to individuals pursuing research or other professional endeavours.

Supervision plays a critical role in guiding a student to work on a thesis as required. Fundamentally, supervision is based on interaction and collaboration. This reciprocal relationship can be very sensitive and fragile, but it also has quite energizing and empowering features. Interestingly, all these features are experienced in the mutual interaction between the supervisor and master's students and, therefore, the depth and closeness of the relationship do not become very easily visible to other people. The supervisor relationship and the supervisor's and student's way of working together can also be a model that is transmitted to the next researcher generation. However, it is possible to finish a dissertation process without abundant supervision and on the other hand, some students need constant guidance and still do not ever reach the ultimate goal of graduating as a doctor.

Supervisor efficiency entails five vital components: support, trust, respect, time and investment. The supervisor ought to be approachable or friendly, supportive and with a positive attitude, open-minded, prepared to acknowledge error, organised and thorough, stimulating and conveying enthusiasm for research. Mutula and Majinge (2017) observe that there seems not to be a clear criterion for selecting supervisors in most schools, but rather the willingness of those who are available in the department. Supervisors chosen may not be experts in the student's area and this will create tension and undue delays.

Supervisors on their part, go through untold suffering in many universities (Yousefi, Bazrafkan, & Yamani, 2015). Universities do not enforce supervision load limits, no research materials, no research funds and lack or delay in payments for supervision. Many students and their supervisors lack access to current theoretical and comparative literature. Lecturer and student timelines are not usually respected and, in some cases, they are not there at all. The student takes two weeks to respond to the supervisor's corrections and the supervisor takes two weeks or less to act on the student's work. A report of this progress is sent to the head of department and the dean of graduate studies.

In many effective planning scenarios, graduate schools require regular updates on student progress reports. (Koskenoja, 2019). On the other hand, many schools do not have precise information about their graduate student progress and this makes it difficult to assist students when faced with problems. Some are said to have been collecting data for many years, and some have given up. Occasionally, the student and supervisor disagree. How is this handled? Replacement of a supervisor is a challenge as many avoid students who have not worked well with other lecturers. The differences

could be genuine but the student invariably takes the blame. A random assessment of students in one university in western Kenya revealed that both internal and external examiners do not submit reports in time and there is no penalty for the delay (Bloom, 2016).

Table 1 shows supervision and completion in Canada, and South Africa and Kenya 2016-2018.

Table 1

Thesis Supervision and Completion in Canada, South Africa and Kenya

Year	Canada			South Africa			Kenya		
	Enrolment	Got	Delayed	Enrolment	Got	Delayed	Enrolment	Got	Delayed
2016	13	8	5	17	10	7	27	2	25
2017	9	7	2	14	9	5	16	0	16
2018	11	8	3	6	3	3	21	0	21

Statement of the Problem

In Kenya, universities graduate thousands of undergraduates who are relatively young and willing to pursue further studies. These graduates have a great diversity of credentials from the wide range of programmes introduced in undergraduate studies. Similarly, institutions have developed many post-graduate diplomas, master's and doctoral programmes that students can access. However enrollment in these programmes is frustrated to a large extent by certain issues and concerns and as a result, prospective students drop out or leave to other universities. (Dikler, 2010).

People are concerned whether the mode of supervision, student's behaviours and actions as well as impromptu closure of universities have contributed to the diminishing numbers of graduating students despite enrolment. Wamala (2012) posed the following question: How can the effectiveness of the supervisor's guidance help to mitigate measures for graduation on time and greater enrolment?

If proper planning on graduate supervision and time management is not done, many researchers will be wasted and nations will lose human resources. While it is known that outstanding fees, funding, delays of completion of a thesis, family burdens and health issues affect 'graduate on time' (Wamala 2012), little is known of the effect of a lecturer's commitment to supervision of thesis on students' guidance. Additionally, none of the studies have been conducted in universities within Eldoret. Therefore, this study explored the effect of a lecturer's commitment to the supervision of theses on students' guidance in public and private universities within Eldoret-Kenya.

Research Questions

The study was guided by the following research questions:

1. To what extent do supervisors of post-graduate students provide adequate guidance to post-graduate students?

2. What is the relationship between frequency of interaction between the supervisor and the student on completion of post-graduate programmes?

Research Hypotheses

The following research hypothesis was tested:

• There is a relationship between students' rating of guidance by supervisors and post-graduate students' completion rate.

Significance of the Study

The findings of this study may be of great value to all stakeholders in the world of learning as more students will graduate on time and more will pursue further studies. To the deans of schools, this study may assist in addressing critical challenges that cause unnecessary delays to the timely completion of studies by students and as a consequence, the decline in graduate student's enrolment into the various programmes provided by the school. The findings may also help to explain the perennial reduction in graduate numbers from the time of registration to graduation. To the graduate students, the study findings may help them realize their important role in each of the steps of supervision, how to partner with the supervisor, how to maintain consistency in quality and feedback, how to maintain regular contact and establish expectations. They will graduate on time, with minimum stress and frustrations and will be inspired and motivated to carry on their future careers.

To the Deputy Vice Chancellor in charge of academics, the findings may be used to draft better policies for postgraduate students' progression and completion. It will lead to an understanding as to why students abandon studies, waste research funds and fail to solve the problem situations in the community. Additionally, the registrars will have an easy time sorting timely students and monitoring quality. They will manage well the environment, time, resources and plans for defences. To the parents, findings may help reduce the negative attitude toward universities and programmes selected by their children. It will save time taken to realize the fruits of learning.

Scope and Delimitation of the Study

The study considered some thematic areas of lecturers' commitment to supervision that influence the completion of post-graduate programmes in Uasin Gishu County. This study only addressed aspects of lecturer supervision commitment that affect the completion of post-graduate programmes and involved only students, lecturers and deans of schools in the last seven years. The specific areas of lecturer commitment to supervision guidance. Other factors not addressed in this study that influence the completion of post-graduate programmes would form the basis for further study.

Theoretical Framework

This study applied Strategy Enrolment Management (SEM) theory by Taylor (2008) which involves recruitment, support, retention, satisfaction and placement of students. It is a comprehensive process designed to help universities achieve and maintain optimum recruitment, retention and graduation rates for post-graduate applicants. Enrolment and eventual success of post-graduate students must be planned. It is a situational approach matching contingency theory of planning where universities effectiveness is judged from the extent to which member's needs are satisfied through the planned transaction with the environment. What is done depends on the situation. Enrolments based on allocation of funds and other considerations are a function of student numbers and their continued presence or retention.

The theory is designed to help universities achieve and maintain optimal student enrolment, retention and graduation. It has been used with great success in China and the United States. The core attributes of this theory are marketing (of programmes), admission, financial aid, research infrastructure, learning assistance (by supervisors) and career services. These attributes are in line with the concerns of this study. Other than providing equipment for research such as an equipped library, Wi-Fi, e-resources, and computers, evaluation of the effectiveness/marketability of programmes is important. Student support strategies include mitigation measures for unforeseen circumstances such as the Coronavirus pandemic.

Strengths of the Theory. Based on this theory, student enrolment trends are stabilised, it stabilises finances, it improves services provided by the university, it reduces the vulnerability of students with varied challenges and it promotes the building of action plans between supervisors and students. With internet connectivity and liaison with other academicians, student support is improved and motivation is enhanced. In respect of this theory, the university may have an established research laboratory and core attributes of enrolment, retention and graduation are closely monitored. It enhances efficiency as used in education which has two dimensions, that is minimum wastage as the student's flow through the system and the standard of learning achieved in the education system at each level. It is strategic in that the quality of learning correlates with what the society and ultimately the nation desires.

Weaknesses of the Theory. This theory assumes that recognising the need for action and having the expertise to implement are the same, yet they are different. In most cases the former is there but not the latter. It treats education as homogeneous input but it varies from individual and group. People learn differently and more expenditure goes unex-

plained during coursework. Educational equity may also be achieved. Equity advocates that services and resources should be made available to the most needy and vulnerable people in the community. However, this pursuit in education requires the capacity for identifying differential needs according to such requirements.

Applicability of Theory to the Study. One of the most important reasons for educational planning is to achieve given goals through prescribed means and to align needs and resources. This study may raise factors that hinder the smooth flow of post-graduate students from registration to graduation and this theory which is an extract of the strategic enrolment management model, lays out its planner. The theory informs that planning is a continuous process from goals through decision to implementation and feedback. The institution ought to provide competing sectors, programmes and operations that live by timelines and minimum wastage. Wastage is social, economic or educational and this theory provides a framework that enables institutions to beat timelines even under the three situations. Education in this regard could be an inappropriate research environment, student research deficiencies or poor supervision process. Enrolment is wedged on less supervisor workload, corresponding incentives, mentorship, skills and time.

Conceptual Framework

This study was based on a conceptual framework. Supervision is a process of bringing about improvement in the work of researchers, a way of stimulating success and helping learners achieve excellence. Supervision is a creative and dynamic service that is both expert and technical. The conceptual framework for this study is the supervisory model of the cognitive behavioural theory which operates on the assumption that behaviours are learned and maintained through their consequences. Supervisors are strict, specific and keen on processes and goals. Supervision consists of setting goals and deadlines, building rapport, follow-ups, and enhancing supervisee technical competency.

Supervisors accept part of the responsibility for supervisee learning and graduating on time. The study relates post-graduate enrolment to the commitment to lecturer supervision. The independent variables in this study were frequency of interaction, feedback and guidance while the dependent variable is completion of post-graduate programmes in universities in Uasin Gishu County. Figure 1 shows the conceptual framework indicating the relationship between supervisor commitment to thesis and completion of post-graduate studies.

Figure 1. Relationship between Supervisor Commitment to Thesis and Completion of Post-Graduate Studies
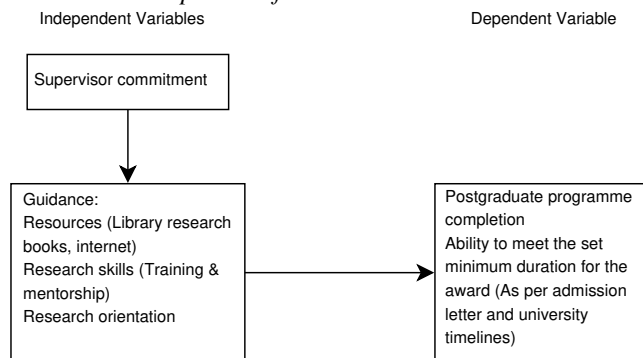
Operational Definition of Terms

Guidance The process where a supervisor assists a study in planning, focusing and developing the study by encouraging the student to make a realistic written timetable and plan at a very early stage to ensure that a manageable piece of work is undertaken.

Interaction How two or more people or groups regard and behave towards each other (student-supervisor) during graduate studies. It is used in this study to refer to reciprocal action or influence between the supervisor and the graduate student in the learning context.

Lecturer Commitment This is the state or quality of being dedicated to a cause or obligation that restricts freedom. It is dedication and devotion to the work at hand. It is ones call for duty, to guide, correct and steer a candidate to success.

Post Graduate Studies This was used in this study to refer to studies for people who have earned a bachelor's degree and were pursuing additional education in a specific field in Master's. Study and learning are more self-directed at the graduate level than at the undergraduate level.

Supervision It is the ability of a fully informed lecturer to engage the student in research work and build thesis in time as per university regulations.

Research Design and Methodology

The study used *ex-post facto* (correlational) research design.

Target Population of the Study

This study involved the deans of schools, directors or heads of graduate studies, admission officers in the admissions office, supervisors/lecturers and post-graduate students

of universities within Eldoret region. There are seven universities within Eldoret town offering a wide range of courses and with a big population of staff and students. (County Education Office, 2022).

Sampling Procedures

The universities within the environs of Eldoret town serve an estimated 1,300 students doing graduate study programmes (graduate admissions, 2022). The sample for the study was obtained from a list composed of four public and two private universities. First, the universities were stratified into public and private, and then this was followed by simple random sampling to pick three universities from public strata. The two private universities were purposively included in the sample thus giving a total of five universities. Since two schools took part in the study from each university, a sample size of 10 schools is formed.

Sampling Administrative Officers. The admissions officer in each of the five universities participated, thus five administrative officers. Each university has one Dean, School of Graduate Studies, and thus five deans. Two schools participated from each university giving a total of ten schools. The directors of the schools of graduate studies on the judgement of the researcher qualify for automatic inclusion and are purposively sampled as they represent the population. The deans, directors and administrative officers added to 20.

Sampling of Supervisors/Lecturers. Based on contemporary reports from human resources (2022) at the universities the number of available lecturers qualified to teach and supervise post-graduate students in 2010 is indicated in the matrix. To provide equal representation for both male and female lecturers, stratified sampling followed by simple random sampling was done to obtain 2 lecturers from each school. This gives a sample size of 20 lecturers.

Sampling of Students. Administrative officers' reports (2022) in the ten schools presented a total of 1345 students with doctoral students averaging 18. Criterion sampling was to be used to sample students assigning proportions to master's and post-graduate diploma students being assessed in the field bringing the number further down to 6 or 7. In addition, volunteer sampling, critical case sampling and extreme case sampling was used on cases that have taken long to complete their studies (Gill, 2015). By considering the active students in the field, an average of 2 doctoral and 1 each for Master's and postgraduate diploma, a total of (6 x 10) = 40 and 5 from volunteer, critical and extreme sampling procedures, a sample size of 65 students was used. In summary, the total sample including lecturers and students is 105 as presented in Table 2.

Table 2

Matrix showing Population and Sampling Techniques

Population	Total	Sampling Technique	Percentage	Sample
Administrative officers	35	Purposive	14.3	5
Directors of graduate school	35	Purposive	14.3	5
Deans of schools	49	Purposive	20.4	10
Supervisors/ lecturers	210	Stratified, simple random	1.0	20
Students	135	Criterion, volunteer, critical and extreme case	4.0	65
Total	464			105

Description of Research Instruments

Instruments are devices prepared to enable the researcher to gather all the information needed from the field. They may involve writing, observing photo taking or filming or assessing. To obtain the data needed for this study, the following instruments were used: questionnaire, interview schedule, checklist and content analysis.

Questionnaire for Administrative Officers/Directors

A questionnaire is an instrument that consists of a series of prompts and questions that are aimed at collecting information from respondents in the field. In a predetermined order, each respondent is to respond to the same set of questions. (Salkind, 2012). The questionnaire for administrative officers or directors has a series of open and close-ended questions that are good for obtaining information on student enrolment, transition and fee payments. Open questions require the respondent to use their own words to answer while closed ones are limited to the use of tick. This instrument is easy to use, reliable, quick and specific. These questionnaires were collected as soon as possible from the respondents.

Checklists for Supervisors/Lecturers. Checklists assist the researcher in capturing the important points from the respondents especially perceptions on the frequency of interaction, efficiency of online supervision and Covid-19 pandemic. Lecturers also have information about student fortitude. Definition and exploration of topic, determination of the type of information needed and where to find it is what the checklist does. The checklists presented assisted the researcher to confirm or reject perceptions by the lecturers on the reasons for delays in student studies.

Questionnaire for Students. The students are the main source of information in this research providing both qualitative and quantitative data. The questionnaire for the students was open-ended. Likert scale and checklist were used

to provide data on the frequency of interaction, sources of delay, research skills and supervisor effectiveness. The questionnaire has the opinion variable which records how they feel about their studies or other issues of concern and what they believe is true or false. The questionnaire has also the behavioural variable which contains data on what the university did in the past, what they are doing now and likely scenarios. These instruments were given and collected immediately.

Interview Schedule for Deans. Interview schedule has a set of verbal questions for deans and officers to respond to. The interview entails an opening friendly session to build a rapport with the officer and explain the reasons and timelines.

Content Analysis Guide. Content analysis is the study of already available information such as entries, diaries, books and videos related to the study area (Ary, 2010). It helps to detect propaganda, regional differences and emotional states of persons. It also provided information, on the influence of frequency of interaction, feedback and guidance on completion of post-graduate studies. Information is categorized for example low, moderate, high and very high. From here, the data was analysed and presented without any manipulation of content or people.

Validity of Research Instruments Results

To validate the instrument results, experts in administration and planning endeavoured to address content validities and how each was ascertained.

Pilot Study of the Instruments

A pilot study is done in order to assess the challenges, time, cost and appropriateness of instruments and sample size. (Ary, 2010). It is done before the real research to avoid any wastage due to insufficient or ineffective instruments. Each tool was given to the right respondents, collected immediately and data was analysed in respect of each research question. This was collected before in one university that is not in the final sample but the schools shall be those big schools including the schools of education, arts and social sciences, law and business. The instrument results may necessitate some changes in the instrument areas in order to improve it.

Reliability of Research Instruments

The researcher assessed the instrument's reliability through a test-retest method, measuring the consistency of results when the test was administered twice to the same respondents and obtaining a Spearman's correlation coefficient greater than 0.7, indicating a high level of reliability, while also considering Cronbach's alpha to evaluate the shared variance among a set of items as a measure of their internal consistency.

Data Collection Procedures

To be able to collect data, the researcher needed a clearance letter from the university, research authorization from National Commission For Science, Technology & Innovation (NACOSTI), permission from Uasin Gishu County education office and clearance from the university administration to conduct research. Administration of questionnaires and conduct of interviews were done in respect of ethical considerations in research.

Methods of Data Analysis

Data were analysed using descriptive statistics. The null hypothesis was tested using multiple regression analysis.

Ethical Considerations

Before the commencement of the research, the researcher obtained clearance from the university to conduct research, clearance from the County and obtaining a permit from NACOSTI to conduct research. During the research, the researcher showed openness of intent ensuring that the exercise was a voluntary participation by participants. (Muijs, 2016). The researcher assured participants on confidentiality and anonymity for responding to the instruments of research. There was no deception, harm or unfairness to respondents even in the face of a problem. Participants were at liberty to withdraw at any stage of the research. The recording was coded so that no names would appear in the field notes. In the inquiry, the researcher and respondents worked harmoniously on the belief that the activity was a worthy cause. After the research, confidentiality was maintained among the schools and persons who participated in the research. The work plan and budget are provided in appendices.

Presentation and Discussion of the Findings

This chapter presents the results of data analysis on the influence of lecturers' commitment to supervision of thesis on post-graduate programmes completion in universities in Uasin Gishu County. This section covers the influence of guidance on the completion of post-graduate programmes. Data was collected using questionnaires and were analysed using descriptive and inferential statistics. The chapter opens with the return rate of questionnaires used for data analysis, descriptive analysis, demographic description of the participants involved in the study and analysis of the three objectives.

Extent to which Supervisors of Post-Graduate Students provide Adequate Guidance to Students. The first research question sought to determine the extent to which supervisors of post-graduate students provide enough guidance to students in universities in Uasin Gishu County. To achieve this objective, the respondents were requested to rate their level of agreement on a five-point rating scale items

in the questionnaire to examine the frequency of interaction between the supervisor and the student on completion of post-graduate programmes. Their responses were tabulated and the results are presented in Table 3 in the appendix.

Results from Table 3 show that more than half of the post-graduate students said that supervisors share additional knowledge on research methods and their supervisors guide them on their thesis defence strategies frequently and very frequently.

The Relationship between Supervisors Commitment and Post-Graduate Students Completion Rate. The second research question sought to determine the relationship between supervisors' commitment and post-graduate students' completion rate. Pearson correlation coefficient (simply r) was used to establish the relationship between frequency of interaction, feedback and guidance and completion of post-graduate programmes in universities in Uasin Gishu County. When r = (+) 1, it indicates a perfect positive correlation and when it is (-) it indicates a negative correlation. The obtained value of r(r=0.814) shows that there is a positive relationship between a supervisor's commitment and post-graduate student completion rate.

Test of Hypothesis. The following null hypothesis was tested using t-test for the significance of r. The test showed that r= 0.814 is significant. This shows that there is a significant relationship between lecturers' commitment to supervision and student completion rate.

Summary of Findings, Conclusions and Recommendations

Summary. The purpose of this study was to investigate the influence of lecturers' commitment to the supervision of a thesis on post-graduate programmes completion in universities in Uasin Gishu County. Data were collected by use of questionnaires and analysed using frequencies, percentages and Pearson correlation analysis. The analysis revealed the following: the study findings showed that the majority (64.4%) of the students believed that supervisors share additional knowledge on research methods that would facilitate a better understanding to complete the thesis on time.

In addition, a majority (72.9%) of the students reported that supervisors and students do not attend seminars which would help improve their skills in thesis writing. Further, a majority (74.4%) of the students in universities in Uasin Gishu County argued that supervisors guide students on thesis defence strategies. Similarly, the findings indicated that most students were not in dispute that supervisors provide students with relevant resource materials for their thesis. In addition, majority (74.6%) of the students are satisfied with the supervisor's comments for thesis corrections. Furthermore, majority (83.1%) of the students disagreed that whenever there is thesis defence at the university supervisors encourage students to attend in order to improve better under-

standing of thesis writing and defence skills. Moreover, majority (86.4%) of the students believed that supervisors were knowledgeable and experienced in research methodology.

Post-Graduate Programmes Completion. The purpose of this study was the influence of the lecturer's commitment to the supervision of thesis on post-graduate programmes completion in universities in Uasin Gishu County. The findings indicated that a majority (71.2%) of the students reported that, post-graduate students in their schools fail to complete programmes in stipulated time. In addition, majority (69.5%) of the respondents believed the universities were not being satisfied with postgraduate student completion rate. In addition (74.5%) believed that supervisors were not highly motivated to encourage students to work hard in order to complete their thesis on time. Further, majority (67.8%) of the students believed that the objectives of post-graduate programmes were achieved in their school were not achieved as intended.

Conclusions of the Study. The following conclusions are made based on the study findings:

There is a statistically significant relationship between guidance and completion of post-graduate programmes in universities in Uasin Gishu County showing that supervisor guidance to students improves the understanding of thesis writing which facilitates timely completion of post-graduate programmes.

Recommendations of the Study. The study made the following recommendation: The university should provide seminars, workshops and training to both supervisors and graduate students to educate them on their roles and responsibilities and fund research equipment and other resources to create a conducive environment for the graduate students to conduct research effectively.

Suggestion for Further Research. This study recommended that a similar study should be conducted in other counties so as to compare the findings.

References

Dikler, J. (2010). Boomerang: 85% of College Graduates Move Back Home. *International Journal of Doctoral Studies*, *1*, 21–33.

Koskenoja, M. (2019). Factors Supporting and Preventing Master Thesis Progress. *International Electronic Journal of Education*.

McAlpine, L., & Norton, J. (2016). Reframing our Approach to Doctoral Programmes: An Interactive Framework for Action and Research. *Higher Education Research and Development*, *25*(1), 3–17.

McCallin, A. (2018). Post Graduate Research Supervision: A Critical Review of Current Practice. *17*(1), 60–75.

Mutula, S. M., & Majinge, R. M. (2017). Shortcomings in Library and Information Sciences (LIS) PhD Projects: Analyses of Examined Theses and Supervised

for the Period 2008-2016 at Select Universities in Eastern, Western and Southern Africa. *Mousaion: South African Journal of Information Studies*, *35*(1), 114–129.

Salkind, N. J. (2012). *100 questions (And answers) about research methods*. Thousand Oaks, Calif: SAGE.

Wamala, R. e. a. (2012). Extended Candidature and Non-Completion at Makerere University, Uganda. *Contemporary Issues in Education Research*, *5*(3), 168–182.

Woodward, J. e. (2018). Factors Affecting Research Student Completion. In *5th Annual Forum of the European Association for Institutional Research*. Turku, Finland.

Yousefi, A., Bazrafkan, L., & Yamani, N. (2015). A qualitative inquiry into the challenges and complexities of research supervision: viewpoints of postgraduate students and faculty members. *Journal of advances in medical education & professionalism*, *3*(3), 91. (Publisher: Shiraz University of Medical Sciences)

Appendix

Table 3

Responses on the Influence of Guidance on Completion of Post-Graduate Programmes

		N		R		S		F		VF	
		F	%	F	%	F	%	F	%	F	%
1.	My supervisors share additional knowledge on research methods that would facilitate my better understanding in order to complete my thesis on time.	10	16.9	11	18.6	0	0	28	55.9	5	8.5
2,	My supervisors and I attend seminars which would help improve my skills in thesis writing.	20	33.9	23	39	6	10.2	3	5.1	7	11.9
3.	My supervisors guide me on thesis defence strategies.	0	0	10	16.9	5	8.5	33	55.9	11	18.6
4.	My supervisors provide me with relevant resource materials for my thesis.	4	6.8	11	18.6	4	6.8	27	45.8	13	22
5.	I am satisfied with the supervisor comments for my thesis correction.	10	16.9	0	0	5	8.5	39	66.1	5	8.5
6.	Whenever there is thesis defence at the university, my supervisor encourages me to attend in order to improve my better understanding of thesis writing and defence skills.	25	42.4	7	11.9	0	0	3	5.1	24	40.7
7.	My supervisors are knowledgeable and experienced on research methodology.	5	8.5	2	3.4	1	1.7	44	74.6	7	11.9