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Investigating The Impact of Teachers' Supervision on Learners' Research Progress

The Case of Master2 EFL Students at Biskra University

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Dedication

To the one whose prayers have always lit my path, whose love has been my shelter, and whose strength has carried me through every storm **Mama**, your endless sacrifices, patience, and unconditional care are the reason I stand here today. This achievement is as much yours as it is mine.

To the man whose endless support have guided me more than words can say **Baba**, your faith in me gave me the courage to keep going.

To my wonderful sisters, **Selsabila** and **Chama,** thank you for being my safe space, for making home feel like peace, and my forever bestfriends.

To my beautiful baby **Lula**, who brought light and joy during my hardest moments and at every long night.

To my special friend **HMCD,** your quiet strength, kindness, and faith in me have meant more than words can say.

To the ones who shared this journey with me from the very start **Sara**, **Samah**, and **Ibtissam.**

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This thesis carries a piece of all your love in every page.

And last but not least I wanna thank me for believing in me.

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Abstract

This thesis investigates the impact of teachers' supervision on learners' research progress. It seeks to bridge the gap by understanding how supervision influence the progress of English as a Foreign Language (EFL) students and ensure that these learners receive the necessary guidance for their research. The research hypothesizes that supervision can positively or negatively impact learners' research progress. The primary objective is to explore how different supervisory roles and approaches affect research development. It also focuses on analyzing the effects of teacher feedback and guidance on students' productivity and overall success in advancing their projects. Moreover, it highlights students' perceptions of the effectiveness of teacher supervision in their research journey.To achieve these objectives, a mixed-methods approach is employed, incorporating questionnaires and interviews targeting M2 EFL learners and teachers who have directly engaged in active supervision. The collected data are analyzed to determine the extent to which supervision is important in learners' progress, and whether some students can work without extensive guidance. The questionnaire results are analyzed using descriptive statistics (SPSS version 26), while the interview responses are transcribed and analyzed thematically. Major results indicate that supervision has a significant impact on learners' research progress, not only in terms of academic rigor but also in encouraging students' independence and perseverance. However, challenges such as inconsistent communication, limited availability, and mismatched expectations between supervisors and students are identified. These findings highlight the need for improved supervisory training, institutional support, and clearer guidelines to enhance students' research experiences.

Keywords: EFL students, Learners' research progress, Research independence, Teacher feedback, Teachers' supervision.

List of Abbriviations and acronyms

EFL: English as a Foreign Language

SPSS: Statistical Package for Social Sciences

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General Introduction

Introduction

Research is often characterized as a journey that presents both challenges and opportunities. This process calls on a range of skills from students, especially those undertaking their first proper research projects, such as critical thinking, problem-solving, and the capacity to evaluate and synthesize information. Research is essential to both academic and professional growth because it enables students to expand their knowledge, become experts on particular subjects, and contribute in their fields of specialization. However, the research process often involves a number of difficulties or roadblocks that could hinder progress, such as the formulation of clear research questions and the complexities associated with data collection and analysis.

Teachers' supervisory role is important especialy in relation to academic research. Effective supervision serves as a motivating force and assist students to keep on track, remain goalfocused, and overcome the difficulties of the undertaking projects . A supervisor provides his/her students with a detailed plan that prepares students for overcoming difficulties, formulating theoretical ideas and objectives. There is no one-size-fits-all approach to supervision; rather, it is a situational, complex, and collaborative process, requiring both supervisors and supervisees to be committed, flexible and skilled. For a successful relationship between a supervisor and a supervisee mutual understanding and consistent communication are essential.

Even though supervision has a pivotal role, many students face major challenges during their research process. One of the most prevalent problems is the absence of consistent teacher-student engagement. Students often feel unsupported and undirectional due to a lack of supervisor availability and infrequent or unproductive meetings. Furthermore, different expectations between supervisors and students can lead to miscommunication and a mismatch in research goals. These problems rise more when supervisors are balancing a lot of duties and don't have enough time to provide each student the individualized attention they require. Such

difficulties can delay research progress, cause frustration, and, in certain situations, result in the abandonment of research projects altogether.

Taking into account these difficulties, it is important to analyze the role of supervision in the progress of students' research work. It is important to know how often and in what ways supervision is practiced as this helps in determining effective supervision. By identifying factors that create successful interactions between supervisors and students, improvement of supervisory practices can be attempted. This research not only seeks to address the gabs in current supervisory approaches but also aims to increase the quality of the students' experiences in their academic journey. In the end, enhancing supervision may lead to higher levels of research productivity, more prepared students, and a stronger foundation of lifelong learning and academic contributions.

1. Statement of The Problem

One important element that the process of research cannot stand without is supervision. It is the process by which the supervisor provides guidance, counseling, and support to a student during the development of a research. A complex interaction between an academic and a researcher is established during this process that could be called a complementary relationship. Teacher's supervision can actually go beyond academic levels, since supervisors provide emotional support to boost students' confidence and foster their independence. So supervision is both a science and an art.

Ford and Jones (1987) stated that ,'' 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.'' However, Master 2 (M2) students in the Department of Letters and Foreign Languages, English Section, at Biskra University encounter numerous challenges when conducting research, as these learners took the path of learning in a

foreign language, they require more intensive support and additional effort from their supervisors. This research seeks to bridge the gap by understanding how supervision impact the progress of EFL students and ensure that these learners receive the necessary guidance for their research progress.

2. Research Questions

This research seeks to answer the following questions :

- How does the frequency of supervisory meetings affect the research progress?
- To what extent do students feel supported by their supervisors during the research process?
- How do different supervisory styles and methods impact learners' confidence in completing their research on time ?

3. Research Hypothesis

Based on the previous research questions, the researcher hypothesized that:

- H0: We hypothesise that teachers' supervision does not significantly impact learners' research progress.
- H1: We hypothesise that teachers' supervision positively impact learners' research progress.

4. Research Objectives

This study investigates the impact of teachers' supervision on learners' research progress. The study objective is to explore how different supervisory roles and approaches affect the research progress. It also focuses on analyzing the effects of teacher feedback and guidance on students' productivity and overall success in advancing their research projects. Moreover, it

sought to highlight students' perceptions of the effectiveness of teacher supervision in their research journey.

5. Literature Review

The supervisor-learner relationship is critical in enhancing the research skills development of learners, their academic growth and scholarly achievement in general. In certain contexts such as higher education institutions and research, knowledge and experience of teachers is said to be fundamental in the growth of a learners' research activities. Effective supervision is more than providing instruction and assessment but also holds elements of guidance, emotional encouragement, and independent thinking. However different ways, styles, and variables in context often result in different outputs along a learners' research path.

It has been argued in the existing literature that it is crucial to establish a positive working and supporting relationship in supervision; conversely, some barriers such as expectation gaps, cultural contexts, and learners' individual preparedness levels negatively affect the supervision process. Furthermore, modern research education increasingly promotes students' independence which requires the classical practice of supervision to be changed to fit the current academic aspirations.

This review examines key themes related to the impact of teachers' supervision on learners' research progress, including supervisory models, the role of communication, learners' perceptions, and challenges within supervisory relationships. By synthesizing these themes, the review highlights critical gaps in existing knowledge and sets the foundation for further investigation into optimal supervisory practices.

According to Maazouzi (2022), effective supervision is a collaborative process that plays a critical role in shaping the pace and success of students' research work. The study at Tahri Mohammed University revealed that both students and supervisors encounter multiple

challenges, ranging from communication barriers and lack of research skills to difficulties in using ICT tools. It emphasized the importance of a balanced supervisor-student relationship grounded in mutual respect, regular feedback, and emotional support. Supervisors are expected not only to guide academically but also to motivate and encourage students throughout their research journey. When both parties maintain consistent communication and demonstrate commitment, the success of the thesis increases.

Rushingabigwi et al. (2024) explored a successful graduate student supervision pedagogy.The authors discussed how to build strong connections with supervisors, emphasizing how supervisors should respect learners' independence while yet offering the assistance they need. The trend of changing supervision procedures is reflected in this study, where promoting both academic and personal development requires striking a balance between autonomy and guidance.

Kadam and Chavan (2022) explored Problems faced by researcher while doing the research, emphasizing the lack of institutional support and structured guidance. The finding revealed that research is a complex process that is effected by lack access to resources, poor methodological training, and weak supervisory system. One of the key concerns raised was the ineffective role of supervisors, scholars reported a disconnect with their supervisors, noting difficulty in scheduling meetings and receiving timely feedback—an issue that not only disrupts academic progress but also leads to feelings of confusion and demotivation. The study highlights the urgent need for consistent mentorship and structured supervisory involvement.

Similarly, **Kamalakannan (2024)** explored the complex and multi-dimensional challenges that researchers face. The study highlighted issues such as lack of knowledge about supervisors and research guidelines, poor time and resource management, weak relationships with mentors, and publication difficulties. These factors collectively affect the researcher's motivation and research quality. The author advocates for stronger mentorship, ethics training, and practical

workshops in data analysis and methodology to support researchers. According to the findings, addressing these barriers is essential for fostering a productive research environment and advancing scholarly work in diverse fields.

Wu et al. (2024) in their study tend to broke how supervisors impact the academic and research capacity of postgraduate students supervised by them. They did qualitative research and found that the supervisors' approaches and forms of work with students influenced their research abilities. Their findings indicated that such supervisors who were supportive and communicative assisted their students in acquiring the technical as well as the emotional aspects required for successful research completion.

6. Significance of The Study

This study aims to explore the impact of teachers' supervision on learners' research progress, providing valuable insights for supervisors and supervisees. Therefore, understanding the role of supervision in guiding learners through the research progress can help improve teaching methodologies, enhance students' engagement, and boost academic performance.

For teachers, this study will highlight effective supervision techniques and methods that promote independent thinking and improve research skills among students. By investigating how various forms of supervision impact the progression of research. If the study identifies the specific techniques that most effectively support students, teachers can modify their methods to enhance students' performance. Hence, the obtained data will help improve teachers' supervision practices, which will assist students to receive the guidance they need to excel in academic research. This study will highlight for students how crucial instructor guidance is to the growth of research. It will also look at the interaction between a supervisor and a supervisee and how guidance, support, and feedback can improve student performance and produce better academic results.

7. Research Methodology

Methods

Based on the research purpose and nature, a mixed methods approach was adopted to provide a clear view of supervisory practices and how they affect learners' research progress. Combining a quantitative questionnaires and qualitative interviews to highlight both the impact of supervision frequency and quality and learners' personal perceptions.

This study collected data through a structured questionnaire targeting M2 EFL (English as a Foreign Language) students at Biskra University to identify their research progress and how satisfied they are with their supervisors, complimented with interviews with supervisors to explore their experiences and expectations.

Population and sampling

M2 EFL (English as a Foreign Language) students at Biskra University were the selected participants in this study. A random sampling method was used. Students were selected randomly from the population of M2 EFL learners involved in academic research, ensuring that each student had an equal chance of being included in the sample. This method was chosen to reduce selection bias and increase the generalizability of the findings. The sample includes both male and female students.

Data Collection Method

To collect and analyze data, both qualitative and quantitative tools were gathered. A structured questionnaire was developed to collect quantitative data on students' perceptions of their supervisors' guidance and how this affects their research progress, targeting approximately 37 M2 EFL (English as a Foreign Language) students who are engaged in active research supervision. The responses will be analyzed using descriptive statistics. To complement the

questionnaire, data interviews were designed for 10 teachers to gain deeper insights into teachers' personal experiences with supervision.

Analysis Procedures

The collected data was analysed using both quantitative and qualitative methods:

- **Quantitative Data Analysis**

First, Students' replies to the questionaire were collected and compiled for analysis. The responces were coded and entered into a statistical software program (SPSS version26) for analysis. Descriptive statistics, including frequencies and percentages, were used to summarize students' perceptions of supervisory practices and research progress.

- **Qualitative Data Analysis**

Second, The interview data from supervisors were transcribed and analyzed thematically. A thematic analysis approach was used to identify themes, patterns, and key insights regarding teachers' perspectives on supervision.

By employing this mixed-methods approach, the study aimed to provide a well-rounded analysis of how supervision impacts learners' research progress, incorporating both statistical trends and in-depth personal experiences.

8. Ethical Considerations

Ethical considerations were strictly followed throughout this study to ensure the integrity and confidentiality of participants.

- All participants were informed about the purpose of the study.
- Participants' identities and responses were kept confidential, and all data were anonymized to protect their privacy.

- All collected data were securely stored and used solely for research purposes. No unauthorized persons had access to the data.

9. Structure of The Thesis

This thesis investigates the impact of teachers' supervision on learners' research progress. It is structured into three main chapters, each addressing a key aspect of the study.

Chapter One: Teacher's Supervision and Its Role in Supporting Learners' Academic Progress

This chapter provides a comprehensive overview of research supervision and its crucial role in facilitating learners' academic and research development. It begins by offering conceptual definitions of both supervision in general and academic supervision in particular, establishing a clear foundation for understanding their distinct functions in higher education. The importance of academic supervision is then discussed, highlighting its role in shaping students' research capabilities and overall academic success.

The chapter further explores various approaches to supervision, including scaffolding, direction setting, and relationship-focused models, each emphasizing different aspects of the supervisory process. Additionally, it identifies key factors contributing to successful supervision, such as effective management, institutional support, technical and intellectual guidance, and personal encouragement. The chapter also outlines the diverse roles supervisors play in guiding students through the research process, from initial planning to final submission. Finally, it presents the essential characteristics of good supervisors, underscoring the qualities that foster productive supervisory relationships and enhance learner outcomes.

Chapter Two: Learners' Research Progress: Foundations, Challenges, and Commitments

General Introduction

This chapter addresses the concept of learners' research progress by first exploring the etymology and origin of the term "research," followed by various academic definitions that clarify its scope and purpose. It highlights the significance of research in the academic context, particularly in enhancing students' intellectual growth and scholarly contributions. The chapter then outlines the major phases of the research process, including problem identification, methodology design, data collection, and result analysis.

It also discusses the essential characteristics of research and the standards that define high-quality scholarly work. A key focus is placed on the common challenges learners face during their research journey, ranging from literature review issues and title approval delays to data collection and analysis difficulties. Furthermore, the chapter emphasizes the responsibilities and commitments expected of research students in successfully managing their projects. Finally, it examines the supervisory relationship as a crucial factor that shapes learners' research progress and overall academic success.

Chapter Three: Methodology

The third chapter presents the research design and methodology, detailing the overall approach of the study, the target population, and the selected sample. It outlines the data collection methods, which include a structured questionnaire administered to Master 2 EFL students and semi-structured interviews conducted with teachers. This chapter explains the procedures followed in designing, validating, and implementing both instruments. Data collection was conducted systematically, ensuring clarity, credibility, and reliability of responses. The collected data were then analyzed using both quantitative and qualitative methods, including descriptive statistics (SPSS Version 26), and thematic coding.

The findings are interpreted and discussed in light of the research questions, highlighting the relationship between supervisory practices and learners' research progress. Visual aids such

as tables and figures are integrated to support the clarity and accessibility of the results. The chapter concludes with a general conclusion that summarizes the main findings of the study, acknowledges its limitations, and offers pedagogical implications. It also includes recommendations for improving academic supervision and proposes directions for future research in the field of educational supervision and learner development.

Chapter One
Teacher's Supervision and Its Role in Supporting Learners' Academic Progress

Chapter One : Teacher's Supervision and Its Role in Supporting Learners' Academic Progress

Introduction

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1.1.1. Supervision

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Introduction

Supervision plays a crucial role in various professional and academic fields by providing guidance, support, and feedback using different techniques. In an academic context, supervision is a more complex process as teachers' supervision is the core of learners' research success, it influences the quality and progress of learners' work. Effective supervision helps students overcome challenges such as formulating research questions, choosing appropriate methodology, time management, and maintaining academic integrity.

This chapter explores the concept of supervision by defining it broadly before categorizing it into academic supervision. It delves deeper into the importance of the supervision process, emphasizing the unique significance of teacher supervision in research. It also highlights different approaches to supervision. In addition, the chapter explains some factors of successful supervision. Finally, the chapter explores different roles of a supervisor along with the essential characteristics that contribute to the term "Good Supervisor". Understanding these elements allows us to see the importance of teacher's supervision in supporting learners' research process.

1.1. Conceptual Definition

1.1.1. Supervision

Supervision can be defined from multiple perspectives due to its multifaceted nature and diverse application. Masaong (2013) cited that the word supervision consists of two words, super and vesion. Super means above, higher, and vision means to see, observe, or review. Which means literally to oversee from above. However in this context, it does not refer to higher power but rather having more knowledge and experience than those being supervised. This is why supervisors are often seen as mentors who provide guidance and support to supervisees to help them during the research process. However sometimes supervisors mix between their roles and responsibilities that's due to the complexity of the process. Supervision encompasses a

number of functions, tasks, and responsibilities so a misunderstandings or mismatched expectations can occur when these functions are not clearly defined from the outset.

Cambridge University Press (n.d.) defines supervision as the act of watching a person or activity and making certain that everything is done correctly, safely, etc. On the other hand, Harly, Lubis, Syaifuddin, and Afandi (2024) discussed that "supervision is the action or process of directing a person or group of people."

1.1.2. Academic Supervision

In the context of our study, we are interested in academic supervision, typically supervision during conducting the research process in higher education. It can be understood from various perspectives, but it generally involves a professional relationship between a supervisor and a supervisee. Rushingabigwi et al. (2024) stated that "The supervision process requires both dedication and skills". Whereas, Assakran (2016, as cited in Gohar and Qouta, 2021) stated that academic supervision is the interaction between a faculty member and postgraduate students. It is an organized operation with rules, basics, and regulations to define and control this interaction. Moreover, it is multifaceted and includes academic, administrative, and human aspects. It is one of the tasks of a faculty member.

From this viewpoint, academic supervision involves three main actors: the supervisor (typically a faculty member), the supervisee (the postgraduate student), and the institution. Similarly, Mustafa (2004) describes academic supervision as a technical process by a faculty member or more based on their expertise and competencies to guide, monitor, and support a researcher in a relevant study to obtain an academic degree. Synthesizing these definitions, academic supervision can be seen as a systematic and structured process through which supervisors provide essential guidance and support to supervisees to ensure the successful completion of the research journey.

Academic supervision is distinguished by a set of defining characteristics that not only describe its structure but also clarify its essential functions and principles. Al-Tokhi (2011) identifies two primary dimensions that characterize the nature of academic supervision:

First, it is fundamentally a humanitarian and interactive process. This dynamic involves a relationship between the supervisor and the supervisee. The supervisor typically holds more expertise, while the researcher takes a more dependent and reliant role. Therefore, supervisors are asked to respect students' perspectives, which fosters a trustfull relationship. If both supervisors and supervisees expectations did not meet some misunderstandings may occur.

Secondly, academic supervision is a complex and demanding process. It is influenced by a variety of factors, especially those resulting from modern global developments. Issues like globalization, the rapid expansion of knowledge, and shifting economic conditions all significant impact on the quality of research and education in higher institutions, all of which increase the demands placed on supervisors.

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┌─────────────────────────────────────────────────┐
│              Academic Supervision               │
└─────────────────────────────────────────────────┘
┌───────────────────────────┬─────────────────────────────┐
│ Humanitarian Interactive  │ Difficult and Complex       │
│         Process           │         Process             │
└───────────────────────────┴─────────────────────────────┘
┌───────────────────────────┬─────────────────────────────┐
│ - Interaction between     │ - Influenced by multiple    │
│   supervisor & researcher │   factors                   │
│ - Power dynamics          │ - Challenges from           │
│   (expert vs. learner)    │   globalization & technology│
│ - Should be based on      │ - Affects education &       │
│   trust & respect         │   research quality          │
│ - Conflicts due to        │ - Requires adaptability &   │
│   expectations            │   guidance                  │
└───────────────────────────┴─────────────────────────────┘
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Figure 1.1. Academic Supervision Features (Researchers' design)

These two features of academic supervision clearly highlight its two sides. Supervision is both a deeply human interaction and a challenging multifaceted process. As a human interaction it fosters relationships, trust, and expectations between the supervisor and the learner.On the other hand, academic supervision is influenced by various academic, institutional, and global factors.

These two features show that in order to achieve a successful supervisory relationship it need to be built on respect, trust, and communication where supervisors need to make a balance between offering guidance and allowing students the independence to develop their own skills.

At the same time, the complexities of supervision require adaptability, as supervisors must navigate evolving academic expectations, technological advancements, and institutional

constraints. Recognizing these two sides of supervision helps create a more effective and supportive research environment, where students can grow intellectually while feeling encouraged and respected in their academic journey.

1.2.   Importance of Academic Supervision

Academic supervision plays a crucial role in higher education. It serves as the core of learners' research projects. Academic supervision is important because:

It encourages students to identify their areas of strength and improvement, allowing them to apply their existing knowledge to rnhance the research-learning process. This interaction leads to an increase in students' confidence, stranghening critical skills, and increase self-awareness (Down, Martin, and Bricknell, 2000, as referenced in Gohar and Qouta, 2021).

Academic supervision is a key element affecting students' academic progress. In a variety of areas, including academic, research-related, social, psychological, and administrative, it offers crucial guidance and support (Shaban, 2017, as cited in Gohar and Qouta, 2021).

Supervision benefits supervisors as well, as it helps in enhancing their problem-solving abilities and expanding their experience by addressing the various challenges students may encounter (Assaf, 2014, as cited in Gohar and Qouta, 2021).

The first point highlights how supervision encourages students to reflect on their strengths and weaknesses, fostering self-improvement and confidence. This aligns with the idea that research is not just about producing new knowledge but also about personal and intellectual growth.

The second point presents the central role of supervision in student progress, extending beyond just research guidance to social, psychological, and administrative support. This point

shows that research is a demanding process, making the supervisor's role as a mentor and guide even more critical.

The final point focuses on the supervisor's development, highlighting that the benefits of the supervision process are not limited to learners. It also enhances the supervisor's ability to resolve student problems and develop effective mentoring strategies.

1.3.   Approaches to Supervision

An approach to supervision refers to the way a supervisor interacts with and guides their supervisees throughout the research process. Having a well-defined approach is essential to ensure an effective, structured, and productive research process. A clear supervision approach helps maintain focus, provides necessary support, and enhances the overall research experience for supervisees. In this section, we discuss three main approaches to supervision as outlined by Bruce et al. (2023), each of which plays a crucial role in shaping the success of the research process:

1.3.1.   Approach One Scaffolding

The scaffolding method focuses on developing structured plans that help research students progress systematically. This approach requires supervisors to adapt according to the changing needs of the research project. Supervisors can assist students build research skills by employing project management strategies, such as creating clear schedules and clarifying roles and duties for both sides.

This approach promotes planning by establishing negotiated project outlines that define expectations and responsibilities. These could include monthly or even weekly periodic targets to track progress, especially during critical research phases. Scaffolding also provides a platrorm for continuing discussions concerning deliverables such as data analysis, ethical applications, publication objectives, and institutional compliance. Scaffolding encourages

transparency and a results-oriented mindset throughout the research process by establishing explicit reporting and accountability objectives.

1.3.2. Approach Two Direction-Setting

The direction-setting approach is about thinking directly and planning carefully. In this approach supervisors view research from a strategic perspective. This enables them to assist students in shaping a coherent and original scholarly contribution. Supervisors use their knowledge and experience as mentors, examiners, and guiders to help students stay focused and improve their research outcomes.

This approach is most beneficial when students encounter problems defining the most important issues their research should address. It allows for critical evaluation of the research phases such as hypotheses, objectives, and methodology to make sure that they are realistic and academically rigorous. Direction setting combines also students' future career goals, shaping the project to either acadelic goals such as attending a conference and publishing or professional ones like creating practical solutions or working with industry. This combination ensures that the research is not only academically sound but also personally and professionally meaningful.

1.3.3. Approach Three Relationship-Based

The relationship approach centers on building a strong, collaborative bond between supervisor and student to foster resilience and success during the often-demanding research period. This model encourages the creation of a supportive and interactive learning community, where students are empowered through interpersonal connection, peer networks, and collaboration with external partners such as industry or research groups.

At its core, this approach views research students as colleagues rather than subordinates. It emphasizes mutual respect and flexibility, allowing for the adaptation of supervisory practices

based on the evolving needs of both supervisor and student. Relationship-building supports shared learning experiences, peer collaboration, and the nurturing of professional networks that extend beyond the university. This approach helps students feel more integrated into the academic and research culture, increasing their motivation and well-being throughout their candidature.

Table 1.1.

Comparing Supervision Approaches Researchers' Design

Approach	Key Features	Benefits	Challenges
Scaffolding	Structured guidance, step-by-step approach	Ensures research direction and progress	May limit student independence
Direction-Setting	Defines research scope and focus	Helps students conceptualize research	Requires self-motivation from students
Relationship-Based	Encourages mentoring and emotional support	Enhances confidence and trust	Can blur professional boundaries

Each approach to supervision is extremely useful in ensuring an effective and structured research process. Scaffolding allows supervisees to develop essential skills and maintain structured progress, enhancing productivity and reducing uncertainty. Direction setting is important for understanding the research context and define the objectives. Meanwhile, the relationship approach provides a supportive environment, helping supervisees navigate challenges and stay motivated. By recognizing the significance of each approach, supervisors can create a balanced and effective supervision strategy that meets the different needs of their supervisees.

Although the three approaches are presented independently, they are not necessarily distinct. Supervision is a multifaceted process that often requires a flexible blend of these

approaches, depending on the needs of the supervisees. For example, supervisors may begin with scaffolding to establish structured progress, use direction setting to identify the research focus, and maintain a strong relationship-based approach to provide motivation and support. Understanding when and how to blend these approaches can significantly enhance the research experience and overall outcomes.

1.4.   Factors of Successfull Supervision

Gohar and Qouta (2021) stated that "Supervision is a very important and complex role. The quality of supervision promotes the quality of research" (p. 118). In order to succeed in providing effective and qualified supervision, supervisors need to follow certain key principles that ensure the supervision process remains on the right track. Following these principles helps create a structured, supportive, and productive research environment for supervisees. According to Maazouzi (2022), five key factors contribute to successful supervision:

- **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;

- **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;

- **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;

- **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;

- **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.

These five factors have a significant contribution to effective supervision. Time management refers to the supervisor's ability to find sufficient time for regular meetings, feedback, and guidance. Technical support involves providing students with the necessary academic knowledge, research skills, and constructive feedback. Emotional support focuses on creating a positive and encouraging environment, addressing students' challenges, and fostering motivation. The intersection of these three factors shows that successful supervision is achieved when supervisors balance their time commitment, offer professional guidance, and maintain a supportive and understanding relationship with their students.

1.5.   Supervisors' roles in guiding students through the research process

The success of learners' research is mainly related to their supervisors. A supervisor is expected to have the required competence and expertise to successfully guide their supervisees throughout the research process. Supervisors typically acts as guides, monitors, sources of information, and facilitators. Along with that, they are expected to act as a good role model who listens and guides the student to achieve the goal (Mhunpiew, 2013).

Supervisors have certain responsibilities and roles they have to perform to accomplish their mission. James and Baldwin (1999, p. 2) describe supervision as "an intensive form of teaching,

in a much broader sense than just information transfer," emphasizing that it is a sustained and complex responsibility that requires significant time, energy, and professional commitment, which requesres the supervsior to play multiple sensitive roles.

The role of the supervisor has been examined by numerous scholars from various perspectives, and it is widely recognized as both important and sensitive. As Hoy and Forsyth (1986) emphasized, a supervisor's role is to support, not discipline, the student. Haksever and Manisali (2010) further elaborated that effective supervision requires the fulfillment of specific responsibilities, which can be categorized into three main dimensions. The first is personal support, where supervisors are expected to provide assistance beyond academic matters, including motivation, social integration, help with accommodation, and other non-research-related needs. The second is indirect academic support, particularly for postgraduate students who are new to research and may lack the necessary relationships, resources, equipment, or references. Supervisors are expected to guide students in navigating these elements. The third dimension involves direct academic supervision, which includes critically analyzing students' work and providing detailed, constructive feedback to enhance the quality of their research (Yousuf et al., 2019).

Here is a comprehensive overview of different supervisory roles identified by different scholars:

Table .1.2.

Supervisory roles (researchers' design)

Author(s)	Supervisory roles	Key contributions
Polonsky et al. (2011) (as cited in Griffiths and Warren, 2015)	Information source, Educator, Motivator, Evaluator, Methodology expert, Process expert, Business manager	This classification by Polonsky et al. supports the idea that supervision is a multifaceted process where supervisors can play more than one role.

Deuchar (2008) (as cited in Griffiths and Warren, 2015)	Facilitator, Director, Critical friend	The supervisor's role is a collaborative approach emphasizing academic guidance and mutual respect.
Hasrati (2005) (as cited in Griffiths and Warren, 2015)	**"More Knowledgeable Other" (MKO)** role	Supervisors act as knowledge providers and facilitators of knowledge transfer.
Brown et al. (1986) (as cited in Griffiths and Warren, 2015)	**Director**, **Facilitator**, **Adviser**, **Teacher**, **Guide**, **Critic**, **Freedom giver**, **Supporter**, **Friend, Manager**	Brown et al. provided a detailed framework that highlights both academic guidance and emotional support. Their classification illustrates how supervisors assist with technical, managerial, and personal aspects of the research process.

Figure 1.4. Supervisor's Roles (Researchers' Design)

The hierarchy of supervisors' roles is presented as if it is a pyramid, providing a clear representation of the different levels of responsibilities that a supervisor undertakes. It shows the supervisor's progression from being an advisor and instructor to assuming more complex roles such as facilitator, supporter, and mentor. This hierarchical structure reflects the dynamic

nature of supervision, where the supervisor adapts their role according to the evolving needs of the student during the research process.

1.6.   Characteristics of Good Supervisors

Throughout their research journey, researchers encounter different types of supervisors. It may not be entirely fair to categorize supervisors as simply 'good' or 'bad,' but the success of the research process largely depends on the supervisor rather than the researcher. If a supervisor lacks the necessary characteristics to provide proper guidance and support, they may ultimately fail in their role. Borders (1994) highlighted the characteristics of supervisors in two categories: Personal Traits and Relationship Factors and Professional Characteristics, as shown below:

a. **Personal Traits and Relationship Factors**

- Share qualities of good teachers and counselors.

- Empathic, genuine, open, and flexible.

- Respect supervisees as persons and as developing professionals.

- Sensitive to individual differences (e.g., gender, race, ethnicity).

- Comfortable with the authority and evaluation.

- Provide clear and frequent performance evaluations.

- Enjoy supervision and are committed to supervisee growth.

- Well-prepared and actively involved in supervision.

- Possess high conceptual functioning.

- Aware of personal strengths, limitations, and interpersonal style.

- Use humor to navigate challenges and maintain a balanced perspective.

b. Professional Characteristics (Roles and Skills)

- Highly knowledgeable and competent in counseling and supervision.

- Extensive training and broad experience in the field.

- Utilize various supervision interventions tailored to supervisee needs.

- Continuously seek growth through education, self-evaluation, and feedback.

- Possess teaching skills:

  o Apply learning theory.

  o Develop sequential short-term goals.

  o Assess supervisee learning and intervention effectiveness.

- Possess consulting skills:

  o Objectively assess situations.

  o Offer alternative interventions and conceptualizations.

  o Facilitate problem-solving and strategy development.

- Balance roles as teacher, counselor, and consultant based on supervisee needs.

Mind Map of Characteristics of a Good Supervisor
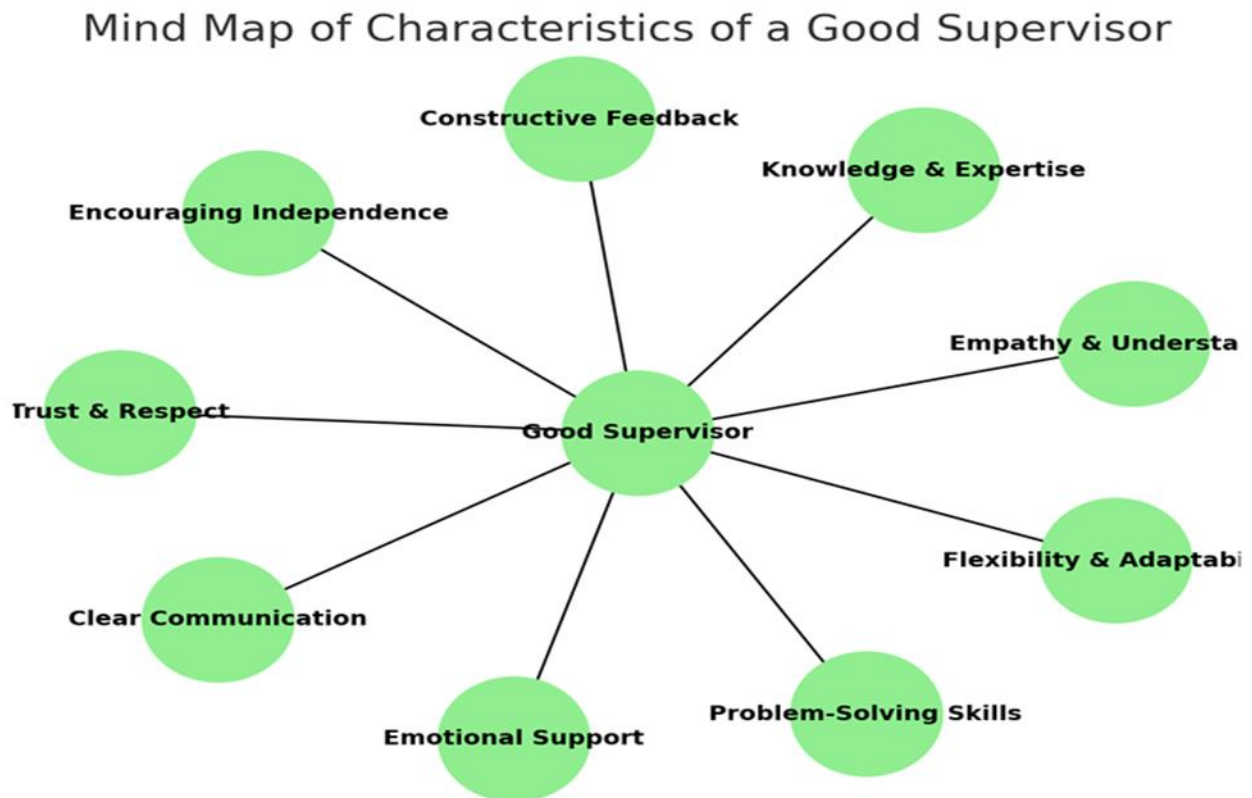
Figure 1.5. Characteristics of a Good Supervisor (Researchers' Design)

   This mind map of characteristics of a good supervisor illustrates the qualities that contribute

to successful supervision. It shows both personal and professional traits that a supervisor should

have, such as effective communication, patience, empathy, responsibility, and subject expertise.

These characteristics are essential in creating a positive supervisory relationship that motivates

students and guides them throughout their research journey.

Conclusion

   Being a supervisor may be challenging for many teachers as the supervision process

requires much more effort than the teaching process. Supervision in an academic context is a

multifaceted process which plays a crucial role in research process by motivating learners and

increasing their experience to guide them towards successful research outcomes. Approaches

to supervision include scaffolding, direction-setting, and relationship-building, which ensures

the right path of the research process.

Moreover, successful supervision requires more than academic guidance. It is influenced by key factors such as time management, administrative and specific technical support, broadening intellectual support, and the most important personal support, including emotional encouragement. Supervisors play different roles during the supervision process, acting as mentors, facilitators, critics, motivators, friends, directors, and advisors ensuring that students receive comprehensive support.

In addition, successful supervision depends on the qualities and competencies of the supervisor. Good supervisors have both personal and professional characteristics, including empathy, respect, expertise, adaptability, and strong communication skills. To conclude, by combining all these elements, we can ensure a supportive environment as well as successful research outcomes.

Chapter two

Learners' Research Progress: Foundations, Challenges, and Commitments

Chapter Two : Learners' Research Progress: Foundations, Challenges, and Commitments

Introduction

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2.2.   Definition of Research

2.3.   The Significance of Research

2.4.   Phases of the Research Process

2.5.   Characteristics of Research

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2.7.6. Research Methodology Problems

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2.8.   Role and Commitments of Research Students

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Conclusion

Introduction

Research serves as a bridge to a learner's professional life. Just like the supervision process, the research journey can be challenging. Successful research requires full commitment from both learners and supervisors. This chapter will explore in depth the definition of research, moving to the significance of research, highlighting its essential role in shaping innovation, informing decisions, and fostering development across disciplines. The chapter then transitions to the phases of the research process, guiding the reader through the steps of identifying a problem, designing the methodology, gathering data, and ultimately analyzing the findings. Each phase is examined to illustrate how research evolves from conception to conclusion. The chapter also introduces the characteristics of research.

Alongside this, the criteria for high-quality research are outlined to provide benchmarks for academic rigor and reliability. Despite its structured nature, research is rarely without obstacles. Therefore, the chapter also delves into the challenges faced by researchers, including those related to reviewing literature, securing title approval, setting objectives, designing tools, and handling data. Moreover it discusses the role and commitments of research students, emphasizing the responsibilities they bear in maintaining ethical, organized, and diligent work. Finally, it explores the supervisory relationship in academic research, recognizing the critical influence of guidance and communication between students and supervisors throughout the research process.

2.1. Etymology and Origin of the Term "Research"

Grinnell (1993) explained that "Research is composed of two syllables, a prefix re and a verb search. Re means again, anew, and over again. Search means to examine closely and carefully, to test and try, to probe. The two words form a noun to describe a careful and systematic study in some field of knowledge, undertaken to establish facts or principles."

Therefore, research can be understood as a repeated or continuous process of searching, exploring, and examining a subject in depth. It reflects a process of inquiry that is not satisfied with surface-level understanding but seeks to question, test, and verify in order to arrive at valid and reliable conclusions.

According to Mariam-Webster Online Dictionary**,** research is defined as a studious inquiry or examination that involves investigation or experimentation aimed at the discovery and interpretation of facts. It also includes the revision of accepted theories or laws in the light of new facts or the practical application of such new or revised theories. In addition, research can be understood as the systematic collection of information about a particular subject or a careful and diligent search for knowledge. The word research is derived from the Middle French term recerche, which means "to go about seeking." This, in turn, comes from the Old French word recerchier, formed by combining re- meaning "again" and cerchier or sercher meaning "to search." The term research was first known to be used in the English language in 1577.

2.2. Definition of Research

Research can be broadly defined as a systematic and organized investigation carried out to discover new knowledge, establish facts, and reach new conclusions. According to Creswell (2005), research is "a process or steps used to collect and analyze information in order to increase our understanding of a topic or issue" (p. 3). From this definition we can see that research goes through various steps in order to find the answer to a question that already has one (Kamalakannan, 2024). It involves the careful collection, analysis, and interpretation of data or information from various sources with the aim of generating new insights, solving problems, or contributing to existing knowledge in a particular field. This definition highlights the structured and methodical nature of research, which distinguishes it from ordinary information gathering.

2.3. The Significance of Research

Research plays a vital role in academic growth and development, especially for students conducting research projects. It helps in building knowledge, solving problems, and contributing to academic and social progress. Islam and Samsudin (2020) outlined seven key points highlighting the importance of research, according to them a research problem refers to a complexity experienced by a researcher, scientific community, industry, government organization, or society. It may involve a theoretical or practical situation that requires systematic understanding and a possible solution.

Research on existing theories and concepts helps recognize their range and applications, serving as a bank of knowledge and offering strategies for solving problems. In industry and business, research is essential for achieving higher profits, increasing output and efficiency, and improving product quality. Mathematical and logical research contributes to reducing issues in business and industry. Moreover, research leads to the identification and categorization of new materials, living organisms, stars, and other phenomena. It also enables inventions. In the social domain, research helps find answers to social problems by explaining social phenomena and seeking effective solutions.

Research has a multifacedted importance, particularly within academic ans social contexts. By referencing Islam and Samsudin (2020), it effectively highlights how research serves not only as a means of expanding theoretical knowledge but also as a practical tool for solving real-world problems. The outlined points highlight the wide applicability of research across various fields including scientific discovery and technological innovation to social problem-solving and industrial efficiency. Notably, the emphasis on research as a "bank of knowledge" and a strategic tool underscores its fundamental role in both academic inquiry and applied contexts. Additionally, the mention of social research reflects its critical role in understanding and

addressing societal issues, thus contributing to informed decision-making and policy development. Overall, this affirms that research is indispensable for progress and innovation across disciplines.

2.4. Phases of The Research Process

Conducting a research study involves following a structured sequence of steps to ensure that the investigation is logic, objective, and valid. In any type of research these steps guide the researcher from identifying the problem to interpreting and presenting the results. As explained by Kabir (2016), the essential steps in the research process include:
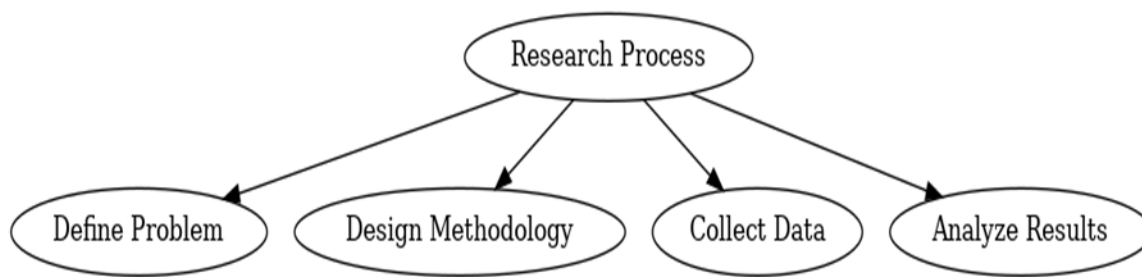
Figure 2.1. Phases of The Research Process (Researchers' design)

a. **Selecting and Defining the Problem**

- Identify and clearly state the research problem in specific terms.

- Define the key variables involved in the problem.

- Formulate hypotheses or research questions.

- Evaluate the researchability of the problem through literature review.

b. **Describing the Methodology of Research**

- State the purpose and objectives of the study.

- Identify the appropriate research method.

- Define the study population and select a representative sample.

- Develop or choose valid and reliable research instruments.

- Choose an appropriate research design and outline the procedures to follow.

c. Collecting Data

- Conduct the study according to the planned methodology.

- Administer instruments and/or gather information through observation.

- Manipulate experimental variables if applicable.

- Tabulate the collected data in preparation for analysis.

d. Analyzing and Interpreting Results

- Analyze the data using suitable statistical techniques to test the hypotheses.

- Summarize the findings to draw meaningful insights.

- Interpret the results in light of the research questions, comparing them with existing literature.

- Discuss consistencies or discrepancies with previous research and draw relevant conclusions.

- Prepare and write the final research report.

The previous steps present a comprehensive and systematic approach to conducting research. Any research should start with a clearly defined problem, as it sets the foundation for the entire research process. It is directly followed by selecting a methodology according to the research nature. It includes identifying appropriate tools, sampling procedures, and research design. The final steps are about interpreting and reporting findings. Following these steps will ensure that the research conducted is coherent, replicable, and logical.

2.5. Characteristics of Research

In order to conduct high-quality and effective research, scholars must reflect certain fundamental characteristics that guide the research process systematically and objectively. These characteristics serve as an essential core principle that not only enhance the quality of

research but also ensure the reliability and validity of the findings. According to Islam and Samsudin (2020), research should use scientific methods, be continuous in nature, serve multiple purposes, and maintain objectivity while eliminating bias. It is also characterized by its empirical nature, potential for generalization, researcher-controlled processes, and its role in the development of new concepts and theories.
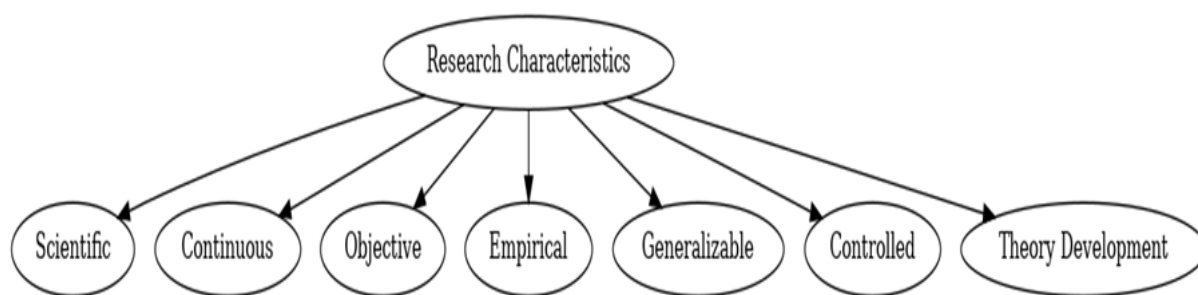
Figure 2.2. Characteristics of Research (Researchers' design)

- **Uses Scientific Methods:** Research uses scientific methods to discover facts and tries to give solutions to specified problems. Researchers follow organised procedure to carry out research. To receive better results, scientific method is used for carrying out investigation.

- **Continuous Process:** It is a continuous process as it studies existing facts and also develops new facts. Research also tries to distinguish relationship among variables.

- **Multipurpose Activity:** Research is a multipurpose activity as it not only includes collection of data but also includes predicting future, establishing relationship between variables, finding solutions to problems, and developing new theories, tools, and concepts.

- **Maintains Objectivity and Eliminates Impartiality:** Research is based on suitable procedures. It collects appropriate, precise and objective data to understand research problem. After data collection, researcher process data, analyse it and arrive at appropriate solutions.

- **Empirical Nature:** Empirical research can be undertaken to study situations where methods such as observation, experimentation or survey can be used for conducting

research25. Empirical approach used to contribute towards enhancing our understanding of what the main research problems.

- **Generalisation:** Research conclusions can be applied to a large population. Research can be carried on sample of respondents that represents the universe where the conclusions generated through research can be applied to the complete universe.

- **Researchers Controlled Movement of the Research Procedure:** In social research, there are many factors that have an effect on result. Due to various factors, some of them can be considered as controlled factors while others can be tested for possible consequences. But, it is difficult to execute controlled experiments in social researches, whereas it is easy to perform controlled experiments in pure sciences.

- **Development of Concepts and Theories:** Research helps to develop new concepts and theories where these innovations can be useful for the betterment of society at a large scale. These characters are useful for all type of research. Moreover, each type of research has individual specific character.

In order to conduct any type of research ther should be some characteristics that need to be involved. As shown in the previous pionts, it underscores the importance of adopting a systematic, objective, and scientific approach. Each characteristic such as the use of scientific methods, the continuous nature of research, its empirical basis, and the need for objectivity serves to reinforce the integrity and applicability of research findings. Additionally, generalizability and theory development reflects a deeper understanding of how research contributes to broader knowledge and societal advancement.

2.6. Criteria of High-Quality Research

To ensure the credibility, reliabily, and quality of any research being conducted, certain criteria must be met. According to Kabir (2016), good research should have a clearly defined purpose, employ standardized concepts, and follow a well-documented methodology that

allows for replication. It must also be designed to minimize bias, include honest reporting of any limitations, and apply appropriate analytical techniques to validate results. Ultimately, conclusions should be strictly based on the evidence derived from the data collected.

Figure 2.3. Criteria of high-Quality Research (Researchers' design)

- Purpose of the research should be clearly defined and common concepts be used.

- Research procedure used should be described in sufficient detail to permit another researcher to repeat the research for further advancement.

- Procedural design of the research should be carefully planned to yield results that are as objective as possible.

- Researcher should report with complete frankness, flaws in procedural design and estimate their effects upon the findings.

- 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.

2.7.   Challenges faced by researchers

Research can be described as finding the answer to a question, but in reality, it goes beyond that. Researchers encounter several challenges during the research process. Kadam and Chavan (2022) highlight that common problems faced by researchers include limited access to

literature, difficulty in getting a title approval, objectives and hypothesis, issues with

questionnaire design, challenges in data collection, research methodology, and data analysis

and presentation.
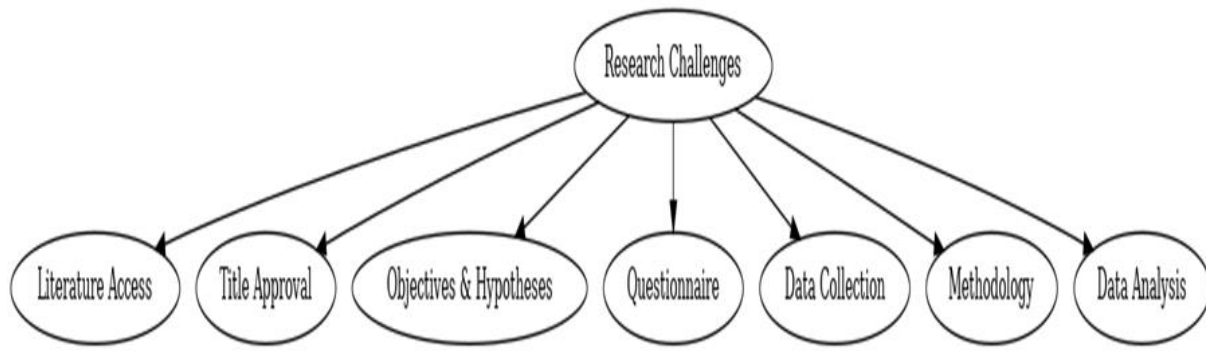
Figure 2.4. Challenges Faced by Researchers (Researchers' design)

2.7.1. Literature Review Challenges

- Limited access to relevant literature and internet resources.

- Lack of skills in searching journals, databases, and online materials.

- Time-consuming process of using traditional libraries.

- Absence of updated materials in remote libraries.

- Difficulty in identifying a suitable research problem due to limited knowledge of recent

  developments.

2.7.2. Title Approval Issues

- Challenges in identifying research gaps.

- Difficulty in formulating clear research questions and hypotheses.

- Need for brainstorming and considering real-life, social, or environmental problems.

2.7.3. Objectives and Hypothesis

- Problem in developing research objectives based on a new idea.

- Need for understanding scientific research methods to justify ideas.

- Importance of studying existing research to strengthen hypothesis formulation.

2.7.4. Questionnaire Design

- Lack of clarity in questionnaire items.

- Importance of conducting a pilot study to test and improve the questionnaire.

- Need to test reliability and validity of the instrument.

2.7.5. Data Collection Difficulties

- Challenges in conducting pilot studies and applying data collection tools.

- Respondents' unwillingness to provide accurate data, especially in industries.

- Difficulty in accessing data in certain research areas.

2.7.6. Research Methodology Problems

- Confusion in selecting appropriate research methods, population, and sample size.

- Lack of proper training in research methods among scholars and even supervisors.

- Tendency to copy methodologies from previous studies without adaptation.

2.7.7. Data Analysis and Presentation

- Lack of awareness about testing reliability and validity.

- Limited knowledge of data analysis software like SPSS.

- Some researchers pursue Ph.D. mainly for career advancement rather than research interest.

This section highlights the practical and methodological barriers that can hinder research progress, from the preliminary stages of literature review and topic selection to more technical phases such as questionnaire design, data collection, and analysis. Each section addresses practical challenges commonly encountered in developing academic contexts, such as limited

access to literature and training in research methods. The discussion of issues like unclear hypotheses, unreliable data, and lack of familiarity with analytical tools like SPSS reveals the complexity and rigor required in conducting valid research.

2.8. Role and Commitments of Research Students

Equal to supervisors students play a crucial role in the success of their research. Supervisees as learners also have certain criteria they need to meet or some characteristics they have to encounter in order to facilitate the research process for them and the supervision process for their supervisors.Some generic skills as outlined by Hager et al. (2002) students need to have thinking skills as problem solving, effective communication skills, creativity and intellectual rigour. Yousuf et al. (2019) discussed that supervisees can lack few aspects as they are learners and new to the field of research such as lack of experience but they could overcome such shortcomes through proper training and guidance.

On the other hand supervisees also have certain responsibilities as highlighted by Maazouzi (2022), students are primarily responsible for managing their own learning and taking ownership of their research work. This includes demonstrating diligence, motivation, and active engagement throughout the research process. They are expected to contribute positively to their working environment, show enthusiasm for their research, and maintain regular communication with their supervisors by providing continuous feedback. Such interaction enables supervisors to offer more informed and targeted guidance. Moreover, students must manage their time effectively and adhere to deadlines. Timely submission of written work is essential, as it allows for early identification and correction of potential issues in writing.

2.9. The Supervisory Relationship in Academic Research

The supervisor–student relationship is widely recognized as a pivotal element in the success of academic research projects. A strong, collaborative relationship can significantly influence

the quality and timely completion of a research thesis. Wu et al. (2024) described this relationship "A supervisor-student relationship is essentially an interpersonal relationship, and its formation and change cannot be separated from the interaction between supervisors and students." As observed in the literature, this relationship is shaped by the personalities, working styles, and mutual expectations of both parties (Maazouzi, 2022).

Supervisors are expected to offer guidance, structure, and resources, while students should demonstrate autonomy, motivation, and accountability in their work. Supervision is the guidance provided from a senior member to junior member or members, which leads to formulating a relationship that will extend over the time keeping the same purpose which is to mentor, supervise, guide, the journey of the junior member (Bernard and Goodyear, 2014).

According to Nithtingale (as cited in Maazouzi, 2022), the supervisory relationship is unique in that students are often expected to become more expert in their specific research topic than their supervisors. While the supervisor may introduce the initial idea, it is the student who nurtures and develops it through rigorous inquiry, reflection, and critical engagement. Nithtingale described the supervisor-supervisee relationship as a tree the supervisor plants the seed, while the student waters and nurtures it until it bears fruit benefiting both.

The quality of interaction between supervisor and supervisee can significantly influence research progress, student morale, and the likelihood of successful completion. David (2020) categorizes these relationships into three types: cordial, conflictual, and mixed also referred to as sandwich relationships. Cordinal relationship is based on mutual respect, trust, and open communication. This type of relationship supervisees have a safe environment to ask questions and reach their supervisors when needed without hesitation. In contrast, conflictual relationships are built on tension and miscommunication. There is no harmony between the parties, different expectations from both supervisors and supervisees can be one of the causes.

The mixed type of relationships combine both previous types. It is basic on mood swings, one day they are agree on the same piont, the other day both are on different piont of views.

In order to have a strong effective relationships Maazouzi (2020) stated some principles:

- **Mutual Respect**: A successful supervision process begins with a respectful relationship between the supervisor and the student.

- **Idea Development**: Supervisors should inspire and suggest ideas that students will make their own, thereby encouraging intellectual ownership and initiative.

- **Support Mechanisms**: While supervisors provide essential resources and guidance, students are expected to exert consistent effort to meet research goals.

- **Monitoring Progress**: Regular follow-up from the supervisor is crucial, though students should first attempt to solve problems independently before seeking help.

- **Teamwork and Communication**: Open, honest, and respectful communication fosters cooperation and minimizes misunderstandings.

- **Encouragement**: Supervisors play a key motivational role, especially during challenging stages of the research process.

- **Conflict Management**: Clear communication and mutual understanding are vital when conflicts arise, preventing escalation and ensuring the project stays on track.

Conclusion

Research is a multifaceted journey that requires a strong foundation in both theoretical understanding and practical application. It is not only about seeking answers but also about developing a deep awareness of the processes, responsibilities, and challenges that accompany academic inquiry. From defining research and understanding its significance, to navigating the various phases of the research process, this chapter has highlighted how essential it is for

learners to be methodical, committed, and strategic in their approach. Quality research demands adherence to scientific methods, clarity in purpose, and critical engagement with data, all while maintaining objectivity and ethical responsibility.

However, the journey is not without obstacles ranging from limited access to resources to challenges in data collection and analysis each of which tests a researcher's problem-solving skills. Moreover, the roles and commitments of students and the nature of the supervisory relationship are pivotal in shaping research outcomes. A strong, respectful, and communicative supervisor-student relationship fosters growth, motivation, and academic success. Ultimately, learner progress in research hinges on personal dedication, institutional support, and the guidance of effective supervision, all of which contribute to a meaningful and successful research experience.

Chapter Three :
Data Analysis and Interpretation

Chapter three: Data Analysis and Interpretation

Introduction

1. **Research design**

2. **Population**

3. **Sample of The Research**

4. **Data Collection**

3.1. Questionnaire for The Students

    3.1.1. Description of The Students' Questionnaire

    3.1.2. Validity and Reliability of The Questionnaire

    3.1.3. Analysis of Students' Questionnaire

3.2. Teachers' Interview

    3.2.1. Description of Teachers' Interview

    3.2.2. Analysis of Teachers' Interview

3.3. Discussion of The Findings

    3.3.1. Students' Questionnaire

    3.3.2. Teachers' Interview

Conclusion

General Conclusion

Limitations of the Study

Pedagogical Implication and Recommendations

References

Introduction

The research methodology is the backbone of any academic study, and its purpose is to provide a structured approach for conducting research, ensuring validity, reliability, and ethical rigor throughout the study. This chapter outlines the research design, population and sampling procedures, data collection instruments, and the data analysis methods employed to address the research questions and hypotheses of this study. The core aim is to examine the influence of supervisory practices, the frequency and quality of supervisory meetings, the styles adopted by supervisors, and the nature of feedback provided on the research progress of M2 EFL students at Biskra University.

1. Research Design

The research design for "Investigating The Impact of Teachers' Supervision on Learners' Research Progress" was selected to match the nature of the research questions, which focus on both measurable outcomes and personal experiences. A mixed-method approach was adopted, to gain a comprehensive understanding of the research topic. This design combines both quantitative and qualitative data collection and analysis. The purpose of using a mixed-method approach is to gather broad, generalizable data from students, while also collecting deeper insights from supervisors through interviews. By integrating both types of data, the study aims to provide a more complete picture of how supervision affects students' progress.

The quantitative data were collected using a structured questionnaire distributed to approximately 40 M2 EFL students at Biskra University. The questionnaire focused on students' perceptions of the frequency, quality, and helpfulness of their supervisors' guidance. It also examined how these factors influenced their progress and confidence in completing their research. The questionnaire included closed-ended questions measured using Likert scales.

To support and complement the quantitative data, qualitative data were collected through semi-structured interviews with Ten supervisors at Biskra University Faculty of Languages Departement of English. These interviews aimed to explore supervisors' views on their roles, responsibilities, and challenges in guiding students through the research process. The open-ended questions allowed participants to express their thoughts freely, providing richer and more detailed information. The interviews were transcribed and analyzed thematically to identify key patterns and insights.

Ethical standards were carefully observed throughout the research process. Participation in both the questionnaire and the interviews was voluntary. All participants were informed about the purpose of the study, and their consent was obtained before data collection. The confidentiality of participants' identities and responses was respected, and the data were used solely for academic purposes. The study followed the ethical guidelines required by the university and general research ethics in social sciences.

2. Population

The population for this study consists of Master 2 EFL (English as a Foreign Language) students at Biskra University. This group was selected as the main focus of the research due to their active engagement in research work and their direct experience with supervision during the academic year. Studying this population allows for a focused investigation into how supervision practices influence students' research progress.

The primary participants are M2 EFL students who are currently undertaking research projects. Their experiences and opinions are essential to understanding the impact of supervision on research advancement and student confidence. The data collected from these students help provide more understanding on the effectiveness of supervisory support in a real academic context.

This population was chosen because Master 2 students are at a critical stage in their academic journey, where supervision plays a central role in guiding them through the research process. As they are expected to complete a substantial research project as part of their degree, they have firsthand experience with the challenges and support involved in academic supervision. Their insights are especially valuable for evaluating the quality and influence of supervision in higher education.

In addition to students, a group of research supervisors also participated in the study. These supervisors were selected for their experience in guiding Master's students through the research process. Their input provides professional perspectives on their roles, the strategies they use, and the challenges they face in supporting students throughout their research journey.

3. Sample of The Study

The sample of this study consisted of a total of 47 participants, including 37 Master 2 EFL students and 10 EFL teachers from the Department of English at Biskra University. A random sampling method was applied to ensure fairness and objectivity in the selection process for both groups.

Students were randomly selected from the larger population of EFL M2 students at Biskra University who are currently engaged in conducting their Master's dissertations. These students were chosen based on their availability and ongoing involvement in academic research, making them suitable participants for exploring the impact of teacher supervision on research progress. The sample includes both male and female students.

Teachers were also randomly selected from the English Department. All of them are involved in supervising Master's research projects and were chosen based on their availability and willingness to participate. Their experience as supervisors provides essential insights into the roles, responsibilities, and challenges of guiding postgraduate research students.

4. Data Collection

In order to thoroughly address the research questions and validate the proposed hypotheses, this study used a mixed methods approach that integrates both quantitative and qualitative data collection methods. This approach was selected to provide a more comprehensive perspective on the influence of teacher supervision on students' research progress.

Quantitative data was obtained through a structured questionnaire administered to M2 EFL students at Biskra University. The purpose of the questionnaire was to gather information regarding students' views on their supervisors' involvement, the nature of the feedback they received, the frequency of meetings, and the overall support provided during their research journey. The instrument included closed-ended questions and items measured using a Likert scale to quantify students' levels of satisfaction and perceived guidance. This helped in assessing the general trends and potential correlations between supervision practices and learners' academic progress.

In addition, qualitative data was collected by conducting semi-structured interviews with Ten university teachers from the English department at Biskra University, all of whom have experience supervising Master's dissertations. These interviews aimed to gain a more in-depth understanding of how teachers perceive their roles as supervisors, how they guide students, and the challenges they commonly encounter in the supervision process. The open-ended nature of the interview questions allowed participants to express their insights freely, offering valuable contextual data to complement the student responses.

By collecting data from both students and teachers, the study was able to triangulate perspectives and develop a fuller picture of how different aspects of supervision affect research progress. The integration of both quantitative and qualitative tools strengthened the validity of

the research findings and allowed for a more well-rounded analysis of the topic under investigation.

3.1. Questionnaire For The Students

3.1.1. Description of the Students' Questionnaire

The students' questionnaire was specifically designed to collect quantitative data from Master 2 EFL students at Biskra University regarding their perceptions of teacher supervision and its impact on their research progress. The questionnaire is structured into three main sections, each targeting a specific area of interest related to the research objectives. It includes both closed-ended questions in the first section and Likert-scale questions in the last two sections, making it suitable for quantitative analysis and ensuring that key aspects of supervision and research development are adequately explored.

Section One: Demographic Information

This introductory section includes four items that aim to collect background information about the participants. These questions address key variables such as gender, age range, field of study, and frequency of meetings with their supervisor. This information helps in organizing the data and making comparisons across different student profiles.

Section Two: Students' Perceptions of Teachers' Supervision

This section contains a series of Likert-scale statements that explore the participants' experiences with supervision during their research process. The items are grouped into four major dimensions each dimension contain five questions:

- **Frequency of Supervision**: Investigates the accessibility and availability of supervisors, as well as how often students are able to consult with them.

- **Quality of Feedback**: Focuses on how detailed, constructive, and clear the feedback provided by supervisors is, and whether it contributes to students' academic progress.

- **Guidance and Support**: Examines the extent to which supervisors offer practical help in choosing research topics, developing methodology, analyzing results, and writing the thesis.

- **Motivation and Encouragement**: Looks into the emotional and academic encouragement supervisors provide, including how they inspire independent thinking and persistence.

All items in this section are designed using a **five-point Likert scale** to capture varying degrees of agreement or disagreement with each statement, allowing for quantifiable analysis of students' supervision experiences.

Section Three: Self-Evaluation of Research Progress

The final section centers on the students' perceptions of their own progress in conducting research. It is organized into four dimensions each dimension with five questions:

- **Understanding of Research Concepts**: Measures students' self-reported grasp of key research principles, including methodology and data analysis.

- **Quality of Research Work**: Assesses the organization, coherence, and academic standards of the students' research papers.

- **Level of Independence**: Focuses on students' ability to work independently, solve problems, and make decisions during their research.

- **Confidence in Research Skills**: Evaluates students' confidence in their writing, analytical abilities, and readiness to undertake future research.

The items in this section also follow the **Likert-scale format**, ensuring consistency across the entire instrument.

By combining these sections, the questionnaire offers a comprehensive view of how students experience supervision and how this relates to their academic growth and research outcomes. The responses collected provide valuable data to assess the impact of teachers' supervision on learners' research progress.

3.1.2. Validity and Reliability of the Questionnaire

a. Validity of the Questionnaire

To ensure the validity of the questionnaire, the instrument was presented to a panel of academic experts from the Department of English at Mohamed Khider University of Biskra. These specialists evaluated the questionnaire in terms of content relevance, clarity of items, and overall coverage of the research variables. Their feedback was instrumental in refining the wording of items, eliminating ambiguities, and ensuring the appropriateness of the dimensions included in the instrument. Based on their comments, several modifications were made to enhance the questionnaire's ability to measure what it was intended to measure. This process established both the content validity and the face validity of the instrument.

b. Reliability of the Questionnaire

To determine the internal consistency of the questionnaire, a reliability analysis was conducted using Cronbach's Alpha via the SPSS software **(version 26)**. The total number of items analyzed was 44, including demographic questions and core items measuring the two main variables.

Table 3.1.

Reliability Coefficient (Cronbach's Alpha) for the Questionnaire

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.917	44

The analysis revealed a high reliability coefficient of $\alpha = 0.917$, indicating a strong level of internal consistency across the entire instrument. This result confirms that the questionnaire is a reliable tool for measuring both the independent variable (teachers' supervision) and the dependent variable (learners' research progress).

3.1.3. Analysis of Students' Questionnaire

Item 1. Students' Gender

Table 3.2.

Gender Distribution

Element	Number	Percentage
a) **Male**	07	18.9%
b) **Female**	30	81.1%
Total	37	100%

Gender

37 responses

● Male
● Female

81.1%

18.9%
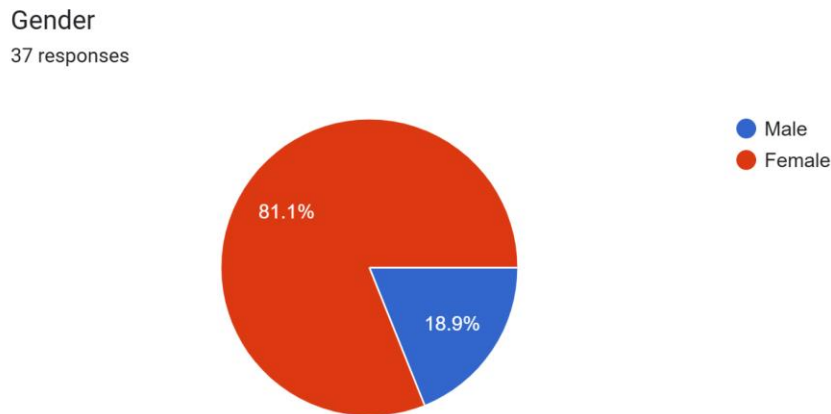
Figere 3.1. Gender Distribution

The results shown in Table 01 indicate that the sample of the study consists predominantly of female students. Out of 37 participants, 30 were female, making up 81.1% of the sample, while only 7 participants were male, representing 18.9%. This gender imbalance suggests that female students are more represented in the Master 2 EFL program at Biskra University. This discrepancy might influence certain attitudes and behaviors toward research supervision, given the potential gender-based differences in communication styles, expectations, or academic engagement.

Item 2. Students' Age

Table 3.3.

Age Distribution

Element	Number	Percentage
20 – 25	31	38.8%
26 – 30	1	2.7%
31 – 36	4	10.8%
37+	1	2.7%

Total	37	100%

Age
37 responses
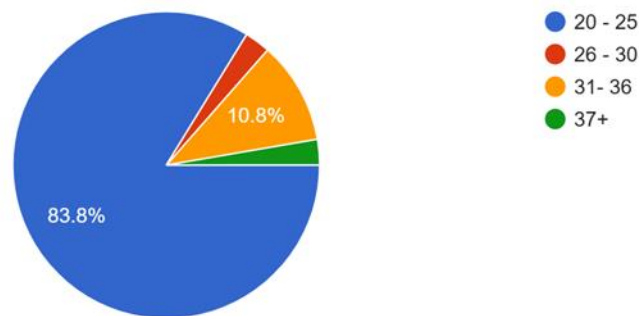
Figure 3.2. Age

As shown in Table 02, the majority of students (83.8%) fall within the age group of 20–25 years, while 10.8% are between 31–36 years old, only 2.7% between 26-30 and 37+. This reflects the expected age range for postgraduate students, particularly those enrolled in a Master's program immediately after their undergraduate studies. The predominance of younger students may affect how they interact with supervisors and how they perceive the guidance received, as less experienced students might rely more heavily on their supervisors for academic and methodological support.

Item 3. Field of Study

Table 3.4.

Field of Study

Element	Number	Percentage%
Science of Language	34	91.9
Civilization and Literature	3	8.1%

| Total | 37 | 100% |

Field of Study
37 responses

- Science of Language
- Civilization and Literature

8.1%

91.9%
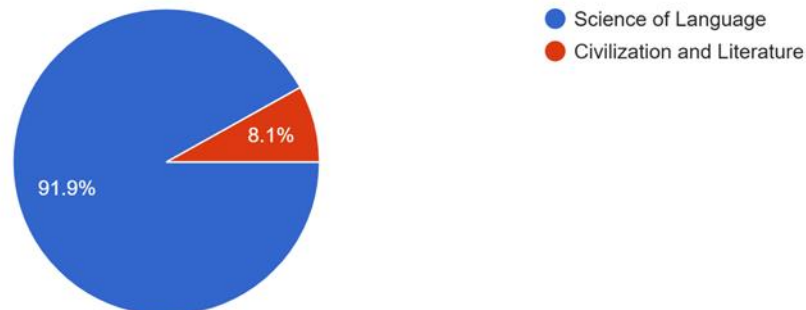
Figure 3.3. Field of Study

Table 03 reveals that 91.9% of the participants specialize in "Science of Language," while 8.1% are in the "Civilization and Literature". This significant majority in the Science of Language field suggests that findings related to research supervision and progress will be more reflective of the experiences and expectations within this specialization. It is important to note that the nature of research may vary across fields, which could influence the type and depth of supervision required.

Item 4. How often do you meet with your supervisor

Table 3.5.

Meeting with Supervisor

Element	Number	Percentage
Weeeekly	14	37.8%
Monthly	9	24.3%
Rarely	14	37.8%
Total	37	100%

How often do you meet with your supervisor
37 responses
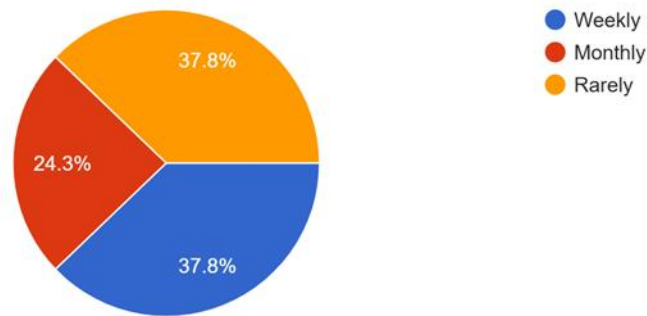
Figure 3.4. Meeting with supervisor

According to Table 04, 37.8% of students reported meeting with their supervisors weekly, while 24.3% meet monthly, and another 37.8% meet rarely. These results indicate varying levels of interaction between students and their supervisors. While weekly meetings suggest strong accessibility and consistent guidance for some students, the equal proportion of rare meetings highlights that others receive significantly less supervision. Monthly meetings represent an intermediate level of support.

Item 5. My supervisor is available whenever I need guidance

Table 3.6.

Supervisors' availability

Element	Number	Percentage
Strongly Disagree	3	8.1%
Disagree	4	10.8%
Neutral	4	10.8%
Agree	16	43.2%
Strongly Agree	10	27.0%

Total	37	100%

My supervisor is available whenever I need guidance
37 responses
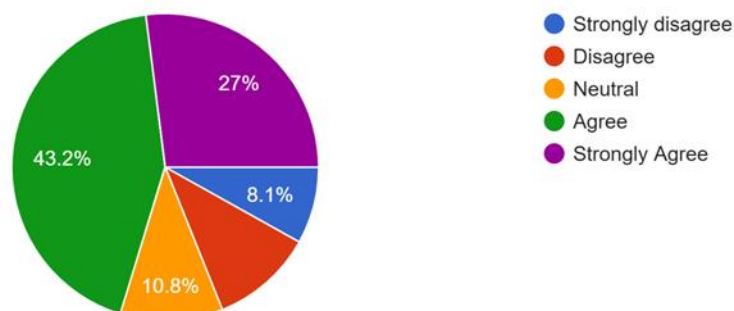
Figure 3.5. Supervisors' Availability

The results presented in Table 3.5 indicate that a majority of students perceive their supervisors as generally available when guidance is needed. Specifically, 43.2% of respondents agreed and 27.0% strongly agreed with this statement. Together, this makes up 70.2% of the total sample, reflecting a high level of satisfaction regarding supervisor availability. On the other hand, part of students expressed dissatisfaction: 8.1% strongly disagreed and 10.8% disagreed. Additionally, 10.8% remained neutral. These findings suggest that while most students appreciate their supervisor's accessibility, a minor part may still experience delays or difficulty reaching their supervisors at times. This can highlight the need for more consistent availability to support all learners effectively.

Item 6. I can schedule meetings with my supervisor easily

Table 3.7.

Ease of Scheduling Meetings

Element	Number	Percentage

Strongly Disagree	1	2.7%
Disagree	3	8.1%
Neutral	11	29.7%
Agree	18	48.6%
Strongly Agree	4	10.8%
Total	37	100%

I can schedule meetings with my supervisor easily
37 responses
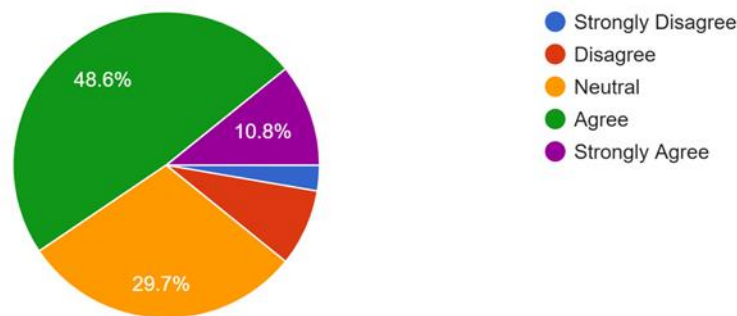
Figure 3.6. Ease of Scheduling Meetings

Results from the above table reveal that nearly half of the respondents (48.6%) agreed, and 10.8% strongly agreed that scheduling meetings with their supervisors is easy. These figures together make up 59.4% of the total responses, suggesting that most students do not face major difficulties in arranging consultations. However, 29.7% remained neutral, which indicate inconsistent experiences or unclear expectations regarding meeting arrangements. A small portion 10.8% in total disagreed and 2.7% strongly disagreed. This overall propotions reveals that scheduling meetings is generally manageable.

Item 7. My supervisor responds to my questions in a timely manner

Table 3.8.

Timeliness of Responses

Element	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	4	10.8%
Neutral	9	24.3%
Agree	16	43.2%
Strongly Agree	7	18.9%
Total	37	100%

My supervisor responds to my questions in a timely manner
37 responses
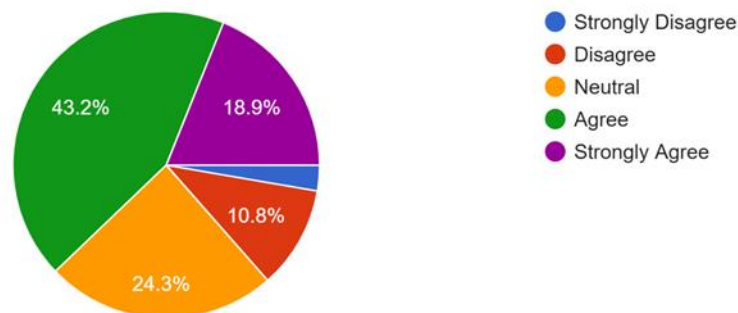
Figure 3.7. Timeliness of Responses

The findings of this table show that 43.2% of students agreed and 18.9% strongly agreed that their supervisors provide timely responses to their questions. Together, this reflects that over 62.1% of the participants feel that their supervisors are responsive. Meanwhile, 24.3% selected a neutral response, which reflects a variability in response times. A portion of 2.7% strongly disagreed and 10.8% disagreed which felt their supervisors were not sufficiently

responsive. While the general perception is positive, these results may still highlight the need for more responsiveness to ensure no student feels neglected during their research journey.

Item 8. The number of meetings with my supervisor is sufficient for my research progress

Table 3.9.

Meeting Frequency and Research Progress

Element	Number	Percentage
Strongly Disagree	4	10.8%
Disagree	5	13.5%
Neutral	4	10.8%
Agree	17	45.9%
Strongly Agree	7	18.9%
Total	37	100%

The number of meetings with my supervisor is sufficient for my research progress
37 responses
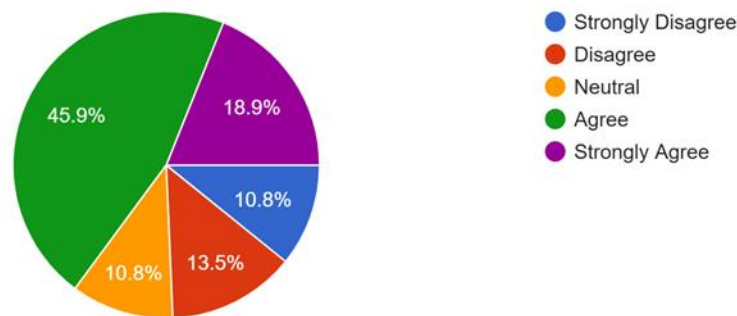
Figure 3.8. Meeting Frequency and Research Progress

According to this table, 45.9% of students agreed and 18.9% strongly agreed that the number of meetings with their supervisors is sufficient for their research development. This suggests that the majority 64.8% believe that the amount of interaction with their supervisors supports their academic progress. However, 10.8% remained neutral, and a total portion of 24.3% expressed dissatisfaction with the number of meetings 13.5% desagreed and 10.8%

strongly disagreed. This indicates that while many students are satisfied with how often they meet with their supervisors, others might require more frequent or structured guidance to ensure better outcomes in their research work.

Item 9. I receive additional support outside of scheduled meetings when needed

Table 3.10.

Support Beyond Scheduled Meetings

Element	Number	Percentage
Strongly Disagree	2	5.4%
Disagree	5	13.5%
Neutral	10	27.0%
Agree	13	35.1%
Strongly Agree	7	18.9%
Total	37	100%

I receive additional support outside of scheduled meetings when needed
37 responses
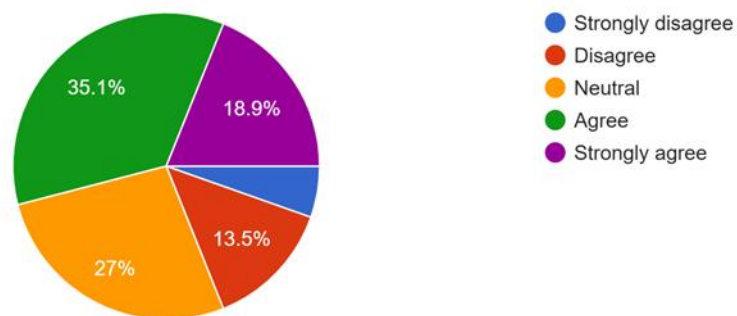
Figure 3.9. Support Beyond Scheduled Meetings

As shown in the table, 35.1% of participants agreed and 18.9% strongly agreed that they receive support beyond scheduled meetings. These figures collectively suggest that more than half (54%) of the students feel they can rely on their supervisors even outside official meetings. However, 27.0% remained neutral, and 18.9% combined strongly disagree 5.4% and disagree

13.5% disagreed with the statement. This indicates that while many supervisors go beyond formal commitments to assist their students, there remains a portion of learners who may feel unsupported during critical moments, signaling a need for more proactive follow-ups or availability.

Item 10. The feedback I receive from my supervisor is clear and understandable

Table 3.11.

Clarity of feedback

Element	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	2	5.4%
Neutral	6	16.2%
Agree	18	48.6%
Strongly Agree	10	27.0%
Total	37	100%

The feedback I receive from my supervisor is clear and understandable
37 responses
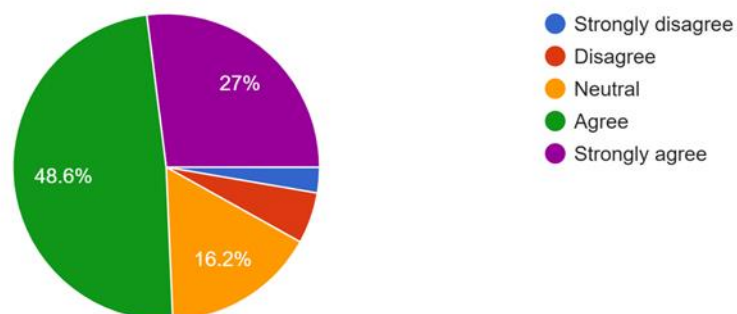
Figure 3.10. Clarity of Feedback

The data in the table reveals that a considerable majority of students view the feedback they receive from their supervisors as clear and easy to understand. Specifically, 48.6% agreed and

27.0% strongly agreed with this item, which means that 75.6% of the participants expressed positive perceptions regarding the clarity of the feedback. On the other hand, only a small proportion reported negative responses: 2.7% strongly disagreed and 5.4% disagreed. Additionally, 16.2% of respondents remained neutral, suggesting that while feedback is generally clear, there might be some ambiguity in communication for some students. Overall, these results indicate that supervisors are largely successful in delivering feedback that students can comprehend and use effectively.

Item 11. My supervisor provides detailed and constructive feedback on my work

Table 3.12.

Constructiveness of Feedback

Element	Number	Percentage
Disagree	1	2.7%
Neutral	12	32.4%
Agree	17	45.9%
Strongly Agree	7	18.9%
Total	37	100%

My supervisor provides detailed and constructive feedback on my work
37 responses
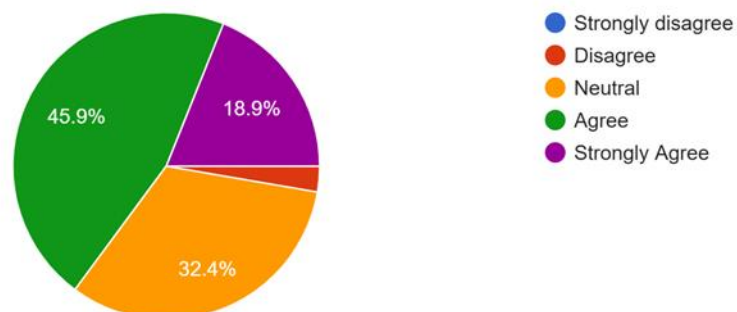
Figure 3.11. Constructiveness of Feedback

According to the table above, a great part of the students (45.9%) agreed, and 18.9% strongly agreed that their supervisors offer detailed and constructive feedback. Together, these responses account for 64.8% of the total, reflecting that most students feel supported with meaningful input from their supervisors. However, 32.4% chose a neutral position, which indicates a possible variability in the depth or specificity of feedback across different students or topics. Only 2.7% disagreed, and no respondents strongly disagreed. This pattern suggests that, while constructive feedback is commonly provided, some students may experience general comments or may require more elaborative and individualized feedback to better guide their research development.

Item 12. The feedback helps refine my research methodology and analysis

Table 3.13.

Impact of Feedback on Methodology and Analysis

Element	Number	Percentage
Neutral	7	18.9%
Agree	23	62.2%
Strongly Agree	7	18.9%
Total	37	100%

The feedback helps me refine my research methodology and analysis
37 responses

Strongly disagree
Disagree
Neutral
Agree
Strongly agree
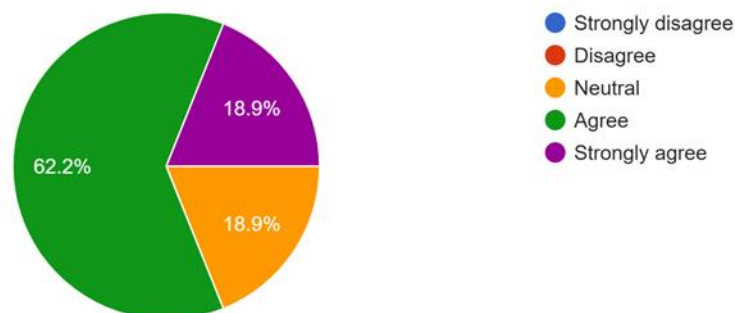
Figure 3.12. Impact of Feedback on Methodology and Analysis

The responses to Item 12, as shown in the table, demonstrate that a strong majority 62.2% of the students agreed, and an additional 18.9% strongly agreed that the feedback they receive contributes positively to refining their research methodology and analysis. This overall 81.1% agreement highlights the critical role that supervisor feedback plays in enhancing the technical and analytical quality of student research. A smaller portion 18.9% selected neutral, suggesting that while most students benefit from their supervisors' input in this area, a few may not receive methodology specific feedback or may lack the ability to apply it effectively.

Item 13. My supervisor suggests relevent resources to improve my research work

Table 3.14.

Suggestions for Research Resources

Element	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	6	16.2%
Neutral	16	43.2%
Agree	10	27.0%
Strongly Agree	4	10.8%
Total	37	100%

My supervisor suggests relevant resources to improve my research work
37 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
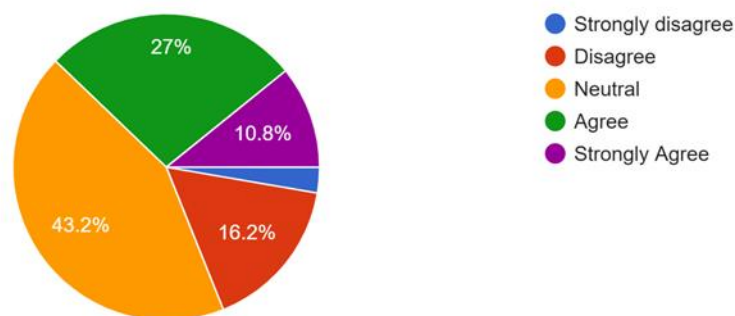
Figure 3.13. Suggestions for Research Resources

The Table reflects more diverse opinions regarding supervisors' support in recommending relevant resources. While 27.0% of students agreed and 10.8% strongly agreed with this item, making a total of 37.8%, a large part 43.2% remained neutral. This high neutrality may reflect a lack of consistent practice among supervisors in providing resource suggestions, or perhaps students do not recognize or use the resources provided effectively. Furthermore, 16.2% disagreed and 2.7% strongly disagreed, which shows that for a large number of students, there may be a gap in this aspect of support. The findings highlight a potential area for improvement, as guiding students toward useful academic sources is crucial in enhancing research depth and quality.

Item 14. The corrections and suggestions provided by my supervisor are useful in improving my research quality

Table 3.15.

 Usefulness of Corrections and Suggestions

Element	Number	Percentage
Disagree	1	2.7%
Neutral	5	13.5%
Agree	20	54.1%
Strongly Agree	10	29.7%
Total	37	100%

The corrections and suggestions provided by my supervisor are useful in improving my research quality

37 responses
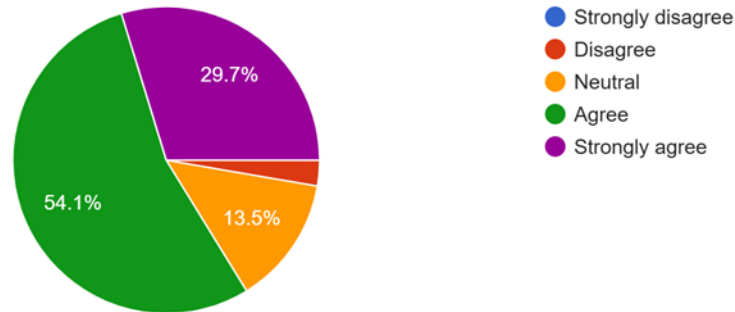
Figure 3.14. Usefulness of Corrections and Suggestions

The results in the table strongly affirm the importance and effectiveness of supervisor input, as 54.1% of respondents agreed and 29.7% strongly agreed that the corrections and suggestions they receive contribute in improving the quality of their research. This means that 83.8% of students recognize the value of supervisor guidance in shaping their academic work. Only 13.5% were neutral and a minimal 2.7% disagreed, with no students strongly disagreeing. This positive result suggests that supervisors play an influential role in enhancing the overall standard of student research through their continuous support and feedback.

Item 15. My supervisor assists me in selecting and refining my research topic

Table 3.16.

Assistance in Topic Selection and Refinement

Element	Number	Percentage
Disagree	6	16.2%
Neutral	5	13.5%
Agree	17	45.9%
Strongly Agree	9	24.3%

Total	37	100%

My supervisor assists me in selecting and refining my research topic
37 responses
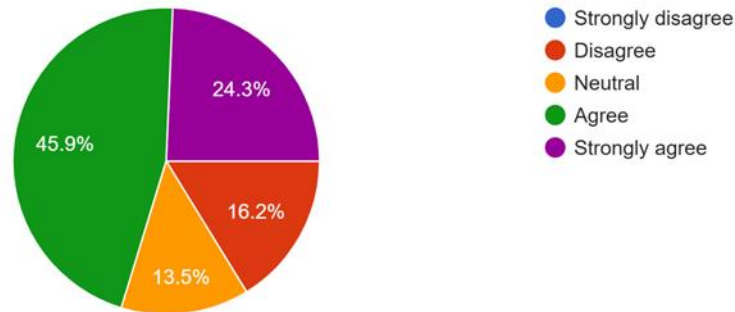
Figure 3.15. Assistance in Topic Selection and Refinement

The table indicates that the majority of students benefit from their supervisors' guidance during the early stages of research, particularly in choosing and refining their research topic. A total of 70.2% of respondents answered positively, with 45.9% agreeing and 24.3% strongly agreeing. This reflects a strong supervisory role in shaping the research direction. However, 16.2% of students disagreed and 13.5% remained neutral. These figures suggest that while most supervisors are actively involved in topic development, there remains a subset of students who either did not receive adequate support in this stage or did not find the assistance particularly helpful or impactful.

Item 16. I receive adequate guidance on research methodology and data collection
Table 3.17.

Methodology and Data Collection Guidance

Element	Number	Percentage
Disagree	6	16.2%
Neutral	9	24.3%

Agree	18	48.6%
Strongly Agree	4	10.8%
Total	37	100%

I receive adequate guidance on research methodology and data collection
37 responses
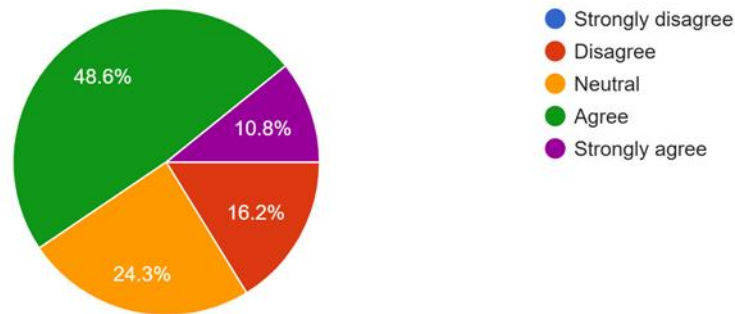
Figure 3.16. Methodology and Data Collection Guidance

The table above presents student perceptions regarding their supervisors' support in methodological aspects. A total of 59.4% agreed or strongly agreed with the statement 48.6% agreed, while 10.8% strongly agreed indicating that a majority feel they are receiving adequate methodological support. However, 24.3% of respondents remained neutral, and 16.2% disagreed. The high rate of neutrality may imply inconsistencies in the depth or clarity of guidance, or uncertainty among students about methodological concepts. This points to a potential need for more structured or detailed support in this area, as a solid understanding of methodology is essential for research success.

Item 17. My supervisor helps me analyse research findings and structure my paper
Table 3.18.

Assistance with Analysis and Structuring

Element	Number	Percentage
Strongly Disagree	2	5.4%
Disagree	6	16.2%

Neutral	15	40.5%
Agree	10	27.0%
Strongly Agree	4	10.8%
Total	37	100%

My supervisor helps me analyze research findings and structure my paper
37 responses
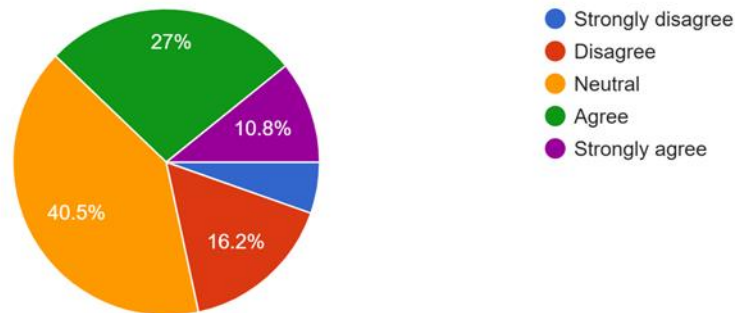
Figure 3.17. Assistance with Analysis and Structuring

The findings in the table show a more mixed perception regarding supervisory help with data analysis and structuring the research paper. Only 37.8% responded positively 27.0% agree, 10.8% strongly agree, while 40.5% chose a neutral response. Additionally, 16.2% disagreed and 5.4% strongly disagreed. The high rate of neutrality and level of disagreement indicate that many students either do not receive sufficient help with analysis and structuring or are unsure how to apply the guidance they receive. These findings suggest a need for supervisors to place greater emphasis on offering step-by-step support in organizing research findings and crafting coherent research chapters.

Item 18. My supervisor provides clear instructions on writing research sections
Table 3.19.

 Clarity of Instruction on Writing

Element	Number	Percentage
Strongly Disagree	1	2.7%

Disagree	2	5.4%
Neutral	14	37.8%
Agree	15	40.5
Strongly Agree	5	13.5
Total	37	100%

My supervisor provides clear instructions on writing research sections
37 responses
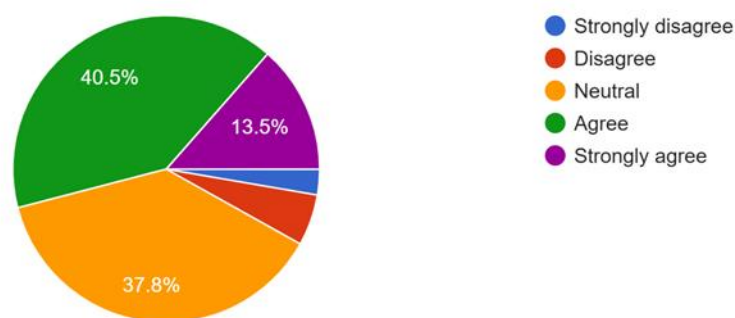
Figure 3.18. Clarity of Instruction on Writing

   In the above table, student responses highlight that 54.0% find the instructions provided by their supervisors on writing research sections to be clear 40.5% agree and 13.5% strongly agree. A considerable part of participants 37.8% selected a neutral response, which may reflect either inconsistency in the level of guidance or differences in students' ability to interpret and implement it. Only a small part expressed negative views, with 5.4% disagreeing and 2.7% strongly disagreeing. These results suggest that while the majority of students benefit from clear writing guidance, there remains room for improvement in making instructions more accessible and tailored to individual student needs.

Item 19. I feel comftable seeking additional guidance from my supervisor
Table 3.20.

Comfort in Seeking Additional Guidance

Element	Number	Percentage
Disagree	2	5.4%
Neutral	8	21.6%
Agree	20	54.1%
Strongly Agree	7	18.9%
Total	37	100%

I feel comfortable seeking additional guidance from my supervisor
37 responses
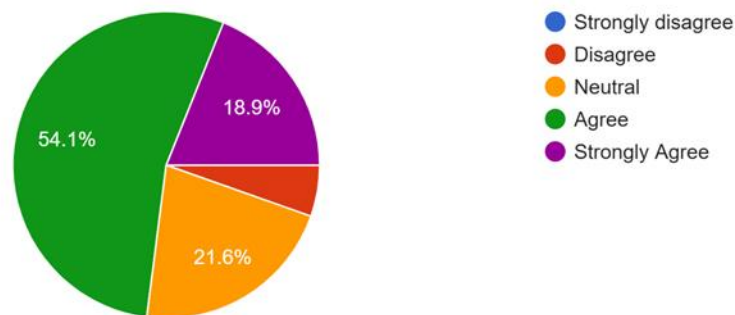
Figure 3.19. Comfort in Seeking Additional Guidance

According to the data in this table, most students reported a high level of comfort in seeking further support from their supervisors. Specifically, 54.1% agreed and 18.9% strongly agreed, amounting to a combined 73.0% expressing positive attitudes. Only 5.4% disagreed, and 21.6% were neutral. This result shows the generally strong rapport between students and their supervisors, which fosters open communication and encourages students to request additional help when needed. Still, the notable neutral percentage may indicate that some students hesitate to reach out, possibly due to personality differences, communication barriers, or prior experiences.

Item 20. My Supervisor encourages me to think independently and critically
Table 3.21.

Encouragement of Independent and Critical Thinking

Element	Number	Percentage
Disagree	3	8.1%
Neutral	8	21.6%
Agree	21	56.8%
Strongly Agree	5	13.5%
Total	37	100%

My supervisor encourages me to think independently and critically
37 responses
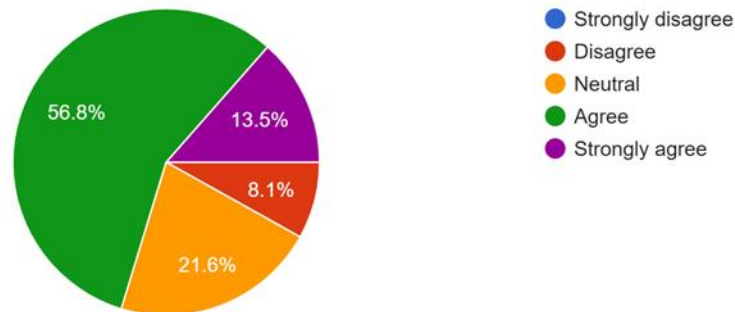
Figure 3.20. Encouragement of Independent and Critical Thinking

The results in the above table demonstrate that a substantial number of students perceive their supervisors as fostering independent and critical thought. In total, 70.3% of respondents agreed with this statement 56.8% agreed and 13.5% strongly agreed. This suggests that most supervisors effectively promote analytical thinking, which is essential for conducting good academic research. However, 21.6% of participants responded neutrally, and 8.1% disagreed, indicating that a portion of students may not receive consistent support in developing these independent and critical thinking skills. The results imply that while supervisors generally encourage independency in thought, some may need to adopt more explicit strategies to support critical engagement with research content.

Item 21. I feel motivated to complete my research due to my supervisor's support
Table 3.22.

Supervisor's Role in Student Motivation

Element	Number	Percentage
Disagree	4	10.8%
Neutral	8	21.6%
Agree	18	48.6%
Strongly Agree	7	18.9%
Total	37	100%

I feel motivated to complete my research due to my supervisor's support
37 responses
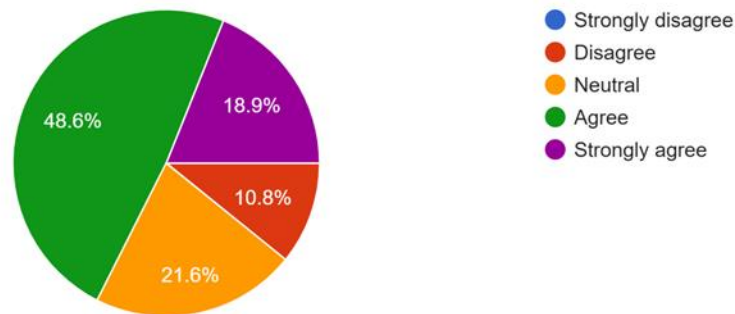
Figure 3.21. Supervisor's Role in Student Motivation

As shown in the table, the majority of students (67.5%) reported feeling motivated to complete their research as a result of their supervisor's support. Specifically, 48.6% agreed and 18.9% strongly agreed with the item. On the other hand, 10.8% disagreed, while 21.6% were neutral. These figures reveal a generally positive influence of supervisors on student motivation, but they also point to variability in the emotional and academic encouragement offered. The neutral responses may suggest that not all supervisors consistently foster motivation, or that the students' motivation may depend on factors beyond supervisory support alone.

Item 22. My Supervisor recognizes and appreciates my research efforts
Table 3.23.

Recognition of Student Efforts

Element	Number	Percentage
Disagree	4	8.1%
Neutral	8	29.7%
Agree	18	40.5%
Strongly Agree	7	21.6%
Total	37	100%

My supervisor recognizes and appreciates my research efforts
37 responses
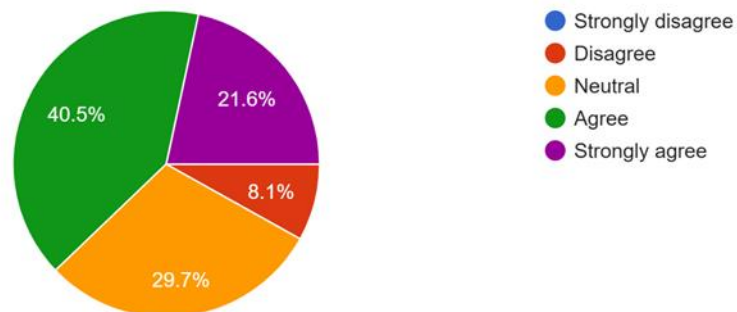
Figure 3.22. Recognition of Student Efforts

The above table shows that 62.1% of students feel that their supervisors acknowledge their efforts 40.5% agree and 21.6% strongly agree. Recognition is an important component of effective supervision, as it validates the student's progress and encourages continued commitment. Nonetheless, 8.1% of participants disagreed, and 29.7% responded neutrally. These findings suggest that while many students feel appreciated, some may perceive a lack of acknowledgment, which could impact their confidence and engagement with the research process.

Item 23. I receive emotional and academic encouragement throughout my research process

Table 3.24.

Emotional and Academic Encouragement

Element	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	6	16.2%
Neutral	10	27.0%
Agree	15	40.5%
Strongly Agree	5	13.5%
Total	37	100%

I receive emotional and academic encouragement throughout my research process
37 responses
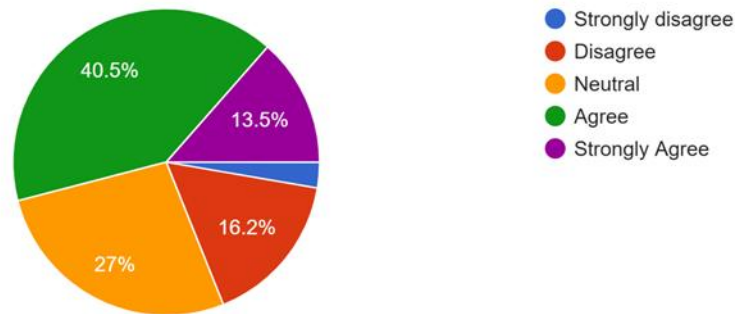
Figure 3.23. Emotional and Academic Encouragement

As seen in the table, 54% of respondents indicated that they receive both emotional and academic support throughout the research journey. This includes 40.5% who agreed and 13.5% who strongly agreed. However, a noteworthy 27.0% remained neutral, while 16.2% disagreed and 2.7% strongly disagreed. These mixed results suggest that while a majority feel supported, a significant number of students experience either inconsistent encouragement or lack the relational dynamics necessary to foster a supportive environment. It highlights the need for supervisors to balance academic support with emotional support to sustain students' morale.

Item 24. My supervisor creates a supportive environment for my research development
Table 3.25.

Supervisor Supportiveness

Element	Number	Percentage
Disagree	5	13.5%
Neutral	14	37.8%
Agree	12	32.4%
Strongly Agree	6	16.2%
Total	37	100%

My supervisor creates a supportive environment for my research development
37 responses
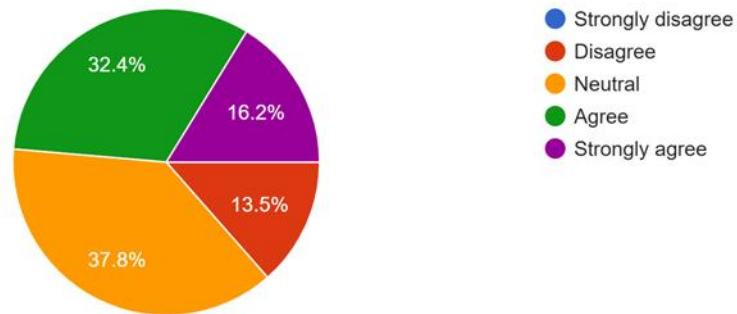
Figure 3.24. Supervisor Supportiveness

According to the data in the above table, 48.6% of students acknowledged their supervisors' efforts in establishing a supportive research environment, with 32.4% agreeing and 16.2% strongly agreeing. However, a relatively high 37.8% responded neutrally, and 13.5% disagreed. These results indicate that while nearly half of the students perceive their environment as conducive to research progress, more than one-third remain unsure, potentially pointing to variability in supervision styles. The findings suggest a need for supervisors to more consistently create an atmosphere that promotes academic growth, comfort, and productivity.

Section Two:

Item 25. I have a strong understanding of research methodology

Table 3.26.

Students' Understanding of Research Methodology

Element	Number	Percentage
Strongly Disagree	2	5.4%
Disagree	11	29.7%
Neutral	9	24.3%
Agree	14	37.8%
Strongly Agree	1	2.7%
Total	37	100%

I have a strong understanding of research methodology
37 responses
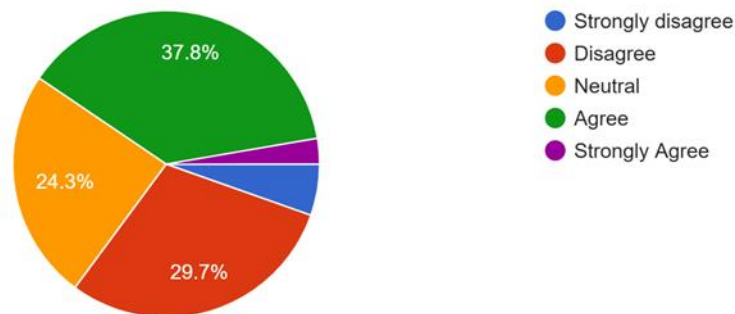
Figure 3.25. Students' Understanding of Research Methodology

The responses presented in the table   indicate a divided perception among students regarding their understanding of research methodology. While 37.8% agreed and only 2.7% strongly agreed totaling 40.5% who expressed a positive view, an equal proportion leaned toward uncertainty or disagreement. Specifically, 24.3% responded neutrally, and a notable 29.7% disagreed, while 5.4% strongly disagreed. This suggests that while some students have developed a satisfactory grasp of research methods, a considerable number still struggle with comprehending key methodological principles, possibly due to insufficient instruction, practice, or support in this area.

Item 26. I am confident in my ability to structure my research paper

Table 3.27.

Confidence in Structuring Research Paper

Element	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	7	18.9%
Neutral	10	27.0%
Agree	17	45.9%
Strongly Agree	2	5.4%
Total	37	100%

I am confident in my ability to structure my research paper
37 responses
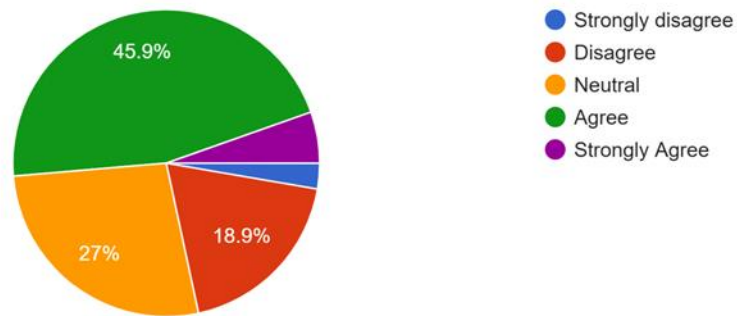
Figure 3.26. Confidence in Structuring Research Paper

The data in the table shows that a majority of students 45.9% agree and 5.4% strongly agree express confidence in structuring their research paper. However, 27.0% remained neutral, which could reflect uncertainty or inexperience in organizing complex academic work. Additionally, 18.9% disagreed and 2.7% strongly disagreed, indicating that a portion of the sample lacks the necessary confidence. These findings suggest that although more than half of the students feel secure in their ability to organize their research, a notable percentage still require more support and guidance to enhance their academic writing skills.

Item 27. I understand how to collect and analyse research data
Table 3.28.

Understanding Data Collection and Analysis

Element	Number	Percentage
Strongly Disagree	3	8.1%
Disagree	13	35.1%
Neutral	11	29.7%
Agree	9	24.3%
Strongly Agree	1	2.7%
Total	37	100%

I understand how to collect and analyze research data
37 responses
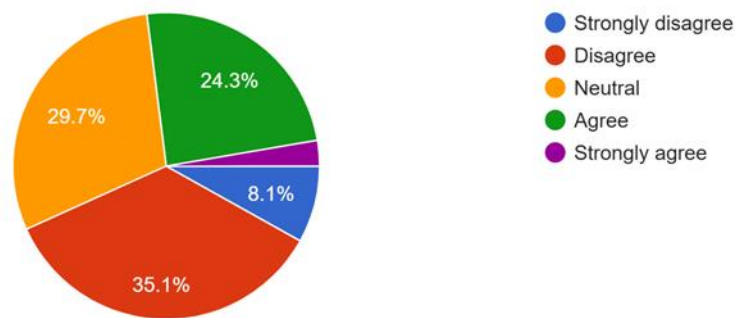
Figure 3.27. Understanding Data Collection and Analysis

The table reveals that students have varying levels of understanding when it comes to collecting and analyzing research data. Only 27% of respondents provided positive responses 24.3% agreed and 2.7% strongly agreed, while a substantial portion of 35.1% disagreed and 8.1% strongly disagreed. Moreover, 29.7% selected the neutral option, reflecting uncertainty. This distribution clearly indicates that a majority of students either struggle or are unsure about the data collection and analysis. These results highlight a pressing need for more effective training or direct experience in data collection and analysis during the supervision process.

Item 28. I am capable of applying the theories and concepts discussed during supervision

Table 3.29.

Application of Theories and Concepts

Element	Number	Percentage
Strongly Disagree	2	5.4%
Disagree	6	16.2%
Neutral	15	40.5%
Agree	13	35.1%
Strongly Agree	1	2.7%
Total	37	100%

I am capable of applying the theories and concepts discussed during supervision
37 responses
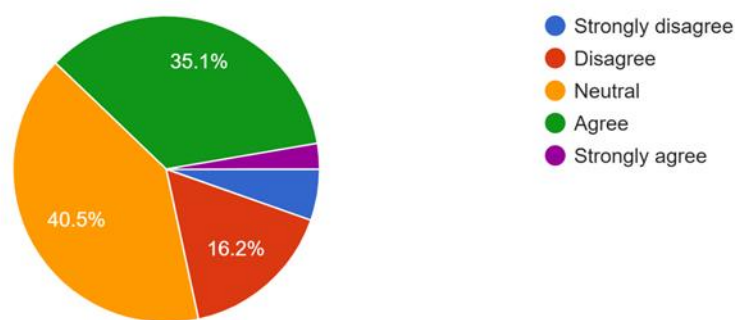
Figure 3.28. Application of Theories and Concepts

Results from the above table reveal that student responses reflect a generally positive view regarding their ability to apply theoretical knowledge gained during supervision. Around 37.8% of the students reported positive experiences 35.1% agreed and 2.7% strongly agreed. However, the largest group 40.5% chose the neutral option, indicating hesitation or limited practice in applying theory. Additionally, 16.2% disagreed and 5.4% strongly disagreed. These mixed results suggest that while some students benefit from supervisory input in translating theory into practice, many still struggle to make effective use of the knowledge they receive, pointing to a need for more practical and contextualized examples during supervision.

Item 29. My knowledge of research techniques has improved through supervision

Table 3.30.

 Improvement in Research Technique Knowledge

Element	Number	Percentage
Disagree	2	5.4%
Neutral	9	24.3%
Agree	20	54.1%
Strongly Agree	6	16.2%
Total	37	100%

My knowledge of research techniques has improved through supervision
37 responses
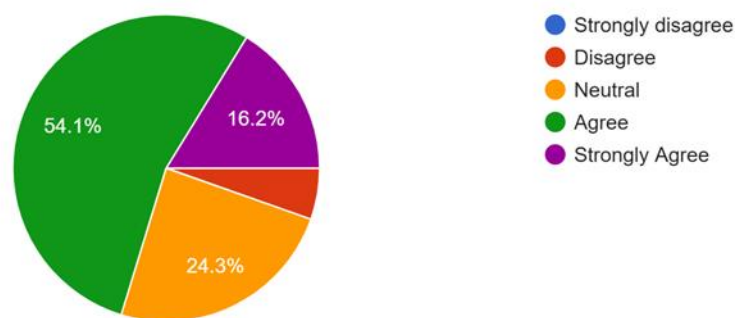
Figure 3.29. Improvement in Research Technique Knowledge

   The data presented in the table illustrates a positive trend in students' improvement in research techniques. A total of 70.3% of participants expressed agreement with the item 54.1% agreed and 16.2% strongly agreed. Meanwhile, 24.3% remained neutral and only 5.4% disagreed. These results demonstrate that supervision has had a positive impact on most students' research competencies, reinforcing the critical role that supervisors play in enhancing research related skills. However, the neutral and disagreeing responses suggest that this benefit is not general, and more individualized support may be needed for some students.

Item 30. My research work is well-organized and logically presented

Table 3.31.

Organization and Logical Presentation of Research Work

Element	Number	Percentage
Disagree	3	8.1%
Neutral	12	32.4%
Agree	20	54.1%
Strongly Agree	2	5.4%
Total	37	100%

My research work is well-organized and logically presented
37 responses
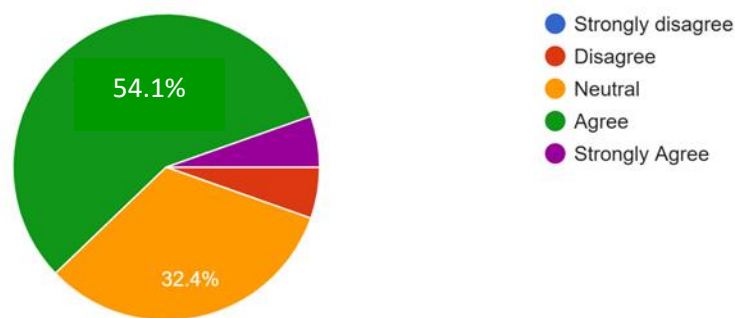
Figure 3.30. Organization and Logical Presentation of Research Work

   The data in the table shows that a majority of students view their research work as well-structured and logically organized. Specifically, 54.1% agreed and 5.4% strongly agreed, totaling a positive response rate of 59.5%. Meanwhile, 32.4% responded neutrally, and only 8.1% disagreed. These results reflect a generally good perception of students' ability to manage and structure their research effectively. The high percentage of agreement indicates that supervisory support may be contributing to better organization and clarity in students' academic writing, although the neutral responses suggest room for further improvement in ensuring consistent logical flow and structure across all research papers.

Item 31. The depth of my research analysis has improved with supervision

Table 3.32.

Improvement in Research Analysis

Element	Number	Percentage
Disagree	1	2.7%
Neutral	17	45.9%
Agree	17	45.9%
Strongly Agree	2	5.4%
Total	**37**	**100%**

The depth of my research analysis has improved with supervision
37 responses
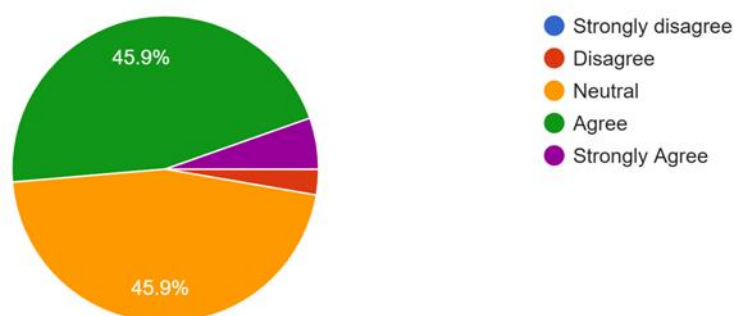
Figure 3.31. Improvement in Research Analysis

As shown in the table, there is a balanced perception among students regarding the improvement of their analytical depth due to supervision. An equal percentage 45.9% agreed and remained neutral, while only 2.7% disagreed and 5.4% strongly agreed. The high rate of neutral responses may suggest that some students are unsure of how to assess the depth of their analysis or perhaps lack enough feedback to confirm noticeable improvement. On the other hand, the agreement of nearly half the sample indicates that supervision is having a significant, though not general, impact on students' critical and analytical thinking within their research.

Item 32. I feel that my final research work meets academic standards

Table 3.33.

Meeting Academic Standards

Element	Number	Percentage
Disagree	2	5.4%
Neutral	15	40.5%
Agree	17	45.9%
Strongly Agree	3	8.1%
Total	**37**	**100%**

I feel that my final research work meets academic standards
37 responses
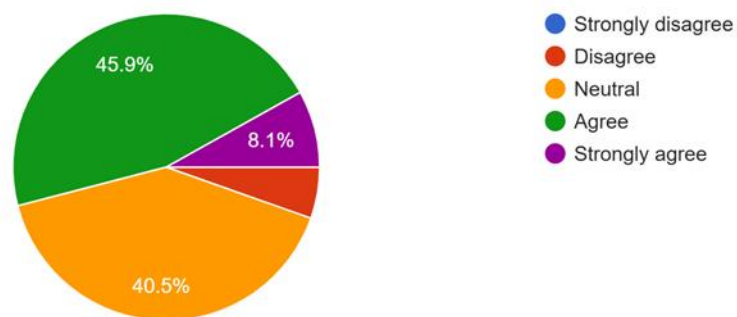
Figure 3.32. Meeting Academic Standards

   The table shows that a considerable portion of students believe their final research work aligns with academic standards. Specifically, 45.9% agreed and 8.1% strongly agreed, totaling 54%. However, 40.5% selected the neutral option, and 5.4% disagreed. The high number of neutral responses may reflect uncertainty among students regarding the exact criteria for academic standards or a lack of confidence in their performance. Nevertheless, the majority's agreement suggests that supervision is contributing positively in helping students meet academic expectations, though more targeted guidance might be needed to clarify academic standards for those who remain unsure.

Item 33. The accuracy and validity of my research findings have improved due to supervision

Table 3.34.

Accuracy and Validity of Research Findings

Element	Number	Percentage
Disagree	4	10.8%
Neutral	10	27.0%
Agree	20	54.1%
Strongly Agree	3	8.1%
Total	37	100%

The accuracy and validity of my research findings have improved due to supervision
37 responses
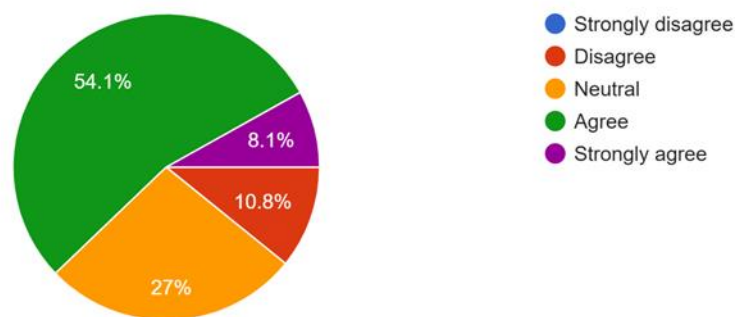
Figure 3.33. Accuracy and Validity of Research Findings

According to the table, 54.1% of students agreed and 8.1% strongly agreed that supervision has improved the accuracy and validity of their findings. Meanwhile, 27% responded neutrally, and 10.8% disagreed. These results indicate a generally positive influence of supervision on students' research quality. The majority's confidence in the precision of their work demonstrates that supervisory input plays a crucial role in strengthening the scientific integrity of students' findings. However, the presence of neutral and disagreeing responses suggests that more explicit instruction and feedback related to research validity might still be necessary for a subset of learners.

Item 34. My research work is more coherent and systematically structured

Table 3.35.

Coherence and Systematic Structure of Research Work

Element	Number	Percentage
Disagree	2	5.4%
Neutral	9	24.3%
Agree	26	70.3%
Total	37	100%

My research work is more coherent and systematically structured
37 responses
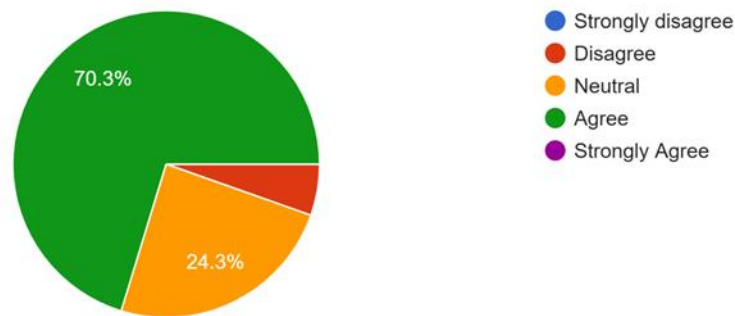
Figure 3.34. Coherence and Systematic Structure of Research Work

The responses to this item reflect a strong agreement regarding the improved coherence and structure of students' research work. A significant majority of 70.3% agreed with the statement, while 24.3% remained neutral and only 5.4% disagreed. This overwhelming agreement indicates that students generally feel that supervision has enhanced the clarity, flow, and systematic presentation of their research. The result underscores the importance of effective guidance in helping students produce logically ordered and cohesive academic work.

Item 35. I can work on my research without excessive supervision
Table 3.36.

Independent Research without Excessive Supervision

Element	Number	Percentage
Strongly Disagree	9	24.3%
Disagree	13	35.1%
Neutral	9	24.3%

Agree	6	16.2%
Total	37	100%

I can work on my research without excessive supervision
37 responses
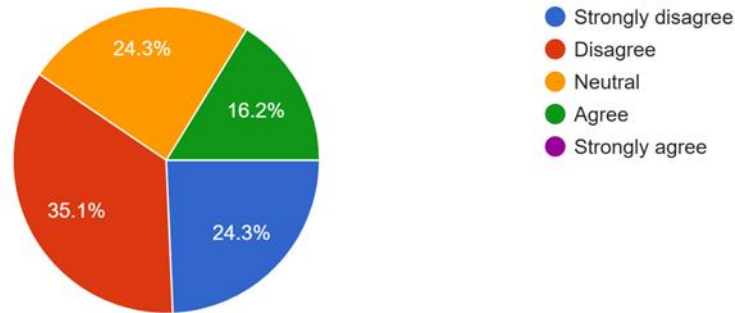
Figure 3.35. Independent Research without Excessive Supervision

The responses in the table above reveal that a significant portion of students still rely heavily on supervisory input. Specifically, 24.3% strongly disagreed and 35.1% disagreed with the statement, totaling nearly 60% of students who feel they cannot work independently without excessive supervision. A further 24.3% remained neutral, and only 16.2% agreed. These results suggest that most students require substantial guidance throughout their research process and may lack the confidence or experience to work autonomously. This underscores a need for supervisors to gradually foster autonomy and guide students toward more independent research habits.

Item 36. I am able to solve research challenges independently

Table 3.37.

Independent Challenges Solving in Research

Element	Number	Percentage
Strongly Disagree	4	10.8%
Disagree	17	45.9%
Neutral	10	27.0%

Agree	6	16.2%
Total	37	100%

I am able to solve research challenges independently

37 responses
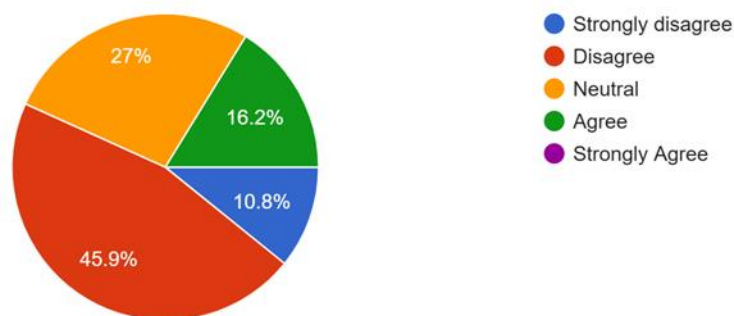
Figure 3.36. Independent Challenges Solving in Research

The table illustrates that 45.9% of students disagreed and 10.8% strongly disagreed that they can solve research-related challenges on their own. With only 16.2% in agreement and 27% remaining neutral, it is evident that the majority of students struggle with independently overcoming obstacles in their research. This finding is consistent with the responses to the previous item, further indicating that many M2 EFL students still depend on external support and supervision, which remains the backbone of their research work.

Item 37. My supervisor has helped me become more self-reliant in research

Table 3.38.

Supervisor's Role in Promoting Research Self-Reliance

Element	Number	Percentage
Disagree	4	10.8%
Neutral	10	27.0%
Agree	22	59.5%
Strongly Agree	1	2.7%
Total	37	100%

My supervisor has helped me become more self-reliant in research
37 responses
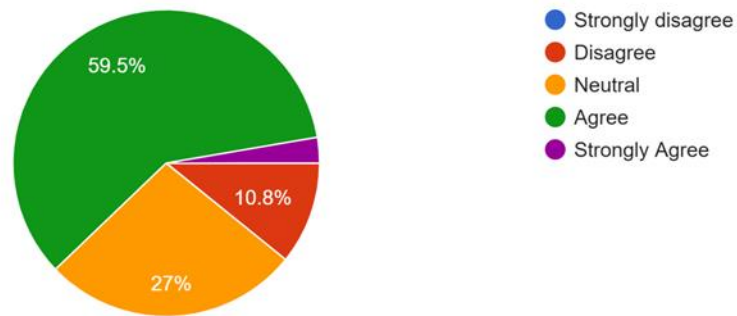
Figure 3.37. Supervisor's Role in Promoting Research Self-Reliance

Despite the previous results highlighting students' dependence, this table shows a more optimistic perspective regarding the role of the supervisor in fostering self-reliance. A majority of respondents 59.5% agreed with the statement, while 2.7% strongly agreed. Only 10.8% disagreed, and 27% were neutral. This suggests that supervisors are making efforts in encouraging student independence. The high level of agreement implies that students recognize the support they're receiving to eventually manage their research independently.

Item 38. I feel confident in making decisions regarding my research direction
Table 3.39.

Confidence in Research Decision-Making

Element	Number	Percentage
Disagree	3	8.1%
Neutral	13	35.1%
Agree	20	54.1%
Strongly Agree	1	2.7%
Total	37	100%

I feel confident in making decisions regarding my research direction
37 responses

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

54.1%
8.1%
35.1%
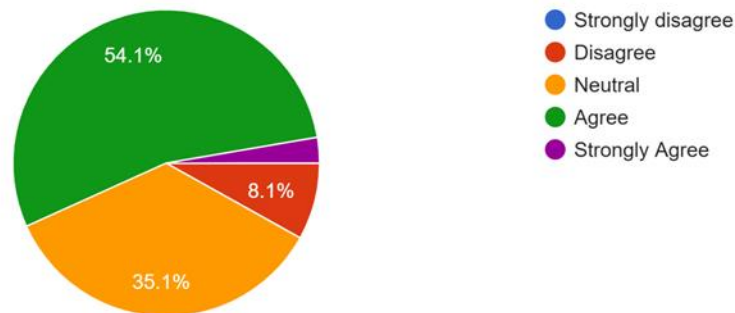
Figure 3.38. Confidence in Research Decision-Making

According to the table, a combined 56.8% of students 54.1% agree and 2.7% strongly agree expressed confidence in their ability to make decisions concerning the direction of their research. Meanwhile, 35.1% selected neutral, and only 8.1% disagreed. These results indicate that more than half of the students have developed some level of confidence in directing their own research, suggesting a degree of autonomy supported by supervision. However, the large percentage of neutral responses still highlights an area for growth, indicating that some students remain hesitant or uncertain in assuming full responsibility for their research path.

Item 39. I am capable of troubleshooting problems in my research methodology

Table 3.40.

Troubleshooting Research Methodology Issues

Element	Number	Percentage
Strongly Disagree	2	5.4%
Disagree	6	16.2%
Neutral	18	48.6%
Agree	10	27.0%
Strongly Agree	1	2.7%
Total	37	100%

I am capable of troubleshooting problems in my research methodology
37 responses
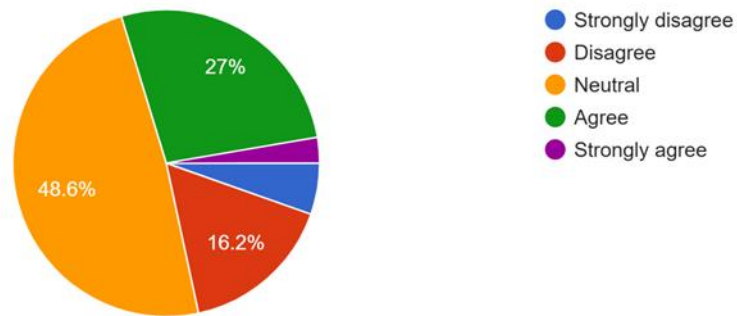
Figure 3.39. Troubleshooting Research Methodology Issues

The table reveals that while 27% of students agreed they can troubleshoot methodological issues, nearly half 48.6% selected neutral. Additionally, 16.2% disagreed and 5.4% strongly disagreed. The dominance of neutral responses suggests that many students are unsure about their problem-solving capabilities in this specific area of research. This could be due to limited exposure to real-time methodological challenges or insufficient hands-on experience. The findings suggest a need for more practical, problem-based learning scenarios during supervision to help students become more competent and confident in addressing methodological issues.

Item 40. I feel confident in presenting and defending my research work

Table 3.41.

Confidence in Presenting and Defending Research

Element	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	7	18.9%
Neutral	11	29.7%
Agree	15	40.5%
Strongly Agree	3	8.1%
Total	37	100%

I feel confident in presenting and defending my research work
37 responses
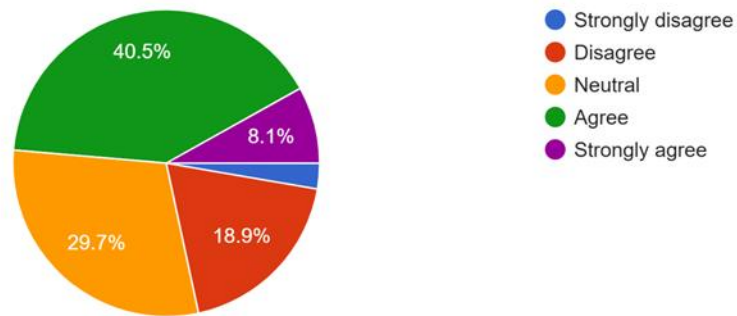
Figure 3.40. Confidence in Presenting and Defending Research

As seen in the table, 40.5% of students agreed and 8.1% strongly agreed that they feel confident presenting and defending their research. On the other hand, 18.9% disagreed, while 2.7% strongly disagreed. A notable 29.7% of respondents remained neutral. These findings indicate that while nearly half of the students have gained confidence through supervision, a significant portion still lacks self-assurance in oral or formal academic settings. This might reflect insufficient exposure to presentation opportunities or anxiety related to public speaking.

Item 41. I believe I have developed strong research skills through supervision

Table 3.42.

Development of Research Skills via Supervision

Element	Number	Percentage
Disagree	3	8.1%
Neutral	10	27.0%
Agree	21	56.8%
Strongly Agree	3	8.1%
Total	37	100%

I believe I have developed strong research skills through supervision
37 responses
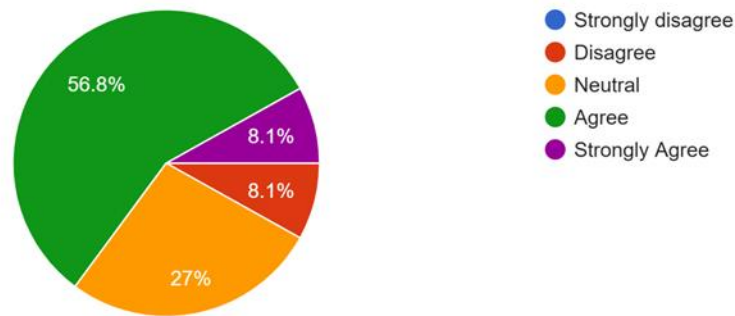
Figure 3.41. Development of Research Skills via Supervision

The table reflects a positive outcome, with 56.8% of students agreeing and 8.1% strongly agreeing that they have developed strong research skills through supervision. Only 8.1% disagreed, while 27% remained neutral. These results suggest that the majority of students credit their supervisors with facilitating their growth in research competencies. The moderate level of neutrality may be attributed to varied supervision quality or differing personal engagement levels. Nevertheless, the general trend highlights supervision as a crucial factor in developing research abilities.

Item 42. I am prepared to undertake independent research in the future
Table 3.43.

Readiness for Future Independent Research

Element	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	11	29.7%
Neutral	8	21.6%
Agree	13	35.1%
Strongly Agree	4	10.8%
Total	37	100%

I am prepared to undertake independent research in the future
37 responses
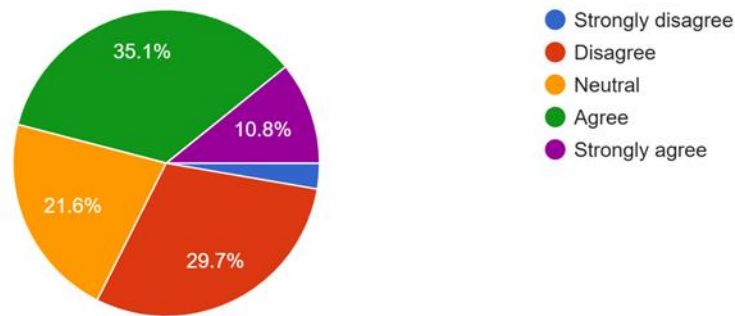
Figure 3.42. Readiness for Future Independent Research

   In the table above, 35.1% of respondents agreed and 10.8% strongly agreed that they are prepared for future independent research. However, 29.7% disagreed and 2.7% strongly disagreed, and 21.6% remained neutral. This distribution suggests a divide in students' readiness for independent research work. Although some feel equipped to move forward without direct supervision, others still have doubts about their capabilities. These findings point to the importance of reinforcing autonomy-building measures within the supervision process, such as allowing students to make more independent research decisions during their projects.

Item 43. My supervisor's support has improved my academic writing and analytical skills

Table 3.44.

Improvement in Writing and Analytical Skills through Supervisor's support

Element	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	3	8.1%
Neutral	12	32.4%
Agree	16	43.2%
Strongly Agree	5	13.5%
Total	37	100%

My supervisor's support has improved my academic writing and analytical skills
37 responses
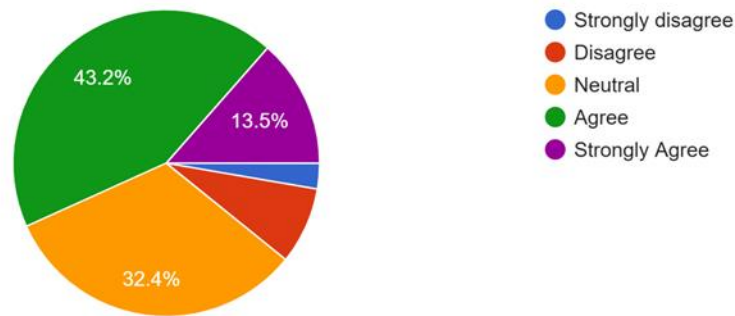
Figure 3.43. Improvement in Writing and Analytical Skills through Supervisor's support

The table indicates that 43.2% of students agreed and 13.5% strongly agreed that their academic writing and analytical abilities have improved through their supervisor's support. Only 8.1% disagreed, and 2.7% strongly disagreed. While, 32.4% selected neutral. This result highlights the positive impact of supervision on students' higher-order academic competencies. However, the relatively high neutrality suggests that not all students are fully aware of their progress or may have had uneven experiences. Targeted writing support and personalized feedback might further strengthen students' perception of their improvement.

Item 44. I feel more confident in conducting research beyond my current study

Table 3.45.

Confidence in Pursuing Future Research

Element	Number	Percentage
Strongly Disagree	1	2.7%
Disagree	5	13.5%
Neutral	11	29.7%
Agree	16	43.2%
Strongly Agree	4	10.8%

Total	37	100%

I feel more confident in conducting research beyond my current study
37 responses
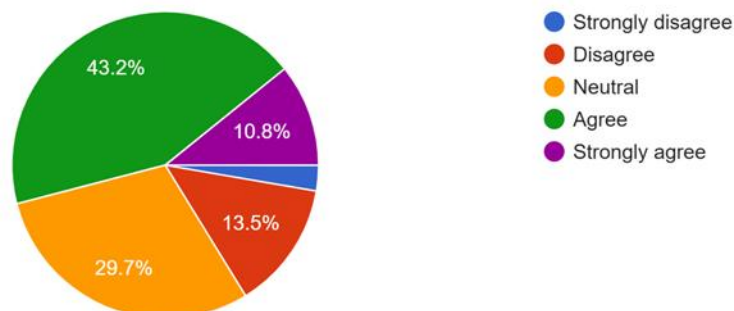
Figure 3.44. Confidence in Pursuing Future Research

The final item, shown in the table, reveals that 43.2% of students agreed and 10.8% strongly agreed that they feel confident conducting research beyond their current project. Meanwhile, 13.5% disagreed and 2.7% strongly disagreed, with 29.7% remaining neutral. This finding illustrates a generally optimistic outlook regarding students' future engagement with research, possibly stemming from the skills and confidence gained through supervision. The result also supports the notion that quality supervision not only benefits the immediate research project but contributes to long-term academic and professional development.

3.2. Teachers' Interview

3.2.1. Description of teachers' interview

As part of the data collection tools for this study, a semi-structured interview was conducted with teachers to obtain qualitative insights from ten university teachers from the English Department at Biskra University. These participants were selected based on their experience in supervision, aiming to provide a comprehensive understanding of the supervision process from the supervisors' perspective. The interview was designed in a semi-structured format to allow for flexibility in responses. The interview consisted of three main sections, each targeting a specific aspect of the supervisory experience in relation to learners' research progress:

Section One: General Information

This section aimed to gather basic background information about the supervisors, such as their academic role and the number of years they have been supervising research. It also explored the differences they perceive between a Master thesis and PhD dissertations. This section contributes to understanding the scope and depth of their supervisory experience.

Section Two: Supervisors' Role in Research Mentorship

This section focused on the supervisors' active role in guiding students throughout the research process. Questions addressed how they offer support and feedback, the challenges they encounter in maintaining effective supervision, the frequency and method of communication, and how they help students adhere to research timelines. The purpose was to examine how supervisors mentor and manage students' academic journey during the research phase.

Section Three: Impact of Supervision on Learners' Research Progress

The final section explored the supervisors' perceptions of how their supervision influences students' research outcomes. It invited them to share observations on how their guidance contributes to learners' progress and academic success.

All interviews were conducted in a professional and confidential manner, and participants were informed about the purpose of the study. Their responses were used solely for academic research purposes. The qualitative data obtained from this tool complements the quantitative findings from the student questionnaire, contributing to a well-rounded analysis of the impact of teachers' supervision on learners' research progress.

3.2.2.   Analysis of Teachers' interview

The data collected from the semi-structured interviews with supervisors was analyzed using thematic analysis. This method was chosen for its effectiveness in identifying, organizing, and

interpreting key patterns and themes within qualitative data. Thematic analysis allowed for a detailed examination of supervisors' experiences and perceptions in guiding students' research. The following analysis is structured around the major themes that emerged from the interview responses, aligned with the study's main research questions.

Section One: General Information

Question 1: What is your role as a supervisor, and how long have you been supervising student research?

Responses:

Teacher 1:

"Three years"

Teacher 2:

"I have been supervising for 9 years. My role as a supervisor is to guide students through the process of conducting their academic studies in all the steps."

Teacher 3:

"My role is as a guide. I have been supervising for 11 years."

Teacher 4:

"My role is a guider and a facilitator and i have been doing that for five years up till now"

Teacher 5:

"My role as a supervisor is to put the candidate on the right track."

Teacher 6:

"for 10 years"

Teacher 7:

"My role as a supervisor is to guide, correct, advise, and develop my students'research skills. Just one year."

Teacher 8:

"I have been supervising students academic work since 2016 and my role has been mostly directed towards guiding students to provide a well structured piece of writing which is academically sound and readable"

Teacher 9:

"For 9 years: guide, propose working plan, motivate and urge."

Teacher 10:

"I supervise M2 students in the field of Literature and Civilization. I've been supervising since 2017."

The responses to the first question revealed two main themes:

- Supervisors' roles.
- Years of supervisory experience.

Most teachers described their roles as guide, guider, and facilitator, showing that with supervision teachers direct students through research stages rathar than controlling the work. Teachers explained their roles by mentioning responsibilities like correcting and advising (Teacher 7), motivating and proposing work plans (Teacher 9), and developing students' research skills, showing a more comprehensive understanding of the supervisory role that goes beyond academic guidance to include mentorship, motivation, and shaping research

competence. Teacher 5 also highlighted the importance of ensuring that students produce academically structured and readable work.

In terms of experience, the years of supervision varied, ranging from one to eleven years, reflecting a diverse level of experience. Some teachers (Teachers 1 and 7) are relatively new to supervising, with one to three years of experience. Others (Teachers 2, 3, 6, 9, and 10) have been supervising for between seven and eleven years, indicating extensive involvement in research mentorship. This variation may influence how each teacher approaches their supervisory role, but all participants agreed that their primary role and responsibility is to guide and support students throughout the research process.

Question 2: How does a master's thesis differ from a PhD dissertation?

Responces:

Teacher 1:

"Master dissertation is a beginning to Phd thesis"

Teacher 2:

"In Master's Degree, the students are required to conduct a researchable topic following an appropriate methodology as an introduction to higher studies research. On the other hand, PhD researchers are required to conduct a data driven project that is more detailed in methodology and contributing to the field of the study.l"

Teacher 3:

"For me, both of them are the same."

Teacher 4:

"I haven't experienced a phd dissertation supervision so i can't make the difference!"

Teacher 5:

"It differs in many respestcs; it is less complicated especially in terms of the chapters (quantity and quality of information), the selection of the design (methods and technique...), the objectives, the implications (scintific and pedagogical)...."

Teacher 6:

"A master dissertation is just an initial stage in research ; it may lack originality and authenticity, unlike a doctorate thesis, it should be original, authentic, and novel"

Teacher 7:

"They are totally different in terms of the originality of the topic , lenghth of the thesis,, the way you proceed with , no plagiarism, conducting experiments,,,"

Teacher 8:

"It is all about time constraints"

Teacher 9:

"Master is an intial phase wherein the researcher is just required to form a plan of an extended plan of research and raise a hypothesis to come up with a relative conclusion. However, Phd is an advanced phase wherein the candidate is actual researcher and has to conform to the criteria governing the work of the researcher."

Teacher 10:

"There's a respectable difference between the two levels. Supervising master students doesn't require a PhD teacher, but a phd thesis does."

The responses to this question revealed a common understanding that a master's thesis is generally seen as an introductory or initial stage of academic research that might lack originality

and authenticity, while a PhD dissertation is considered more advanced and original. Most teachers emphasized that PhD work requires deeper analysis, greater contribution to the field, and stricter academic standards, with one teacher noting that the doctoral dissertation must be "original, authentic, and novel," whereas master's research focuses more on learning the research process and applying research skills.

One teacher stated that master's research is a "beginning to PhD," and another stressed that it is less demanding in terms of chapters, methods, and implications since they are only required to conduct a researchable topic following an appropriate methodology as an introduction to higher studies research. However, one teacher believed both were similar, while another admitted lacking experience with PhD supervision. Overall, the majority support the idea that while both involve research, a PhD dissertation requires greater depth, originality, and scholarly contribution compared to a master's thesis.

Section Two: Supervisors' Role in Research Mentorship

Question 1: How do you provide guidance to students during their research, and what challenges do you face in offering adequate support?

Responses:

Teacher 1:

"At any time they need my guidance and support,I will be there to accomplish my task"

Teacher 2:

"Providing effective guidance to students during their research involves a combination of mentorship, structured support, and fostering independent critical thinking. Here's how I typically approach it, along with common challenges, firstly, the initial Topic Refinement. They can narrow down broad interests into researchable questions. Encourage alignment with

available resources and academic goals. Teach academic writing, data analysis (e.g., SPSS, NVivo), and presentation skills. - Help manage research-related stress and procrastination and to make them aware on common research hurdles.   – "Encouraging peer mentorship" among students.   – "Leveraging technology" (e.g., shared project management tools like PhD Planner)."

Teacher 3:

"1. Permanent guidance. 2. Workload."

Teacher 4:

"providing them with any tip that may help. No challenges !"

Teacher 5:

"I provide guidance to students during their research in regular and irregular supervision sessions and the big challenge which I face in offering adequate support is the students' lack of knowledge and insufficient research skills/capacities."

Teacher 6:

"through successive session , we agree on the topic, focus, outline, methodology , then they embark on their work"

Teacher 7:

"Guiding students usually goes through stages and meetings, each stage has its own guidlines, such as we start with research proposal elements preparation, literature review, research methodology., analysis, ...The only challenge is when the students do not take the process of research seriousely, and they do not do what they are asked to do."

Teacher 8:

"Guidance is provided on a regular basis. Students tend to rely on last minute work which results in unacceptable work"

Teacher 9:

"Narrowing down the the research area, make it more specific, discuss with her to know the area of interest, framing the research questions."

Teacher 10:

"I provide them with the necessary documents about how to write a dissertation. A good sample of a previous work from a former student can always come in handy. I try to guide them through constant presential meetings."

The responses to this question revealed two central themes

- Methods of guidance.
- The challenges faced during supervision.

Most teachers emphasized that guidance is provided regularly through meetings, structured sessions, and continuous support throughout the research stages, such as topic selection, proposal writing, methodology, and data analysis. Some described their support as permanent and available at any time, which reflects a strong sense of responsibility and accessibility. One teacher described a step-by-step approach that starts with narrowing broad interests and proceeds to teaching academic writing and data analysis tools like SPSS and Nvivo. Several teachers highlighted the use of resources like samples of previous work, academic tools, and even peer mentorship.

The second theme relates to the challenges encountered in providing effective support. While one teacher claimed they faced no difficulties, most others pointed to several issues. The most common challenge mentioned was students' lack of basic research skills, which often

slows down progress. Additionally, some teachers noted students' poor commitment and a tendency to rely on last-minute efforts. One teacher stated that some students "do not take the process of research seriously". Another described the general workload as a challenge. Despite these obstacles, all teachers expressed a strong commitment to guiding students and adapting their support based on individual student needs.

Question 2: How do you ensure that students stay on track with their research timelines, and how often do you provide feedback?

Responses:

Teacher 1:

"My feedback is always present"

Teacher 2:

"To keep track with students progress, we must set an agenda from the beginning as a supervision contract and timeline for the different phases of the dissertation completion by regular check-ins and weekly meetings."

Teacher 3:

"1. I set a clear time frame . Also, I continously guide my supervisees."

Teacher 4:

"Making them follow my instructions. I provide feedback in all possible ways via any means."

Teacher 5:

"I ensure that students stay on track with their research timelines by their respect for the teacher and commitment to the job/dissertation. As for feedback, I offer it when it is really required."

Teacher 6:

"we set approximate closing dates for chapters submission"

Teacher 7:

"Through respecting the plan underlined before, oral feed back is always given via emails and whatsup and the written one at the end of each stage"

Teacher 8:

"Limiting students' work with specific tasks and deadlines"

Teacher 9:

"Encouraging them and giving them timeline they need to stick to. The feedback is whenever they send or ask about anything."

Teacher 10:

"A constant checkup on their work is needed. A new researcher needs a periodic checking to ensure they are on the right track."

The responses to this question revealed two themes:

- Strategies for maintaining research timelines.
- Approaches to providing feedback.

Most teachers emphasized the importance of setting clear plans and deadlines early in the supervision process. Several mentioned the use of agreed timelines, supervision contracts, and regular check-ins to monitor students' progress and ensure they remain on schedule. Some supervisors noted that they follow a specific timeframe for each stage of the dissertation. Others mentioned assigning specific tasks with deadlines or setting approximate submission dates for chapters as a means to encourage timely completion.

In terms of feedback, most teachers reported providing continuous or regular feedback, with some using various modes of communication, such as oral discussions, emails, WhatsApp, or written comments. Few supervisors said that feedback is offered primarily when students submit work or explicitly request support, while others stressed the importance of constant monitoring and encouragement to keep students engaged. Overall, the majority of teachers expressed a commitment to structured supervision, balancing consistent feedback with clearly defined research objectives to help students stay on track.

Question 3: How accessible are you to students for research-related consultations, and how does communication affect research progress?

Responses:

Teacher 1:

"Communication is so important ."

Teacher 2:

"From the beginning of the supervision progress, the students are required to consult with the supervisor all the steps and novelties concerning the topic to agree with the supervisor on any changes. The supervisor provides availability schedule for his office hours. Students can use different means to contact me using emails and sms messages."

Teacher 3:

"1. As I said I am in permanent with my supervisees. This makes them motivated to progress in their research investigation."

Teacher 4:

"all the time online and in person during the meetings."

Teacher 5:

"My availability to the students is reflected by our scheduled meetings, official e-mails, and phone calls (if it is necessary)."

Teacher 6:

"I am always available through my mail, social media, phone, face to face meetings; communication is essential in supervision"

Teacher 7:

"I am available all the week via emails and whats up and through real communications three days perweek. It affects a lot and they get benefits from their supervisor experience not only in research but also in social and communication skills"

Teacher 8:

"Accessible two days a week for face to face consultation and every weekday for online consultation"

Teacher 9:

"Open always."

Teacher 10:

"I have never had any issue concerning my accessibility to the students. I am even accessible to students that are not my supervisees. Communication is key in the research process. A researcher can't make progress if he's not in touch with his supervisor because he doesn't have the full knowledge about writing a dissertation."

The responses to this question revealed two central themes:

- Supervisors' accessibility.

- The impact of communication on research progress.

Almost all the teachers agreed that they are accessible most of the time to their supervisees, offering regular face-to-face meetings, online communication, and flexible availability through various ways such as emails, phone calls, SMS, WhatsApp, and social media. Some participants said that they have a fixed weekly schedule, or they can be accessed during office hours, while others emphasized being available at all times or even to students outside their supervision load.

The participants stated that communication plays a vital role in research supervision, as it fosters clarity, motivation, and timely progress. Several respondents said that seeking consultation continuously leads to clear and constructed feedback. One teacher noted that communication helps students grow not only academically but also in terms of interpersonal and social skills. The overall agreement among teachers is that open and effective communication between supervisors and students is crucial for successful research outcomes, as it provides both academic and emotional support throughout the research journey.

Section Three: Impact of Supervision on Learners' Research Progress

Question 1: In your experience, how does supervision impact students' research progress?

Responses:

Teacher 1:

"Greatly"

Teacher 2:

"The supervisor-student relationship is crucial in research progress. It can unlock students' potentials. The best outcomes come from active, responsive mentorship that balances support with independence in conductingresearch."

Teacher 3:

"Serious supervision impacts positively the supervisees' progress."

Teacher 4:

"A lot! if it's both parts: the superviser and supervisees' committment which insure the success of the whole process."

Teacher 5:

"Either positively or negatively."

Teacher 6:

"it improves their output and ensures that they will not deviate from the research pathway"

Teacher 7:

"50percent is the students' work and commitment and the other half is for supervision, supervision reduces many troubles learners can spend too much time looking or their answers."

Teacher 8:

"It is very important to have a guide and follow his or her instructions but it is not enough. Students must assume responsibility as well and meet deadlines."

Teacher 9:

"It is very crucial and irreplaceable."

Teacher 10:

"A supervisor is an important guide, a dedicated mentor, an experienced individual, an wise person. A researcher can benefit formidably from his expertise."

The responses to this question revealed the strong and significant role supervision plays in students' research progress. Most teachers used terms such as greatly, crucial, very important, and irreplaceable to describe supervision, which reveals its high influence on the research process. The central theme that was identified it that effective supervision provides direction, mentorship, and clarity, helping students stay on track and avoid unnecessary delays or missteps. Many teachers emphasized that to have better research outcomes, a strong supervisor-student relationship is needed, especially when there is a balance between support and student independence.

Some teachers (Teachers 4, 7, and 8) highlighted that the success of this process depends greatly on commitment. The supervisor's guidance is important, but half the process is about students' responsibilities towards deadlines. One teacher noted that supervision can have both positive and negative effects depending on the quality of the interaction. Another teacher pointed out that supervision helps students avoid wasting time searching for answers on their own. Overall, the responses to this question led to the idea that supervision is not just beneficial for students but also has a great impact on the quality of the research outcomes.

3.3. Discussion of The Findings

In this section, the findings from the questionnaire and interview data are discussed in relation to the research questions and hypotheses. The purpose is to interpret the results in light of the literature reviewed and draw meaningful conclusions about the role of teacher supervision in students' research progress. The null hypothesis of this study suggested that teachers' supervision do not significantly impact learners' research progress., while the alternative hypothesis suggested that teachers' supervision positively impact learners' research progress. In light of the data obtained from the questionnaire and interview, the following sections will discuss how the findings support or challenge these hypotheses.

3.3.1. Students' questionnaire

The questionnaire results provide a deep understanding on how master students see the role of their supervisors' support in research progress. It is worth of noting that the questionnaire was devided into two main sections: one that focused on the role and practices of teachers' supervision, and the other that adressed students' research progress. A quantitative analysis was used for each item, evaluating the content of each statement based on its specific characteristics.

The data shows a generally *positive trend*, with the majority of students reporting *positive experiences* with the guidance, communication, and availability of their supervisors. For example, a large number of students stated that their supervisors are available when needed and that scheduling meetings is easy, which helps to avoid delays and facilitate the research progression. Furthermore, the mejority recognized timely responces to questions, which shows that communication is a key component of effective supervision.

First students expressed satisfaction with the frequency of meetings and the support they receive beyond scheduled meetings. These results indicate that supervisors' role is flexible to meet students academic needs. In addition, students acknowledged that clear and constructive feedback helped them refine their research methodology and analysis. However, conserning recommendations on relevent resources received neutral responces, indicating inconsistency in that aspect of support.

Second, students generally agreed that their supervisors' corrections and suggestions helped in improving the quality of their research. Another notable number also recognized the role their supervisors played in selecting and refining their research topics. However, responsec about guidance on research methodology and data collection showed a lower level of satisfaction, suggesting that more structured support is required in these specific areas. The same pattern appeared in items related to analysis and structuring of the research paper, where fewer students reported strong support.

Third, items about clear instructions on writing received high level of agreement from students, along with a high level of comfort in seeking additional support reflecting the good relationship supervisor-student share. Many students also mentioned that their supervisors supported critical thinking. Moreover, students admitted that supervisors inspired them to complete their research which indicates that supervision had a significant impact on motivation. Similarly, many students felt that their efforts were recognized and appreciated, although some expressed neutral or negative perceptions in this area.

Another point, students reported receiving great emotional and academic encouragement, though a notable propotion remained unsure. Conserning the research environment created by supervisors many students viewed it as supportive, yet again, some remained neutral. We shift the emphasize to student competencies, the results revieled a mixed confidence level. Some students claimed they have a good understanding of research methodology and structuring, others admitted their struggling with data collection, application of theories, and problem-solving during research.

A further aspect, the findings revieled a huge dependence on supervision. Where most students reported improvements in their research techniques and believed their work become more coherent and well orgnized as a result of supervision. Many students felt unable to undertake research without extensive guidance, and many struggeled in overcoming problems independently. The majority acknowledged that supervision had helped them become more self-reliant and confident in decision-making.

Although some students reported feeling confident in dealing with methodological challenges and presenting study findings, ma,y remain neutral or unsure. Yet, the mejority achknowledged that supervision has directly benefited and improved their academic writings and analytical skills. Students also felt confident in conducting future research, although several expressed doubt about being prepared. Overall, most students agreed that supervision

helped develop strong research skills, However other areas like autonomy and methodological troubleshooting require further attention.

3.3.2. Teachers' interview

The interview results provide a deeped understanding of how supervisors perceive their roles and contributions to students' research progress. The interview was devided into three main sections: general information about the supervisors' experience and role, their approaches to research mentorship, and their views on how supervision affects student progress. A thematic analysis was used to identify patterns, thoughts, and practices shared across the participants' responces. This approach provides a contextualized evaluation of the impact of supervision from the supervisors' perspective, which complements the students' views captured in the questionnaire.

Supervisors identifies themselves as guide or facilitator, they did not count themselves only as corectors of errors but a mentor who is responsible for guiding students throughout the research process. Their responsibilities extended beyond technical monitoring to include guiding students' academic behaviors, providing emotional support, encouraging critical thinking, and even assisting with time management. This description of supervision as a multifaceted process reveals that supervisors have a direct impact on students' academic and personal growth, which improves their ability to perform well in conducting effective research.

The interview responces also revealed the importance of consistent and structured guidance. The majority of supervisors emphasized scheduling regular meetings, setting research timelines, and providing consistent feedback. This strategy of supervision helps students stay on track, meet deadlines, and improve the quality of their work. Teachers also reported that they track students' performance at every stage of the research process, from topic selection to methodology refinement and data analysis. These practices demonstrate that supervision provides not only academic scaffolding but also accountability.

Furthermore, the data demonstrated the role of communication in promoting research progress. Almost all teachers reported being accessible most of the time using different ways to ramain in contact with their students such as in-person, email, phone calls, and social media. They acknowledged that regular and open communication promotes motivation, improves understanding, and help students to avoid confusion. This type of supervision where communication is open provides a welcomed environmant where students feel free to ask questions, clarify uncertainties, and remain engaged.

In addition to support and cimmunication, many supervisors emphasized the transformative power of mentorship. They described supervision as a process that helps students become more independent thinkers and improved their skills as researchers. Many teachers noted that while students commitment is a key componant, supervision plays an equaly important role in establishing the research direction and addressing challenges. In particular, affective supervision helps students to stay focused, avoid wasting time, and feel more confident in their academic path. Some even stated that supervision helps students grow in areas other than research, such as communication skills, responsibility, and emotional resilience.

Significantly, Mostly all teachers aggreed that their involvement had a great ipact on students' outcomes. Whether in terms of motivation, structure, or skills development, supervisors weer always needes as a key driver of the research pregress. While some supervisors notes challenges such as students' lack of research skills or low commitement, these did not hinder the value of supervision but rather they was seen as compenents whhich can be overcome through stronger guidance. Even in these cases, the relationship between supervisor input and student performance was clear and direct.

In light of both the questionnaire and interview findings, this study provides strong and consistent evidence against the null hypothesis, which stated that teachers' supervision do not significantly impact learners' research progress. Thus; it is highly crucial to say that we fail to

accept the null hypothesis and we opt for the alternative hypothseosis teachers' supervision positively impact learners' research progress, validating the study's core assumption and emphasizing the need for structured and continuous supervision.The alighnement of supervisors and students perspectives confirms that supervision is a central and infeluencial part in students' academic development, rathar than a secondary aspect. Students who receive timely feedback, clear guidance, and supportive communication make more progress in their research work, while supervisors view their role as critical in shaping students' research skills, motivation, and overall performance.

Conclusion

Chapter three provides a comprehensive exploration of the impact of teachers' supervision on learners' research progress of M2 EFL students at Biskra University. Using a mixed-methods approach, data was collected through students' questionnaires and teachers' interviews to gain a deeper understanding of the supervisory process. The quantitative analysis of the questionnaire responces showed key dimensions influencing research progress, including the clarity of guidance, frequency of feedback, and the emotional and academic support provided by supervisors. These findings reflect students' perceptions of how supervision practices influence their motivation, confidence, and overall progress.

Simultaneously, quelitative data from teachers' interviews provided perspectives that are rich and based on experience on the the strategies, challenges, and responsibilities that come with effective research supervision. Common themes included the importance of individualized mentoring, the balance between autonomy and guidance, and institutional limitations like time limitations and workload. The synthesis of findings highlighted the importance of supervision in shaping research outcomes, not only in terms of academic rigor but also in encouraging students' research independence and perseverance.

Although structured and supportive supervision have an obvious benefits, the chapter also revealed some challenges such as inconsistent communication, limited availability, and unmatched expectations between supervisors and students. These findings highlight the need for improved supervisory training, institutional support, and clearer guidelines to improve the research experience of students journey. Overall, this chapter provided a clear view on the research design, population and sampling procedures, data collection instruments, and the data analysis methods employed to address the research questions and hypotheses of this study.

General Conclusion

General Conclusion

This study offers a comprehensive investigation into the impact of teachers' supervision on learners' research progress of M2 EFL students at Biskra University. The study used a meixed-methids approach, combining students' questionnaires with teachers' interviews, in order to gather various perspectives on how supervisory practices impact students' research journeys. The collected data showed valuable insights into the academic, emotional, and different aspects of supervision, revealing both strengths and weaknesses in present supervisory approaches.

The students' quesionnaires results indicated that timely feedback, clear guidance, constructive criticism, and emotional support played a central role in effected their research progress positively. In contrast, major challenges were identified as different elements such as limited supervisor availability, lack of consistent communication, and insufficient guidance. These perceptions emphasize on the need to establish a strong supervisory relationship based on extensive support, structure, and mutual understanding.

Teachers' interviews added a plus to these findings by revealing institutional and practical challenges that affect the supervisory process. Some obsticales were acknowledge such as time limitations, intense workload, and differences in students commitement. However, supervisors underlined their efforts to adapt different methods in order to meet students needs, promote autonomy, and maintain academic rigor. Their perceptions proved the complexity of the supervisory role and the importance of balancing support with the development of students' independent research skills.

Importantly, the study revealed a difference between students' expectations and supervisors' capacities, leading to the need for more structured supervision approaches and instututional support. In order to overcome such challenges and improve students experience in conducting research the establishment of clear guidelines, training programs for supervisors, and formal mechanisms for tracking research progress could be applied. In addition, effective

supervision was proven to increase motivation, clarify research goals, and facilitate completing on time. Whereas, ineffective supervision often led to confusion, frustration, and delays in progress.

Moving forward, in order to improve the quality of research supervision a collaborative work need to be done, involving universities, supervisors, and students. Universities should provide the neccecary elements to facilitate the supervisory experience on both supervisors and students such as investing in professional development opportunities. Whereas supervisors and students should work in a fifty-fifty environment where mutual commitement and consistenty is axpected from both, structured feedback from supervisors, and full respect of the instructions from students. Such measures are critical for critical research outcomes.

Limitations of the Study

While this study offers meaningful insights into the impact of teachers' supervision on learners' research progres of M2 students at Biskra University, several limitations should be acknowledged. First, the data collected relied heavily on self-reported perceptions from students and teachers, which may be subjective and introduce potential bias. Additionally, the sample size of the study and focus on one institution may limit the generalizability of the findings to broader population or other postgraduate contexts.

Another limitation lies in the scope of the study, which centered specifically on the supervision process without examining external variables that might also impact research progress, such as institutional support systems, access to research resources, language proficiency, or personal challenges. These factors, though beyond the scope of this research, may interact with supervisory dynamics in complex ways.

Moreover, the study employed a cross-sectional research design, capturing a snapshot of participants' experiences at a specific time. This approach limits the ability to observe changes over time or to establish causal relationships between supervision practices and research

outcomes. A longitudinal study could offer deeper insight into how supervision affects research development across different phases of the research journey.

Recognizing these limitations is essential for contextualizing the findings and guiding future research. Further studies using larger, more diverse samples, longitudinal designs, and broader institutional comparisons are recommended to gain a more comprehensive understanding of the impact of effective research supervision on learners' research progress.

Pedagogical Implications and Recommendations

This study investigated the impact of teachers' supervision on learners' research progress in Master 2 Eenglish as a Foreign Language (EFL) students at Biskra University. The findings highlited the crucial role that supervision plays in shaping students' academic skills, research quality, and motivation. Thay also showed key challenges like limitation of supervisors availability, inconsistent communication, and the need for clearer guidance. In light of these findings, several pedagogical implications and recommendations are proposed to enhance the effectiveness of research supervision in EFL postgraduate contexts:

a. Enhancing Supervisor Training and Development:

Institutions can provide structured programs for teachers in order to develop effective strategies, and improve communication skills to build an effective supervisory rocess. This profesional development can ensure that supervisors are able to meet and recognize students special needs.

b. Promoting Clear Communication and Feedback Mechanisms:

Supervisors need to provide clear and consistent feedback on each stage of the research. The feedback need to be clear, constructive, detailed, and in timely manner to help students progress through each stage of their research journey.

c. Implementing Supervision Guidelines and Policies:

Universities must develop standardized guidelines for supervision. The guidline need to identify supervisors roles, responsibilities, and expectations. There should be also a meetings

schedule provided by the university, and a guideline for students to follow as deedlines and supervision instructions.

d. Supporting Student Autonomy and Research Skills Development:

Supervision should aim not only to guide but also to empower students to become independent researchers. Supervisors should foster critical thinking, research planning, and problem-solving skills while gradually promoting learner autonomy.

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الملخص

تتناول هذه الأطروحة أثر إشراف الأساتذة على تقدم المتعلمين في إنجاز بحوثهم. تسعى الدراسة إلى سد الفجوة المعرفية من خلال فهم كيف تؤثر أنماط الإشراف المختلفة على تقدم طلبة اللغة الإنجليزية كلغة أجنبية، و ضمان حصول هؤلاء المتعلمين على التوجيه اللازم لتحقيق تقدم فعّال في بحوثهم. تفترض الدراسة أن للإشراف تأثيرًا إيجابيًا أو سلبيًا على تقدم المتعلمين في أبحاثهم. ويتمثل الهدف الأساسي في استكشاف كيف تؤثر الأدوار والأساليب الإشرافية المختلفة على تقدم الطلبة في بحوثهم. كما تركز الدراسة على تحليل أثر الملاحظات والتوجيهات التي يقدمها الأستاذ على إنتاجية الطلاب ونجاحهم العام في تطوير مشاريعهم البحثية. علاوة على ذلك، تسعى الدراسة إلى تسليط الضوء على تصورات الطلبة حول فعالية إشراف الأساتذة خلال مسيرتهم البحثية.   و لتحقيق هذه الأهداف، تم اعتماد منهجية متعددة الأدوات، حيث استخدمت استبيانات ومقابلات استهدفت طلبة الماستر 2 في تخصص اللغة الإنجليزية كلغة أجنبية والأساتذة المنخرطين في عملية الإشراف. تم تحليل البيانات المجمعة لتحديد مدى أهمية الإشراف في تقدم المتعلمين في بحوثهم، ولمعرفة ما إذا كان بعض الطلبة قادرين على العمل دون إشراف مكثف. وقد تم تحليل نتائج الاستبيانات باستخدام الإحصاء الوصفي في حين تم نسخ وتحليل إجابات المقابلات باستخدام التحليل الموضوعاتي.تشير النتائج الرئيسة إلى أن للإشراف دورًا محوريًا في تقدم الطلبة البحثي، كما يساهم في تشكيل مخرجات البحوث من حيث الصرامة الأكاديمية، إضافة إلى تعزيز استقلالية الطلبة البحثية ومثابرتهم. ومع ذلك، تم تحديد بعض التحديات مثل ضعف التواصل، وقلة توفر وقت المشرفين، وعدم تطابق التوقعات بين الطرفين. وتبرز هذه النتائج الحاجة إلى تحسين تكوين المشرفين، وتوفير دعم مؤسسي واضح، ووضع إرشادات تنظيمية تسهم في تحسين تجربة البحث لدى الطلبة.

كلمات مفتاحية: إشراف الأساتذة، تقدم الطلبة البحثي، طلبة اللغة الإنجليزية كلغة أجنبية، التغذية العكسية، الاستقلالية في البحث.

APPENDICES

APPENDICES

<div align="center">

Appendix A : Teachers' Interview

</div>

Interview

Thank you for taking the time to participate in this interview. The purpose of this discussion is to explore **"The impact of teachers' supervision on learners' research progress"** Your insights will contribute significantly to understanding the role of supervision in enhancing students' research skills and overall academic progress. Your responses will be kept confidential and used solely for research purposes.

Section 1: General Information

1. What is your role as a supervisor, and how long have you been supervising student research?
2. How does supervising a master's thesis differ from a PhD dissertation?

Section 2: Supervisors' Role in Research Mentorship

1. How do you provide guidance to students during their research, and what challenges do you face in offering adequate support?
2. How do you ensure that students stay on track with their research timelines, and how often do you provide feedback?
3. How accessible are you to students for research-related consultations, and how does communication affect research progress?

Section 3: Impact of Supervision on Learners' Research Progress

1. In your experience, how does supervision impact students' research progress?

<div align="center">

Thank you for you participation

</div>

The Impact of Teachers' Supervision on Learners' Research Progress

This questionnaire aims to investigate the impact of teachers' supervision on the research progress of M2 EFL students at Biskra University. Your feedback will be valuable in understanding how the guidance and support of supervisors influence students' research journeys. We assure you that your answers are going to be anonymous. Please answer the following questions as honestly as possible.

Thank you for your participation.

---

* Indicates required question

Demographic Information

1. Gender *

   Mark only one oval.

   ⬭ Male

   ⬭ Female

2. Age *

   Mark only one oval.

   ⬭ 20 - 25

   ⬭ 26 - 30

   ⬭ 31- 36

   ⬭ 37+

3. Field of Study *

Mark only one oval.

◯ Science of Language

◯ Civilization and Literature

4. How often do you meet with your supervisor *   ⊙   Dropdown

Mark only one oval.

◯ Weekly

◯ Monthly

◯ Rarely

The Realm of Supervision

5. My supervisor is available whenever I need guidance *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

6. I can schedule meetings with my supervisor easily *

Mark only one oval.

◯ Strongly Disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

7. My supervisor responds to my questions in a timely manner *

APPENDICES

Mark only one oval.

○ Strongly Disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

8. The number of meetings with my supervisor is sufficient for my research * progress

Mark only one oval.

○ Strongly Disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

9. I receive additional support outside of scheduled meetings when needed *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

10. The feedback I receive from my supervisor is clear and understandable *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

11. My supervisor provides detailed and constructive feedback on my work *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

12. The feedback helps me refine my research methodology and analysis *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

13. My supervisor suggests relevant resources to improve my research work *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

14. The corrections and suggestions provided by my supervisor are useful in * improving

my research quality *Mark only one oval.*

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

15. My supervisor assists me in selecting and refining my research topic *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

16. I receive adequate guidance on research methodology and data collection *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

17. My supervisor helps me analyze research findings and structure my paper *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

18. My supervisor provides clear instructions on writing research sections *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

19. I feel comfortable seeking additional guidance from my supervisor *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

20. My supervisor encourages me to think independently and critically *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

21. I feel motivated to complete my research due to my supervisor's support *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

22. My supervisor recognizes and appreciates my research efforts *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

23. I receive emotional and academic encouragement throughout my research * process

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

24. My supervisor creates a supportive environment for my research development *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

Learners' Research Progress

25. I have a strong understanding of research methodology *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

26. I am confident in my ability to structure my research paper *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

27. I understand how to collect and analyze research data *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

28. I am capable of applying the theories and concepts discussed during *
supervision

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

29. My knowledge of research techniques has improved through supervision *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

30. My research work is well-organized and logically presented *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

31. The depth of my research analysis has improved with supervision *

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly Agree

32. I feel that my final research work meets academic standards *

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly agree

33. The accuracy and validity of my research findings have improved due to *
supervision

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly agree

34. My research work is more coherent and systematically structured *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

35. I can work on my research without excessive supervision *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly agree

36. I am able to solve research challenges independently *

Mark only one oval.

◯ Strongly disagree

◯ Disagree

◯ Neutral

◯ Agree

◯ Strongly Agree

37. My supervisor has helped me become more self-reliant in research *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

38. I feel confident in making decisions regarding my research direction *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

39. I am capable of troubleshooting problems in my research methodology *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

40. I feel confident in presenting and defending my research work *

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly agree

41. I believe I have developed strong research skills through supervision *

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly Agree

42. I am prepared to undertake independent research in the future *

Mark only one oval.

( ) Strongly disagree

( ) Disagree

( ) Neutral

( ) Agree

( ) Strongly agree

43. My supervisor's support has improved my academic writing and analytical skills *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

44. I feel more confident in conducting research beyond my current study *

Mark only one oval.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree