Quality of Academic Research Focused on Prevailing Practices and Expectations of Research Supervisors and Supervisees

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Abstract

The present study was aimed to explore quality of academic research focusing on prevailing practices of research supervisor and supervisee. The study was qualitative in nature opting phenomenology within interpretive paradigm. The population of the study consisted of all supervisors and supervisees at post graduate research from HEC recognized public universities located in Lahore. Two supervisors and two supervisees were selected from the faculty of social sciences of two public universities purposively A total of four supervisors and four supervisees were accessed to conduct interviews. Two separate interview protocols for supervisors and supervisees were self-developed based on quality benchmarks for research and problems of researchers. Thematic analysis of interviews was conducted through inductive approach and open coding. The study explored that quality of research depends upon a mutual and consistent relationship of both supervisor and supervisees. Taking responsibility of the research by the supervisee eases out the research process whereas facilitation on the part of supervisors enhances its quality. Supervisors' professional development and supervisees' research skills help for latest and innovative methods of research. It is concluded that the supervisor and supervisee must work together to complete the student research project on time because they share equal responsibility for its effective and quality completion and both with frequent meetings, sharing of knowledge, opting latest techniques, and collaborating with other resource persons can contribute to the quality of research

Keywords: Academic Research, expectations, prevailing practices, Supervision.

1. Introduction

Presently for attaining higher quality of research through productive output and satisfaction of research students, research supervision has become a pivotal topic. The mutual interactional process of supervision may call for both the student and the supervisor to actively interact with one another in a spirit of respect, professionalism, and collegiality (Mahlangu, 2021). Interests of

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research students and their supervisors can overlap or diverge, resulting in a complex social interaction between the two parties. Therefore, it's crucial to find a balance between these interests when supervising doctorate students (Okeke-Uzodike, 2021). The relationship between the supervisor and the postgraduate student is the most important determinant of whether students' research projects are successful or unsuccessful. There is no doubt that a supervisor's function in any circumstance is that of a mentor, a guide, and a facilitator who gives the student the required assistance and guidance (Pizzolato et al. 2022). Supervisor and supervisee should consider three significant features to achieve quality success in doctoral study which are effective advisor's obligations, researcher's obligations and association of both parties (Amani et al. 2022). Present research emphasizes on exploring the quality of academic research focusing on prevailing practices of research supervisors and supervisees.

According to Chugh et al. (2022), the research output is influenced by institutional factors and supervisors' and supervisees' behaviors and association. At every level of the research process, students want assistance and motivation. Any study project must begin with this stimulation. The supervisor is required to provide constructive and critical responses, clarify procedures and describe research processes in terms of methodology and data analysis. On the other hand, a student's motivation and initiative, skills and capabilities of doing research including behavioral, motivational, self-organizational and cognitive qualities may be the required characteristics. Avoiding an over or underestimating of a researcher's research talents by a supervisor will maximize the effectiveness of a research product (Moskvicheva et al., 2015).

Russell (1996) conducted a study on supervision and the findings show that most students felt that there is a deficiency of support from their supervisors and an absence of reassurance, spiritual leadership, and encouragement. Cryer, 2000; Salmon 1992 confirm that stance, indicating that an advisor should support researchers by emphasizing spiritual leadership including guidance, empathy, and reassurance. The supervisor should know when the students' work is affected by their personal problems and where they have to refer them when in serious personal problems (Zuber-Skerrit, 1994). According to Brown and Krager (1985), a supervisor should help students become aware of their strengths and weaknesses and be aware of time management and capabilities limitations. (Ali, 2000; Alfonso & Firth 1990). Supervision includes tasks related to the topic selection, methodology, direction, clarity, and completeness (Spear, 2000). Feedback is given during supervision regarding the development of written work. (Chugh, et al. 2022). Spear, (2000) stated that suggestions are given on student's overall development, work direction, accomplishment, elimination of ambiguity on supervisee's work and ideas and in topic selection. In addition, guidance, enough reading, research, and analysis are typically expected (Holdaway & Deblois, 1995). Spear (2000) declares in the researcher's academic progress and quality of academic research; it is an important aspect that supervisors should evaluate and read the researcher's thesis drafts completely and give productive criticism. Though, supervisees raised loud voices against their advisors that they are unfairly lazy in reading researcher's written work and other thesis material.

Supervision of a high-quality demands advisors to be expert and capable in their relevant field of inquiry (Donald, et al. 1995; McQueeney, 1996; Powles, 1989 & Sheehan, 1994). There is a need for explicit feedback with clear communication by the supervisor because many supervisees stated in a study that they could not get expected feedback from their supervisors (Cardilini et al. 2022). Expectations of supervisees to their advisors are that they should be knowledgeable and.

competent in a relevant research field and likewise they should be realistic, stimulating, helpful in their work through thick and thin and accessible (Moses 1994). Moses (1992) supported the idea that advisers should serve as mentors and that mutual respect is necessary for the two sides' relationship, which entails regular communication, solid knowledge, and agreement on shared goals.

Keeping in view the complex structure of research and diverse situation of supervisors and supervisees, no hard and fast rules can be formulated. However, a stance on mutual respect, professional and ethical relationship and distribution of responsibilities may help in facilitating the process of supervision. To anticipate issues and difficulties in the research process, it is imperative to explore students' and advisors' expectations, their practices and prospects to conduct a fruitful piece of research. Many factors influence the quality of research in terms of content, methodology, analysis, and style of reporting activities conducted within the research process. A wide mismatch of supervisors' and supervisees expectations has been reported by many recent researches like (Ali et al. 2016; Bahtilla, 2022; Cardilini et al. 2022; Chugh et al. 2022). Therefore, the current research intends to identify supervisory practices at universities and how they influence quality of research. The study also meant to highlight supervisors' and supervisees' expectations, practices and conflicts that may lead to failure or ineffectiveness of research process at post graduate level.

2. Research Questions

Following were the research questions.
1. What is the quality of academic research focusing on prevailing practices of research supervisors and supervisees?
2. What is the Supervisee 's expectations from their Research supervisors?
3. What are Research supervisors' expectations from their supervisee?
4. What are the existing /prevailing practices of both research supervisors and supervisees?

3. Methodology

A qualitative research design of phenomenology within interpretive paradigm was adopted to explore the quality of academic research based on prevailing practices of research supervisors and supervisees.

Population and Sample

All HEC recognized public and private universities having post graduate supervisors at district Lahore were the population of the study. From the faculty of Social Sciences and Natural Sciences four supervisors and four supervisees from two universities from the accessible population were selected purposively as a sample. The supervisors from the field of Social Sciences and Natural Sciences having experience of more than 10 years of supervising PhD scholars were selected for in depth interviews. Whereas their four supervisees were selected for the counter opinion. There were one male and three female PhD students, as well as two male and two female supervisors. The supervisors' cumulative experience in Pakistani universities ranges from 10 to 27 years. More than five PhD students, ranging in age from 27 to 48, have been under their supervision.

Instrumentation

Interview protocol was developed by the researcher herself with help of supervisor and was reviewed by experts afterwards. Two semi-structured interview protocols were used to find out the participants' perceptions, expectations, and practices about the process of supervision. .

4. Data Analysis

The study was qualitative in nature opting phenomenology within interpretive paradigm an inductive approach was used to derive themes, sub-themes and patterns of participants' experiences and opinions (Glaser & Strauss, 2017). The audio files were transcribed by the researchers, who listened to them repeatedly to match transcriptions with the actual data. Then interviews were presented to the participants for validation of their statements by method of member checking (Birt, Scott, Cavers, Campbell & Walter, 2016). The researchers worked individually to sort out themes emerging under the four research questions. Themes were identified and coded and patterns of codes were generated under each category or main concept about quality indicators of research, research supervision practices and mutual expectations of supervisors and supervisees (Chun Tie et al., 2019.p.3).

5. Results

The findings of thematic analysis of participants' interviews are presented under the major two categories expectations and practices under the relevant research questions.

Expectations of Supervisors towards their supervisees

Supervisors were asked the following questions to elicit their expectations from their supervisees:

What should be the responsibilities of your research supervisee? How would you describe the knowledge and skills that your PhD supervisee should have? What kind of help/feedback does your supervisee expect from you? How do you see your supervisee in terms of motivation, dedication, submission of on time work and consistency in task? and 'What is your view about the research training students should have undertaken prior to undertaking a research degree, in this regard which type of forum do you suggest?

Findings of major questions that fall under the category of expectations are:

It was found that supervisors expect their supervisees to be independent researchers who are sufficiently familiar with their selected field of research. The responses of supervisors depicted an array of expectations of supervisors towards their supervisee for quality of academic research like responsibilities, knowledge and skills, motivation, dedication, submission of on time work and consistency in task. They were of the opinion that a scholar should hold the responsibility of his/her degree which should include sufficient study on the topic, relevant research, methodology and ways of analyzing the data. They must spend a substantial amount of time for research activities and be regular and intime. Most of the supervisors reported that a PhD student should have an aptitude for research and thus be consistently engaged in reading and writing, be aware of research format, and be ready to discuss things immediately after the completion of course work.

R-1 said "*as far as our PhD students are concerned, they must show responsibility and should not wait for the course work to be done, rather think for the topic from the very beginning of their session. They should prepare the synopsis and its justification and whenever they are allotted a supervisor, should brief them with sufficient evidence. It will help them to have a good start because HEC has already implemented many rules regarding on time submission of thesis. I think time is very important. It is the students' responsibility to give proper time to her research work. If he/she invest ample time to the research the task will complete in time.*"

Whereas R-2 described the necessary knowledge and skills which are required to quality of academic research as "a PhD scholar must have good written and oral communication skills, self-motivated, high personal self-management and organizational skills, should have good analytical skills, be good in statistics, able to use computer and internet comfortably and have capacity to adapt to new software, research methods and work schedules quickly."

Most of the supervisors agreed upon their students' characteristics about their motivation, dedication, submission on time work and consistency in task which is integral for quality of research. Respondent-3 said "In my opinion, a friendly environment among the supervisor and supervisee makes everything possible. This is possible only when the concerned student maintains regular contact and ethical standards. In most of my students, I find these points and therefore have no conflict of interest." Supervisor R-4 said, "They are always responsive, focused, and dedicated to the works assigned to them." Two female supervisors belonging to a women university, complained against their students for different reasons like having less motivated, carefree, delaying in submission and inconsistency in the task completion. Participant R-2 reported "My supervisees generally are very active and energetic except one who is entangled in severe personal marital issues, and it is difficult for me to figure out any solution. However, I encourage her to come out of the problems and pursue her research and that completion of degree can help her." Participant R-1 reported, "every student has a varied behavior. Some PhD students submit their theses five to six months prior of the deadline and they wind up their work whereas some PhD students, prolong their work by decreasing their visits to the supervisor or reducing reading. They wait for others to help them whereas I think nobody can help a PhD student in her research. She herself must learn all necessary skills to complete her work."

Supervisors suggested about the research training that students should have undertaken prior to undertaking a research degree as, "A student must be able to develop basic skill development in the concerned research topics in order to pursue higher research works of his/her interest. Multiple forums are available e.g., literature survey through internet, problem solving techniques through different books available in libraries and e-libraries. Understanding and command in the relevant software like; Microsoft word, Latex editor, Scientific workplace etc." (R-3) Participant R-1 and R-4 talked about financial constraints that are hurdle to attain quality output in research. Participant R-1 told that HEC is the best forum. Funding problem is the main problem. HEC is offering different funding programs. Whereas many other international organizations are offering different programs. We inform our students time by time when any opportunity is found. We also must train our students for their related fields so that when they obtain their degree, they have expertise in their field rather than obtain just a degree so that they may further guide anyone. R-4 "I think we should move towards a system which can relax them regarding their financial issues. They can focus more and go towards valid research. It is needed to have more funding sources from the Govt. or any other means". One participant R-2 said "We are offering such noncredit courses before offering them research course. Seminars, conferences, and speakers are also arranged for such training."

The above responses of supervisors highlighted their expectations from their supervisees. Major themes and subthemes related to supervisor's expectations are given below in a table.

Table.1

Expectations of Supervisors towards their Supervisees

Major Theme	Subtheme	No of responses
Supervisee's responsibilities	1a- regular research student,	II
	1b- to give proper time to their research work.	II
	1c- to keep updating with latest advancement and innovative ideas of the field	III
Knowledge and skills	2a- updated knowledge about the advancement in the field	II
	2b-Must have good written and oral communication skills	I
	2c-good time management skills.	I
	2d-Should have good analytical skills.	II
	Should be good in statistics.	II
	Should be able to use computer and internet comfortably.	I
	Capacity to adapt to new software, research methods and work schedules quickly.	II
	taking up opportunities to present work at departmental seminars etc.	II
	should have background knowledge/basics knowledge	III
Motivation, dedication, on time submission	a friendly environment among the supervisor and supervisee makes everything possible.	I
	student maintains regular contact and ethical standards	I
	lack of motivation, dedication, submission due to sever personal marital issues	II
	encouragement that she will come out of them	II
Research training	develop basic skill development	I
	Understanding and command in the relevant software	II
	HEC is the best forum. Actually, funding problem is the main problem	III
	Seminars, conferences and speakers are also arranged for such training."	I

Current/Prevailing practices

The supervisors were inquired about the practices of supervision regarding instruction, guidance, and the skills they instill in the supervisees for enhancing their research quality.

One participant R-2 said, "We are offering noncredit courses before offering them research course like academic writing and statistics. They are guided for internet surfing, and paraphrasing. Seminars, conferences and resource persons are also arranged for such their training."

One Supervisor talked about university rules and regulation, she suggested that university's

rules and regulation should be consistent and disseminated to students.

All supervisors unanimously said that mutual relationship of supervisor and supervisee should be pleasant for quality of academic research and the success of PhD degree. When supervisors were asked how mutual relationship of supervisor and supervisee can be strengthened. Supervisor R-2 reported "The relationship between supervisors and supervisees is important and should serve in the betterment of the thesis/dissertation. It can be strengthened through mutual respect and following the code of ethics for research."

Supervisor R-3 said "A supervisor is a trainer and mentor who trains the supervisee. During training the relationship must be like a good skillful teacher and an obedient student. Apart from these, supervisor must have friendly relationship with the supervisee."

Supervisor R-4 said, "With the encouragement and any possible help of supervisee, a supervisor can make this relation stronger."

Supervisor R-1 responded "The relationships are strengthened by both sides; if students are obedient, hardworking, focused, and ready to do their job, normally a supervisor is happy with them and facilitates as far she can do it. Both are in the same boat and sink and swim together. If a PhD scholar completes her task on time and maintains the quality, the supervisor is equally honored and obliged. The alignment of ideas is essential for both parties. They should have detailed discussions so that the student may not be astray from the topic or the set procedure. Aa supervisee who thinks herself mature and more learned than the supervisor is often problematic. It raises conflicts and delays the completion of the work. Sometime the scholar has knowledge, but she is unaware of the research protocols. Such research is mess. Supervisees need to except the position of the supervisor wholeheartedly." So, there should be understanding between supervisor and the supervisee." In the answer to the question, 'What will you suggest for enhancing the quality output in research?'

The responses of supervisors depicted an array of suggestions that to enhance the quality output in research, the Government, HEC and the universities should allocate more funds for research. Whereas supervisors should guide and lead the students with latest knowledge and skills because they have to face higher challenges in research and innovation. A respondent said if students are focused and hardworking, they can contribute to quality research; otherwise, a supervisor alone is unable to drive students to do hard work. They suggested that supervisors should also be trained in the latest professional skills and trends so that they may guide students perfectly. The supervisors should be disseminated research ethics and supervisees right to avoid any mishandling. Likewise, there should be rules formed by the universities to protect the esteem of supervisors.

Quality could be minimized in the presence of financial issues, delays, hurdles and requirements and demands of the projects which are not met on time by the universities and HEC. Supervisor R-1 said "Let us talk about funds first provided by HEC and then we talk about our own university. When we ask from the purchase department for chemicals that we need from a specific company whose results are reliable, the university denies purchasing from that company just to save money. We do not know about the purchase process but when we receive chemicals they are not from that specific company.

Unfortunately, we must use this, and we are not sure about the results. Our research may flop after doing everything. This is only one example. There are so many examples like that. If we must enhance the quality of output in research, then we should cope these problems.".

Supervisor R-3 said *"Quality enhances through adopting and learning up-to-date research fields. This enables the supervisee to face higher challenges in research and innovation."* Supervisor R-2 said, *"It can be done through quality professional development of the supervisors and interested supervisees having strong research skills and research ethics."* Supervisor R-4 said, *"I think supervisor should guide and lead the students with latest knowledge and skills."*

Table. 2
Prevailing practices

Major Theme	Subtheme	No of responses
Research supervision And Supervision experience	progress of their students makes supervisors proud	II
	Students feel very comfortable	II
	enjoy their success	II I
	discuss new ideas. absence of any reward kills the motivation	I
	university should allocate short term project.	II
Challenges/risk	A student's demotivation and depression cause trouble for the supervisor also	II
	Supervisor is not comfortable Supervisee is difficult to handle	II
	contacted some foreign experts to get relevant research tips of conducting the tasks.	I
	challenging results with respect to literature. defended with genuine reasons	I
Research practices	provide them the tutorials	I
	data analysis software to learn analysis skills	II
	guide them towards free online research courses to excel in research skills	I
	introduce them with the work and people of their area of interest and try to make the members of these organizations	II
Motivation to keep going as a research supervisor	My passion for research, respect from the students	I
	To think new ideas in my topic of research which, in parallel, enable us to explore new directions keep me motivated	I
	Contribution to the society	I
	Research publications, research, rewards, research grants, research funds etc.	I
Mutual Relationship	Important to serve in the betterment of the thesis/dissertation.	I
	can be strengthened through mutual respect and following the code	I

	of ethics for research.	
	During training the relationship must be like a good skillful teacher and an obedient student.	
	must have friendly relationship with the supervisee.	II
	With the encouragement and any possible help to supervise can make this relation stronger."	II
	done from both sides students compare with other supervisors	II
	understanding between supervisors and supervisees.	I
Quality output in research	Funds adopting and learning up-to-date research fields.	II
	quality professional development programs for supervisors	I
	having strong research skills and research ethics.	I
	should guide and lead the students with latest knowledge and skills.	II

Supervisees Responses
Expectations of Supervisees towards their Supervisors

Supervisees were asked about their expectations that they have from their supervisors in their PhD journey. They were asked that in their opinion, what should be the responsibilities of their research supervisor? How will they describe the knowledge and skills that their supervisor should have for supervising a PhD student? Are they satisfied with the communicational style of their supervisor? Please explain with some examples. What does it mean to them to be a good research supervisor? What kind of training, support and professional development do they want to be provided by their supervisor? How mutual relationship between supervisor and supervisee can be strengthened? What will they suggest enhancing the quality output in research?

The responses of supervisees highlighted a wide range of expectations that they have from their PhD supervisors. The findings of thematic analysis of participants' interviews are presented under the two major categories: expectations and practices and also research questions. Category of Expectation has some major themes like responsibilities, knowledge and skills, communication style, good research supervisor, training, support and professional development, mutual relationship, and quality output in research etc. Under major themes sub themes were also derived and presented in tables. Most of the participants responded that a supervisor's role is to help and support a student throughout their academic studies and to direct them through the research program. This typically entails giving advice in the relevant field of study, giving direction for the research, setting milestones, and keeping track of progress, and offering feedback, encouragement, and support. Participant R-2 said "*As general, in my opinion "Supervisors are responsible for fostering the intellectual and scholarly development of their students. They also play an important role in providing advice about professional development and both academic and non-academic career opportunities, as they are able, for student's career and interests.*" Whereas R-2 explained supervisors' responsibilities as "*Firstly, supervisor should help in the selection of a suitable topic. Secondly, a supervisor should guide in the analysis of specific content for that topic, give proper time to the researcher. The supervisor should share tips and tricks with the researcher and provide guidelines that are followed worldwide for efficient research purposes. The supervisor should review the research work of his pupil and help in the rectification of errors. "The* supervisor should give moral support to the researcher."

A supervisee R-4 added some other responsibilities in supervisor's role. She stated that in her opinion, the main responsibility of a research degree supervisor is to help and encourage a student while they pursue their academic goals. Setting objectives and deadlines, planning workflow, making sure students are aware of their responsibilities, and keeping an eye on their output while giving them constructive feedback and coaching.

Most of supervisees stated their desires that their PhD supervisor should be knowledgeable, skillful, have expertise in their area, enthusiastic, have interest in the supervisees' career, good communicator, have supportive nature, and expert in analyzing the content. They added that a supervisor should have knowledge in statistical analysis, have strong publication record, have sufficient time to provide adequate supervision, could provide mentorship and academic guidance and practical support. Participant R-3 *suggested, "A good PhD supervisor has a track record of supervising PhD students till completion, has a strong publication record, is active in the research field, has sufficient time to provide adequate supervision, is genuinely interested in supervisee's project, can provide mentorship and has a supportive personality."* Most of the supervisees give credit to quality and success of academic research to research supervisors as respondent R-4 said *"A PhD supervisor has power to build a good or bad researcher in the field because the student tends to adopt the qualities from their following supervisors. In my opinion a supervisor should have supportive nature, interest and enthusiasm, Knowledge and expertise in the field of PhD, interest in the student's career, good communication, and constructive feedback that can provide direction and structure to a researcher."* When supervisees were asked about the communicational style of their supervisors, most of the participants like R1, R 2, R3, R4 were satisfied with their supervisors' communicational style. Participant R-1 said *"Yes I am satisfied with the communicational style of my supervisor because she frequently contacts me about my research and whenever I feel laziness and less energetic, she motivates me by telling her own experience as a research student."* When supervisees were asked about the qualities of a good supervisor, R-3 opined about a good supervisor as, *"I think the ideal supervisor is approachable and works to establish a good rapport with their students. Part of being experienced and interested in supervision, a key quality of an ideal supervisor, is having a complete understanding of the requirements and process of completing a thesis."* Respondent R-2 strengthened this point that a good supervisor should have in depth knowledge about his/her area he said, *"A good research supervisor is one that has sound knowledge of his field."*

R-3 and R-1 did not want any type of other training, support, and professional development from their supervisor. Participant-3 said "No, I never feel the need of any kind of training, support and professional development to be provided by my supervisor. My supervisor just guides me, and I do my research work." whereas participant-2 said, "Want to learn about Analysis procedure and how to arrange data." When supervisees were asked about How mutual relationship of supervisor and supervisee can be strengthened, their responses depicted the reality that the pleasant relationship of both supervisors and supervisees enhance the quality output of research. Otherwise, a negative relationship between both decreases the quality. Respondent R-3 said "According to my opinion, the relationship between a supervisor and a supervisee requires nurturing. If they have a hostile relationship with a lack of trust, it can affect productivity and efficiency in the institution. Similarly, if they are too friendly and personal, it may look unprofessional and cause issues with other professional people. Be sure to clarify appropriate relationships to create an engaging environment in the institution. Keep in mind that supervisor-supervisee relationships vary depending on the culture of the institution."

Respondent R-3 commented, "The only thing that can be said about this is that the person working with the supervisor should have a mental connection and interest with his subject. The supervisor should also understand your knowledge of literature and the power of your mind. The supervisor should also have research material. He should keep in mind the mental quality of the student. He should understand her as a son or a daughter and not leave her alone. There are stages of frustration for PhD students, but a supervisor should encourage them." R-1 and R-4 discussed that both parties should take care of each other's rights and obligations. Participant R-4 opined, "The good communication and mutual rights can play a vital role in good mutual relationship of a supervisor and supervisee." There were different suggestions given by the participants to enhance the quality output in research. Participant R-2 suggested to supervisees to become independent researchers and said "Background knowledge, literature view, vast data and strong analysis skills make you a good researcher. Be free to play with your data and do not wait for the supervisor to put his mind to you. Be independent."

Participant R-4 said "My suggestions would be for a student to provide full time on the topic of research and try to discuss with their supervisor and make a habit of providing report to their supervisor on daily basis. And if it is not possible, then try it at least once a week. Also try to discuss other related articles with the students that are working on even other problems. This way the mutual knowledge sharing would also benefit to student in future." Likewise, R-1 said

"Write less papers. .Work on a new research problem, that can have an impact. ...Improve your writing skills. ...Apply your research to real data or make collaboration with the industry and collaborate with excellent researchers."R-3 said "I think "Good research is replicable, reproducible, and transparent."

Table 3
Expectations of supervisees from their supervisors

Major Theme	Sub theme	No of responses
Supervisor's responsibilities	to assist	III
	to support a student throughout their academic studies	III
	to guide in the concerned field of study, providing direction for research.	IIII
	setting milestones and monitoring progress providing feedback, encouragement	II
	help in the selection of suitable topic, analysis of specific content	I
	⸱roviding constructive feedback and coaching.	I
Knowledge and skills	Interest in the Student's Career, Good Communication, Constructive Feedback that can provide Direction and Structure to a researcher.	II
	Supportive nature, Interest and Enthusiasm, Knowledge, and Expertise in the Field	II
	topic analysis mind	
	expertise in research work	II

	supervising experience	**I**
	knowledge in statistical analysis	II
	strong publication record	I
	has sufficient time to provide adequate supervision	I
	can provide mentorship	I
	provide academic guidance and practical support	III
Communicational style	supportive and constructive	I
	good communication skills	I
	Encourages by stating good work	II
Good research supervisor	have expertise in the field	IIII
	approachable	II
	works to establish a good rapport with their students.	I
	experienced and interested in supervision,	I
	a complete understanding of the requirements and process of completing a thesis."	III
Training, support, and professional development	Data Analysis	I
	Research skills	I
	Problem solving	I
	publishing it in good journal	I
Mutual relationship	requires nurturing	I
	hostile relationship with a lack of trust	II
	affect productivity and efficiency in the institution	II
	appropriate relationships	
	vary depending on the culture of the institution	I
	have a mental connection and interest	II
	good communication and mutual rights	III
Quality output	Background knowledge	
	Literature review. Vast data. Strong analysis skill.	I
	Good and free hand to put result. Not find out supervisor's mind	II
	provide full time	I
	report to the supervisor on daily basis	II
	mutual knowledge sharing	III
	Collaborate with excellent researchers and industry	I
	Improve your writing skills	III
	Apply your research to real data	
	Good research is replicable, reproducible, and transparent	I

Prevailing Practices

Supervisees were asked about current/prevailing practices during the joint venture. They were asked, 'What do they enjoy about their research supervision, and to provide detail/examples about it? What are the prevailing practices of their research supervisors about their

motivation, in time and meaningful feedback, regular supervisory meeting, attitude towards them and freedom of expression? They were asked for some examples of a memorable/challenging supervision experience? And how do their supervisors maintain or improve their research skills/competency?

Under the category of prevailing practices, some major themes were identified like enjoying the research supervision, motivation, feedback, regular supervisory meeting, attitude towards students and freedom of expression, memorable/challenging supervision experience and research skills/competency

Supervisees were asked about their research experience whether they had enjoyed their research supervision or considered it torture. In this regard one Respondent R-3 said, "PhD is not providing me the feeling of joy……." It's a big tension" but my supervisor always motivated me for completing my research work." Most of the participants R-2, R-4, and R-1 discussed that they enjoy their research supervision practices. Respondent R-2 said that she enjoyed searching for old books in libraries, travelling to get specific data for topic and meeting with people to find content. Respondent R-4 answered that she enjoys the complete debate that one can have on a topic. Respondent R-1 said, "Practical work is itself an enjoyable part of research especially when you work in the field."

Most of the students like R-1, R-3 and R-4 were satisfied to work with their PhD supervisors. R-1 appreciated her supervisor that despite heavy work load she gave her time. Participant R-1 said, "*she motivates me whenever I feel less energetic and she always responds to me in time although she has a tough daily routine, she manages time for me. I really appreciate her efforts*." R-3 expressed her satisfaction as she said, "*my research supervisor provides me motivation, in time and meaningful feedback, regular supervisory meeting and her attitude towards me is always polite and gives me freedom of expression*." R-4 highlighted the importance of regular meetings and motivation received by the supervisors. Participant R-4 said "*The regular supervisory meeting and good feedback is key to my success so far. I appreciate the way I always am motivated to complete my task and I'm grateful for that to my supervisor*."

Few supervisees were not happy with their supervisors. They said that nobody would tell you the truth because students are afraid to tell the truth. As participant R-2 said "*It is true that I have no freedom of expression. Everything from the choice of the title to the methodology, all is the will of my supervisor. My supervisor does not meet every day and when he does, he makes me wait for hours. I must do what is said. The situation in Pakistan is very bad in terms of research. The supervisor never does a good job intellectually. That is why most of the research is dumped in cupboards. There are no research principles in Pakistan*."

When supervisees were asked about their memorable/challenging supervision experience, two of the participants R-1 and R-3 mentioned no memorable experience. Respondent R-1 said, "*No, I don't have any memorable/challenging supervision experience.*" However, participant R-4 shared her experience as, "*The most challenging period in my memory was when I first came to my supervisor and I had literally no idea where to start with and my supervisor provided me with a direction and then he also made me to understand how someone should look for a new problem and how to work on that. Of course, he also supported me with those new problems as well.*"

Supervisees were asked how did they improve their research skills and what did their supervisor do to maintain or improve their research skills/competency? Participant R-4 opined in this regard, "*The regular progress report meeting is the best way to maintain and improve my research skills.*" R-1 talked about the contribution of her supervisor in her success and said "*She teaches me to manage time and how research is done efficiently means less effort and more work. Also, she encourages me to write a diary of my daily routine throughout my research work. It will be helpful in thesis write up and become a pleasant memory after my PhD.*" R-2 discussed his desire as, "*Yes, it is. The supervisor appreciates my opinion and do not deny at any stage.*"

Table 4

Prevailing Practices

Major Theme	Subtheme	No of responses
Enjoy research supervision And Supervision experience	Searching for old books in libraries	II
	travelling to get specific data	II
	to keep updating with latest advancement and innovative ideas of the field	III
	updated knowledge about the advancement in the field	II
	Must have good written and oral communication skills	I
	good time management skills. Should have good analytical skills. Should be good in statistics.	I
		II
Prevailing practices	motivated to complete	III
	no freedom	I
	supervisor does not even meet	I
	wait for hours	I
	situation in Pakistan is very bad in terms of research	I
	no research principles	I
	no standard	I
	regular supervisory meeting and good feedback	II
Memorable/challenging supervision experience	no idea where to start with	
	looking for a new problem	
	support me with those new problems	

	stuck with no material	
	supervisor helps to find that content	
Maintain/improvement of skills/competency	regular progress report meeting	II
	Supervisor apricates my opinion	I
	provide guidelines	I
	Searching for information. Attention to detail. Taking notes. Time management. Problem-solving. Communicating results.	
	teaches me to manage time	II
	research is done efficiently with less effort and more work	I
	to write a diary of my daily routine is helpful in thesis write up and a pleasant memory	I

Discussion

The present research has supported the findings of several research studies in Pakistan and worldwide which show that a PhD supervisee has a lot of expectations from the supervisors when they are enrolled and allocated a research supervisor. However, some of the scholars, when they were experiencing the situation, it was different from what they had expected before.

The current study has highlighted several roles of supervisors which Kabanda, (2022) previously listed as providing guidance from the conception of the research topic and program, ethical considerations, and requirements, where appropriate, information regarding the size, scope, and standard of a PhD, provision and facilitation for access to funding and necessary resources (relevant sources like books as well as contacts of colleagues, Email, photocopying). Furthermore, a supervisor offers encouragement and support by assisting with scholarship or part-time research position applications/jobs, opportunities for employment, references, etc. and when there are personal concerns, such as during times of stress or achievement. The supervisor helps right away, stimulates revisions while the work is being developed, offers constructive feedback as well as praise, and, if necessary, uses the required annual progress report as an early warning of slow development. Presenting work in conferences is welcomed and frequently provides these opportunities. introduces the supervisee to other experts so that they can work together.

The present study is also consistent with Ali & Watson (2016) and Talebloo & Baki (2013), who examined students' perceptions of PhD supervision and proposed that PhD scholars want to meet with the supervisor regularly, particularly at the start of the study. Throughout their PhD journey, students look on their supervisors to serve as a mentor and guide them with everything from topic selection to research completion. Students' expectations from their supervisors are given feedback in regular, timely, and constructive manner on their written work and overall program development.

The present study supports Gill & Burnard (2008) who claimed that the quality of academic research could be affected by the quality of supervision. Both the supervisor and the supervisee must effectively manage the supervision process because both are equally responsible for its proper completion. While supervision is a shared/collaborative communication between the two parties, PhD students are expected to work independently on their own research projects with the aid of prior work's precedents.

Mahlangu (2021) has previously mentioned such challenges as are discovered by the present research that the conflict of interest, communicational problems, scarcity of time on the part of supervisor or carelessness on the side of a supervisee results in a poor research work. The current study is consistent with the supervisor's role as described by Doan & Bkmaz (2015), who claimed that during the thesis preparation process, the supervisee develops research skills. The supervisor is also the one who gives the scholar time, knowledge, and support while serving as a mentor. He aids with academic degree simplicity and influences the student's professional, cognitive, and emotional growth. Over the course of postgraduate study, it has been noted that the interaction between the research supervisor and student is crucial.

Our findings highlighted that a supervisor and supervisee must establish shared expectations, as discussed by Okeke-Uzodike (2021), for the topic selection, research planning, resource identification and acquisition, project organization, actively leading the research, working with the literature review, analysis, and interpretation of the data, writing of the thesis, defense, and publication.

According to Amani, et al. (2022) 's study, it is crucial for the effective completion of the Ph.D. program and the development of a fruitful and amicable relationship in the supervisory process that the roles and responsibilities of the supervisor and supervisee be clearly understood.

6. Conclusion

This study examined the expectations and prevailing practices of the research supervisors and supervisees. It revealed a wide range of comprehensive expectations and practices that were carried out in the real context and that had not before been specifically examined. Both the supervisor and supervisee must work together to complete the student research project on time because they share equal responsibility for its effective and quality completion.

Research supervisors are shown to have high expectations from their supervisees and are frequently dissatisfied with their practices. They generally expect supervisors to not confine to their responsibilities rather they want strong knowledge background and skills that are required for research along with motivation, dedication and on time submission. They anticipate that their students will have the capacity for methodical planning and execution of research as well as logical and critical thinking. Expectations and experiences of both parties are mismatched, it is concluded by the study. To strengthen mutual relationship supervisors suggested that it should serve in the betterment of the thesis/dissertation. It can be strengthened through mutual respect and following the code of ethics for research. Most of the supervisors agreed that during research the relationship must be like a good skillful teacher and an obedient student. However, the encouragement and helping a supervise can make this relation stronger. To enhance the quality of academic research supervisors opined that funds are very important to enhance quality of research along with adopting and learning up-to-date research fields, quality professional development programs for both supervisors and supervisees having strong research skills and research ethics. And

Supervisors should guide and lead the students with the latest knowledge and skills.

Conversely, fewer rigid expectations from supervisees' side were found. The expectations of scholars from their supervisors were of appropriate facilitation and guidance without time constraints. Mostly their expectations and practices are matched except one supervisee who had some complaints with his supervisor. PhD researchers provided many suggestions for improving the quality of academic research. They opined that to strengthen mutual relationships, it should be nurturing and not the hostile one which lacks trust because it affects the productivity and efficiency of the research. One of the supervisees advocated independent study and suggested for the supervisees that they should not wait for the supervisor's mental exercise rather they should have thorough knowledge of literature, methods, and analysis to put least burden on the supervisor and enjoy their academic freedom. However, it is concluded that both supervisors and supervisees with frequent meetings, sharing of knowledge, opting latest techniques, and collaborating with other resource persons can contribute to the quality of research.

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