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Dr. Lilian A. Omondi
Maseno University
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Creating Postgraduate Collaborations

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Foreword: The Complex Pedagogy of Supervision

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With one of the fastest growing higher education systems in sub-Saharan Africa (Basara and Omulando 2018), Kenya has experienced a rapid increase in postgraduate student numbers. While only 1.3% of the student body is at doctoral level (Mukhwana, Oure et al. 2016), this still equated to over 7,000 students in 2016, with a constant increase since then. The implications of such growth are many, including increased supervision loads, having to supervise before one has developed one's own research profile, and being expected to 'get students through' in as short a time as possible. These demands mean that it is a significant challenge for supervisors to really engage in the kinds of reflection and personal growth needed to take on the complex activity of postgraduate education.

It is within this context that this book makes an important contribution as it allows us to hear the voices of supervisors and how they have grappled with the needs of their students. Such contextual realities are of course never untethered from global forces and so too, this book looks at how postgraduate supervision is conditioned by larger mechanisms. Chief amongst these is one referred to repeatedly in this book: the notion of the knowledge economy.

The 'knowledge economy' has been key in the push towards increasing student numbers at postgraduate level, with various countries, including Kenya, putting in place significant policy and other drivers to this end. This is done in the understanding that having highly skilled citizens is central to economic stability and growth. The extent to which this is indeed a causal relationship is rarely questioned, nor is the extent to which postgraduates produce economic benefits for the country. Nonetheless, this idea that we are in a knowledge economy and therefore need more postgraduate students has taken hold globally and exerted significant pressures on supervisors.

Related to this, there has been academic inflation in the workplace such that positions that used to require a bachelor's degree now require a master's and so on. In this context, postgraduate education arguably no longer focuses as much on contributions to the specialized knowledge field as it does on preparation for highly skilled employment. One example of this is the Commission of University Education's 2014 directive that all university teaching staff in Kenya should be in possession of a doctorate by 2018. While this goal was not met, it provided a strong impetus for academics to obtain their doctorates.

I have argued elsewhere (McKenna 2021) that having more academics with doctorates and having more doctoral students is indeed good for a country but that this cannot be understood in simplistic terms of numbers. A focus on numeric counts can bring about several problematic consequences. I have argued that we can see these unintended consequences in my own country, South Africa, and (Munene 2008) similarly argues that 'academic capitalism' is proliferating in Kenya, with implications for quality. If we do not engage in conversations about what postgraduate education is for and who the knowledge project should serve, we could well increase numbers of graduates without contributing to the public good.

In Kenya, the Commission for University Education's documentation around postgraduate education (for example (Commission for University Education 2014), while framed largely as guidelines, provides far more explicit steering than is typical in national documents. These documents specify, for example, such precise matters as the word counts of a doctoral thesis and the maximum number of students each supervisor should have. Some of these issues are ones I long for in

my own country, such as the requirement that the doctorate include coursework. I am of the view that coursework provides a powerful foundation for doctoral work and can ensure that graduates develop a range of skills that go beyond the expertise related to their precise topic. Sadly, in South Africa, the legislation indicates that coursework cannot be accredited or funded at doctoral level (Council on Higher Education 2012).

But while agreeing with many of the specifics proffered in such documents as the *University Standards and Guidelines* in Kenya (Commission for University Education 2014) and the *Higher Education Qualifications Sub-Framework* in South Africa(Council on Higher Education 2012), I have a serious concern about such legislation in general. Setting down 'best practice' directives generally leaves little possibility for flexibility. Given the complexities of knowledge creation and the challenges of nurturing postgraduate students as novice researchers, there are a great many issues where flexibility is needed and where generic approaches are problematic. For example, disciplinary differences affect the length of a thesis, the number of students that can be supervised, and indeed the suitability of coursework. These differences do not seem much acknowledged in national documentation, which treats all postgraduate studies regardless of the discipline or field as homogenous in nature. Other contextual issues, such as the needs of individual students and the expertise of each supervisor, will also all come into play in determining the best approach to the postgraduate journey. Having a nationally prescribed approach to postgraduate education is problematic if we are to ensure that the knowledge project is kept at the forefront in our supervisory interactions.

Perhaps allowing for flexibility in a national system relies on the maturity of that system and the capacity of supervisors to make informed decisions in the interests of the knowledge project. Perhaps it can be argued that contexts without such maturity and capacity may benefit from having clearly set out guidelines, but I am not convinced by such an argument and am concerned that these specifics take on the form of rules to be implemented with little possibility of adaptation in the interests of any specific study. For example, the recent review of doctorates undertaken by the Council on Higher Education in South Africa suggests that negative consequences can emerge where students are required to complete their studies within minimum times without taking into account the nature of the study or the status of the student as full-time or part-time.

Supervisors often find themselves having to navigate such issues without much by way of support (Motshoane 2022). It is thus unsurprising that most supervisors find themselves simply replicating the methods they were exposed to during their own studies. The opportunities to pause and reflect on the purpose of postgraduate education are few and far between. The *Creating Postgraduate Collaborations* project, an EU Erasmus+ funded project (https://postgradcollaborations.com/), brought together academics from nine universities in five countries for just this purpose. Our key question was:

How can we collaborate to create better postgraduate environments for our students and supervisors?

One of the outcomes of this project was an extensive supervision development course offered online in 2020. The course allowed us to reflect on the ways in which global, national, institutional, and personal drivers intersect in every student's postgraduate journey. As supervisors, we can at times feel overwhelmed by the demands placed on us and can feel entirely without agency in the face of global forces, national goals, and institutional policies and politics. This course provided an opportunity to think through how our contexts condition us and to consider afresh what kinds of supervisors we wanted to be, how we wanted to engage with our students, and how best we could nurture them to contribute at the very frontiers of their fields.

What you find in this publication are a collection of essays emerging from this course. They offer detailed and personal insights into postgraduate education and provide several lessons for all of us. The essays are by participants in the 2020 supervision course who work at Maseno University, Moi University and South Eastern Kenya University. Reading these essays afforded me deep insights into postgraduate education in Kenya but it should not be assumed that the reflections included in these pages only pertain to supervision within these geographical boundaries for there is much of interest for any supervisor seeking to understand and improve their practice, wherever they may be.

There is a strong sense in this book that collaboration is a key means of enhancing postgraduate education. Despite being regularly positioned as individual competitors, chasing publications, grants and h-indices, academics want collaboration. The reality captured in this book is a deep commitment to knowledge and to student wellbeing and to working collectively to achieve this. The call for scholarly communities of practice requires an understanding of how to work together to build a flourishing academic environment, and this includes an important role for players who are often left on the periphery, such as the library. Developing a learning environment that nourishes research will entail all of us committing to meaningful knowledge contributions. This might at times include the need to minimize petty politics and temper individual ambitions in the interests of the knowledge project.

Several the essays take the form of personal reflections of both being a student and being a supervisor. These personal insights allow us, as the reader, to reflect on our own journeys too. Sometimes, a negative student experience provides the impetus for the supervisor to seek out better ways to approach postgraduate education; at other times, supervisors draw from positive examples of compassionate advising and the nurturing of scholarship that they encountered as students and endeavour to offer the same for the students with whom they now work.

While the call for collaboration and more communal approaches to postgraduate education is strongly made in this book, there is a clear acknowledgement that regardless of the model or the research culture in the context, the relationship between student and supervisor is a key factor is student retention and throughput. It is vitally important that the supervisory relationship is focused on decreasing problematic power imbalances and on building research skills. Reflecting on issues of cross-cultural supervision and social justice enables supervisors to consider how their actions can serve to include and empower or to exclude and alienate.

Approaches to supervision vary extensively by field and by the personal preferences of the supervisor, but ideally the approach is adaptable to the needs of the student. Various authors consider the role to be played when supervision is framed as mentorship, rather than as instruction. In such an approach, the supervisor sees their role as being the nurturing of a researcher rather than the production of a product. This entails intensive inputs from the supervisor as they make the "rules of the game" apparent for the student, but also entails making space for the student to try out various approaches for themselves, and to fail as they make their way towards competence as an independent researcher.

While the focus on the development of the student as a researcher is to be lauded, our examination processes largely hinge on the quality of the written text. Becoming adept at academic writing is a particularly arduous process and one which many supervisors are still grappling with themselves. The role of the supervisor in inducting students into the writing practices of the discipline is poorly understood. Because knowledge is disseminated largely through writing, and because this writing takes very different forms in different fields of study, developing student writing is a significant

responsibility of the supervisor. This is largely achieved through feedback that makes the academic literacy practices explicit and which challenges students to think deeper and communicate more clearly.

Various chapters in this book discuss the extent to which different models of supervision affect the postgraduate experience. The one-on-one model, also known as the Oxbridge tutorial model or the Master-Apprentice model, relies almost entirely on the supervisor's expertise in both the field of research and in offering an enabling pedagogy. There is little guarantee with this model that the student will find a community of fellow researchers, which is such a necessary antidote to the loneliness of many postgraduate students' experiences. The co-supervision model is common and attends to some of the concerns about the traditional one-on-one model. But even with co-supervision, there is a need for supervisors who have sufficient respect and collegiality to always ensure that the knowledge project and the student's needs are kept in the foreground. This assumes that supervisors have been well supported to take on this complex pedagogy, though oftentimes this is not the case and supervisors feel inadequately prepared. There are many collaborative models and styles of supervision, which can be selected based on the context. Augmenting co-supervision with departmental seminars and student presentations, for example, allows the formation of stronger research cultures than when the postgraduate research is undertaken largely 'behind closed doors'.

The *Creating Postgraduate Collaborations* project has been one attempt to forge spaces for reflection, collaboration and enhancement of postgraduate education. This book offers a wide array of considerations that not only illustrate the complexity of this level of education but also offer insights into how we can do better together.

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Developing Postgraduate Students' Writing

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Abstract
This article focuses on developing postgraduates' academic writing and how the use of feedback can improve students' writing. Many supervisors often get frustrated with the inability of their postgraduate students to write effectively, often basing their feedback on grammar and language. However, academic writing has less to do with grammar, vocabulary and language structure and more to do with disciplinary orientation related to the norms and requirements of the various subject areas. This article explores strategies supervisors can use to initiate and socialize their students into the ways of their professional communities. Both supervisors and students need to repeatedly practice so as to refine the skills required to become competent academic writers.

Keywords: Academic writing, postgraduate students, postgraduate supervision, supervision models, disciplinary writing, academic literacy.

Introduction

This article will focus on developing student's academic writing and the use of feedback to improve the student's writing. This is following from the 'Creating Postgraduate Collaborations (CPC)' course that I took part in. The session on developing student writing was one of the most significant for me. It is one area that I could easily identify with since the core issues of 'poor' student writing, and my current practice of spending lots of time correcting my students' spelling and grammar are what is actually happening in my supervision practices. This is a situation that has often troubled me since I find myself starting off with looking at the grammar, vocabulary and language structure when correcting my students' work. Usually, I find that students routinely make errors in these areas although I have often equated perfection in these areas as being the mark of a good writer. Finding these errors over and over again often leaves me with feelings of disappointment that students at this level cannot write and seem not to know the grammatical and language rules that should guide their work. Listening to academic colleagues indicates that these feelings and expectations from students are common. However, I am now aware that I am mistaken in my approach to helping students disseminate knowledge from their research activities, through effective writing.

(Labaree 2020) defines academic writing as a style of expression that researchers use to define the intellectual boundaries of their disciplines and specific areas of expertise. He outlines several characteristics of academic writing including use of a formal tone, use of the third-person rather than first-person perspective (usually), a clear focus on the research problem being studied, and precise word choice. Academic writing is designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts. Others (Wilmot and Lotz-Sisitka 2015) argue that academic writing remains the main way new knowledge is built, and research contributions are made, especially at postgraduate level. Without academic writing, research would not be documented, critiqued, disseminated, and utilized within the society.

Academic writing at the postgraduate level is usually discipline-oriented, and students need to learn how to

communicate in the 'ways' of other experts and scholars in their areas of specialization (Lea and Street 2006). Most of the time, I have found myself, and other colleagues in academia, expecting postgraduate students to know how to write, sort of automatically, by common sense, for various reasons, including that since they are in school, they should know how to read and write in English. However, research has shown that common-sense understandings and evaluation of a piece of writing paralyze students and prevent them from developing academic writing. It hinders them from knowing how to do disciplinary writing (McKenna 2020). (Wilmot and Lotz-Sisitka 2015) assert that while technical aspects of writing (spelling, language and grammar) are essential, they do not fully contribute to students' understanding of academic conventions of discourse and writing.

On the students' part, as I look back, I recall observing and feeling that the student was often at a loss for what exactly I wanted them to achieve with their writing. By correcting the grammar and language on the surface level, I often felt that I was improving the overall quality of writing in the students' work. For the quicker students and the more conversant with the English language requirements, they would often go back and make the corrections as per my instructions. Most times, these were limited to language corrections with little relation to the disciplinary norms and requirements of the Information Technology and broader Information Sciences disciplines. My corrections are based on achieving the general structure of a thesis and getting its components correct. For example, what is an introduction, and how do you write one? What is a literature review and how do you write one? However, I now realise that the resulting piece of work may not necessarily make sense as academic writing, in spite of its correctness in the English language or thesis structure.

Participation in the Supervision course coupled with literature review has revealed that my current approach to supervision and feedback to work is likely to achieve superficial results in the quality of students' writing. My current supervision model is not focused on enculturation of students in the writing norms and conventions of our discipline (Information Technology and the broader Information Sciences). According to (Lea and Street 2006), students are socialized into talking, writing and thinking typical of members of their disciplines. However, in some instances, students are encouraged to critique the very disciplines they belong to and think outside the box. (Lee 2008) refers to this as the critical thinking model and argues that this results in "higher achievement and retention than concurrence seeking debate". If need be, the student has their previous knowledge and understanding on an idea challenged and they are pushed to rethink and reconceptualize their knowledge. My current approach to supervision has been more of functional (Lee 2008), focusing on the thesis as a project that must be completed in a given period of time. In this approach, the work is divided into specific segments each regarded as a milestone to be completed before the next segment can be embarked on, for example the Background, Literature Review, Methodology, and so on.

My supervision actions are influenced by the model of supervision that my own supervisors at both my masters and PhD used. In my experience each of the two theses were regarded as a project to be completed especially at the Masters level. Therefore, there was little room for critical thinking and enculturation into the discipline. At PhD however, my supervisor was quite involved and passionate and although the focus was largely on getting the work done, he was also intent on us producing a high quality, well researched and well written piece of work. Looking back now, I see some enculturation into the research community.

Other authors (Lee 2008, González-Ocampo and Castelló 2019, Delamont, Parry et al. 1998) note that how supervisors carry out their roles is hugely

influenced by their own experience being supervised. Supervisors imitate good practice and avoid replicating negative experiences. My model of supervision is what I have learnt from my own experiences and as a relatively new supervisor I have not been trained for this job so I have relied heavily on what my previous supervisors did.

Having undergone the course and extensive literature review, I now know that my supervision must move beyond the surface level issues of grammar, language and spelling and move into what actually counts as knowledge in my discipline. At the postgraduate level, students are expected to contribute to their fields of research by extending knowledge (Wilmot and Lotz-Sisitka 2015). Researchers have shown that postgraduate writing is not about language, grammar and syntax issues but should extend to effective communication and sustaining a logical argument in the different subject areas they are expected to write in (Maher and Al-Khasawneh 2010). It is through academic writing that scholars express meaning in their specific subject areas and "gain access to, engage with and ultimately mast and critically engage the discourses of academic disciplines" (Wilmot and Lotz-Sisitka 2015).

(Lea and Street 2006)proposed that student writing and literacy could be considered through the lenses of three overlapping models namely: a *study skills* model (whereby students are assumed to have the language skills and can transfer their writing and literacy skills between different contexts); the *academic socialization* model (that students acquire disciplinary ways of talking, writing, and thinking typical of members of their discipline and can be able to engage similarly with no problems); and the *academic literacies* model (concerned with students' meaning making, power relations among people and institutions, and social identities).

(Lea and Street 2006) note that the skills and academic socialization models have so far guided curriculum development, instructional practices, and research within academia. However, the academic literacies model has gained traction as scholars emphasize the relationship between epistemology and writing within subject areas (Lea and Street 2006); (Lillis and Scott 2008), institutional norms and requirements such as plagiarism and feedback as well as faculty member's requirements and student tasks (Lea and Street 2006). Researchers now agree that there is more than one way of looking at academic literacy. Each discipline can claim its own mode of literacy made up of norms, conventions and approaches that define its understanding and portrayal of knowledge (McKenna 2020) and so we as supervisors should be aware of this and guide our students towards the literacy relevant to our particular discipline.

It is evident that the academic literacies model to understanding and undertaking supervision impacts students' identity since it is expected to produce a new way of being, grounded on the norms and values of a field (McKenna 2020). These "ways of being" imply social practices which will identify them as belonging to a specific group of people (disciplines) or communities of practice whose norms and values are "commonplace" to the membership. Others (Wenger, McDermott et al. 2002) define communities of practice as "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an on-going basis." They construct meaning through discussion and shared language (Bitzer and Albertyn 2011). Communities of practice also exist in academia and the supervisor has been identified as a crucial gatekeeper to the scholarly community of practice (Lee, 2008) and personifies the discipline's conventions (Bitzer and Albertyn 2011).

Others (Buysse, Sparkman et al. 2003) observe that learners enter a professional community at the periphery, but as they become more knowledgeable and conversant with the community's discipline, customs, rules, and norms, they increasingly view themselves as

members of the community. The supervisors' unspoken duty is to introduce and initiate their students into the community and inculcate the disciplinary conventions that will eventually lead the students to belong. Graduate students are highly visible products of the supervisors' knowledge work and the supervisor has vested interests in their successful induction to disciplinary membership.

For a supervisor to be well equipped to hold a student's hand and lead the way into a discipline's way of being, they have to be competent and capable of discourse in the said discipline. Most university lecturers are recruited based on their research record, professional expertise and experience (Moses 1984). Lack of experience in the research area has been shown to negatively impact on the quality of supervision and wasted time (Moses 1984), therefore an effective supervisor needs proficiency and skill in the discipline. Additionally, Atkins and Brown (Atkins and Brown 1988) emphasize that to be an effective research supervisor, one needs to be able to reflect on research practices that analyze the knowledge, as well as techniques and methods that make them effective. Atkins and Brown (1988) argue that "we have to be skilled in enabling our research students to acquire those techniques and methods themselves without stultifying or warping their intellectual development".

Reading and keeping abreast of disciplinary content is also an area where students can learn the norms of scholarly writing within Information Sciences and Information Technology. Others (Tahir, Abdul Ghani et al. 2012) found that students appreciate a supervisor who points them to the sources of relevant disciplinary literature. My supervisor at PhD would repeatedly insist "Read, Read, Read like mad!!" I now understand that he was trying to get me to engage with scholarly content in my discipline so that I could not only gather relevant knowledge for the thesis, but also to get me to think like scholars in the academic community to which I was aspiring to join.

What then is the Way Forward?

For a supervisor, the crucial challenge would be developing writing support structures for postgraduate students that would lead them to become competent professional writers of a community of practice. (McKenna 2020)opines that this can only come through repeatedly practicing on the part of the supervisor and the students so that these skills can be learnt and perfected over time. McKenna emphasizes that writing is not a technical skill that students either have or do not have, but is a social practice emerging within different disciplines dependent on the histories and values of these disciplines. It takes much practice to begin to acquire these ways of writing. They cannot be acquired by writing just once. As a supervisor, I am now aware of this important requirement of good supervision, especially to improve my students' scholarly writing. I must practice academic writing and also get my students to practice on the same.

An important strategy to achieve this is giving my students feedback on their writing that will teach them to converse with their readers and ensure they are making meaning and communicating. This is by holding the imaginary conversation in anticipation of what a reader would say i.e. "If I say this, she will say that. So I cannot say this, I'll change it…" (Boughey 2020). Boughey (2020) advises that when giving feedback to students, the supervisor should not tell the student what to do or what needs to be done. Rather, the supervisor should pose questions to the student to show them where they are not making sense, just as one would do if they were having a real face-to-face conversation with them. The technique is to interrupt their conversation that is not clear or is incomplete with a question that makes them think about what they have written or what they intended to say (Boughey 2020). This is also corroborated by (East, Bitchener et al. 2012) whose study found that students appreciated feedback that gave them leeway to make their own corrections and helped them think about

their work and find their own answers without imposing actions. According to (Environments, 2017), supervisors are encouraged to use feedback to enable meta-reflection, helping students to be more critical and analytical and develop independent thinking, writing and research. Others (East, Bitchener et al. 2012) found that effective feedback helps students to become independent researchers and supervisors must work towards that goal.

Several studies have documented postgraduate students' complaints about supervision. Moses (Moses 1984) captures one such complaint centered on feedback: "He [the supervisor) cannot make any helpful comments about the formal presentation of the thesis and additional sources of material, and when he decides to peruse my work quickly does so in a sloppy manner - contradictory comments, "red herrings", and vague and meaningless comment". Comments such as these indicate that supervisors need to know how to communicate effectively with their students to have a more meaningful supervision experience on both sides and improve the outcome of supervision.

Others (Hill 2012) points out that supervisors, either consciously or unconsciously, have different agendas when providing feedback to their students' written work. These include: correcting errors (e.g. spelling errors and inconsistencies in the work); alerting students to different requirements and rules of the genres of academic writing such as dissertations and journal articles as well as disciplinary requirements); stimulating students' critical thinking about their work; drawing attention to the broader perspectives of the dissertation document in terms of the argument it is making; and helping students to improve the dissertation in terms of how an examiner would be looking at the work. Furthermore, (Hill 2012) contends that being aware of these agendas would help a supervisor provide more relevant feedback to improve the general quality of writing on the student's part.

Conclusion

In conclusion, I have highlighted my experiences as a supervisor dealing with students' academic writing. I have drawn from the knowledge gained from the Supervision Development Course and from the literature review on developing students writing and using feedback to improve student writing. I have shown that academic writing is a crucial process in communication within academic communities of practice. It is a critical aspect of developing new scholars and is an art that must be learned and developed by intense commitment and practice. Students rely on supervisors to hold their hands in the journey into new academic fields and thus supervisors must develop the necessary skills and expertise to meet their students' expectations competently.

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A Reflection on Supervision Experience and Creation of a Scholarly Community of Practice: Moi University, Kenya

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Abstract
Supervision of post graduate students is a core, and the most complex function of a graduate faculty. This notwithstanding, graduate faculty are not prepared or trained to undertake this noble exercise. Most of them learn supervision through experience. Drawing on my experience as a supervisor, this paper is premised upon the following aspects: Context in which Supervision takes place, Power relationship with graduate students, Community of practice, and Practices and Process involved in the supervision process. This paper concludes that Supervision is an academic journey. Supervisors learn from the supervisees much as the supervisees learns from him/her. Supervision involves a number of models adaptive to the needs of the students. It recommends that supervisors should consider, and reflect on various methods and practices of supervision, and develop a sense of competence in understanding their applications to supervision.

Key terms: Supervision Experience, Community of Practice, Process Moi University, Kenya.

Introduction

Kenyan Universities are increasingly becoming aware of the need to develop their academics, and scholars as teachers who can respond to the multiple needs of their diverse students. I see the process of becoming an academic and scholar as a formative one which requires support and nurturing from experienced supervisors (Lee 2007). (Trigwell and Shale 2004) define scholarship as the construction and critical review of the knowledge base for teaching the core concepts which include reflection, communication, scholarly activity, and pedagogical research.

(Boyer 1990) opines that it is in graduate education where professional attitudes and values are taught. I believe that scholarship is the whole research process whereby researchers have to be inducted into the community of practice by the faculty. (Grant, Hackney et al. 2014) argue for supportive spaces to develop capable and innovative supervisors who inspire their students to try things out on their own and engage in critical self-evaluations. My reflective essay focuses on my own experience as a doctoral student and graduate faculty. This experience will be premised on the following concepts: Experience as a doctoral student; Academic identity; Strategies used to induct students into the Community of practice, power relationship, and Lessons learnt from this Training.

Supervision Experience

When I joined the school of education as a lecturer, and graduate student community as a doctoral student in the year 2008, my doctoral supervisor became my mentor and guide. His practice was mainly informed by his ontological values of faith, honesty and sincerity. This formed the basis of his supervisory values encompassing the following: compassion and commitment. Commitment includes: motivations, independence, scholarship, critical inquiry, thinking and self-discipline which are very important in my emancipation. Whilst, compassion involves: care, guidance, passion, and fairness to my work. He therefore, instilled in me these values. My interest in scholarship was influenced by the

desire to understand research paradigms, theoretical perspectives, and methodologies. My supervisor introduced me to the various methods and designs, particularly the pragmatic paradigm and mixed methods study designs which I employed in my doctoral study. He recommended various research books that helped me to learn about research paradigms, designs, and their role in a study. He was an expert and coach who provided expertise on my research topic, methodology which helped me in the formulation of my research topic and objectives. I learned about the significant role objectives play in determining the kind of data that I would require and how I would analyze it to answer my research questions. In doing this he employed a mentoring approach which is holistic and takes into account the mentors own experience and desire to see me as his student succeed (Wadee, Keane et al. 2010).

My doctoral supervisor introduced and encouraged me to participate in seminars and conferences. He helped me prepare and present a paper we co-authored at an international conference. My attendance at the conference was another important step in my induction into the community of practice in psychology. It also exposed me to the diversity of research topics in psychology and enabled me to establish networks, and collaborations in the field. Through these networks, I co-authored a paper with other scholars. I also learnt to participate, and contribute to debates in doctoral discussion groups and gained confidence. This conference gave me an opportunity to put my work into perspective. The various scholars I met became my role models, and helped initiate me into the world of scholarship. My supervisor also became my critical friend who guided me through scholarly world. He thus, inducted me into the field of scholarship as gatekeeper who ensured that I complete all the necessary conditions before entry (Evans and Pearson 1999).

Context and Academic Identity

I am an associate professor in the department of educational psychology, school of education Moi University. Prior to joining the department, I was a high school teacher for 10 years. I gained valuable experience in teaching which helped shape my teaching at the university. Apart from teaching, I supervise graduate students. I am also the Associate Dean, School of Graduate Studies. These roles have had a significant effect on my supervision style. As an Associate Dean, I am the custodian of institutional rules and regulations. Upon admission, I explain to the new students the rules and regulations governing graduate studies. In performing this role, I employ the functional approach. According to (Lee 2007) functional approach is rational movements through which tasks that students are expected to obey are given by the supervisor as a project manager. I am also a gate keeper who inculcates into my students, values and practices of the institution. Enculturation requires the student to engage in and comply with community of practice (Lee 2008).

Though research is considered a fundamental human learning activity (Zhao 2003) it is not allocated much resources and time in our Kenyan context. In institution, apart from performing administrative duties, I content with heavy teaching workload of over 200 undergraduate students, in addition to teaching as well as supervising post graduate students. I usually create time over the weekends, and my free time to meet and guide them. To effectively accomplish these tasks is not easy; it normally results in fatigue and exhaustion, denying me leisure time with my family. I have learned from this training that though individual supervisors should not be underestimated, the current situation where supervisor's workload is overwhelming, there is need for alternative approaches to independent supervision or work in progress seminars such as group approaches, which focus

on participatory learning and encouraging peers to be less dependent on the supervisor (Bilzer and Albertyn 2011).

The Strategies I use to Introduce my Student to the Community of Practice

Upon students' admission to the department of educational psychology, a workshop is conducted to induct them into postgraduate studies whereby, I introduced them to the various members of the department and faculty. Members of the university library are also invited to educate them on how to access e-journals and e-books in the library. I am a member of various professional bodies such as: The International Society for the Study of Behavioral Development (ISSBD), and the Kenya Guidance and Counseling Professional Association (KGPA). I normally share with my post-graduate students' articles and any other information I receive from these bodies. I also encourage, and support them to register and become members of these bodies so that they can access literature, read, write and contribute to the scholarly community of practice in their respective disciplines.

Initially, my doctoral supervisor influenced me a lot in my supervision style. However, with time I have evolved new strategies of supervision. My supervisor was also my co-supervisor when I began supervising. He was my role model with regard to how I used feedback. He gave feedback at a global level commenting on conceptual issues. Whereas, I commented on micro issues such as sentence by sentence. I learned from him and shifted from this method and started giving global feedback at the beginning, and detailed sentence by sentence feedback at the tail end the supervision process. I realized that when I began giving sentence by sentence feedback at the beginning on grammar, spellings my supervisees became frustrated.

Others (Wadee, Keane et al. 2010) argue that it is desirable for the supervisors' feedback on written submission to be direct, fast clear, honest, and consistent. It involves setting follow up meetings and schedules such as completion of research. Supervisor should ensure that effective planning is maintained. The current global demand for more research output, less doctoral student attrition and shorter completion time, with the consequent increase in work load (Bilzer and Albertyn 2011; Kiley 2011), supervisors need creative ways of strengthening supervision. Whereas, (Wadee, Keane et al. 2010) propose that the supervisor should keep records of all discussion taken during a contact session in order to ensure follow up. As a member of graduate school studies, I am also responsible for quality and adherence to Postgraduate Rules and Regulations. Supervisors are required to submit student evaluation to this office on a regular basis. In case there is a problem between the supervisor and a student, the department is mandated to resolve it. If not, the dispute is forwarded to school graduate studies board committee for arbitration. I find the team approach, in which experienced academics act as mentors to the students and inexperienced academics (Nulty, Kiley & Meyers, 2009), to be helpful in this case.

As an Associate Dean, I organize seminars to educate and sensitize students and faculty members on what is expected of them in accordance with institutional guidelines including having working contracts which are negotiated between the students and supervisors. This is in line with (Pearson and Kayrooz 2004)who contend that a firm and positive supervision relationship is essential for the student's positive experience of post graduate research. I inform them that these contracts are not casted in stone but can be amicably negotiated when the situation demands for the common good of both the supervisor and students. If the student's or supervisor's personal circumstances change, they should agree on new times. I encourage them to have a grant chart where the student and the supervisor

review the progress by referring to the grant chart (Grant 2003).

As a supervisor, I make prompt and elaborate comments on students work. I employ various channels of communication which include: E-mail, WhatsApp, short text messages and calls. I also make an effort to meet my students face to face on a regular basis to discuss and clarify issues concerning their work. To keep track of the recommended corrections, I encourage my students to return the redrafted documents plus the previous ones on which corrections were made to guide our discussion in our subsequent meetings. Before this meeting, my co-supervisor(s) and I meet first to discuss the students work. Proper and effective co-supervision procedures should be developed (Holtzhausen 2005). This enables us to agree on some of the issues we had divergent views about the student's work. I believe that co-supervisor's peer evaluation of my own supervision practice provides me with new perspectives for furthering my professional growth and that of the student. Eley and Jennings (2005) noted that co-supervisor is valuable for giving another perspective on a matter.

Supervision involves a number of models that a supervisor can adopt during the supervision process. (Lee 2008) noted that supervision process involves five key approaches: functional, enculturation, critical thinking, and emancipation and relationship development. (Lee 2007)argues that supervisors need to be flexible and employ different supervision approaches depending on the student's needs and where they are in respect to research. My approach is adaptive as I gain confidence in myself as a supervisor and it changes with my own development and the enduring needs of each student and the stage of research that the student is at (Chaippatta-Swanson & Wath, 2011; Kleijin *et al.*, 2015), beginning with fairly extensive structure and guidance and later moving to more independence and critical emancipation approach**.**

In my supervision, I am guided by the psychological principle that just like in teaching, learners have individual differences and one should adopt different strategies according to their needs. A supervisor needs to decide when to take mentoring approach supporting the student and when to be a gate keeper. For example, enculturation is suitable for students who are non-staff members so as to initiate them into values and practices of the institution. Whereas, for colleagues mentoring approach is better than enculturation became as colleagues they are assumed to have known these values. In situations where supervisors have different approaches, there is need for negations between the two. (Wisker, Robinson et al. 2003) argue that emotional intelligence and flexibility play an important part in working with students through to successful completion. I believe in creating an environment where a student is supported to follow a discipline's epistemological demands independently.

As a coach, I view supervision as a concept related to scaffolding in the socio-cultural theory of Vygotsky (1896-1934). I view supervision as a collaborative process where learning occurs through social interaction. According to Vygotsky adults (supervisor) must help direct and organize a child's learning (supervisee) before the child (supervisee) can master and internalize it (Papalia, Olds & Feldman, 2002). Thus, during the Supervision process, I help the students progressively until he is able to master the skills of carrying research on his/her own with minimal help. I therefore, see myself as a combination of both a mentor and a coach at the same time in my supervision practice.

In my supervision I employ a number of approaches including enculturation and emancipation. (Pearson and Kayrooz 2004) opine that research supervision is a facilitative process requiring support and challenge. It involves providing educational tasks and activities which

include: progressing the candidature, mentoring, coaching, and sponsoring student participation in academic practice. Using these approaches I support my graduate students into becoming members of disciplinary community. Eely and Jennings (2006) recommended networks among research peers to avoid the student feelings of loneliness and isolation, and that student should be part of an academic community. I encourage them to enter into scholarly community of practice by meeting in groups and discussing and critiquing each other's research work. This is done through seminars and WhatsApp group forum. In this case; I occupy the position of an expert opinion, whereas my students strive to be experts in their own way. I encourage reflective practice where I encourage openness to new ideas and encourage critical discussion on research practices which include their own and supervising research approaches.

As a mentor I link my students to appropriate research academic professional networks. According to (Lee 2007)a mentor is an advisor that inculcates in the student the spirit of self-discovery in the learning process. I offer personal and professional support introducing them to relevant professional networks and co-author with them papers and publish**.** I also use critical thinking and emancipation approaches where by the student is encouraged to construct knowledge and develop independent thought. I give the student tasks such as writing literature review, statement of the problem which I critique, mark and guide the student in identification of the research gap. Critical thinking involves guiding the student through scholarly critique by asking questions. However, there are situations when a student is dependent and not making progress and looking at me as a guru whom he/she must tap into for knowledge and expertise, in this case, I employ the functional approach of directing him/her through the task. When the student is on track I use the emancipation approach and allow them space to engage in independent work. I strive to mentor, facilitate and encourage the student's personal growth (Lee 2007). This is line with the view that graduate studies, particularly at doctoral level are as much about identity formation as it is about knowledge production (Bilzer and Albertyn 2011).

Johnson and Johnson (2001) report that constructive inquiry produces higher level achievement and retention. The students explain the "whys" and "hows". I encourage them to use words such as conversely, essentially, moreover, in their writings. I also meet with my students frequently to review progress. I see myself as a co-developer of knowledge (Calma 2007). Given the inherent power relations in the supervisor/ student relationship the supervisor may be viewed as a gate keeper in the context of access to disciplinary writing practices especially when the expectation from a student is that he or she reproduces those practices. (Hyatt 2005) proposes the critical inclusion be the basis of the student into the academic community a stance which requires flexibility on the part of both the student and supervisor. This training taught me that it is important to have alternative approaches. The alternative approaches proposed by (Bilzer and Albertyn 2011)made me aware of models of supervision such as panel supervision and cohort supervision.

Power Relations

In my institution, particularly in the school of education in contrast to some figures elsewhere, majority of postgraduate students are female compared to males. I have not experienced any social justice issue with regard to age and ethnic background that may affect my relationship with my post graduate students. That notwithstanding; however, male and female students experience different challenges during their studies. Women have to juggle between several roles such as being good mothers, wives, daughters, merry go rounds, church member, and academics. Women negotiate multiple communities

and several of them demand more services from them than is usually expected from men. Gendered aspects of post graduate experience cause some relationship difficulties, especially where a female student is supposed to blend between being a student at the same time a mother or a wife. The desire to enact an identity of a good woman govern many women's decisions about the appropriate allocation of time and effort which in turn impacts upon stress (Lafrance and Stoppard 2007). (Lynch 2008) noted that women in relationships often adopt a more traditional role while undertaking graduate studies, being financially supported by a partner and fore going career status for an extended period. On the other hand, the transformative aspects of progress particularly, doctoral attainment may shift women's sense of power and identity in ways that unsettle the relationship status quo (Wall, 2008). In my supervision of female students, I encountered similar situations. One of my female students had to defer her studies for some time to give birth. Luckily, her husband was very understanding and supportive. Many a time he could bring the wife for our meetings while he took care of the baby. However, there was another one who confided in me that her postgraduate studies were causing tension between her and the husband to the extent that she contemplated quitting her graduate studies. The husband felt that she was devoting a lot of time to her academic work at the expense of her roles as a wife. He could not understand why handing in a draft to a supervisor was more important than attending to his emotional, sexual and social needs, yet it is him who was sponsoring her postgraduate studies. I had to empathize with her situation and offer counseling services in addition to academic guidance. I had to help her balance between family well-being and academic achievement. It has been reported that women desire to be allowed more space for their multiple spheres, as well as recognition of the importance of blending family and academic life. These two experiences taught me that recognition and acknowledging female student's negotiation of dual demands empowers them to perform well in their postgraduate studies.

My institution like many other institutions in Kenya, power relationships between supervisors and post graduate students pose major challenges in the supervision practices. In most of our institutions of higher learning, this practice is characterized with top-down approach to supervision. Date, time and venues for supervisor and students' meetings are determined by the supervisor/s without the student's involvement. This leads to strain in student-supervisor relationship because the student feels coarse. Eley and Jennings (2005) noted that supervisors should bear in mind that students are human beings with feelings. Therefore, strictness should go hand in hand with fairness and kindness.

In some cases, students who believe that they have power over their supervisors by virtue of occupying positions of influence in the society cause frustrations on the supervisor and complicate the process, occasioning delay in completion. For instance, I supervise a student who is a member of the National Assembly of Kenya. I am unable to meet him because he claims to very busy. Instead, he prefers to send a fellow student to meet me and discuss his research work with me on his behalf. Neither does he call, pick my call or respond to my messages. Under such circumstances it becomes difficult for the students to make progress in his research work. Although I do not agree with this kind of arrangement, I normally send him a message via WhatsApp and urge him to meet me during weekends and when parliament is on recess. When he gets chance, we normally meet and discuss his work.

Through supervision and support training, I have learned that amicable and conducive relationship between the supervisor and the student is the hallmark

for quality supervision. I have learned to negotiate with my students and agree from the onset on how this process is carried out. My relationship with my postgraduate students is characterized with expert guidance, friendship, mentorship and quality controller. I believe in the establishment of a good working relationship with my students and adherence to the laid down rules and regulations governing post graduate studies in the institution. Power relationships between supervisors and graduate students pose a major challenge in the supervision process. In most of our institutions of higher learning, this practice is characterized with top-down approach to supervision. Date, time and venues for supervisor and students' meetings are determined by the supervisor/s without the student's involvement. This leads to strain in student-supervisor relationship because the student feels coarse. It has been noted that supervisors should bear in mind that students are human beings with feelings. Therefore, strictness should go hand in hand with fairness and kindness. I treat my students with utmost respect. Since most of them are teachers, they have learned that one cannot accomplish anything without good work ethics.

Lessons Learnt from the CPC Training

I have learnt that Supervisors need to take into consideration students' learning styles and personalities and other social issues such as marriage and families, and learners' academic abilities. Some students require mentorship and coaching at every stage of their research and need close follow up. Others feel claustrophobic when the supervisor monitors their work closely but work more effectively when given some space. Whereas, others lose focus and confidence when the supervisor adopts a *laissez-faire* approach. So that the supervisory process enhances positive experience. In this respect, Lee (2007) postulates that a mismatch in styles such as when the student is still dependent but the supervision style is one of the benign neglects is likely to lead to poor completion rate.

I have learnt that discovery of knowledge alongside the student changes and reshape our mutual understandings (Khene, 2014). I have also learnt to practice the ontology of being human first (Bishop 2008) being interested in each student and their progress and applying the rule of treating others as one would like to be treated. I now want to supervise as if my life depends on it. I now see my students as adults with role conflicts like the ones I also grapple with. I have learned to employ pastoral approach where I settle their anxieties. Supervisor should locate the student in the context of learning. I have also learned to use pastoral care. Others report that a supervisor should settle the students' anxieties supervisor should locate the student in the context of learning

I have also learnt that positive supervision relationship is essential for student's positive experience of postgraduate research. Supervisor's approach should enable the student to persevere in becoming an independent researcher. The supervisor positive relationship with graduate students is the major determinant of the success of emancipation of the student to become an independent scholar. This calls for the supervisor and student to endure and be determined and resilient.

As a result of this training, I have learnt to adopt a firm supervision relationship based on mutual trust and open communication which is vital and essential for quality supervision. Others underscore the value of learning conversations between the supervisor and postgraduate student.

Although most supervisors learn how to supervise from their own experiences as students. It is argued that it is an error for the academy to assume that a doctoral student is automatically a researcher and that a new supervisor is already an expert in supervision as we teach the way we were taught. We also supervise the way we were supervised. From this training I

have learnt that there is need for seminars, training and induction of new supervisor. Others cites supervisors' conferences, research supervisor's codes of practice and university handbooks that help provide skills and knowledge on good supervision practices. Lee (2007) posits that the length and depth of concepts that the supervisor acquires have an effect on the quality of super vision and project that emerges as the final product.

Conclusion

Supervision is an academic journey. No one can claim to be a perfect supervisor. Supervisors learn from the supervisees much as the supervisees learn from him/her. Supervision involves number models adaptive to the needs of the students. It is important for the supervisors to consider and reflect on various methods and practices of supervision and develop a sense of competence in understanding their applications to supervision. This will help him guide students in the production of knowledge guided by evidence-based practices at the same time enter into the community of practice. The sustainable learning environment, characterized by respect, emancipation in which students have a voice and space is conducive for achieving their academic ambitions.

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My Supervision Story: A Personal Narrative and Experiences of Postgraduate Training

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Abstract
The paper addresses the dynamics of supervision as a complex process involving a host of individuals and institutional actors. This is critical in situations where the capacity for advanced level training is inadequate. It involves students whose desire is to obtain a degree with a future at stake on one hand and a supervisor who craves for academic reputation, promotion, performance in terms of output (graduation rates) and at times financial gain. The Universities as institutions strive to be recognized as top notch ranked institutions/universities on the globe and be favourite destinations for scholars and researchers. The governments on the other hand fund these institutions and are interested in the quality of higher capacity training to provide technology and innovation for the regional and national development. It interrogates the challenges and factors facing the process of developing scholarship and achieving social justice in a rapidly developing global academic community.

Key Words: Scholarship, Social Justice, models of Supervision, Academic Community

Introduction

The dynamics of supervision is complex and requires a comprehensive understanding of the factors in play. This is critical in situations where the capacity for advanced level training is inadequate. Indeed, it is a challenge by Boughey, van den Heuvel and Harry (2017). It involves a complex of interests that must be contextualized. It involves students whose desire is to obtain a degree with a future at stake on one hand and a supervisor who craves for academic reputation, promotion, performance in terms of output (graduation rates) and at times financial gain. Over and above those interests, Universities also strive to be recognized as top notch ranked institutions/universities on the globe and be favourite destinations for scholars and researchers. The governments that often fund these institutions are also interested in the quality of higher capacity training to provide technology and innovation for the regional and national development.

Chrissie Boughey, Henk van den Heuvel and Harry Wels (2017) post that supervision is a challenging form of teaching in any context and it could be particularly difficult in the context marked by disparities. In my experiences of Kenya, these disparities may be based on gender, ethnicity, family backgrounds, religion, geography, and economic levels. This can influence our mind-sets and attitudes on how we perceive people in everyday interaction. The purpose of quality supervision in academics or post graduate training is to develop scholarship and social justice. Previously, authors drew the definition of scholarship from the work of Boyer, particularly his Carnegie report of 1990 and his lecture of 1994. Boyer (1990) defined scholarship in terms of research, service and teaching. In his 1994 lecture entitled 'Scholarship assessed' Boyer proposed what he called 'a new paradigm of scholarship with four interlocking parts' (Boyer, 1994). He articulated the four forms of scholarship in his summary as follows: Putting all of this together, I can imagine a grid in which the four forms of scholarship: discovery, integration, application, and teaching are placed horizontally across the top. (Boyer 1994) and to "… to keep

the flame of scholarship alive, we must give new dignity and new status to the scholarship of teaching (Boyer, 1994 in (McKenna, Clarence-Fincham et al. 2017).

My journey as a supervisee and later as a supervisor will focus on issues of scholarship and social justice as running concepts. It started way back in my undergraduate studies where I did a honours' dissertation as part of the requirements for the bachelor's degree. At that level of training, I was required to work under a supervisor mainly to demonstrate understanding of the dynamics of the research process. My experience was smooth going as the demands and expectations were not high as one was prepared for further studies and doing some basic research undertakings rather rigorous generation of knowledge. Here the mode of instruction direction was mainly one way where, as a supervisee I had to do what the supervisor directed. The face-to-face two-way interaction was limited to getting instructions/corrections. The supervisor therefore welded power and authority over me without meaningful communication. I was thus marginalized in the process of doing the research and thesis writing. I thought that even in my novice status I could be allowed to express myself on some aspects that I acquired through literature and other field experiences. Allowing me such a space could have provided learning opportunities which I have learned from this training workshop as critical in intellectual and academic development.

I enrolled for my master's degree programme immediately after my undergraduate. During my master's studies I was allocated two supervisors in conformity with the post graduate rules and regulations of the university. All the supervisors carried equal power and strength in the relationship with the supervisee. My experience at this level was mixed to the level that I often got confused but still maintained the focus. Since there was normally no designated first and second supervisor, I had to deal with a lot of conflict dynamics where the two at times never agreed on some issues and yet they were reluctant to meet for discussion. Most of the issues touched on methodology given their different orientations from different training institutions/universities during their postgraduate training. More often I had to make the best out of the situation. I met the two separately to receive feedback and struggle with reconciling the issues raised. My worst experience was when one of the supervisors left the university to take up an appointment abroad and was replaced when I was at a very advanced stage of the thesis writing process. I was taken aback by the new supervisor who wanted, I think, to stamp his authority on the work. The university never had a clear system of handling issues arising from change of supervision regime and it was quite a challenge.

The policy on conflict resolution was not clear in the rules and regulations and more importantly the fear of reporting your supervisors to the university structures was always alive. It could easily result in victimization thus delay in completion. Understanding of humanizing pedagogy discourse in supervision as presented in this training workshop could easily have dealt with such situations. This is an important take home lesson from the training. Eventually through intervention by the Head of department the two met and I got back on track. However, that cost me nearly a year of valuable time. This means that in co-supervision, there is need for a structured way of handling issues that may affect the rights of a student to develop his or her potential. Not much learning on supervision therefore took place. The presentation on Research Committee Membership and Examination is important here. Such committees can help resolve such conflicts and that is food for thought in my institution to strengthen quality control in our postgraduate training and programmes.

At Doctor of Philosophy (PhD) level, I joined another University outside the country where I was exposed to a totally new model of supervision. The

supervision system was that of one on one i.e. there was only one supervisor unless there was need for an additional one depending on the specific needs of a student. However, working with the supervisor was an advisory committee that monitored progress. In this arrangement, a supervisor was to develop a work plan with the supervisee and file with the committee as a monitoring tool. As a supervisee, I had to submit a report to the committee every three months on my progress and challenges faced if any. The supervisor was also expected to submit a report to the committee within the same period of two months or as was mutually agreed depending on the stage of the study programme. As a committee, it could request for the same reports from the supervisee or supervisor. The personalized interaction embedded in this supervision model not only provided me with an opportunity and freedom to express myself but acted as a learning platform in the dynamics of postgraduate training and mentorship. The feedback always provided room for improvement of the work and associated skills. It was really a good learning experience.

The Supervision Journey

The above scenarios in supervision allowed me to gain experience in the initial stages as a supervisor bearing in mind that I had some skill training in supervision. I indeed used my experiential knowledge as a supervisee to supervise. The university does not have an induction programme for new supervisors. When I graduated with my PhD, I was therefore immediately given Postgraduate teaching and accompanying responsibilities of supervision and examination. In my first year of handling postgraduate teaching at master's level, I was allocated students to supervise with a colleague who was also a first timer in supervision. What explains allocation of supervisors with same level of experience is not in policy but is dictated by circumstantial factors. The departments have limitations of qualified staff to supervise particularly at PhD level and those available shoulder the responsibilities even though are at the same level. Since the supervision policy (Moi University 2019) of the university stipulated a minimum of two supervisors this has been the practice since I started engaging in supervision. Over time, a PhD programme was developed where the same model of supervision was the norm.

In the rules and regulations of postgraduate training, PhD supervision also allows for three supervisors depending on the specific needs of the supervisee in relation to the topic. The third supervisor shall normally come on board to add value on a specific aspect of research such as methodology, theory, or content grasp. There are cases where the third supervisor comes on board on account of mentorship/training. Normally such a faculty/supervisor should express interest to the departmental graduate board for consideration and approval for appointment. However, the departmental graduate board can also recommend appointment if the faculty member has certain specialization that relate to the area of study of the student that can add value but is not on the required grade. The faculty should ordinarily be a member of the graduate faculty as a lecturer with a PhD qualification and has successfully supervised a master's student(s). Note that only a senior lecturer and above qualifies to handle PhD supervision. I have been involved in the above scenarios of supervision models with different challenges and successes. One of the benefits of joint supervision is the ability to enrich the students' knowledge in study and potential from different perspectives particularly in areas of theory and methodology.

The challenges that I faced in my initial supervision journey was lack of exposure and training on the expectations, roles and demands of a supervisor. I always believed that having a PhD is a license to teaching of post graduate students and attendant responsibilities of supervision and examination. This training has taught me a lot in the management of

supervision in terms of tasks/roles and management of the entire process of supervision and relationships within the supervision team and the supervisee. This particularly relates to issues of mentorship and social justice as will be discussed in due course.

From the above experience I must confess that the models I was familiar with were the individual to individual and co-supervision which I got exposed to as a supervisee. As a supervisor the model as per the university postgraduate rules and regulations is the co-supervision. From the training I have learned that we have other models which include Panel supervision, where each person in the panel has a particular role, project supervision, where a team of postgraduate scholars and possibly a team of supervisors work together on a related set of research problems, and Cohort supervision, where groups who enter the programme in a particular year work through the research stages together. Our co-supervision where three supervisors are involved comes close to the panel supervision, but the dynamics are different. For example, issues of conflicts and delays have been reported though I have not experienced any myself. In fact, in two cases I have supervised in the three-supervisor arrangement, the students graduated on time. The models I am familiar with present a clear vertical power relations hierarchy where a student is on the fringes as a receiver of knowledge. The other models presented, Panel, Project and cohort supervision empower the learner and allow students to develop and adequately integrate their voice in their work. These models inject diversity in knowledge and theoretical/methodological thrust in the process of supervision that expose the learner to all round training and mentorship. They also allow the respective supervisors to play more meaningful roles in relation to the tasks assigned. The one-on-one model depending on the experience of the supervisor may at times limit the exposure on the supervisee as dictated by own background of training and orientation. That even with co-supervision the best practices in the other models can be integrated in supervision.

In terms of feedback with the supervisee, the training added critical knowledge to the way it can be made more meaningful particularly development of student writing and use of feedback as a tool of learning. I realized that I have been more of a language teacher correcting how well the learner is communicating the content rather than expressing understanding that is being written. It has mostly been impressionistic. That does not empower the learner. From the learning in module 3, development of student writing is critical. I have always supervised without knowing some aspects of the three tools of writing (see http://postgradenvironments.com/2018/08/24/writing-tools/ and https://my.cumbria.ac.uk/media/MyCumbria/Documents/ReflectiveModelRolfe.pdf). These are the Pomodoro Technique, Free Writing and the Shut-up-and Write skills. These tools allow the student think freely, write and reflect thus taking control of the work rather than depending on the supervisor. It gives the learner an opportunity to meaningfully use feedback to improve self and make decisions about the work. Free Writing is a technique I find exciting and would expose my students to especially during the proposal writing and design. It is a student focused tool. The issue of imagery conversation is well articulated in the presentation. Therefore, there is need to make the student open his/her potential in internalizing the dynamics of the academic and knowledge community. The Pomodoro technique (https://francescocirillo.com/pages/pomodoro-technique) is also new to me but its utility is enormous. It enhances time management, specificity of roles and tasks between supervisor(s) and the learner, creates order, makes communication seamless and thus reduces the tensions and conflicts that may arise in the process of supervision. The writing tools do not only make supervision more effective but also

addresses quality issues in postgraduate outputs and developing a critical mass of competent academics in whatever field of study, programme or profession. The presentation by Colette Gerards on Project Management and Time planning as a structure in supervision and postgraduate management was valuable in this context. Doyle (2019) (In Tanya, Marc et al. (Eds) (2019) also urges a project management approach underpinning all stages of the doctoral journey as being crucial to students' achievement in that journey.

The preceding discussion on supervision brings in sharp focus inclusion and exclusion issues in the process of administering of and management of postgraduate training. The issues here are the factors that impede the quality of the learning process and completion /graduation rates in our universities across the globe. It was noted that unequal power relations, social exclusion and discrimination affect creativity and reduces completion rates. Humanizing pedagogy discourse in supervision is a new perspective in supervision that is hardly given attention in our institution. We tend to focus on students finishing their studies without understanding the special spaces and contexts that they operate in. It was made clear in the presentation that issues of social exclusion and discrimination affect knowledge production and creative potential. Further supervisor challenges (gender, class, ethnicity/culture, geography, and language), unequal power relationships between supervisor and learner, and power relations among supervisors are critical in any context of study.

In fact, Press, Rossi, Graham and Danaher (2019) in (Tanya, Marc et al. (Eds) (2019) discourse is quite illustrative. They elaborate supervision experiences in terms of conceptualizing doctoral supervision as a relational endeavour. Further Templeton (2019) (in (Tanya, Marc et al. (Eds) (2019) articulates experiences in a more subtle manner in eliciting the implications for doctoral student support and program administration arising from his personal experiences of depression. Templeton sees the doctorate as a process (the doctoral journey); and the doctorate as a relationship (a shared journey). That means that managing a supervisor and supervisee relationship is critical in production of quality and knowledgeable scholars.

Based on the above, certain questions are pertinent. Do we always know our supervisees under our supervision in terms of basic knowledge of the respective disciplines e.g. theory and methodology which is at the core of any discipline, motivations of their joining the postgraduate programme, their level of expectations at the various levels in the knowledge community and the levels of competence of the supervisors particularly when there is limited capacity in terms of diverse and qualified faculty? Does the student have any challenges that at times may be personal in nature but affect uptake of scholarship? They range from financial and other family relationship issues. What happens when we have slow learner students? The fact that a cohort of students is enrolled for the same programme might presume same capacity and ability. In the words of (Wheelehan 2010) it is important to understand the theoretical knowledge of our world for meaningful supervision or social justice. We must understand the learner for meaningful and constructive engagement. How free are we as supervisors in making decisions without breaking the postgraduate rules and regulations governing supervision? Is there room for flexibility? How free are our systems from colonial system or external mentality that largely defined our education systems that still exit way after independence of most developing countries? What about the interests of the funders of the learners that sponsor the students who could also be employed or engaged in self-interest activities? These issues are pertinent to issues of social justice and need to be situated in the entire supervision process to completion.

From the training workshop and literature, it is therefore critical to

dialogue with certain dynamics that inform the doctorial journey or process. (Tanya, Marc et al. (Eds) (2019))in their discourse on *"Traversing the Doctorate: Situating Scholarship and Identifying Issues"* bring out significant issues that played out in the training. They posit that "increasing professionalization of such study and supervision, understanding doctoral students' and supervisors' experiences, links with the national and international knowledge economy, and the influence and interests of program administrators (the presentation on Information Literacy in the training emphasizes this aspect) help to situate the doctoral study and supervision scholarship. This is against the backdrop of its intersection with, and contribution to, literature derived from diverse disciplines and paradigms, such as gender studies and research into minority groups' access to and success in higher education. They argue that the scholarship assists in identifying current issues and possible strategies to address those issues, including the character of appropriate support services for doctoral students and supervisors, and the roles and responsibilities of program administrators in providing such services. The above issues are important and need to be addressed in a structured manner. The questions I raised earlier come in sharp focus here.

From above, the role and interests of programme administrators is important. This is well captured by a number of studies. For example, Pifer and Baker (2016) (in (Tanya, Marc et al. (Eds) (2019) included program administrators as a distinct group as being able and required to enact distinctive strategies in the authors' proposed stage-based approach to support in doctoral education. Zhou and Okahana (2019) (in Tanya *et al.*, 2019) investigated the relative impact of academic and financial support provided by departmental administrators on doctoral students' completion times in the United States, while Rockinson-Szapkiw, Spaulding and Spaulding (2016) (in Tanya *et al.,* 2019) considered a broader range of administrative and other support services for online doctoral students, also in the United States. For graduate students and supervisors to have a shared meaning of the doctorial journey there is need for a central and coordinated structure that can holistically take care of the specific needs and challenges of learners and academic staff alike. This is one weak link in the postgraduate training at my university that we need to institutionalize as a matter of priority. The activities assigned that unit in the university is mainly facilitating administrative procedures rather than meaningful engage in the life and academic spaces of post graduate students both local and international. Again, good practice to take home and integrate in our graduate programme administration.

The implications here are enormous for higher education in Kenya and my institution which has a lot of challenges in managing post graduate training in view of lack of adequate qualified faculty. It means that supervision is not a routine teaching exercises but a complex learning process that involves a lot of dynamics. That faculty need to be trained. The common practice in my institution is that once a faculty acquires a PhD, She/he is automatically allocated supervision load which from the experience of this workshop largely compromises quality. I must admit that I was never exposed to such rigorous learning experience. As an institution this is worth integration in our supervision and post graduate programmes.

On the same note it is good to take note of what (Gee 2015)in his social linguistics and literacies: ideology in discourse posts. ''The "Discourses" he refers to are particular social behaviors that can be identified, recognized, and accepted as meaningful and appropriate within certain groups. These include ways of thinking, saying, valuing, and doing; therefore, the term discourse represents more than language per se. It functions to categorize and discipline people in different contexts. Most of the time, it is

based on internalized and implicit "theories" or "ideologies." For instance, behaviors in a bar contrast with performances in a classroom because there are distinct discourses at work in the two situations. Similarly, writing for an academic journal conflict with writing for an entertainment tabloid because the writing is targeted toward different communities.

The point is that to achieve quality postgraduate training through supervision we need to reflect on the situational factors that may be unique to institutions and more so programmes. We need to treat learners and supervisors as human beings with unique needs and challenges and adopt methodologies that emancipate them from marginalization and thus the social system. It is important to realize that as a supervisor you are an expert and vast in the knowledge community where you belong. This expertise should be acquired through training and not entirely by accumulated experience. We are different from students as we belong to different worlds. The learners are unfamiliar in the world we belong, and it therefore becomes imperative to be inducted in it. They need access to resources that empower them to be part of our world of academia. Incidentally, most of the postgraduate learners in most universities in Kenya are already members of the academic faculty. We need to produce Scholars who belong to the academic community. In Kenya, PhD training is mostly intended for academic and research training and hardly focuses on other professional needs though some end up in the world of work for lack of openings in academic institutions. Professional training for other needs is mostly at master's level. However, the focus on professional doctorates, is important if we are to develop linkages with the national and international knowledge economy which is a critical dynamic in a globalized world today. Tanya *et al.*, (2019) argument reinforces that dimension as alluded to earlier.

It was also clear in the training workshop to understand what an academic community is so that we interrogate it as a unique social learning space. An academic community is a structure that fosters creating, sharing, and applying knowledge. Academic communities include both co- and extra-curricular activities (Glazer and Wanstreet 2012). In my understanding an academic community can be conceptualized as an assemblage of academics and practitioners involved in the construction, generation and sharing of knowledge, expertise, research, practices through diverse mutual or shared engagements. We need therefore to produce scholars who can interact and often engage peers, produce and share knowledge, inculcate skills in others, create professional networks to engage in scholarly discourses, engage in fostering new practices in one's profession and support application of new knowledge and participate in supporting and fostering social fabric and space crucial for learning. Others (Lowe 1994), argues that universities stand the danger of turning learners into ignorant academics if values in higher education do not reform. This may not however be true across board. According to (Gee 2015), some people, depending on their background, will find it more difficult to do this than others. This then has implications for the supervisor making it imperative for one to understand the basic motivations for students to undertake postgraduate learning, particularly PhDs. The gender issues in higher education are also pertinent as women face different challenges in higher education including doctorial training. This is well captured by (Carter, Blumenstein et al. 2013). Based on the above, the supervisor needs to mentor learners to stay active in the academy through attendance of conferences and publication of papers in peer reviewed journals and platforms. I have personally published with students in high impact journals. Provision of access to new knowledge is therefore paramount.

Conclusion

In conclusion I now understand better the various roles of the supervisor and realise that I have more been a teacher, advisor, facilitator and more often an examiner. However, it points to the fact there are many factors that may go in student supervision in terms of choice of area of research, research design, who to supervise, the type of student and level of competence among others which I intent to incorporate in my engagement with postgraduate studies. A big challenge in Kenya to postgraduate training and promotion of higher education is limited support to research and scholarship for postgraduate training. The Universities though strive to meet the national requirements of PhD scholars hardly provided support in terms of scholarships to postgraduate training. Out of the training there are a lot of take-home lessons which can add value and strengthen postgraduate supervision and the meet the needs of universities and the nation in terms of high-quality scholarly manpower.

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Rethinking Postgraduate Supervision: A Practical Reflection

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Abstract
The success of post graduate students is not only determined by hard work, but also, additional training on how to operate in the new world. Factors contributing to the low ranking of quality supervision in Africa include problems of unequal power relations, social inclusions, discrimination. These factors, not only hinder the creative process of knowledge production but also result to low enrollment, high dropout rates, high non completion rates and sometimes failure at final examinations of theses defenses. This paper, advances a participatory approach that encourages collective responsibility aimed at supporting supervisors to take responsibility for student success. This approach entails empowering supervisors through training, research, and mentoring and any other support systems deemed to work using models that have proven to work. Of such models discussed in this paper are supervision approaches that consider issues of social exclusion and inclusion, power relations and humanizing pedagogy, results of which are evident.

Keywords: Reflections, Supervision, Postgraduate, Power Relations, Humanizing Pedagogy

Introduction

I will begin this reflection essay by sharing on my experiences of being supervised at the PhD level. Truly speaking, I was always afraid of my supervisors because, somehow, I came to know and believe that a supervisor had so much power that if I did not do what I was asked to do, I was bound to fail, that they had the power to destroy a student's academic career. As an undergraduate student, I admired University professors. However, on several occasions, I heard graduate students complain about supervisors who were mean. This created fear in me. However, when I got to graduate school, I started learning how to work round my fears. When I enrolled in the PhD program, I excitedly shared the news with a friend who was also enrolled as a PhD student, and here was his advice: "Never argue with your supervisor, always do what your supervisor says and once you get the certificate, you can then do all these other things you want to do." He basically was saying, if you don't follow what your supervisor says, you will never graduate; power relations seen there, and one can easily foresee the problems associated with power relations.

Needless to say, my supervision experiences were pretty interesting as a PhD student. Most of the communications were via e mail and feedback from my supervisors on hardcopies of my work texts. There was minimal face to face interaction. It was a challenging journey; bearing in mind the context, being in a foreign land, relating with foreign supervisors, as (Boughey, Heuvel et al. 2017) put it, the social and cultural differences almost made it

difficult for me to negotiate as a graduate student, more so relate to my supervisors, who were locals in the land where I was studying. Reflecting back on how I did it, I realize that the desire and commitment, the positive Human Factor that I developed and nurtured helped me. Additionally, I had the opportunity to be supervised by three different professors as I pursued three Masters degree programs and I must confess that it was great and fulfilling supervision. The supervision I enjoyed at the Masters degree level gave me a foundation and a launch pad from which I was able to get round my PhD work. I have such a strong personality and I believe that one can achieve what they so desire if they stay committed and focused on the task. And that is what kept me going. One of my strengths that also kept me going was through my networks. I have lots of academic networks and I ensured that I stayed in touch and always asked for guidance whenever I hit a snag. My network selection was pretty selective and it remains selective up until today. I reach out to people who are ahead of me on career, people who can mentor me and those who have already taken the path that I am walking on. The greatest principle that has always guided me and encouraged me is that I always say to myself, "the change I desire to see begins with me." My greatest undoing and which I know was my greatest weakness that I needed to confront and not pamper was FEAR coupled with my constantly doubting my work. I always looked for someone to affirm what I had done and it was not always that I got this. Where would I have got the affirmation amidst the doubts I had throughout my PhD? This fear and doubting myself came from a lecturer who said to me before my colleagues me that I lacked the critical skills to pursue a post-graduate program. This same lecturer also went ahead and gave my classmate from his home country, my assignment to read. The resulting effect was social exclusion which had negative effects not only to me as a student, but also on how I viewed my supervisor, the department, the university and the country where the university was located. There is need for supervisors to recognize the social cultural and political contexts of students, and the students should do so too; the concept of humanizing pedagogy. My supervisor expected me to do well in my written essay but I was not able to. Maybe he assumed that I had learned and knew how to do it. Have supervisors thought about things they expect their students to be able to do and they often cannot do? Why would supervisors expect students to be able to do these things? Should students be able to do what supervisors want them to do? Supervisors are deemed as experts, and students are not. Thus, the need to support student to access knowledge should be the reason for supervisors to strive to educate the students. And upon self-reflection, I realized that indeed the lack of critical skills was a major weakness that I needed to fix. Was I able to critically evaluate any given document? No. Who would teach me? What classes would help me learn more on this? My supervisor who had more control in this area, was key in helping me learn or access information on critical skills, but more critical, think of how to develop such skills in students. Did I seek help? No. Why? For fear of being seen as a failure. Did I need the skill? Absolutely.

Reflection on how I was supervised

The experiences I went through as a PhD student have resulted to, unconscious, practices and assumptions that I have made as a supervisor. For instance, I worked hard as a PhD student, did a lot

of reading and thinking through issues on my own and so I expect my students to do this too. I was motivated and enjoyed every bit of my research work, always looking for opportunities to share with others what my research was about and what I hoped to achieve, and so should my students. Reflecting back, I realize that I took on the role of my supervisor, trying to introduce myself to the scholarly community. Good efforts, yes, but the question is how do we as supervisors nature this in our students and sustain membership with the academic community? I networked with scholars in the field so as to learn more on current research, and I expect my students to do the same. I attended conferences and always looked forward to share my work at such gatherings with the hope of getting input from the experts, and I expect my students to do the same. I also audited courses at the under graduate level whenever I realized that I was deficient in certain areas and I expect my students to do the same. However, these assumptions and approaches that I used and were successful during that time have been challenged. For instance, the approach of auditing an undergraduate course, taken as a personal initiative to remedy certain deficiencies, may not be well received by a student who expects and believes that a all they need to know must be taught by the teacher or instructions on such initiatives come from the teacher. Lessons on social inclusion and exclusion covered under the theory of humanizing pedagogy, the academic literacies theory and supervision models served as great interventions between my supervision practices and supervision experiences. This was a clear scenario where my past supervision experience strongly contributed to social exclusion of my students, as explained in the theory of humanizing pedagogy. The theory of humanizing pedagogy helps us to understand that there are sometimes instances when students are not able to do what they are asked to do. This, as explained is as a result of the different social contexts where the student developed. For example, asking my PhD student to audit an undergraduate course to remedy a deficiency in a certain area of his/her research work, and they just do not for various reasons. Humanizing pedagogy helps to analyze this refusal fairly and provide an alternative approach that would help the student remedy the deficiency. This can be done by asking the student to handle a tutorial lesson, or carry out a mini project. And as they do, they learn the relevant concepts.

The academic literacies theory lays emphasis on understanding the writing norms in any given discipline in ensuring quality research. And as a supervisor, one must learn and grow as he/she moves through his/her career by familiarizing himself/herself with what the discipline counts as knowledge, how that knowledge is made and the literacy practices used to disseminate such knowledge. And therefore, the notion of having done it on my own and expecting my student to do the same is greatly challenged. Supervisors must purpose to do away with assumptions that may impede the implementation of effective and successful supervision practices. In the next section, I reflect on my supervision practices within the notion of humanizing pedagogy and learning to develop and grow in my role as a supervisor.

Lack of Critical Skills: Effects on Supervision

Unfortunately, I have carried the notion that it is up to the student to learn how to develop critical thinking skills to my

current role as a supervisor. Knowing that I had to learn on my own, I have held the belief that all my post-graduate students have the ability to learn on their own. My supervision started in 2016, 10 years after completing my PhD. My first University appointment was at a senior administrative level, and so my full-time teaching and research began in 2016. I was assigned graduate courses and three PhD students to supervise. There was no formal supervision training, a gap that needs to be addressed, and also documented. And for fear of failure, I had to figure out how to do it. My worst weakness was the belief that I carried, that the success of a student, is dependent on the hard work of the student. No, collaboration is key. For a successful research journey for a post graduate student, a good and fruitful relationship must exist between the student, supervisor and librarian. And so, you can imagine the pressure I put on the students to perform and the endless excuses I gave for little or no progress to the department chair, oblivious of the fact that individuals enroll in graduate school for various reasons and not necessarily to gain a qualification that is aimed at developing knowledge: for money, to have something to hold on as they wait for employment, or because they have no other choice. And so, what is the best approach to supervision in this scenario?

Of the 12 graduate students I have been assigned to supervise, only one has developed good critical skills. I enjoy scholarly conversations with this student. The rest are still struggling. I have found myself being biased and portrayed by my students as having a favorite student, because I refer the rest of the students to her to learn from her with the notion that a peer/group approach (Bitzer and Albertyn 2011)would complement the traditional student-supervisor way of learning and that they would make a better learning team and develop their own learning. I assumed that students would take the initiative and attempt to engage in peer learning, but they did not. Literature shows that team learning enhances and develops students to take responsibility of their own learning. But perhaps my approach did not just work out well because of the influence I had over the students. Student-supervisor relationship seemed threatened as a result of various factors; thinking patterns, social setting, personalities (Hodza 2007). There is need for supervisors to critically examine the approaches used in supervision and select or use those they deem effective given the context and the student background. Supervision models vary and have an impact on the various stages of the supervision process. I assumed that it is normal at this stage for my students to have learned as graduate students' concepts on critical evaluations. However, because the approach of peer learning failed, re-examining the concept of how I conceive supervision was inevitable. Supervision is a process of inducting students into the new world of academia. If we think of induction, as supervisors, we achieve social justice. As a supervisor, I have a huge role to play in the success of my students, and so do other supervisors.

Lessons on the "Scholarly Communities of Practice" and understanding that our role as supervisors is to introduce students into the community of practice we are part of, requires us to change our way of thinking and acting. And also embrace lessons on imaginary conversations and helping students join such conversations should be used to complement this. Looking at it from the angle of inducting students into the new

world, I asked myself, if it was really fair that I should send them to learn elsewhere because I did it myself and so they should. With what I had learned on how to introduce my students to the community of practice, I had to change my supervision practice. I realized that as a coach, carrying authority and aiming at improving behavior would not work under this scenario, but rather a mentor, being there as a knowledgeable friend to nurture. I picked up the challenge, and being the kind of a person who implements what I learn immediately, I used the imaginary conversation approach, of providing feedback through questioning but taking on the role of working alongside the student and the results were amazing. Here is a student who was struggling to write his statement of the problem and had vague research objectives and also not very good at critically evaluating literature. I had a series of meetings with him but made minimal progress and I was getting frustrated, then boom, the imaginary conversation feedback approach salvages the whole situation. So, I asked him to tell me using five sources of literature the existing conversations on language preferences and show how his idea fits into it. He did, and we discussed each conversation together sentence by sentence. Below is a sample of his write up (permission granted by the student for use- personal communication).

Studies about Speaker Preferences in Language Use

Previous studies about speaker preferences in language use have been carried out on a number of languages and they present certain findings that will inform the proposed study. Bichani (2015) investigated patterns of language use, language identity and attitudes towards Arabic, within two Arab-speaking communities in Britain. The study employed data elicitation tools such as interview schedule with children and adults at two research sites, pupils' participants' questionnaire and informal proficiency tests in Arabic, supplemented by field notes on participant observation. The findings demonstrate that the subjects' attitudes to the heritage language in both Standard (Fusha) and Colloquial Arabic were positive. There were notable intergenerational differences in language use. That is, children expressed negative attitude toward learning Arabic outside home unlike adults. Also, language shift in speaker preferences was discernible in both cohorts as evidenced by children's preference to learning and using Standard English in public domains like school even when speaking with fellow Arabic speakers.

Other investigators studied LS and LM among the Telugu Community in India. The study aimed at finding out the (this is okay, but what if you added this statement to make it clearer?...language of choice in various domains such as home, social, entertainment, official and religious spheres. It also aimed at investigating if there were differences in language choice between the younger and older generation as well as the main reasons for LM or LS in the community. The study used both quantitative and qualitative approach to obtain statistical data. The findings indicate that the Telugu language is shifting to the use of English language more especially among younger generation. Steps for its revival had already been taken though it is not clearly known whether the process was successful or not.

Rahal (2014) investigated LS and LM among the Turkmen in Baghdad. The

study explored the domain of use of Turkmen's language and Arabic, their attitudes towards the ethnic language and Arabic as well as the factors that led them to either maintain or lose their ethnic language. The researcher selected 100 respondents from Turkmen in Baghdad consisting of different age, gender and educational background. Data collection tools such as community profile, open-ended interviews, and Sociolinguistic questionnaire were used. The results reveal that Turkmen have maintained their ethnic language over years despite presence of majority and official language. They used ethnic language in different domains especially at home, and among family members; they used both languages in different social domains like neighbourhood, place of work, schools, media and other public places. They also displayed positive attitudes towards the ethnic and Arabic languages. In sum, socio-cultural and political factors played a fundamental role in maintaining their ethnic language.

Others still analyzed the domains of language use and choice of Kinubi speaking community in Kibera, Nairobi. The study was done in relation to Kinubi maintenance in a multilingual location. Relying on the modified version of the Ethnolinguistic Vitality Theory (EVT) by Landweer (2008), eight indicators of assessing the ethnolinguistic vitality of a language were used in line with the research questions. The qualitative study employed the descriptive design on account of its focus on primary data elicitation tools such as interview and observation schedules. A purposive sample of 30 respondents and 3 homes was used. The study findings demonstrate that the Kinubi, a minority language spoken in Kibera, Nairobi, seems to thrive in various domains especially the home domain where it is the natural language of choice. This is contrary to the assumption that the language is likely to face maintenance challenges.

Muthoka (2010) carried out a Sociolinguistic study to investigate Kikamba language shift/maintenance and to identify attitudes towards Kikamba among Kamba parents and their children in an urban upmarket in Nairobi. The study took an eclectic theoretical approach; Gaelic Arvanitika Model (GAM) by Sasse (1992) and the Marked Bilingualism Model by Batibo (2005). It used a mixed research design and combination of research instruments namely; questionnaires and participant observation to collect data on language attitudes and language choice. A semi-structured interview was used to collect data on decline in knowledge of the basic vocabulary of kinship terms within the Kikamba lexicon among the Kamba children. The informant sample consisted of 24 respondents; 12 parents and 12 children. The results indicate Kikamba in an urban upmarket is losing its territory because children speak English followed by Kiswahili.

In view of the above studies, the proposed study will borrow some insights in investigating the Ilwana language speaker preferences in different domains and age groups, the reasons behind the preferred preferences, the languages involved, the direction of the source of preferences and the extent to which such preferences may or may not lead to shift.

And here were my comments to him:

1. *What are those insights? Why and how does that shape what you want to study about Illwana?*

Let us examine the context of each literature that you have shared. 1). The Arabic context- Arabic speakers in a foreign land, UK and NOT their homeland, the researcher using informal tests and other tools examines the patterns of use of Arabic, links this to attitude and identity. I guess his observation may have been that the Arabic users in the UK had developed certain attitudes and identity issues since they were a minority…IS THIS CONTEXT SIMILAR TO THAT OF ILLWANA? SO WHAT INSIGHTS DO YOU DRAW FROM HERE? 2). Telugu in India-shift or maintenance between Telugu and English!Context- Telugu is spoken predominantly in Indian states especially A. Pradesh where it is official. In this same country India, English is an official language to the extent that Indian English is a well-studied variety. Implications, two official languages, competing. Where is the shift and where is the maintenance was the authors concern with respect to Telugu. And to do this, examines various domains, home, social, entertain, religious etc.. but the basis here is that they are both official languages…IS THIS CONTEXT THE CASE WITH ILLWANA? SO, WHAT INSIGHTS DO YOU DRAW FROM HERE? 3). The Turkmen in Iraqi,,,even though they officially carry a Turkish heritage, in Baghdad, their language was given an official status competing with the most widely spoken language Arabic. So, these guys end up being a minority...Context is like that of the Arabs in the UK…and so the researcher uses the stated methodologies to analyze shift/maintenance. WHAT INSIGHTS DO YOU DRAW FROM THIS CASE WITH A DIFFERENT CONTEXT TO BE ADOPTED FOR YOUR ILLWANA CASE? 4). Nubis's in Kibera are a minority too…different context!

CAN YOU TELL ME MORE ABOUT ILLWANA?

- *Where are they located?*
- *Are they a minority in their location?*
- *If not, what warrants us to study shift or maintenance among them?*

Lesson: good work you studied the conversation round language preferences, but what about accounting for Illwana?

2.*Back to your objectives…*

Ignoring the contexts from the cited texts, don't you realize that researchers tied the preferences to age and/or domain…if we adopt this but of course after describing our context, don't you think that your objectives 1 to 3 = 1 objective…and how would you make this objective stronger and researchable? You have Illwana, youth, adults, age, domains which you have not even stated and if you see above, the researchers stated that clearly… Can we use this approach to formulate better researchable and clear objectives?

3.*So, with the forgoing, can you try and formulate three good working objectives?*

As indicated earlier, the results were exciting and the progress notable. The approach has been used on all candidates and the feedback is good; "*now I get it. I cannot get into a conversation I do not know what it is all about. I need to read more*." Exciting indeed to see this remarkable progress and encouraging comments. Providing feedback that benefits students and helps them to write better is encouraging. This can be achieved when supervisors embrace or use feedback as a two-way conversation; imaginary conversation, rather than using symbols that may not even be understood by the student.

Reflecting on our own University context, policies and institutional culture, I cannot help but ponder over the issue of humanizing pedagogy and supervisor contribution. Humanizing pedagogy refers to supervisors understanding that students in some instances may not be

able or cannot do what they are asked to do. This inability to undertake given tasks by students results from the different social contexts from which they have developed. And therefore, it is the responsibility of the supervisor to make things fair for the student. For instance, getting students to learn how to develop their own writing is quite challenging. There is no effort or minimal effort placed on practicing writing through various activities. The students hold the belief that any errors or major issues in their writing would be corrected by the supervisor. This belief has been internalized through experiences the students have gone through in high school, undergraduate and some even at the graduate school as they pursued the Masters degree. To help them understand that it is important for them to master writing, I engage them to handle tutorial sessions for my undergraduate writing class. I also ask them to audit some of the courses I teach. And finally, engage them in some of the projects I do, as well as encourage them to join me as co-presenters and/or co-authors at international conferences.

Let me begin with the supervisor contribution. In my institution, a student is assigned two supervisors, both supervisors are at an equal level. But the question is, should a student fail to pull through, do they both take responsibility? How much does each supervisor contribute? What areas of supervision does each contribute? Do they share common beliefs towards the student's work and guide in unison? I am asking all these questions because it is an area that co-supervisors need to be clear about from the start of supervising a student. What is my role and what do I hope to contribute in the supervision process? This is a question I must provide an answer in all my supervisory role of each student. And one of the roles is to provide information to develop a student's writing skills, direct a student in obtaining skills among other roles that (Lessing 2011) argues that most supervisors seem not to know or hold the belief that it is the task/responsibility of the student. This is an area of great need that institutions need to take note; continuous training of supervisors on their roles and how these roles change with changing contexts, policies, social cultural factors, student needs among other factors. This sensitization on roles is now becoming clear because am beginning to ask myself the roles I play in the co-supervision with my colleagues, making my work easier as it becomes clearer. I recall requesting the Chair of our Department to add a colleague to our supervisory team who was an expert in a methodological tool the student could use and she was more familiar with it than the two of us who were assigned to supervise it. I discovered her expertise in a conversation that colleagues engaged on in a departmental WhatsApp media platform. Unfortunately, institutional policies on qualification could not permit this. Here is a case where the Team supervision model would greatly complement the Co-supervision model as an alternative approach to supervision (Bitzer and Albertyn 2011)were it not for institutional framework policies. Needless to say, my colleague agreed to support the student, but the department indicated that she would not be acknowledged. What happens when institutional policies hinder quality in postgraduate works? This is a question worth thinking about. Quality and policies at conflict! The ultimate is that supervisors must enable students to produce quality work.

The second area that needs further development is the area of developing

student academic writing. Increased pressure has been placed on the role of academic writing which remains to be the primary way through which new knowledge is built and contributes to a field through research (Wilmot, Lotz-Sisitka et al. 2015). As such there is mounting pressure on both graduate students and staff to master and embrace the ability to write in a formal style. Despite various activities such as writing workshops, establishment of writing labs etc that Universities have put in place, academic writing still remains a challenge in most Universities. Available literature proposes various approaches (genre approach, content best, effective activities) to teaching academic writing (Coffin 2003); Xu & Li, 2018). Supervisors need to develop student writing, but the challenge is that most supervisors may be novice writers just like their students especially those who have just recently completed their PhDs. Because writing is critical, there is need for one of the co-supervisors who is more experienced in writing to mentor a young growing supervisor. But in some disciplines, one may not even find a supervisor to serve as a mentor. Looking at most institutions, there is a worrying trend. Most experienced professors are more involved in research than supervising. Supervision is a choice and not a requirement among such professors. And because they are professors, they don't see the need to supervise in order to be promoted. They are already promoted, so they have chosen the research path. Only a small number are mentoring young upcoming supervisors. So there is a big gap in supervision mentoring accruing and if not dealt with, greater challenges may be experienced in the near future. How else, can this challenge of academic writing be addressed? There has to be an effort both from the students and the supervisor to understand and delve aggressively into academic writing. McKenna's definition of academic writing "*that there is no such thing as academic writing*" in a zoom training session on May 5, 2020 on "*Why is academic writing so hard*?" is quite encouraging. That it is achievable by anyone when we look at it as academic literacies-writing norms of the discipline. It involves joining a conversation and contributing knowledge which is unique and specific to a discipline. Each discipline had its own norms, values and intentions, and so the writing for that discipline reflects this. And those in the discipline know how to do it. They learn from what others have written and understand how writing goes on within the discipline. This makes writing focused and easier to deal with as opposed to using an approach of teaching that is so abstract on academic writing, because it helps one understand what the discipline counts as knowledge, and ways in which knowledge is made in that discipline. Therefore, in my case students and the supervisors must understand the ways of writing expected in our various fields. (Wilkinson 2011). To get students to write articles even though they know that it is a requirement for graduation is a hard task. Conference participation for both the student and the supervisor helps develop student writing and presentation skills. It is an approach supervisors can embrace to induct students into the new world. It also ensures social inclusion, as it provides opportunities for students to communicate their research to both academic and non-academic communities. And it is exciting to see the initiative of working together also come from them.

In conclusion, I can confidently say that participating in the supervision training CPC course was an exciting learning

experience providing deep insights on supervision to only think about but also master and run with as I supervise my students. And being my fifth year in the supervision journey, there is no turning back. In line with this, we lay emphasis on constant skills development training coupled with personal effort and commitment to improvement which is key to attaining effective supervision. Supervisors must pursue personal and professional growth and embrace changes that bring out effective supervision, collaboratively working with students, developing and focusing on activities that promote social inclusion, reduce discrimination, deal with problems emanating from unequal power relations to promote knowledge production and reduce non completion rates. All these require one to continuously learn to develop a positive human factor.

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Reflecting on the Significance of Models of Supervision in Postgraduate Studies

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Abstract
The search for the best supervision model for postgraduate studies is an ongoing debate among scholars. Institutions are ever looking for ways that will ensure that the supervision of postgraduates will result in well prepared graduates, result in best completion rates and help graduates realize their aspirations as scholars. Co-supervision seems to be the traditional model used in most Kenyan universities in spite of its shortfalls. In this paper, I have used personal experience and reflection while engaging a wide spectrum of scholars to examine traditional and alternative models of supervision. These models encompassing solo-supervision, co-supervision, team supervision, panel supervision, project supervision, cohort supervision, and blended group supervision are examined and their implications for supervision. I conclude that it is pertinent to employ models of supervision that are more collaborative in approach due to their relevance to interdisciplinarity and the critical academic needs in the various stages of research work.

Keys words: Postgraduate supervision, models of supervision, power relations, collaborative approach.

Introduction

In this essay I seek to reflect on models of supervision based on my personal journey on postgraduate studies within the Kenyan context. Currently, the main approach institutionalized in Kenya and even grounded in guidelines to postgraduate studies to supervision is co-supervision. As discussed below this model has shortfalls in some dimensions which other supervision models such as team, cohort or project supervision and other collaborative approaches could help minimize. Considering that the purpose of supervision in a postgraduate setting is to provide the best support for the students to realize their aspirations as scholars, it is pertinent to seek alternatives and better ways rather than sticking to outdated and irrelevant traditional models. Critical to the process of postgraduate studies is the relationship between the supervisor and the supervisee. Understanding competence is an important component of the process though it alone cannot lead to desired and quality outcomes (Ten Cate 2006). It is noteworthy that a supervisor plays a significant role in the performance of a student (Hadi and Muhammad 2017).

The initial focus is this reflective essay is to explore various models of supervision within the context of scholarly discussion and personal experiences. Though no model is perfect, expounding their characteristics, relevance, advantages and disadvantages in this essay aims at identifying the best practice in postgraduate research today.

Models of Supervision

Throughout my postgraduate work in my institution, the dominant model has been and remains to be co-supervision. However, reading and studying about the various models of supervision has provided me with the opportunity to reflect on my personal practice and experience. The models which exist such as one-on-one or solo supervision, co-supervision, team supervision, panel supervision, project supervision, cohort supervision, apprenticeship among others, each has strengths and weaknesses (Taylor and Humphrey 2019). These models have implications on the research work at all stages including choice of topic, methodology, development of research design, securing

funding, feedback on writing, providing subject matter expertise, quality assurance and compliance, monitoring and reporting on progress, and selecting examiners (Lessing 2011). Certain models of supervision are more suited to certain disciplines than others based topic, purpose, theoretical grounding, design, methodology and aim of the study.

The experiences I have gone through have highlighted that supervision involves not only supporting the student through the technical parts of the research project but also extending the support to the candidate at a personal level. Supervisors have discovered that the support does not end at the completion of work and graduation, but goes beyond (Taylor and Humphrey 2019). How the three major dimensions of supervision, that is, intellectual, methodological and pastoral play out in different contexts is a subject of interest in academic discourse and practice (Watts 2010).

Solo-supervision

Solo-supervision model also described as one-on-one model is the traditional model which prepares the student for independent research. Here the supervisor is the expert guiding the apprentice throughout all the stages of research process. The individual supervisor solely plays the expert role as the guide, mentor, advisor, teacher, manager and supports the student from beginning to the end of the project without the support of any other person (Nulty, Kiley & Meyers (2009); Parker, 2009).

Some have argued that the supervision in this model is more flexible because it is between only two individuals. It is easy to go through the stages of the project fairly quickly. Those of the disciplines of humanities may find this model more attractive particularly where interdisciplinary blend is absent and so there is no need for diverse methodological expertise. However, it is less attractive among those of natural sciences because projects often involve diverse methodologies and topics often encompass other disciplines.

However, the tension between the merits and demerits is an ongoing debate. For instance, the supervisor may become overbearing and force the student to do the project according to his way, though institutional controls can mitigate. The student has no alternative if there are disagreements between the two. Furthermore, the student cannot benefit from other scholars' ideas. Even where the supervisor is experienced, the contribution would still be narrow and lack diversity in perspective. This style of supervision is known to have challenges ranging from personal, academic, ethical and sometimes racial or ethnic/cultural issues (Olmos-López and Sunderland 2017). It has been noted that students have not been fully satisfied with the inadequacy of feedback by supervisors regarding their research work. Other areas of shortfalls include possible supervisor's insufficient knowledge of the relevant field touching on methodology, technical knowhow, and constructive criticism of the subject among others.

There is also little support from the supervisor and inadequate time due to workload since the supervisor may have other responsibilities such as teaching, administrative work and supervising other students (Wadeesango and Machingambi 2011). In my context, co-supervision is main model but in practice one supervisor seems to dominate the supervisory process. Researchers report the same experiences in other contexts (Spooner-Lane, Henderson et al. 2007).

Sioux McKenna has explained the historical roots of this model which sometimes described as the 'Master-Apprentice' or 'Oxbridge tutorial model', which came from Oxford and Cambridge (McKenna 2017). Reliance on this approach is problematic for postgraduate research mostly requires collaborative involvement for students and supervisors.

Production of knowledge is not a solo exercise but mostly happen in a community. Studies on experiences of students and supervisors have concluded that reliance on this model of supervision promotes inefficiency in postgraduate work (Cloete *et al.,* 2015).

A single supervisor might not be all rounded in topic, problem, theory, methodology, content and scholarly writing skills. It becomes challenging when there is staff mobility. But if the supervisor is committed and thorough the result will be satisfactory supervision. But this is not always the case because this model fails to meet the threshold of best practice in supervision.

Co-supervision

Regarded as an extension of solo-supervision model co-supervision is a situation where supervision of postgraduate students encompasses two and sometimes three supervisors. It is sometimes described as 'supervisory committee' in a case where several supervisors participate in supervision, mentoring, sponsoring and also coaching the student. Occasionally it is used in training/mentoring an inexperienced supervisor by pairing with an experienced one. Co-supervision is the most common practice in the Kenyan context where two supervisors and rarely three supervise one postgraduate student. This model works well in most disciplines in humanities.

Reflecting on my personal experience shows the significance of supervision on the supervisee. The roots of my supervisory experience started when I was doing my MA studies. This phase was the most influential in my academic work. Clashing with my initial supervisor on statement of the Problem was the first major problem. The supervisor had wanted to force me to accept a particular way of crafting the statement of the problem which went contrary to the way I had learnt in the course on research methodology. This is an example of power play which was eventually resolved by the chair of the department (Hemer 2012). This disagreement let to change of supervisor.

The other incident was when I wanted to get resources on the topic. The lead supervisor literally took me to the library and showed me how to go through old journals to identify the ones relevant to my topic. I have done the same for some of my students.

An event still edged in my memory is one in which the response from a professor left me discouraged. I gave my first draft to him to read. The following day he rudely returned the copy to me with the words "how could you give me such rubbish". I was discouraged for some time but then I checked the work to try to understand why he had responded the way he did. Eventually I resolved the issue by rereading my proposal, which meant rewriting. However, the response of the supervisor was inappropriate because it failed to provide direction concerning the work. Instead it undermined and marginalized me as a student. In supervision, proper feedback engages both the text and the writer by, for example, challenging the student to think more critically on the subject, provide alternative ways of looking at topics, relating the discussion to the main topic (Bitchener, Basturkmen et al. 2011). Supervisors are expected be positive in their feedback and the comments should not only provide specific guidelines on improving the work but also be clearly and timely communicated (Carless 2006).

The first supervisor would make critical comments about my work. Whenever I needed feedback from the second supervisor, he would ask what the first supervisor had said. He would then tell me to go by the comments of the other. While I remember much about the first supervisor, I can hardly remember any contribution from the second supervisor. I was aware of any issues to do with

seniority between the two supervisors. As I reflect now, the first supervisor had more interest in research work than the second supervisor. At that time, the first supervisor was in the process of writing a book on academic writing which was eventually published (Peter 1994). There should have been prior agreement between the two supervisors on tasks each would take in the supervision including shared responsibility and student-centered supervision could have been discussed and established.

The challenges of this model do exist which can result in the delay of the student or results in confusion among many others (Spooner-Lane, Henderson et al. 2007). One of the problems has to do with relationship between the student and the supervisors as well as between the supervisors. Also, it can delay the student if one of the supervisors does not give feedback promptly. Ideological conflict between the supervisors is common. When that happens the student is caught in the middle of the power play between the supervisors (Watts 2010; Olmos-López and Sunderland 2017). Dealing with power dynamics within the team requires shared commitment, supervisory practice that is focused on the student, mutual respect, intellectual generosity, division of labour especially making prior agreement on responsibilities among other things (Watts 2010).

In dealing with power play in supervision, some institutions have introduced contracts done between the student and supervisors to ensure commitment to the supervisory process. Another way is monitoring through frequent reports submitted to the chair of the department using designed supervisory forms signed by both the student and the supervisor.

Multi-disciplinarity is an important aspect of effective supervision (Nisselle and Duncan 2008). For instance, one ongoing research involves a medical student carrying out research on a topic touching medicine and anthropology. One supervisor is from the Department of Anthropology while the other is from the College of Health Sciences. Where the supervisors bring in their diverse expertise, it becomes enriching to the study. With relevant controls in place such as shared responsibility, and even student-centered supervision mentioned above, this methodology is very useful.

In my personal experience in co-supervision, I have found out that the two supervisors give diverse views and sometimes conflicting views on all aspects of the project. This results in a tag of war between the two disadvantaging the student. It may result in conflict between the two supervisors and even in some case one supervisor pulls out. As chair of postgraduate committee in my school, I often come across cases like this. In one incident, a supervisor who had delayed with the student's work was to be replaced by a new supervisor. Such cases are first handled by department postgraduate committee before forwarding through the head of department, then the dean of the relevant school. Some cases have ended up in the office of the dean graduate school. Shared tasks and prior formal agreement could be done to forestall such scenarios.

Scholars have pointed out disadvantages of this model. One clear problem is that students may miss out on broader discussions with other students and faculty. Isolation from other students and staff may limit researcher capability development if the requirements for contributing to the knowledge economy are considered. In many cases there is power dynamics between novice and experienced supervisor if prior agreement on working modalities is not discussed.

Team supervision

More supervisors supervise one student. Interdisciplinary nature of a student topic would call for this model of supervision. Different expertise is brought to the study as the student is not dependent on one supervisor's knowledge but from many.

Team supervision may also be justified as insurance or preemptive measure to academic mobility (Pole 1998). The advantage for the student is the opportunity to view the project title or topic from different perspectives. It encourages more critical scrutiny of the project by comparing and evaluating the various perspectives.

In team supervision, supervisors can also exchange ideas and learn from one another while the student will learn from the supervisors thus widening his/her field of thought. The discussion between the supervisors in tackling some complex problem sometimes takes place in this kind of arrangement. Completion rates and reduced incompetence is seen to an outcome of this arrangement of supervision. The natural sciences, for instance laboratory research, rely heavily on team supervision due to the nature of research involved requiring different expertise in both methodology and subject matter. With interdisciplinary nature of programmes and use of qualitative and quantitative methodologies in research, using this model even in humanities is critical to postgraduate projects.

The challenges of power play between the student and supervisors and between the supervisors can easily be resolved by assigning specific tasks to the supervisors and putting accountability measures in place. Problems arising from intellectual conflicts as well as personal differences which may negatively affect the student can be addressed by invitation of a neutral arbiter (Watts 2010). To reduce conflicts any meetings between the student and supervisor must be done with the knowledge of all the others and comments shared with all.

Panel supervision

It is a team-based approach to supervision where each person in the panel has a particular role in the supervision of the student. The model makes provision for expert and multidisciplinary supervision teams, with the inclusion of end-users where meaningful and appropriate contribution takes place. The involvement of many supervisors from different disciplines in supervision of a student or project enriches the project. Each supervisor is assigned a particular task in the panel for the purpose of advising and mentoring research students. This model works well for interdisciplinary research and/or joint programs which is true in both natural sciences, social sciences and humanities.

It not only benefits the student as indicated above, it also benefits the supervisor working in the team by establishing new collaborations from colleagues from other disciplines. The problem of power dynamics are also lessened due to mutual benefits resulting from different expertise. Less experienced supervisors also enhance their knowledge from more experienced colleagues in the team. Due to the widened team, staff members have more flexibility for leave or participation in other activities. If for some reason, one supervisor leaves the student is not disadvantaged due to the presence of the other supervisors. Any research outcomes from the project may be of great benefit to the members of the team as well.

In panel supervision each supervisor brings on board different perspectives, expertise and methodologies one result being reduction of power dynamics (Wisker, Robinson et al. 2007). Clear communication is usually done to clarify issues and explain the responsibilities of each supervisor.

Another dimension is that "…the more the supervisors, the more the input and the more measurable value additions" (Van Biljon and De Kock 2011). Panel supervision produces work that will be more beneficial to the consumer of the research output. Due to the multi-disciplinarity of the project, it is more likely that new knowledge will be produced, better trained graduates for the market place, and possibly research that is evidenced-based, up-to-date and relevant.

Recently, I participated in a collaborative research which required different approaches in methodology. The project focused on biomedical, psychosocial and spiritual issues within a hospital setting. Both qualitative and quantitative research approaches were employed. Issues of culture came into focus as well as indicated in the published (Kamaara, Nyongesa et al. 2019).

Project supervision

It is a situation of a team of postgraduate scholars and possibly a team of supervisors working together on a related set of research problems or same project. The supervisors share responsibilities to deal with particular tasks depending on their expertise. Students and supervisors can come from different disciplines depending on the project. In this model students at any stage in their work can learn from each other and from the supervisors.

This approach to supervision is highly motivational for postgraduate students to work in a larger team. Novice PhD student learns from experienced supervisors. Supervisors generally consult each other and therefore help each other in supervision.

Project supervision fits well in disciplines where there is an interdisciplinary project and also joined programme. Natural sciences benefit more from this approach due to the need for diverse expertise in the research process. Presently, universities are leaning towards interdisciplinary approach to learning and research thus making project supervision and other collaborative approaches necessary. One of the consequences of project supervision is working as a community involving students and supervisors. Sioux clearly points this out stating that "Doctoral programmes, in which communities of scholars work together, have become increasingly common" (McKenna 2017).

Cohort supervision

The current interest is tipping towards cohort supervision where groups of postgraduate students who enter programmes in a particular year work through research together (Burnett 1999). Mostly, supervisors guide many students mostly in the first and last stages of their research. This model fits well in the natural sciences because of diversity and expertise in methodology and research topics. As humanities move into interdisciplinarity, this model of supervision becomes important.

Several advantages on this approach can be noted especially on the part of the students. Students apply the same methodology in the research, learn from each other, receive and give social support, exchange ideas, critique each other's work and give positive feedback. They also face vulnerability and conflict in a safe and healthy environment (Hans, Agne & Morkenstan, 2018). The model makes use of intervision and workshops. Researchers have indicated the significance of collective supervision (Agné and Mörkenstam 2018) Apart from what is mentioned above, it promotes cultural exchange and positive acquisition of values of research practice.

In our institution particularly in the School of Arts and Social Sciences, we have a common course on research methodology for all new postgraduate students. They are put together and taught the course by various lecturers. The focus is to promote postgraduate community and make students aware of diversity as well as interdisciplinarity.

This model works well in all disciplines for students are helped to locate their areas of focus and at the same time interdisciplinary approach to research. Various theories and concepts are explored enabling the students to locate their disciplines within the wider academic environment.

(Stracke 2010) has correctly pointed out that where students work together they learn from one another. Our institution informally encourages students to work

together, but this needs to be strengthened by developing policy framework for structured and better outcomes. It is when students work together that they share ideas and make fruitful discussion on their research topics. This in line with (Wisker, Robinson et al. 2007) who state that group supervision provides supportive cohort collaboration.

Blended group supervision

This model describes a situation where there are more supervisors and more students involved in carrying out projects through both offline and online sessions. Students also learn from one another especially utilizing online blogs or virtual peer learning online, group supervision among other ways. The current situation in the world of promoting technology in learning and social distancing requirement encourages this model of supervision.

By initiating reading groups and classes, skills workshops, the workloads of the supervisors are reduced. This model works well in all disciplines and improves the quality of students' research output (De Beer and Mason 2009). The approach is suitable also for writing for publication groups.

Implications for Practice in Supervision

Presently the interest in postgraduate studies has continuously focused on completion rates, funding challenges and also competition over student numbers (McCallin and Nayar 2012). There is a persistent search for the best model based on how it plays out in the type of research, discipline, context, quality of graduates and usability of research output.

Researchers are building strong cases towards more collaborative models for various reasons. As already pointed out, at Moi University and particularly in the School of Arts and Social Science the approach used is mostly co-supervision. However, as indicated above inter-disciplinarity in programmes is necessitating more collaborative approach to research. Models that encourage more collaborative approaches to supervision should be explored instead of the traditional methods of solo supervision and co-supervision. Teams of supervisors provide a smorgasbord of ideas, attitudes, personality and fields that provide the student with an exciting atmosphere of research as they also benefit from their peers. It makes the journey interesting and enriching because of the greater support.

(Alam, Alam et al. 2013) notes that supervision is a complex social encounter which involves two or more parties with both converging and diverging interests. Therefore, balancing these is very crucial to the successful supervision of postgraduate research projects

Ultimately the postgraduate supervision aims at promoting outcomes that will be effective, successful, and encourage good student-supervisor relationship among other things (Van Biljon and De Villiers 2013). It has been found out that working in teams in collaborative learning environment promote best practice in postgraduate work.

Collaborative models such as team supervision, cohort, project, blended supervision models among others should be encouraged. In our school, multi-disciplinarity in topics and methodology is common leading to the need for expertise in the relevant areas. For instance, a PhD candidate was researching on a topic touching religion and history. He was therefore assigned one supervisor from the Department of Religion and the other from the Department of History. Another example concerns a student from College of Health Sciences working on a topic requiring experts from medical field and the other from Anthropology. Such a project will benefit more from the participation of supervisor with diverse expertise.

As for providing subject matter expertise more collaborative models score high due to various perspectives as well as knowledge and diverse experiences

(Grossman and Crowther 2015). This is also true in feedback, quality assurance and compliance, monitoring progress, reporting on progress though it may be more challenging where many supervisors are involved. This is easily managed by task sharing among supervisors.

Conclusion

Reflecting on my personal experience of supervision, I can conclude that models of supervision affect postgraduate research in significant ways. Supervision is critical in all dimensions of postgraduate studies right from the identification of the topic of research, crafting of methodology, theoretical framework, data collection, writing of the thesis, examination process and beyond graduation. The role of the supervisor in mentorship is significant in supervision process and in the training of supervisors. Through my personal experience of being supervised, supervising and in the leadership of postgraduate docket, and through training and discussions on various models of supervision, the need for more collaborative approaches such as team supervision, cohort supervision and project supervision just to name a few is significant. The advantages far outweigh the disadvantages and thus these models are highly recommended for institutions who take postgraduate work seriously.

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Postgraduate Supervision: A Reflection of Personal Experiences

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Abstract
This paper provides a reflection of personal experiences of a postgraduate supervisor. It demonstrates the challenges, encounters and opportunities for improvement that a postgraduate supervisor at both PhD and Masters levels contend with in the process of supervision and examination. Specifically, the paper introduces the Kenyan context from a policy and legal point of view. It further exhibits the effectiveness of postgraduate rules and regulations within the context and a reflection as a supervisor. Moreover, regarding models of supervision, the paper provides insights from postgraduate supervision experiences. The practices of scholarly communities as well as the relationship between supervision and library resources is also explained.

Introduction

The legal and policy framework governing postgraduate education, including supervision, in Kenya is guided at the National by the Commission for University Education (CUE) Regulation (2013), as well as specific university postgraduate. For example, Moi University's Rules and Regulations Governing Post Graduate Studies (2018), which are consistent with the CUE Rules and Regulations as guided by the provisions set out in the Kenya's Universities Act 2012, which was repealed in 2016. In this respect, this reflective essay is underpinned by the stated policy, legal and institutional framework as well as the best postgraduate practices globally. This framework also provides the principles and values for postgraduate education. In addition, this essay applies the ideas of a reflective model suggested by (Rolfe, Freshwater et al. 2001)which is based upon answers to these three fundamental questions: ''What? So what? Now what?'' regarding the central elements of the key themes. Further, it is assumed here that postgraduate students have undergone through in-depth training and thus have a deep understanding of their respective disciplines besides acquiring appropriate research skills, competencies and knowledge. This way then, the supervisees are able to handle their research work competently thus the main role of the supervisor is to guide, coach and mentor.

The supervisor on the other hand ought to have a thorough expertise in his/her knowledge area besides having good supervisory and teaching experience while tooled with the right world view for proper supervision. He or she needs to know the theory to be able to apply the practice of the area of expertise. The academic side of one's learning should not be underestimated by placing all the importance in the practical experiences one encounters. Nevertheless, the intricacy of generating and putting one's knowledge into real-life situations may only be understood through experiential practice and research.

Postgraduate Rules and Regulations: Being a Supervisor and Supervisee

Supervisors and supervisees at Moi University, Kenya are guided by the provision of the Rules and Regulations Governing postgraduate Studies (2018) which makes provisions for applications and admission for graduate studies and examination processes. It is also heavy on the aspects of supervisors and supervisions, covering aspects of appointment of supervisors, guiding principles of supervisor, responsibilities of supervisors and those of students as well as thesis processing and examination. The Rules and Regulations also addresses

ethical and plagiarism issues, complaints handling procedures and compliance issues together with guidelines for thesis writing supervision progress reporting and oral defense scoring.

Kenya is the second research powerhouse in Sub-Saharan Africa, after South Africa. This creates opportunities to improve and strengthen the supervision of postgraduate students. The World Bank (2019) reports that in the country at the present, only 10 percent of those who start a doctoral program actually graduate. This therefore calls for the application of a strong monitoring system to help increase completion rates among the candidates. For my case, I normally ensure that whenever hold a meeting with my supervisees, I ensure to fill and sign the Supervision Progress Reports provided by the Moi University Rules & Regulations Governing Postgraduate Studies. Normally, the agreed issues following the supervision are filled in the space and signed by both the student and the supervisor and kept in a file which the supervisee holds. In some cases, however, some candidates lose them sometimes on purpose. In one of the cases, the student claimed that the documentation is a waste of time and indicated that the documentation is intended to be used against them when indeed they are meant to protect their interests.

To ensure compliance to these regulations, the supervisee and the supervisors are ideally required to have been given an orientation. However, this rarely happens. The graduate school being the custodian of the policy had cascaded its implementation to respective schools which in many instances are flouted mainly because of lack of awareness. Ethical issues for instance are generally not followed to the letter. A student whom we were co-supervising with a colleague when asked to check for plagiarism indicated that it was not a requirement as advised by the alternative supervisor. This was further exacerbated by the fact that the co-supervisor was a very experienced and senior supervisor. When the rules and regulations were shared with the senior colleagues he was surprised that such documents even existed. It therefore forces schools to conduct methodical and systematic orientation of such important rules and regulations not only with students but also supervisors.

Regarding complaints, the Rules and Regulations provides for a procedure for grievance reporting and handling. Despite this, many students and even supervisors are not aware and even when they are, there is fear. In one instance, a supervisor informed a student that ‘before her work can be, she had to befriend the supervisor’. The student avoided meeting the other supervisor for a while until a time she raised the issue when taken to task about the contribution of the other supervisor. This could be a tip in the iceberg and the practice could be rampant but unreported due to social-cultural issues in the African context. This agrees with the assertions of (Lee 1998)in her article ‘Sexual Harassment in Ph.D. Supervision’, in which she analyses dynamics of sexual harassment in cross-gender, one-to-one PhD supervision context and discussed the reflections of two women research students' on their supervisory relationships with a sexually harassing male supervisor, including the processes of obtaining a supervisor and the establishment or curtailment of the relationship. When students decide whether or not to be supervised by a particular individual there is a tension

between personal compatibility and relevant research expertise.

There have been cases in my department in which owing to previous engagements in the course of duty, some supervisors have held grudges with some supervisees either directly or by association with others. This happens despite stringent processes and requirements. I have witnessed outright targeted and unwarranted attacks in which some examiners discriminate against some candidates. A case in point is when some individuals harass openly a candidate during presentation of proposals and thesis even when the work is good while going soft on some candidates even when their work is wanting. This happens in the presence of school administrators in some cases, nothing is done. The student is forced to take longer in their work unnecessarily, failed or in some cased forced to drop from the journey.

It therefore becomes essential that postgraduate students should be empowered to understand their roles as well as their rights. In addition, it is important that the quality of learning and supervision should be strengthened in universities. In addition, supervisors need to be inducted properly so that they can understand and internalize their roles and responsibilities including possibilities of being reprimanded in case of non-compliance. There is also need to improve gender balance by significantly increasing the proportion of qualified female academics who will also serve as supervisors and mentors for female students. Efforts to that effect are needed not only from an equal opportunity and social justice viewpoint but even more importantly because diversity among instructors and professors is known to produce better results in terms of academic excellence and decision-making capacity in universities, as demonstrated by several pieces of research (references here).

As a supervisor, I am responsible for guiding a supervisee in the conducting of the research. At my university, if the supervisor is not available for supervision for a period of up to two months, the relevant, he/she is replaced by following laid down rules and regulations. However, in some instances some supervisees after engaging with a supervisor and realize for one reason or the other would wish to change the supervisor. Although this is not a common scenario, it happened that one time one of my supervisees without my consent was reassigned to another supervisor with disregard to existing procedures simply because the candidate wanted to work with a supervisor who is more 'friendly'. As much as I would wish to facilitate and coach a candidate through provision of expert guidance, direction and constructive criticism while maintaining progress of the work in accordance with the approved program and throughout the stages of the research as required, sometimes internal organizational politics come into play and prevail over professionalism. In this regard, postgraduate administrators should ensure they familiarize themselves and master graduate rules and regulations and other relevant university policies and other regulatory policies to avoid such scenarios besides complying with ethical requirements.

As a supervisee in a European University, I experienced an interesting scenario in which one of my supervisors insisted that my English was not good enough and demanded that I should send my thesis to be edited by a native English speaker despite the fact that the language of instruction throughout my education life was English. In my view, this could have been driven by stereotypes of racial and socio-economic class, status or even personality supremacy bias. Despite taking the work for editorial as instructed,

there was little if any changes on the work. Although such discrimination is not openly practiced, (Žalėnienė, Krinickienė et al. 2016), and (Julian and Luiz 2019), seem to suggest that discrimination of different kinds are rampant across Western Europe and the Americas.

Models of Supervision

There is no specific mode of supervision required at my university. From tradition and practice the main styles of supervision is one-to-one in which the supervisee interacts on face-to-face and sometimes online; cohort supervision; panel supervision and co-supervision (Bitzer and Albertyn 2011). Owing to the increasing demand for supervision and demands of work, innovative supervision models have been utilized. For example, apart from one-to-one supervision which is predominant, I have recently applied cohort supervision or co-supervision where groups who enter the programme in a particular year work through the research stages together thus the supervisees are taken through the journey of the research work simultaneously.

This improvisation under normal circumstances has seen the supervisees and myself to meet together at the same time and discuss progress simultaneously. Different cohort of students are handled at a time. Whenever appropriate, the senior cohort is requested to assist and support their junior colleagues under my guidance. This has led to cross-fertilization and serves to motivate the weaker students to progress together with the stronger and more focused candidates. A schedule is thus formulated and agreed upon by the supervisees and the supervisor and followed methodically. Situations may arise when the supervisor is away or some of the supervisees are unavailable at location. In such scenarios, supervision has happened online.

This kind of supervision is not only convenient but also effective and efficient. The pressure on research teams to increase the number of postgraduate students, to improve their throughput and to provide more comprehensive research capacity development opportunities to these students, challenge research leaders to find alternative models of postgraduate training and supervision. Development of research design is eased in the sense that the supervisees hold joint work. In addition, feedback is instantaneous because upon presentation, corrections are done on the spot while provision of subject matter expertise as well as quality assurance and compliance are strengthened since tracking and reporting progress is done in a team and discussed in real time.

During supervision, I ensure that the supervisees are mentored, coached and inspired. Sessions are predominantly utilized to challenge the candidates to interrogate their chosen subject matter and methods as well as reviewing their past activities and directing them to their next steps and inducting them into discourse and epistemology of their research discipline. My important skill at this stage is to diagnose the shortcomings in the student's research work and progress besides facilitating the supervisees to reflect on their work. This way they are able to organize their research effectively and thus progress. It is also important the supervision should be adaptive to the supervisee's needs and context including the stage of research. This is consistent with the ideas with the ideas of (Lee 2008), when she interacted various variables, that is, Functionality, Enculturation, Critical Thinking, Emancipation, and Relationship Development against the Supervisor's Activity, Supervisor's Knowledge and Experience, and Possible Student Reaction. For my case, several outcomes of the interaction describe my practice: Rational Progression through Tasks; Evaluation, Mentoring, and Supporting Constructivism; Diagnosis of Deficiencies and Coaching; Facilitation and Reflection; Role Modelling and Apprenticeship; and Personal Growth and Reframing.

There are several factors which contribute to the way in which I supervise. The norms and knowledge structure in the field of entrepreneurship and generally in business management is methodical and systematic thereby putting demands on supervisors to play their roles within the rules in the discipline. At my university, there is no induction of novice supervisors. This leaves them with little options but to learn from the ropes and sometimes ape other supervisors especially their own supervisors. More experienced supervisors tend to use old-fashioned styles which are apprenticeship-based in nature. The less experienced supervisors are not only more innovative but also tend to be more open to ideas. Owing to the uniqueness of the study, the supervision may progress differently thus changing the style of supervision. For example, if the study is completely exploratory, both supervisor and supervisee may have to be flexible and adaptive in approach.

Personality issues for both the supervisor and the supervisee also play a critical role in supervision. This may also affect the relationship of supervisors in cases of co-supervision. Fairly recently, we experienced a difficult student who is in a rush and had little regard for academic excellence. Her idea was to complete her study as was required at her workplace for promotion. She also had strong political sentiments in her discussion. It is also true that character and personality shapes a supervisor's misdemeanor and thus affects supervision. Some carefree supervisors sometimes disagree with more serious and focused ones. Some students could be over-confident and sometimes smarter than some supervisors. This unknowingly enables them to intimidate some supervisors making the supervision process difficult as has happened in some cases. I was once appointed to supervise a Senior Politician and a Chief Executive Officer. Both of these supervisees, owing to their position and experience, tended to be pushy and less serious with academic discourse. In some occasions, such students failed to follow instruction as well as unable to follow their work with the seriousness it deserves.

Supervision and Library Resources

Regarding supervision and library resources access, most of the time supervisors rarely visit the library. The students are left out on their own to search for materials to build their research work. As a supervisor I only recommend certain journals and books and let the students search on their own. In this respect my approach does not fit very well in the Supervisor-Supervisee-Librarian triangle (thesis). Despite this scenario, there are a number of library support services including but not limited to references materials and books both online and hard copies.

In addition, librarians provide support services to identify and lend relevant reference materials. Students and supervisors at my university have a free access to the library upon registration. The main library is located at the main campus away from a majority of postgraduate students who are however served by satellite libraries which may not have all the materials and systems required for postgraduate training.

As a supervisor, I ensure that I engage in wild and wide reading to ensure that I am ahead of my students in my field of study. Most of the time I access resources online by registering in all possible sources of materials including e-books. In some cases, I have been able to acquire materials through projects, partnerships and collaborations. I also create alerts for various resources online as well as at the university and public libraries. This way, I ensure that I access important literature and as well as remaining current in my field of expertise.

Scholarly Community of Practice

Scholarly engagement in research may enhance a supervisor's ability to drive a good supervisory process. This can be

attributed to the capability of such an engagement to nurture cross-fertilization and sharing of scholarly work. Others (Ahmed and Palermon 2010) agree that such an engagement is necessary to spur interdisciplinary and multi-disciplinary research. In addition, such as engagement inducts supervisees into the community of scholars besides nurturing and sustaining membership within the community. This also help address scholarly needs and disparities while ensuring that researchers understand disciplinary priorities.

As a supervisor, I endeavour to create opportunities that help builds network of scholars and researchers. The key strategies applied include writing joint projects and grants applications; responding to project calls jointly with colleagues across the globe; attending conferences and seminars; fellowships and partnerships. Such strategies have not only helped generate scholarship opportunities for my students but also opened opportunities for joint research work which help empower research capabilities as well as inter-disciplinary and multi-disciplinary research skills and competencies.

Supervisors should themselves be active researchers. Access to scientific materials and journals in field of expertise although supported by the University has been enhanced through collaborations with local and international partners. Collaboration with the industry has also essential particularly for identifying gaps that exist between university training and research on one hand and the needs of industry on the other. I feel that it is necessary that postgraduate training and research should end up only in university library shelves but to help address the needs and solve problems of industry. Even within the university, there must be an active and continuous scholarly conversation between and among members of the same discipline as well as across disciplines. We endeavour in our department to develop and sustain opportunities for continuous consultation which could be in the form of co-teaching or even supervision.

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Intricacies of Doctoral Study in Cross-Cultural Supervision and a Novice Supervisor

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Abstract
Demand for globalization and internationalization has seen universities around the world increase postgraduate mobility and enrollment of international students in the past few years. As a result, the cultural make up of students pursuing postgraduate studies in a cross-cultural context inevitably presents distinct opportunities and challenges surrounding academic and social expectations for students and their supervisors. To ensure a successful postgraduate study, there is need to manage those expectations. This reflective essay is written following the academic staff development course, Strengthening Postgraduate Supervision, which has provided insights into constructive postgraduate supervision. The essay highlights insights on my experience of being supervised in a cross-cultural context. It then highlights on my practice as a novice supervisor and the dilemmas that resulted from institutional policies, and then concludes with insights on the exposure to the postgraduate supervision course that shape my roles and responsibilities as a postgraduate supervisor.

Keywords: Supervision interactions; International PhD Student; Supervisor-student expectations

Introduction

Recent trends in globalization and internationalization of higher education has seen universities around the world increase cross-border student mobility programmes and enrolment of international students in the past few years. This has resulted into universities experiencing a cross-cultural diversity of international students' population, particularly at postgraduate level, which inevitably brings forth distinct opportunities and challenges for the students and their supervisors. Under international student's supervision, postgraduate supervisors often require students to have sufficient intellectual capacities for not only their thesis completion but also for a potential future academic career. Therefore, they expect students to be independent from an early stage within their doctoral study and later on be able to work interdependently with them. International students on the other hand face multidimensional problems including the pressure of adjustment to an unfamiliar environment, issues in understanding host culture and lacking family support, apart from adapting academically to unfamiliar education system. They therefore expect their supervisors to be mindful to all these issues which often hinder the students' academic outcomes.

Unaligned academic and social expectations between supervisors and postgraduate students under a cross-cultural context undermines effective supervision, and can therefore result into friction that often leads to students struggling and striving to adapt, negotiate and broaden their horizons to succeed. Therefore, there is need to better understand and match the expectations of both parties. By employing the right strategy, supervisors can motivate their students to face all those challenges and fulfil their shared vision of a successful postgraduate study completion and good future careers for both supervisors and

students. Considering how academic and social expectations can play a vital role in a postgraduate journey, this reflective essay is written following the academic staff development course, *Strengthening Postgraduate Supervision*. It highlights my experience with supervision process and practices, with key focus on my journey as a postgraduate supervisee in a foreign country. It then highlights on my supervision practice as a novice supervisor and the dilemma that resulted from institutional policies. It then concludes with the insights on the exposure to the post graduate supervision course that will go a long way into shaping my roles and responsibilities as a postgraduate supervisor.

Cross-Cultural Supervision Interactions with my Postgraduate Supervisor

Research into PhD supervision and the development of appropriate supervision models in cross-cultural settings is a source of growing interest that has pointed to the benefits and extra challenges this may bring for the parties concerned (Elliot *et al.*, 2016). Sue McGinty, in her contribution entitled "*Supervision and Cultural Issues in Thesis Production: A survey of Australian and International Students at James Cook University*" (Kell and Vogl 2010), explores the impressions of supervision by international students as well as others. In her survey, she found that there was a general agreement about the roles of postgraduate supervisors. I undertook my postgraduate programme as an international student, where I received a full-time postgraduate scholarship (Monbukagakusho) from Japanese government to study at a national University in Japan.

Prior to receiving the scholarship award, it was a requirement for potential students and their supervisors to establish contact and discuss the nature and structure of their proposed research topic. I happened to have met my supervisor during one of his trips to Kenya and further discussion around him being my supervisor was not a difficult issue. So we managed to quickly settle on a research topic that I had proposed. This helped me to overcome the challenge of finding a suitable Japanese supervisor that could communicate in English. Also, prior to my travel to Japan, the Japanese Embassy in my home country Kenya had conducted a three-month orientation programme for all students that had received postgraduate scholarships to Japan. The orientation programme addressed a number of topics that included cultural differences and the manner in which international students were to interact with their supervisors and the Japanese community at large. The issue of possible conflicts between international students and their supervisors was not featured; hence I assumed that such issues were non-existent in an international context.

However, within literature it is acknowledged that successful completion of a PhD depends not only on the quality of supervision, but also on the interaction between supervisors and students. For example, (Deuchar 2008) finds that tensions between supervisors and students may arise because supervisors' expectations for student autonomy sometimes conflicts with student's needs at critical stages in the PhD. In line with that, (Adrian-Taylor, Noels et al. 2007) shows that international postgraduate students and their supervisors have different expectation of each other, and also that when those expectations are unclear, they often result into destructive conflict between students and supervisors. Therefore, appreciation of this dimension during our orientation programme would have been worthwhile.

Upon my arrival in Japan, I was received at the airport by some of the postgraduate students from my supervisor's research laboratory, who took me to the halls of residence for international students. (Lee 2004) notes that the international student is often faced with common problems that relate to disconnection with host nationals due to differences in cultures and perceived discrimination, dealing with a foreign language on a full time

basis, and unfamiliar understanding and strategies of the academic procedures. In my case, initially it appeared as though my insecurities disappeared instantly when I saw that quite a number of my settling-in arrangements, especially the non-academic matters such as accommodation and orientation, had been made by my supervisor. It seemed like my supervisor was already familiar with some of the potential challenges that I was bound to encounter at such an early stage of my journey. I was so eager to commence my postgraduate journey and this became a reality just after a week of arrival in Japan.

During my second week in Japan, I went to my host laboratory where my supervisor had already prepared a place where I would sit and conduct my research work. My supervisor, in a series of meetings, had already taken me through the common activities and procedures that I would engage in throughout my stay in Japan under his sole supervision. Just as (Shibayama and Kobayashi 2017) notes, each student in most doctoral programmes in Japan is officially under the supervision of a single professor. My case was not an exception and throughout my study period, I was exposed to the project supervision model. My supervisor had an organized laboratory where he was supervising several postgraduate students that had inter-related research topics. All the students were at different stages in their research projects and they worked alongside each other. So with that, my supervisor ensured that all my academic needs were catered for, in addition to ensuring that I spend a comfortable life that would give me room to complete my studies on time.

Coursework and Japanese language classes were offered during morning hours of every week day. I devoted the afternoons to rearing and maintaining colonies of the insects that I would use in my research work, and also reading while designing different laboratory experiments. I liked the fact that academic resources were provided promptly upon request. Since I was conversant with the nature of insect rearing from prior exposure, I received very minimal technical support. However, the rearing work and related tasks were quite overwhelming and I would stay in the laboratory for long hours to accomplish the day's work. Earlier on, I had requested for assistance of a laboratory technician's services but my supervisor had made it clear that international students did not have access to such services. I can relate this to (Taylor and Beasley 2005) observation in their study where they noted that it is very difficult, particularly for those students studying in different educational cultures, to accurately understand what would be required of them during their PhD study and what support their supervisor will be required to offer.

Although a postgraduate supervisor plays different roles such as quality assurer, supportive guide, research trainer, mentor, and knowledge enthusiast, (Gatfield and Alpert 2002) identified four paradigms of supervisor styles, namely: Laissez-faire (supervisors play minimal role in research project management and provision of support); Pastoral (supervisors play significant role in providing personal support, but letting students deal with research project); Directorial (supervisors play significant role in research project management, but leave students to arrange personal support and resources); and Contractual (supervisors hold negotiated roles in research project management and personal support). Taylor and Beasley (2005) argue that there is no right or wrong supervisor style, but the relationship between supervisor and student should be well-matched. For my case, I did not think of our relationship as a mismatch, but rather I saw my supervisor provide the needed academic and personal support. This experience did not perfectly fit into Gatfield and Alpert's supervisor paradigms, as adequate personal support was provided throughout of my study. However, my

supervisor was less directive during the initial stages of my study, and then became more directive and contractual as he assisted in the development of the research design and methodology, data collection and analysis. Later on, as I was focusing on writing the thesis, he again became less directive.

We often had weekly laboratory meetings between the supervisor and all postgraduate students, and they lasted an average of about two hours. The meetings focused on each student's process issues (such as status, deadlines and well-being) and also on product-related issues (such as data analysis, results and drafts of manuscripts). They also provided a forum for advice and academic assistance from the supervisor and fellow postgraduate students. In my case, I began my research work about six months into the programme. So during my initial meetings, each week I was expected to read and critique all research components of a research article from pre-selected high impact journals. In as much as I had undergone a Master's Programme in my home country, it was clear that I still had a lot to learn as far as academic reading and writing were concerned. This was the very first time that I was being exposed to such a reading culture and I certainly found it an uphill task. Nevertheless, the approach was useful because it introduced me into the world of keeping reading journals, where I had to learn how to keep a structured record of all the summaries that I made from scientific literature.

In doing the summary, I would first write the full bibliographical reference and then make summaries in my own words by noting down what the main arguments were, how they were linked to the other readings that I had done, the questions that arose from the reading and also aspects that were not clear and this would be clarified by the supervisor during the weekly laboratory meetings or sometimes in informal meetings. I would then read the article again and clarify the points that were initially unclear. With that, I would highlight the main points in the subsequent reading and would add only a few direct quotes into the summary that I had initially made. This was helpful when it came to writing manuscripts and also the thesis. (Stevens and Cooper 2009) in their writing "*Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change"* argue that reading journals are a powerful way to have students engage with the course materials and accomplish a number of learning outcomes. They further make the case that a journal is "concrete evidence of one's evolving thought processes, documenting valuable, often fleeting glimpses of understanding."

To promote student learning from research projects, students must be provided with a research-rich environment, and at the same time, supervisors need to apply a pedagogic approach (Boud and Lee 2005) in which students are considered as learners and it is assumed that their capabilities will develop when they receive effective feedback (Dixon and Hanks 2010). The need for supervisors to foster student learning in interaction with the student and adapt their pedagogies to student research competencies has also been emphasized by (de Kleijn, Meijer et al. 2015). In as much as my supervisor was well aware of my prior academic exposure, he did not assume that I was already familiar with the basic disciplinary concepts in my research area. So apart from the weekly laboratory meeting discussed earlier, we also had weekly tutorial sessions where we would discuss each and every topic in selected text books that were of relevance to our research topics. Since we were all international students, some from non-English speaking countries, this approach greatly enhanced our understanding of the different disciplinary principles and concepts underlying our research areas. The supervisor would explain all concepts in the book, but only after asking each one of us our thoughts on the topic. In the process, he would hint on other researchable areas that we could work on, and also provide full support in terms of guidance and resources that were required to design and conduct

various laboratory experiments.
Postgraduate supervisors often require students to have sufficient intellectual capacities for not only their thesis completion but also for a potential future academic career. Therefore, supervisors expect students to be independent from an early stage within their doctoral study. In the later stages, they expect their students to be able to work interdependently with them as co-authors and/or colleagues. This expectation can sometimes take a very long time before it is realized, especially when minimal guidance is accorded to the student when choosing a research topic and/or appropriate methodologies. The student may engage in numerous trial and error activities, thus prolonging the commencement of the research experiments and consequently the time to begin writing research articles.

Throughout the research process, my supervisor consistently monitored my research progress. He would always encourage early writing and provided feedback promptly on my write-ups. Face-to-face method of giving feedback was the most common as we met in the laboratory daily, except when he was away attending a conference or when he was on annual leave. The feedback entailed both overall feedback and in-text comments. The feedback was referential as he highlighted editorial mistakes and also organizational issues that depicted sections that had weak links. Directive feedback was also evident as the feedback included suggestions like providing more content details, questions on the importance of some content included within text, and instructions that required me to clarify content in some sections of the thesis and to link those sections cohesively. In addition, the in-text feedback had positive (praise) and negative (criticism) comments that were constructive and helped me to make substantial revisions after relooking at what I had written, while the overall feedback gave his opinion on the whole write-up. There were numerous frustrating back-and-forth encounters with my supervisor on the write-ups as I had to learn writing critically. Nonetheless, the feedback was always constructive, clear and non-conflicting. (Ali, Watson et al. 2016) notes that unclear and conflicting feedback from the supervisors may prolong the time taken by students to complete their work, and often takes the student back to matters that should have been handled before. In addition, (Bitchener, Basturkmen et al. 2011) in their study identified that supervisors' constructive and detailed feedback are key to successful completion of a research thesis and characterizes good research supervision. They further emphasized that knowledge is created within and through the feedback process especially when the feedback is facilitative in nature, indicating inherent pedagogical dimensions in the nature of research supervision.

The role of the supervisor in a PhD study is crucial to its success and instrumental in achieving the desired outcome for both the student and the institution. Among the elements that influence the supervisor's performance lie their research knowledge and their ability to manage the relationship with their postgraduate students using good interpersonal and mentoring skills. (Taylor 2006) sees the supervisor as someone who is qualified in their research area as well as knowledgeable of their institutions governing rules and regulations for research degrees. Furthermore, supervisor roles extend to encouraging supportive relationships among the postgraduate students themselves. As (Hong 2014) argues out in the study on student–supervisor expectations in the doctoral supervision process for Business and Management students, participating in conferences is an opportunity to practice skills needed in an academic career and to build a supportive academic network to facilitate a future career. Reflecting on my experiences, I was indeed lucky as my supervisor helped me to set up networks that comprised of upcoming researchers and experts in my field of study that

provided additional feedback on my research. He encouraged me to participate in conferences and workshops where we would jointly present my research findings, and also undertake relevant trainings on aspects such as scientific communication skills and data analysis, which played a big role in building up relevant networks. In fact, within the first six months of my stay in Japan I had already participated in one national conference and several other scientific workshops.

(Haggis 2003) indicates that attempting to understand learning processes should not only focus on how students learn, but rather "whether or not they learn how to function as is expected within specific disciplinary areas. He further indicates that for postgraduate students to realize their full potential as researchers themselves, supervisors need to engage with the students appropriately to induct them into the 'communicative practice' of academic 'knowledge communities, and engage with the research field, as well as research at postgraduate level. Therefore, supervision should be viewed as enabling participation in 'knowing', enabling students to acquire membership in the research discourse and the profession, to potentially become knowledgeable as a professional researcher. In my situation, the supervisor understood this need of inducting and integrating me into relevant research communities, communities of practice and extended peer-to-peer networks.

Communities of practice in academic life are underpinned by values and attitudes related to what can count as knowledge and what can be known. (Boud and Lee 2005)reported that communities of practice which are established among peers and advisors within the context of doctoral education come as an advantage for doctoral students to develop their skills in academic writing and reading as well as professional development towards becoming an independent researcher. Moreover, (Sacham and Od-Cohen 2009) indicated in their study that collective research through communities of practice could enhance student interaction and simultaneously lessen the feeling of isolation. This exposure gave me a chance to not only develop as a researcher, but also learn how researchers interact and support one another in research communities. My supervisor also inducted me into research dissemination practices by supporting me to publish and guiding them as to what constitutes good quality journals and conferences.

While it may appear as though the relationship between my supervisor and I was conducive, my doctoral experience was not without major challenges. I had to deal with the challenges of emotional intelligence and also those of becoming a member of a new scholarly community. PhD study always takes place within a particular context and is influenced by the social practices of supervision and the scholarly community. Also, PhD students' membership experiences in scholarly community can vary considerably, with some feeling isolated from their academic community or finding the relationship between themselves and the community somewhat problematic. (Pyhältö, Nummenmaa et al. 2012) argues that sometimes the social practices of the scholarly community are contradictory and if doctoral students are not provided with adequate support, those practices provide opportunities for agency, avoidance, opposition, and resistance.
Consequently, tension inevitably arises in interactions between students and the learning environment. When faced with such practices, doctoral students can assume a variety of strategies to meet new situations: they can adapt, ignore, or adopt the practices, or leave the community. The tension created may also hinder doctoral students from understanding the threshold concepts of their domain, which are key to developing disciplinary expertise. Being an international student, I had to not only effectively cope with tensions but also address the values and expectations of

higher education in a foreign country. Otherwise, I would have left the scholarly community at the lapse of my scholarship and returned home without a doctoral award.

Friction stemming from unaligned expectations between supervisors and PhD students, with respect to issues such as language, cultural differences in dealing with hierarchy; separation from the family; separation from support; stereotypes; and time, is reported to be more intense in cross-cultural contexts (Winchester-Seeto, Homewood et al. 2014). This can lead to students struggling and striving to adapt, negotiate and broaden their horizons to succeed. In as much as I admired my supervisor's approach to supervision, he was very temperamental and would get angry at almost anything. It was during such moments that he would scold me using unkind words. He believed that African students were quite argumentative, and I was not able to establish reasons for his mood swings. This expression of mood swings was somewhat strange because in the Japanese society that is characterized by collectivistic culture with a strong sense of group-consciousness (Murphy-Shigematsu 2002), suppression of positive (self-pride) or negative (irritation) emotions is generally emphasized so that others are not hurt and harmonious relationships are preserved. However, in most African settings, independence and autonomy are generally valued hence being open and expressing one's feelings –positive and negative– is considered important, because this is a way in which people can affirm their self-worth. Therefore, as an international student, I would sometimes find it difficult to interact freely with my supervisor because of the discrepancy between true feelings and formal behavior. This was a hindrance to discussing those mood swing episodes that eventually instilled so much fear in me.

On several occasions I had to avoid meeting my supervisor when I thought that he was angry. Just as Taylor and Beasley (2005) explain, it can be useful for supervisors to make students aware of the many pressures that faculties face, and of the need for students to respect this and reflect on their own roles in making the relationship work. They further emphasize that factors such as poor emotional intelligence or a mismatch in supervisor styles can negatively affect the postgraduate completion rates, and that this may be exacerbated when doctoral students come from different backgrounds and cultures, leading to different expectations that differ from those of their supervisors. At one point, my supervisor even refused to read one of my manuscript drafts simply because I had complained to the international office about his temperamental behavior. He wondered why I was not appreciating the fact that he had done his best to accommodate me in his laboratory as an international student. Practicing and developing a humanizing pedagogy requires that supervisors learn to see and treat students as human beings who are faced with challenges that may hinder the supervision and research process (Friere 2005). Therefore, supervisors should not only focus on how students learn, but rather "whether or not they learn how to function as is expected within specific disciplinary areas" (Haggis 2003).

Experience as a Novice Supervisor

Despite the numerous challenges and lessons learned in my postgraduate journey in Japan, I achieved my ultimate goal. Upon completion of my PhD programme, I returned home feeling accomplished as I had done my studies in record time in a foreign country. I secured a job in one of the young public Universities in Kenya. In the first semester, I was assigned quite a number of undergraduate courses for teaching, in addition to six Masters students to co-supervise with an experienced colleague that served as the main supervisor. The students were much older than me, and were also working as high school teachers.

In sharing my engagement as a novice supervisor, I will highlight on one female student that was very active and highly motivated in her postgraduate studies. She had revealed that she was on study leave, but still had work-related issues to attend to, and was also a mother of three school going children. That meant that she would not always be available on campus. The co-supervisor and I jointly guided the student in identifying a researchable topic in her area of interest. (Grossman and Crowther 2015) have indicated that co-supervision with a novice should involve joint supervisory consultations with postgraduate students from the very start of the research process. Further, they explain that the novice should play an active role in the choice of topic, designing of the research, carrying out the fieldwork and data analysis and giving feedback on written drafts submitted by the student. As a novice supervisor, I was more worried about being taken seriously by the student, as the co-supervisor was an expert in the student's research topic area of interest and I was only coming in to provide methodological input. Besides, I felt that I was unprepared for the task. However, due to the limited number of faculty with PhD, coupled with the institutional requirement for PhD holders to engage in supervision and the requirement for staff promotion, I had no choice but to carry on with the practice at that early stage.

While there are several studies that have elucidated experienced supervisors' practices in effective supervision and emphasized the importance of student and supervisor characteristics in varied context, adapting the supervisor's style of guiding doctoral students to student characteristics to create 'best fit' in practice may be a major challenge for novices (Kandiko and Kinchin 2012). (Mayke, Roeland et al. 2018) in their study on "*Novice Supervisors' Practices and Dilemmatic Space in Supervision of Student Research Projects*" reveal that supervisors are often faced with the dilemma of four interrelated questions about regulation, student needs, the supervisor-student relationship, and supervisors' professional identity. In relation to these, it is clear that I was bound to encounter those dilemmas. There was no framework for a novice like me learning from the experienced co-supervisor, and this was further complicated by the fact that after our student had identified a researchable topic, we did not discuss on how we would handle the co-supervision process. Even though my PhD supervisor had previously led me to appropriate literature for my research, I was faced with the dilemma between asking the student to search for literature and I providing it. I had doubted her capability in identifying appropriate literature and so I ended up providing numerous articles related to her research topic. Although the practice of providing the student with answers instead of fostering student ownership in research projects might hamper students' independent and reflective thinking, I noticed that the literature that I provided seemed to have motivated the student into searching deeper for additional articles, some of which were really good and I had not even come across.

Unaware of the nature of feedback to provide on her proposal drafts, I would spend much time correcting spelling and proof-reading, the technical aspects, including methodology, structure and flow, and also facts and references for accuracy. From my interaction with her, I had noted that she had challenges designing appropriate research methods. I repeatedly gave instructions on how the methods were to be designed and described. From her end, it would take much more time to send me the corrected versions and she would acknowledge that delay. At the time, the delay did not worry me so much because I was aware of her engagements, and on my part I had also quite a number of undergraduate classes that I was teaching, besides supervising the other five Masters students. However, this being my first experience of supervising, I had tried imitating my PhD supervisor in providing

feedback promptly. At least I noted that on many occasions, she took my feedback positively, and was fast enough to complete writing her research proposal.

There were moments when the co-supervisor and I would give the student contradicting feedback and the student was quick to bring that to my attention. I did not know how to handle such kind of situations but I remember in one incidence where we had differed on the proposal format and so I advised the student to go by what the main supervisor had indicated. It is possible that such a dilemma could have been avoided if the co-supervisor and I had developed a mutual agreement or memorandum of understanding detailing not only the roles and contributions of parties towards the project and postgraduate student, but also communication, meetings, supervision style, and University requirements and policies among other supervisory requirements. Grossman and (Grossman and Crowther 2015) argues that it happens all too often that supervision activity is so directed towards the postgraduate that the interaction between experienced and novice supervisor gets overlooked. They suggest that at first, the experienced supervisor should forward drafts with comments to the novice for their input, and that the co-supervisors should have a meeting before meeting with the student to discuss the feedback and present a common approach to the postgraduate. It is during such meetings between co-supervisors that mentoring can take place, and also administrative and procedural aspects of supervision can be conveniently covered. With time, the process should be reversed with the novice providing initial comments.
Nonetheless, the student embarked on her research work immediately after successfully defending the research proposal at both the departmental and school levels. Since her research was to be done in a different research institute, she was assigned a third supervisor that would provide guidance on data collection. A month into her research work, I transferred to another local public University out of convenience. My old institution allowed me to continue supervising all students that I had been assigned. I went on imitating my PhD supervisor's approach of monitoring the student's progress. So, I travelled about 300 Km severally just to visit my student in the field. During those visits, I got opportunity of meeting the other co-supervisors and we would discuss the students' progress. By the time she was returning her second thesis draft for comments, the main supervisor in one of our meetings informed me that I the department where the student was registered had decided that I could no longer serve as co-supervisor because the Kenya's Commission for University Education (CUE) and also the University's postgraduate supervision policy stipulated that each Masters student is to be assigned two supervisors, with at least one of the supervisors being a staff member in the department where a candidate is registered. There was no official communication provided to me and this really disappointed me so much. I had put in so much effort and only a small portion of the work was remaining before the student completed her studies. However, the student continued seeking guidance from me till completion and at the time, I must have been relying unknowing on what (Phillips and Pugh 2010) noted in their study that the students' enthusiasm and intrinsic motivation are important factors that motivate supervisors' dedication to students' success. (Askew, Dixon et al. 2016) also argue that student factors such as their preparedness to undertake the research work appear to have a greater influence on decisions to take on doctoral supervision than the personal qualities of the student. Therefore, supervisors should take such factors into consideration when engaging with postgraduate students.

Quite often, supervisors' continuation of current postgraduate supervision tends to be influenced by internal factors that include supervisor motivation that can

take a short or long term view such as interest in the research of the student or possible publications that may come out of the research, and also past experiences of supervisors (Thompson, Kirkman et al. 2005). In addition to the internal factors, supervisors also consider external factors that include their workload, resources provided for supervision such as opportunity to travel to attend relevant conferences and do field work, research support resources, and training offered to both supervisors and students (Buttery, Richter et al. 2005). In fact to majority of supervisors, doctoral supervision is not as valued or recognized to the extent that outputs associated with research are by the host University via workload relief, resource support or in terms of promotion for those that have already supervised a significant number of students. This then places the supervisory role at risk of being avoided and only being undertaken by very devoted academicians that are known to possess the intrinsic motivation and often experience for supporting development of students and furthering of research in their field of choice (Sadowski, Schneider et al. 2008). In spite of all that, I continued providing feedback on both her thesis and manuscript, even though I knew that I will only be recognized as a co-author to her research articles and not her thesis supervisor. The student eventually graduated and to this date, we are still in touch. She later on enrolled for a PhD Programme and continues to seek advice from me, as she shares her research progress and also challenges.

Lessons from the *Strengthening Postgraduate Supervision* (CPC) Course

My exposure to the Postgraduate Supervision Course has come at a time when I am still experiencing the same challenges that were there when I started supervising my first student. There are many aspects such as power relations in supervision and the necessity of creating inclusive and participatory learning environment, providing a learning environment that emphasizes the importance of scholarship, and use of supervisory practices that enhance student development, that have been covered throughout the course. Even though I already have students that I have been supervising for quite some time, it is never too late to employ new supervisory practices/styles that will benefit both the supervisor and student. I received one of my Masters student's thesis drafts just when we had covered Module 3-Session 2 on "*Using Feedback for Learning*". I must say that for the very first time, I read the thesis draft to the end without necessarily checking for spelling errors and grammar. I tried to first understand the content before giving my comments. In addition, I shared the video link http://postgradenvironments.com/2018/08/24/formatting-thesis-headings/ on "Formatting your Thesis Part 1 and 2", developed by Sherran Clarence, for the student to learn more on this. I have done the same for almost all the postgraduate students that I am supervising.

Since regular supervision meetings are essential for the supervision process as they provide a regular forum for advice and academic assistance, I plan to schedule such meetings, face-to-face or online, and detail each student's activities and timelines. I will have to closely monitor the implementation of those activities through regular communication with the students, and at the same time keep a record of all our meeting deliberations. With the current trend of activities being conducted online as a result of the Covid-19 Pandemic, I will use this avenue, now and in future, to hold tutorials with students where we can discuss details of their research, especially for those in the early stages of their research. I have truly appreciated the need of a supervisor to understand the position of his/her student in terms of academics, research and also personal experiences, instead of being guided by what a supervisor would expect the student to be, know, and/or perform. Truly there is need to embrace a student's prior experience and use that to enhance his/her postgraduate environment.

Basing on my experience of being supervised, and also my exposure to the Postgraduate Supervision Course, there is need to encourage postgraduate students to participate in seminars and conferences where they can present their research findings and/or research progress. Through such activities, they will be able to practice the skills needed in their academic career, and also build a supportive academic network that will facilitate their future careers.

In conclusion, adequate support can enable novice supervisors to deliberately use and learn from their personal supervision experiences, both as a student and a supervisor. Therefore, it is necessary for institutions of higher learning to design and mount a postgraduate supervisor development programme of training and supporting supervisors of research students. Also, academic staff new to supervision should spend a period as a second supervisor before becoming eligible to be a main or principal supervisor. This can significantly improve the postgraduate student experience, by providing more structured and uniform supervision practices, and hopefully increase completion rates while reducing completion times.

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Postgraduate Supervision: A Reflection on Situation when being Supervised and when Supervising

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Abstract
Supervising postgraduate students is often not a trivial process. It requires patience, supervisors' expertise, student participation, and other support systems. This paper provides my experiences as a student undertaking my Masters' study in Kenya and Doctoral research in France being supervised, and my role of presently supervising students. The article carefully looks at how the experience of being supervised affects supervising students. This study also highlights the lessons learned through the entire process of supervising and being supervised. I believe that these experiences would contribute to the quest to have a more beneficial student-supervisor relationship and improve students' handling by highlighting my journey in these two folds: supervised and supervising.

Keywords: *Doctoral, supervision, thesis, postgraduate*

Introduction

Supervision is a critical component in postgraduate study, even though many are challenging (Walker, Golde et al. 2008; Motshoane and McKenna 2014). Adequate supervision entails one being; conscious of power relations in supervision and the necessity of creating inclusive and participatory learning environments, providing a learning environment that emphasizes the importance of scholarship, and being able to use supervisory practices that enhance student development.

Supervision will determine the quality of the thesis and the contribution of the study in terms of bridging the knowledge gap in the subject area. Aspects such as completion times, research output, and quality of capacity building of the postgraduate student are highly dependent on supervision. To achieve this is not a smooth path since it involves people of different ways of engaging each other, different personalities, and even different social and cultural backgrounds (Moses 1984).
This reflection report has three parts. The first part one entails my experiences when I was being supervised. Part two is my experience during my supervision of postgraduate students. I am privileged to have had an opportunity to pursue postgraduate training in Kenya for Master's degree and doctoral training in France. These two distinct academic environments, one being a developing country and the other a developed country, gave me lots of experience. The difference was manifested in access to literary materials, supervisors' flexibility, and the availability of advanced research facilities. Lessons learned while being supervised are then presented. Finally, lessons learned when supervising postgraduate students are presented before concluding.

Being Supervised during my Masters in Kenya and Doctoral Studies in France

I was privileged to be in one of the best laboratories for doctoral studies, and as such was accessible to several excellent facilities that are essential to postgraduate students. My background in organic chemistry, and I was working in a well-established Geochemistry lab which had most of the state of the earth equipment such as:

- Nuclear Magnetic Resonance Spectrophotometer

- High-performance Liquid Chromatography
- Fourier Transform Infra-Red spectrophotometer
- Scanning Electron Microscope
- X-ray Diffractometer
- Ultra-Visible Spectrophotometer, among many others

The laboratory was receiving funding from the university and the National Research Services and the private sector. They had lots of interest in sample analysis for their products.

The fundamental issue that we often assume that the students know is what I went through. My main supervisor thought I was like most of his students from Europe and expected me to be conversant with their laboratories set up and knowledgeable of most equipment, yet it was not the case. Orientation was lacking in this perspective and should have been done. I wasted more than a year in my research while trusting, fearing to offend, thinking that the supervisor knows it all and thus believing his knowledge, respect of his age, respecting the supervisor since he was funding the research and didn't question the experience. It took me time to know that he lacked the expertise in the area of study as he was an expert in a slightly different field.

Among other challenges were; the unavailability of the said supervisor since he could be available past office time and preferred to work late in the night, prolonged delay in giving feedback was the norm, never believed in student findings if not agreeable to his thinking/expectation, difficult to agree with the other supervisor among others. The transformation in learning environments has seen postgraduate supervisors as mentors to impact disciplinary research knowledge and maintain a gatekeeper's role (Manathunga and Goozée 2007). To be an effective supervisor, you have to assume many different roles to suit the student's needs and circumstances. These supervisory roles include being challenging, consulting, supporting, evaluating, and mentoring (Hodza 2007). However, the said supervisor had a wonderful heart and always encouraged me not to give up, that the area of study was of great importance, and offered a lot of insights when successful. The postgraduate journey isn't a smooth environment since it comprises complex individuals who are part of complex communities. The student will often find themselves uncomfortable; however, with patience, the result is beneficial to both the student and supervisor (Zembylas 2007).

As a result of the numerous challenges of not making progress in research, repeating the same experiments but expecting different results, non-responsiveness to new experimental procedures, lack of timely feedback, and irregular meetings prompted me to search for a solution. Luckily, I met a professor in another research team but in the same discipline as mine whom we had a fruitful discussion. He was a keen listener and understood my challenges. Since then, he introduced me to his research team and allowed me to present my research study, challenges I was having, my way forward, and after that got lots of input from the professor and some of his colleagues. This opened the way since he was a respectable scholar and my lead supervisor could listen, and from then onwards, things improved. Whenever I needed other equipment for analysis, the new network of researchers did facilitate and made my research smooth. It has been established that effective supervisors employ a broad range of approaches that are informed by their own experiences of being supervised. They place great importance on their relationships with students, and they reveal a strong awareness of their responsibilities in actively developing the emerging researcher identities of their doctoral candidates (Guerin, Kerr et al. 2015).

Undertaking Supervision

Having undertaken the Supervision Development Course and been supervised in two different environments,

I have gained rich experience in supervision. It is worth mentioning that it has enriched me a lot, and as such, I claim to be a better supervisor. I do appreciate the readings offered during the postgraduate supervision course. On the relationship between supervisors and students, it is worth reading the articles of (Parker-Jenkins 2018) and on the models and types of supervision, various roles of supervisors in the research process (refer to (Bitzer and Albertyn 2011)). Among other references that I found helpful include the works of (Brew and Peseta 2004); (Guerin, Kerr et al. 2015); McKenna, Clarence-Fincham, Boughey, (Lee 2007); Wels & van den Heuvel 2017. Here below, I detail some of my practices as a supervisor.

Social inclusion

Most of the time, we expect our students to do a lot without caring to know if they are able or not. Students come from different backgrounds and not all of them may have the same depth of knowledge from their previous academic level (McKenna, Clarence-Fincham et al. 2017). I have been giving my students tasks and expect all to finish simultaneously; now I realize this should be given some consideration in terms of trying to understand each of the students. I have appreciated the research finding of (McKenna, Clarence-Fincham et al. 2017)and others on this aspect of different backgrounds of students. It is good not to underestimate the tasks given to students. The students are not all the same and should not be treated in the same manner.

Giving student feedback

The supervision course has enhanced how my feedback to students is done. Currently, I am supervising four and three students of Masters and Doctorate respectively in Analytical Chemistry. Before giving feedback, I reflect on what the student has written and what is known in the subject area. I do it by posing questions, seeking clarification or explanation, requesting the student to expound more, inserting comments, and asking a student to relate or compare with other findings. (Brew and Peseta 2004) allude to the importance of reflection and feedback in the supervisory process. In their intervention with Australian academics, they found that they began to think about it differently as they reflected on their supervision. It is important to stress to the writer (whether students or supervisors giving feedback) that they should have in mind that it's an imaginary conversation with the readers and hence should be clear to the readers.

I have all along embraced co-supervision and project supervision models. There is a need to embrace other models of supervision, such as cohort. (Lee 2007)has argued that supervisors need such skills as the flexibility to use different supervision approaches. He further stated that the development of supervision skills should be part of continuing professional development activity.

Whenever I am one of the supervisors assigned to a postgraduate student, whether at the Masters or doctoral level, I have embraced the idea of having joint meetings as supervisors and the concerned student. The first meeting is to listen to the student's proposed idea. Each of us will listen, and if the idea is not good, we ask the student to go and rethink, with some suggestions on which relevant scholarly references the student should consult more. The student is given timelines on when to come for another meeting to present the idea. This means that another meeting is organized for the student to present again the area of study he wishes to undertake; depending on the efforts of the student, as a team, we can contribute to the student's idea. If the proposed area of study is good, we encourage the student to put it in writing. This write-up will be presented to the Departmental Graduate Committee for approval before the student can start the

research.

This will introduce the student to the knowledge community so long as he/she's more than willing to learn more (Delamont, Atkinson et al. 1997). For serious and committed students, knowledge brings with it the possibility of power and control (Weedon 1992). Weedon would have liked the academic and personal knowledge that students acquire to empower them as researchers and people and allow them to feel in control of disciplinary expertise, writing and research practices, and their reflexive and analytical capacities. I would have liked the academic and personal knowledge that students acquire to enhance disciplinary knowledge and offer solutions to societal challenges.

As we put effort into powerful knowledge (if in chemistry it will be known, substantive chemistry content, etc.), we are alive to the challenges encountered in addressing the complexities of natural or human-made systems. While the student needs to be taken through on powerful knowledge, they also need to learn writing techniques such as Free Writing, Pomodoro, and Shut-up-and-Write sessions to develop their writing skills. I stimulate students to access powerful knowledge by tasking them to look for new knowledge in their field, think of how to apply to offer a solution, and contribute to the future worlds. There is a need for lecturers to read widely on supervisory pedagogy from our local or regional perspective and get to know the western world view as this will allow us to advance the conversation and understanding all over the world (Knowles 2015) Powerful knowledge is principled and makes us see the world differently and imagine different worlds (Wheelaham 2010)

While taking care of social inclusion, we are alive that there is a threat to social exclusion. This can happen if we deny our students access to a world of knowledge-making. It can also manifest itself if we do not consider gender, language, skin color, funding, geography, and previous educational experiences. If not careful, some of these issues are likely to be encountered in our institution. An example of social exclusion that we have experienced in the past is where funding for research and subsistence is guaranteed for international students in some projects funded.

In contrast, the national students are guaranteed research only. As an institution, we have the Directorate of International Partnership, Linkages and Alumni (IPLA) and Institute of Gender Equity, Research and Development (IGERD) that monitors and advises the university on aspects of international students' welfare also on social exclusion. These established offices are mandated to ensure the issues raised are addressed. As we have many international students being funded by different Intra-Africa mobility projects and because we are hosting several Centers of Excellence, there are different backgrounds in terms of training, language, geography, and various funding levels.

Since most of our students come from various countries, I always refer them to the multiple departments and units within the university that will offer them additional support. This will assist in orienting them and familiarizing themselves with the institution. As a supervisor, you should be self-reflective and considerate of what to say and actions to be taken. We have to ensure that the relationship between supervisor and student is acceptable and interactive (Manathunga and Goozée 2007). When handled in this manner, socially justice supervision is attained.

Kicking off supervision and managing expectations

Once we have agreed on the research area, we discuss and agree as supervisors on the various roles that each of us will play. At this point, we do not have any contract; however, as soon as the allocation of supervisors is formalized, progress reports are submitted routinely and signed by the student and the allocated supervisors. The student's expectations and ours are discussed and agreed upon. Here below are some of the

expectations:

The supervisor's role and expectations

As a supervisor, I always direct students to use some tools such as Grammarly in writing to aid them in the issue of grammar, punctuation, and spelling. Our theses in Sciences are written in English. Even though we have not had significant challenges in students writing the thesis, we did enroll some students from countries whose English proficiency is not excellent. As such, they need assistance. In such cases, we have asked colleagues in Linguistics Department to offer short courses in English as a second language, which has improved those students a lot as far as writing is concerned.

The student role and expectations

The student is to undertake the research and write the thesis in consultation with the supervisor. It's the student to be responsible for his research and thesis writing so that he can be assisted whenever he wants. He should be open to supervisor(s) to smooth the supervision. Of course, as supervisors, we keep a very close eye on our students to detect whenever they may need our support on supervision.

Modes of communication are always a key aspect in thesis supervision. Even before the Covid - 19 pandemic, which forced most of us to comply/embrace online services, my teams and I had always preferred ease and faster submission of students' work for inputs. We have always insisted that all of us be copied in the same mail so that we are always at par.

My focus as a supervisor is not limited to the following; prompt availing of feedback to students, assisting the student in finding research facilities that supplement the existing/available research facilities, networking for the student where necessary to facilitate the research, providing the required support for the student to secure funding or scholarship and exposing the student to some conferences or seminars. I also do; encourage and motivate students, listen to them, consider their challenges, avoid considering things as very obvious and mentor them.

Lessons Learned when being Supervised and when Supervising

No one has a monopoly of knowledge, it is always worth listening to each other and being open-minded. It is possible to end up discovering new and probably major things while not expecting. Networking for the sake of students is key. There is a need to trust your students while monitoring closely and more so be open-minded. At times even those whom we think know may not be knowing it all. To be more successful, we need to travel an extra mile for the sake of our students. Patience is paramount in doctoral studies.

Conclusion

My co-supervisors and I have done well as far as supervision is concerned, but there is still room to do much better now that we have been trained. As co-supervisors, we have been able to supervise most of our students (5 out of 8) to completion. Some of the past challenges encountered include the following: at times, some of the colleague supervisors do not respond in time, occasionally have uncommitted supervisors, some supervisors are not competent in their disciplines, competition and conflict amongst supervisors for example where some supervisors insist on being the first supervisors despite contributing negligibly in the supervision, at times students are weak or had a poor background in the subject areas, lazy students or lack of time since they are full-time employees elsewhere, insufficient funds for research and lack of adequate research facilities. There has been no single solution to these challenges, however dialogue between student and co-supervisors and considering the research problem as a joint problem that needs to be addressed with guidance to the student being given high consideration.

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Navigating through the Waters of Scholarship

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Introduction

'If I have seen further, it is by standing on the shoulders of giants.' This is a famous and humble quote attributed to Isaac Newton in 1675. In the context of this essay, the PhD student considers the supervisor an academic 'giant' from whom they gain knowledge as they navigate through the waters of scholarship. On the other hand, the supervisor should indeed guide the student but should be humble enough to acknowledge their weaknesses and engage other scholars to ensure successful supervision. This essay is based on my experiences during my PhD studies, my limited experience supervising MSc. students and the lessons gained as I embark on supervising PhD students

My PhD Journey

I joined The University of Edinburgh, UK for a PhD in Cell, Molecular and Population Genetics under the supervision of a famous Professor in the field of malaria. At the time, he was on the verge of retirement, so his research group was finalizing their work for dispersal and closure. Also, I happened to be the only student working on the ecological aspect of the spread of malaria by the female *Anopheles* mosquito. This required field collection of malaria positive blood samples for further analysis. The rest of the group was working on the development of drug resistance malaria using the mouse model. The dynamics of malaria transmission in the field are complex and different from controlled laboratory settings. I therefore had only my supervisor and no one else in the group with whom I could consult on the complexities of my project. A further complication emerged when, my secondary supervisor left the university due to lack of funding in support of her salary and I was left entirely under the tutelage of my principal supervisor. My supervisor was supportive and I ended up developing a total dependence on his guidance. That notwithstanding, I ended up doing most of my research in isolation and with limited intellectual discourse among my peers and other experts in the project. Consequently, I had a difficult time during my viva, which led to the award of resubmission of my thesis with major corrections and re-examination.

This highly affected me though I was reassigned supervisors who were competent in the data analysis process. Meanwhile, my supervisor whom I had greatly relied on during my PhD journey withdrew and retired. Although this was a very tough transition, I ended up writing a very good thesis, which passed upon re-examination with minor corrections. The issue was not that I was not competent enough to complete my PhD; it was that I failed to engage with experts in my field of study and with my peers as well. In retrospect, no one is to blame for this harrowing outcome. I should have been confident enough to explore other scholarly avenues and not myopically rely on my supervisor. On the other hand, because my supervisor had a high success rate of graduating PhD students, the university, or the system generally, overlooked my having a single supervisor to guide me. No words can ever describe how this affected me more so because during that last year of study, I was in a foreign country with no scholarship to support me, although my very understanding supervisor offered me accommodation, as a reprieve on my financial burden. Fortunately, I managed to complete my studies successfully with the help of the newly appointed supervisors with no mishap and, with this experience culminating on a happy and positive note.

Supervisory Power Play

It is noteworthy that I never envisioned

my PhD journey might have an impact on my supervisory skills until I enrolled for the creating postgraduate collaborations (CPC) supervision development course. It is apparent that I was subjected to the traditional 'master-apprenticeship' model of supervision also known as 'individual', 'one-one-one supervision model'. This model of supervision has been described as vertical or hierarchical with the student predominantly relying on the supervisor for scholarly engagement and productivity (Harrison and Grant 2015). This model is not entirely deficient in development of PhD scholars as it offers scholarly engagement with limited dissension between the supervisor and the supervisee. Some scholars perceive that this model has a high success rate (Wisker 2005; Platow 2012). In my case, I was thrust into this form of supervision where I developed a high level of dependency toward my supervisor limiting me to scholarly possibilities that emerged later a situation that could have possibly been averted.

My PhD journey literally underwent a paradigm shift after my first viva where I now opened up to other scholars' views. I realize now that I had developed a fear of criticism and this stemmed from my supervisor's limited knowledge on my subject matter. He therefore defended the project, my position as his student (his position as well) and protected me from any form of positive or negative criticism. In addition to this, nobody else in my group or in the other malaria groups worked on the ecology of malaria parasites, which further exacerbated my knowledge isolation. One of the newly appointed supervisors was not in my field of study but he offered guidance on the experts I could approach. Also, his knowledge in the field of population genetics helped in the development of data analysis models. I henceforth developed the courage to approach other scholarly experts and request for guidance. The last year of my PhD studies was the best as I overcame my scholarly loneliness, developed as a critical thinker and allowed inclusivity and participation into my scholarly journey.

Inclusivity and Participation in Scholarship

Various alternative models of supervision to the one-on-one supervision model have been identified for example the cohort model (Burnett 1999; Vithal and Samuel 2011) and group supervision or co-supervision (Samara 2006). The overarching goal of these models is scholarly interaction between PhD students with their peers and relevant collaborators who are experts in related fields of study. In an ideal situation, the PhD students should widen their scope as they advance in their studies involving scholars across different disciplines and areas of expertise as part of their growth. In addition, this level of intellectual discourse provides opportunities for transitioning into their careers upon completion of their studies. During this process, the supervisor plays the roles of coaching and mentoring. Coaching entails guiding the students through the structuring of their PhD studies and has been considered highly beneficial (Lech, van Nieuwerburgh et al. 2017) Mentoring on the other hand involves developing the students holistically to career progression i.e. in areas beyond their studies (Kutsyuruba and Godden 2019).

In the next phase of this essay, the possible levels of inclusivity and participation of the PhD student in the scholarly community is outlined.

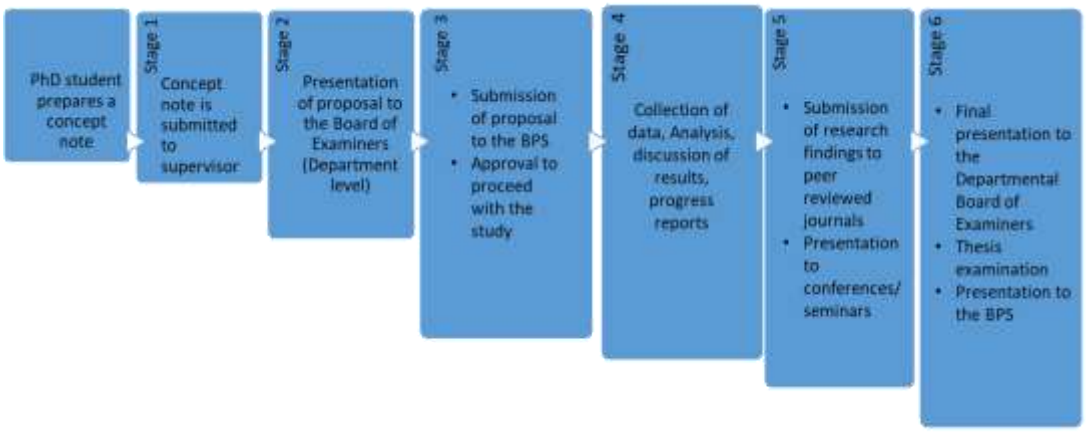

Figure 1 ***Generic flow chart of the different stages of PhD studies.***

Figure 1 illustrates the stages that a PhD student goes through from the point of conceptualization of the project to the final presentation of the thesis and examination in the university. I have developed this illustration based on the procedures outlined in the South Eastern Kenya University (SEKU) postgraduate handbook with various amendments. This process commences with the student preparing a concept note. The student then submits the concept note to the supervisor for review. This marks the first stage (Stage 1) of scholarly interaction between the student and the supervisor. The supervisor identifies the strengths and weaknesses of the research idea and guides the student in the development of a proposal with clearly identified research gaps to be addressed by the student in the course of their studies. In this stage, the supervisor takes on the role of a coach with the goal of developing a proposal with clearly outlined research objectives, hypothesis, project design, data analysis, projected budget and a well-devised time plan. The PhD student then presents the data to the board of examiners constituting a committee of scholarly peers at the departmental level. These peers comprise of experts in the field of the proposed PhD project. The peers review the proposal and offer suggestions on how the study can be conducted and the areas of improvement are highlighted. This is the Stage 2 of the student's intellectual discourse with peers from diverse fields. At this point, the students is exposed to a different form of critique of their work, which at times may be difficult to the student. The supervisor's role is to guide the students through the amendments and should offer assurance to the student because this form of critique is a normal endeavor that occurs throughout the life of a scholar. Once the student has worked on the amendments, the proposal is submitted to the Board of Postgraduate Studies (BPS), which on behalf of the university officially appoints the supervisors recommended by the Chairman of the Department (COD) and writes to the student recommending them to proceed with their studies (Stage 3).

In Stage 4, the student proceeds with the data collection and analysis. At this point, the supervisor guides the student through this process and the student is expected to submit progress reports to the BPS on a quarterly basis. However, the student should consistently demonstrate authority and autonomy on their work. The supervisor at this point should allow the student to be in control of their work and slowly transitions from coaching to mentorship. The student should actively interact with other PhD students and not necessarily in their field of study under the mentorship of their supervisors as demonstrated by the collaborative cohort method (Burnett 1999). Considering that some disciplines may not have many enrolled students, a cohort in this case denotes a group of multidisciplinary PhD students. As described earlier on, isolation of PhD students may have dire consequences and may even lead to

loneliness. This may affect the mental capacity of the student and their self-confidence such that they are not capable of presenting their work to the scholarly community for fear of criticism. The supervisor should be humble enough to acknowledge that they do not know everything. Encouraging scholarly discourse allows the student to be challenged by their peers, which further advances their level of knowledge.

In addition, the student should forge collaborations with experts from other institutions and where possible should engage in student exchange programs. This exposes the student and the supervisor to other experts engaged in the field of study who may have ample resources to facilitate the research. This is highly relevant especially in universities located in resource poor settings that may have limited resources for use by students. It is noteworthy that research is an endless undertaking as Albert Einstein stated 'If we knew what it was we were doing, it would not be called research, would it?' Richard Feynman, the American Physicist in his famous book, 'The pleasure of finding things out' corroborates Einstein's sentiments. Thus, collaboration is highly pertinent in the field of research as it offers many opportunities for future research more so in addressing the gaps that may arise in the course of the PhD study for the student through career opportunities and for the supervisor in progression of the research.

By the time the student is in Stage 5, their level of confidence is high and they are ready to present their work to the international community. This is through submission of articles to peer reviewed journals and presentations to local and international conferences. Most researchers are highly discouraged when a publication is rejected. This is because they do not adequately engage with the scientific community during their studies. I once wrote a review and submitted it to the head of the research group during my postdoctoral studies. He reviewed it and offered constructive criticism as is expected but I was so discouraged that I never pursued it further for submission. This attitude stemmed from my experience during my PhD studies and it has taken a long time to overcome. It can indeed be avoided by constant encouragement of PhD students to engage with other researchers consistently so they can develop resilience when faced with criticism. Researchers experience a high level of satisfaction and confidence when their article is accepted for publication in a reputable peer reviewed journal. It is unfortunate that some supervisors lack confidence in their work hence the existence of predatory journals, which publish data with no peer review as long as a fee is provided. These supervisors pass on the same trait to their students, which is a major violation of scholarship.

SEKU recommends that all PhD students must submit at least two papers to peer reviewed journals prior to completion of their studies. In addition, the students must present their work to a university organized postgraduate conference where all graduating students must present their research findings, which are subsequently published in conference proceedings. These strategies including the quarterly progress reports submitted by the student constitute forms of internal and external institutional quality control measures to encourage completion of studies. Student and supervisor absenteeism have been cited as one of the major reasons for prolonged periods of PhD studies (Kimani 2014; Mbogo, Ndiao et al. 2020). The quality control measures ensure that the supervisor and the student are in constant interaction culminating in the production of quality research findings.

In the final stage, the PhD student is now competent enough to face the departmental board of examiners to present their research findings, which by now have gone through rigorous review by various experts. The board recommends that the student can submit their thesis to the BPS which appoints internal and external examiners i.e. members of the scientific community

who are conversant with the work and can offer meaningful feedback. This is the final level of the PhD students' scholarly interaction in the course of their study. The examiners review the thesis; submit a report to the BPS who then appoint a university board of examiners for the student's thesis defense. The student makes a presentation to the board and the final recommendations are made.

The PhD Journey: A Pragmatic View

The situation described in Figure 1 is ideal but is far from reality. The evolution of a PhD student to a critical thinker who is confident enough to navigate through the murky waters of scholarship is an arduous journey. More often than not, the student may have two or three supervisors but only the principal supervisor plays a key role. The other supervisors may offer conflicting feedback, are absent or in most cases remain silent and aloof. This causes delays in the completion of the studies. The student may also be facing some personal issues that further hinders progress.

It is therefore suggested that PhD supervision comprises multiple supervisory strategies with the principal supervisor steering the process. The supervision process is hence an interplay of different models where certain situation require individual coaching and mentorship while others demand interaction with peers and experts in the field of study. A PhD should be an opportunity to engage in collaboration as much as possible because the principal supervisor is limited and truly cannot or does not know everything. SEKU being a young university is yet to develop this level of scholarly engagement among PhD students and to an extent among supervisors. This is an important area of focus and with the knowledge gained in the CPC course it should be addressed.

Institutional Context of PhD Supervision

Conventionally, students have a principal supervisor whose key role is to guide the student through scholarly journey. However, best practice demands that a student also has co-supervisors or engages in team supervision. This is to circumvent issues such as outlined in my PhD journey. For example, in the event that a supervisor is on the verge of retirement, the co-supervisors may fill the gap and ensure successful completion of studies.

Institutions have the overarching role of ensuring quality measures are in place in the production of PhD graduates. (Jones and Blass 2019)suggest that institutions should encourage setting up supervisory panels with varied areas of expertise (which could include retired Professors) to guide the student. In addition, the panels may include supervisors in industry who may also expose students to career opportunities (Cullen, Pearson et al. 1994). The university should establish structures that ensure the student progresses through the PhD with ease more so as far as supervision is concerned. The principal supervisor should not play a powerful and unquestionable role, but should allow students' interaction and criticism from other experts. Thus, team or panel supervision should be adopted by universities as a measure of quality to ensure that the PhD journey is not entirely left to the student alone to navigate. Meanwhile the supervisors and supervisees look toward to the future by standing on giants through the journey of scholarship.

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Models and Styles of Supervision: My Experience of being Supervised at Masters Level

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Introduction

I am in my final stages of my PhD study and as such I am yet to start supervising post graduate students. However, under this assignment, I want to draw my experiences of being supervised at Masters level. My experiences are focused on Model 1 session 3 (models and styles of supervision). From the CPC course, we learnt that there are several modes and styles of supervision. My area of specialization is natural sciences and in my Masters and PhD studies, I have gone through co-supervision model of supervision. In my case, co-supervision was driven by two major factors namely subject specialization and funding issues. In this case, while some of my supervisors were crucial in sourcing for funding of my research work, others were very critical due to their role in subject specialization. My Masters co-supervision was more adventurous than PhD. In this narrative, I will share my experience on co-supervision at Masters level. I will focus on how this model and style of supervision impacted during development of my research proposal, securing research funding, getting feedback from supervisors, gaining subject expertise, quality control, monitoring and reporting of my progress. I will break this narrative into four sections namely my experience during enrolment and appointment of Supervisors, experience during proposal development, experience during data collection, during data analysis and thesis writing and lastly during defense and graduation.

Enrolment and Appointment of Supervisors

In 2004, I completed my undergraduate degree in Bachelor of Science in Forestry. The following year, I enrolled for a Masters in Forestry (Tropical Forestry Biology and Silviculture) in the same University. Initially, I was not ready to start my Masters programme since I didn't have money for fees and research work. However, my undergraduate mentor (let us call him Prof. A), who would later become one of my supervisors encouraged me:

> *"Festus, you did very well in your undergraduate special project and I want you to pursue Masters in the field of forest health. Issues of funding will be sorted out as you continue".* Prof. A.

So armed with 20 dollars registration fee, I enrolled for Masters. To me, Prof. A not only played a mentorship role but also a father figure because of the encouragement and guidance he gave me to enroll for Masters amidst financial challenges. Based on this experience, I think it is very critical for a supervisor to have a close relationship with his/her student as long as boundaries are respected. Such relationship will make a student to open up to his/her supervisor in case of personal challenges like financial constraints. The first year of my Masters programme was mainly for course work and development of research proposal. So, after enrolment, I started developing a concept for my research. Since my mentor (Prof. A) was a Pathologist and had also supervised me in my undergraduate special project on pathology, I developed my research proposal concept focusing on forest pathology. Barely a month after enrolling for Masters, one of my undergraduate lecturer (let us call him Prof. B) got a funding from AFORNET. The funding was supposed to train some Masters and PhD students. Out of the three Masters students taken up by Prof. B, I was one of

them. At this point, co-supervision was automatic with Prof. A coming in as the subject specialist and Prof. B as a financier of my research work. From this experience, I can say that co-supervision has its advantages of bringing diversity in supervision. Supervisors have different strengths and a student will always benefit from such diversity. For my case, I benefited a lot from mentorship and moral support from Prof. A while the ability of Prof. B to source for funding came at hand in bridging the funding challenges I was facing.

Development of Proposal

In the first Semester of my Masters programme, Prof. A and B were appointed officially by the Faculty to be my supervisors. In order to realign by earlier developed research proposal concept to the overall objectives of the AFORNET proposal, Prof. B requested me to share with him my proposal concept. This was followed by a meeting to discuss the proposal concept.

"Festus, your concept is on evaluation of forest health in selected forest health. This does not link directly to the objectives of AFORNET proposal. However, if you introduce the aspect of mensuration in your evaluation of forest health, then your concept will be in line with AFORNET proposal objectives" Prof. B

So during the meeting, Prof. B changed my proposal title and objectives to include aspects of forest mensuration and inventory which were one of the main objectives of the AFORNET project. By changing the proposal title and objectives, my research work was cutting across two disciplines namely mensuration and pathology. These changes meant that my two supervisors were supposed to play critical role in providing expertise with Prof. A taking a lead in the pathology component and Prof. B taking a lead in the mensuration component. One of the major experiences I learnt from this kind of co-supervision was that a student benefits immensely from the diversity in supervisors' expertise. For instance, when I was writing my proposal chapter on materials and methods, Prof. B was very useful because of his expertise in sampling techniques. This made my development of research design very easy and my proposal methodology very clear. The two supervisors continued guiding me in proposal development by giving timely feedback. Through the feedback I was getting, I also learnt that a student should always expect different levels of feedbacks from supervisors. For instance, while Prof. A used to give a marked proposal draft with very few changes to be made, Prof. B used to give a marked draft proposal with so many critique and complete overhaul of some sections.

"Your proposal needs a lot of changes. You need to do further literature review especially on sampling techniques. You also need to see the PhD student in the project for more information on sampling" Prof. B.

From my experience, while Prof. B would seem to be a bother to a student, at the end of the day, his feedback proved very crucial in reshaping my proposal. To meet his expectations, I was also forced to do a lot literature review and at the end this helped me to gain more knowledge on my research area. From this experience, in my future supervision works, I will prefer a scenario where I will critically evaluate a student's proposal and give as many feedbacks as possible.

At the end the first academic year, I successfully defended my proposal at the Faculty level and passed well and was ready to start fieldwork. However, I had a challenge because I had not cleared my fees and as such, I could not sit for my end of semester exams. The funding I had received from Prof. B was only made for research work but not tuition fee. Faced with this challenge, I met Prof. A, whom I was very free with in discussing personal issues.

"Prof. Imo, you know Festus. He has progressed well in developing his proposal so far. I am requesting you allow him to sit for end of semester exams so that he can proceed to

the field. In case he defaults in paying his fees, I will take the responsibility". Prof. A

The Faculty head understood my challenge and gave me permission to sit for the end of semester exams. This experience reminds me on what we learnt in CPC on viewing a student as a social being and working towards a social justice. Students face a lot of challenges in the course of their post graduate studies. For my case, I was expected to excel in my academics and pay my fees yet I was not working and had no sponsor for tuition fee. If Prof. A did not step in and play his fatherly figure, probably I will not have managed through my Masters studies. From my experience, viewing a student as a social being who is subject to the many challenges faced by a typical human being is very important. Cultivating a good social relationship with a supervisor is very important as long as boundaries are observed.

Data Collection (Fieldwork)

In the second year of my Masters studies, I started data collection. Prof. B was playing a very critical role in providing financial support for my fieldwork. He gave us directions on how data collection will be done.

> *"Each student in the project is supposed to come up with a data collection schedule since all of you are focusing in different components of the AFORNET project. One field trip is supposed to be composed of 15-20 days in the field"* Prof. B.

I had two study sites which were located far apart and as such I used to spend many days in the field. The first few trips to the field were ok. However, after a few months, Prof. B ventured into politics! He started campaigning for a parliamentary seat in his native homeland. This spelt doom to all the students who were under his funding. Prof. B spent a lot of time and resources in campaigns and this was affecting our fieldwork.

By the end the second year, I completed the fieldwork despite the challenges. Prof. B continued with his campaigns despite their impacts on our research. As students under his funding, we had to understand our financier well and cope with whatever was available. We also knew very well that our funding was not in any form of contract or agreement and as such our financier was free to give us what he deemed fit. Secondly, we also knew that it was not illegal to engage in politics as well as serve as a lecturer/supervisor. One thing I learnt from the fieldwork is that there is need for a supervisor to strike a balance between the student's needs and his/her needs. Under CPC course we learnt that a student should balance his/her academics, work, family and social life. From my experience, the supervisor should also strike a similar balance. For instance, Prof. B should have struck a balance between his students' needs and his political desires. Secondly, from my experience, I learnt that engagement of students in a funded project should be based on a written agreement/contract but not a gentleman agreement. My gentleman's agreement with Prof. B seemed very limiting in funding of my research work.

Data Analysis and Thesis Writing

After data collection, I started data analysis and compilation of my thesis. Along the way, the government felt that Prof. B was a threat to the incumbent for the parliamentary seat Prof. B was campaigning for. To silent him, the government appointed him as a Permanent Secretary (PS) in a very busy Ministry. This spelt doom to all the students Prof. B was supervising since it meant unavailability of the supervisor to guide and give feedback to the students. This was particularly critical to me since Prof. B was the one who used to critically evaluate my work well and give the best though tough feedback. My University

didn't have a policy of changing students' supervisors midway the course of a programme. Secondly, it was too late to make changes. Prof. B promised to continue supervising me and my colleagues despite his busy schedule. In one of the televised media briefings concerning his busy Ministry, I saw Prof. B say:

> *"I have a lot of work at the Ministry. Besides, I am still supervising three masters student and one PhD student at my former University. Basically, I am still teaching at the University".*

After coming up with my first draft thesis, I shared it with my two supervisors via email. In two weeks' time, Prof. A gave feedback by recommending some changes to the draft. However, Prof. B remained silent. Efforts to call him as well as sent follow-up email proved fruitless. Prof. A and the Faculty were getting concerned since the third year was over yet the Masters programme was supposed to take a maximum of two years. When no feedback was forthcoming, Prof A talked with Prof. B and arranged for a meeting between the two of us. On the appointed date, I set off for a 12-hour journey to meet prof. B in his capital city office. On arrival to his office at 8:00 AM, I was told Prof. B left the office around 6:00 AM to attend a meeting. Out of curiosity, I inquired from the secretary what time Prof. B arrives at the office and the response surprised me:

> *"Prof. arrives at the office by 5:00 AM daily and leaves around 8:00 PM or sometimes as late as 10:00 PM depending on the workload in his table"* Secretary

At this point, it dawned to me that Prof. B had a lot of workload and pressure from his office leave alone supervising three Masters students and one PhD student in my University. With this information, I decided to wait patiently in the office. Unfortunately, by 7:00 PM, he had not turned up though he informed the secretary that we meet the following day at 7:00 AM. Armed with hard copy of my draft thesis, I was in his office by 7:00 AM. Surprisingly, Prof. was already in his office. After chasing Prof. for over a year, I spent less than three minutes in his office. In fact he started addressing me the moment I appeared at the door step:

> *"Festus I know your masters has taken long but you need to understand my busy schedule in this office. However, I will give your work first priority. Just leave the draft thesis with me and come for the feedback after one month"* Prof. B

So by the time I was sitting down, he was done with me! And after those few words, he gave me 30 dollars and I went back to the University. True to his words, after one month, He called Prof. A to inform me that his feedback was ready for collection. As usual, the whole draft thesis was painted with red markings implying that I had major changes to make. It took me three months to make the corrections after which I shared the second draft thesis with my two supervisors.

Prof. A gave feedback on the second draft thesis within a very short time. He only suggested very minor changes. By this time, I was in my fourth year of my Masters programme and pressure was mounting for me and my colleagues to graduate. After sustained pressure from Prof. A, Prof. B send his feedback after two months. Fortunately, this time round he had suggested minor corrections. It took less than one week to make the corrections and the thesis was ready for external examination.

> *"Because you don't have a lot of time and resources, you can use my office equipment to print the required number of copies of the thesis for external examination"* Prof. A

Before the thesis was send to the external examiners, it was a requirement that both supervisors sign it. This presented another challenge because we had to start looking for Prof. B to sign. Efforts to book appointment with him in his city office were unsuccessful. However, after two months, he gave us an appointment to meet him in his home which was 1-hour drive from the University. At 4:00 PM, we were ushered in his house. When we informed his wife that we wanted to see Prof. This was her response:

> *"Prof. has just arrived, he is very tired and has just gone to bed and wished not to be disturbed"* Prof's wife

Prof. A pleaded with the wife and told her that we only wanted her husband to sign the thesis. After a while, the wife gave in and went to inform her husband of our presence and mission. In response, prof. B said we leave the thesis and he will sign it and send it to the University. With those clear instructions, we left the thesis and travelled back to the University. True to his words, the signed thesis was send to the University the following day.

The external examiners took less than three weeks to give their feedback. One of them gave very useful additions to the thesis and even met me to discuss the additions. The second examiner suggested minor corrections. Thesis defense was scheduled and Prof. A stood with me throughout the defense period. After successful defense, very minor corrections were suggested. After corrections, I started the process of binding the thesis in the University Press. Unfortunately, when I took the thesis for binding, there was a very long queue of theses waiting for binding and more theses were still coming in since graduation day was barely a week to go!. When I informed Prof. A of the long queue, he was very concerned and decided to come to the University Press. We camped at the Press for a whole day and Prof. A had the following word to the Head of the Press:

> *"Kindly, treat this thesis as a matter of priority. If this student fails to graduate this year, it will be disastrous since he has overstayed in the University. So far the student has taken extra two years"* Prof. A

In two days, I submitted a bound thesis to the School of Postgraduate Studies upon which I was issued with a completion letter and my name was included in the graduation list which was barely three days to go! I finally graduated in December 2009 after spending four years doing my Masters studies.

I learnt a number of things concerning supervision models and styles based on what I went through during thesis writing all the way to graduation time. One, it is very important that the supervisor balances his/her supervisory role with other engagements such as work. In CPC course we learnt on the need of a student balancing his/her academics, work, family and social issues. From my experience of being supervised, I think the same should apply to the supervisor. For instance, if Prof. B could have tried to strike a balance between his work and his supervisory role, probably my delay in graduating could have been reduced by at least a year. Secondly, I also learnt that there is need for a student to view his/her supervisor as a social being who is subject to the many challenges we face in life. Although in CPC course we learnt how to view a student as a social being working toward social justice, I think the

same should apply to the supervisor. For instance, Prof. B was working from 5:00 AM to 8:00 PM. Obviously, these are very long working hours for a person to accommodate extra workload. In such instances, it is good for the student to understand the challenges that the supervisor is going through as a social being, try to accommodate the supervisor, be patient and utilize any available opportunity with the supervisor. Thirdly, I learnt that the University policy on supervision impacted greatly during my Masters studies. For instance, in my case, there were no clear guidelines on what should happen in case a supervisor is unable to continue with supervisory roles due to engagement in other pressing work-related activities. If there was such a policy, the University would have probably allocated me another supervisor the moment Prof. B ventured into politics. Presence of such clear policy will greatly cushion the student in case of any eventuality. For my case and my colleagues, it could even be worse since barely a year after our Masters graduation, Prof. B resigned from the position of a Permanent Secretary and started campaigning for a presidential seat for elections that were due in 2012! It could have been terrible to be supervised by a presidential candidate especially in Africa were presidential campaigns can go on for two good years! Of course Prof. B campaigned all the way to the ballot box but unfortunately he lost the elections. Lastly, I learnt the importance of a supervisor in monitoring and reporting progress of a student. For instance, for my case, Prof. A was always monitoring my progress throughout stepping in where necessary to make me progress including putting pressure on Prof. B to act on my work. Honestly, it could have been difficulty and a tall order for me to pressurize Prof. B on my own. Prof. A proved very useful in reporting my progress to the Faculty including giving explanations on the causes of my delays in graduating. This saved me from possible deregistration.

In conclusion, I find co-supervision model very useful to a student. The student gains from the strengths of each supervisor. A weakness in one of the supervisor can be complimented by the other. However, challenges exist in ensuring that the two supervisors are always at the same level in playing their supervisory roles.

Postgraduate Supervision: The Critical Role of Supervisory Practices

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Introduction

Postgraduate education is an important ingredient in providing the higher learning institutions with opportunities to enhance research abilities and develop academic capability. The quality of post graduate education is largely determined by the effectiveness of supervision. Supervision is defined as an intensive, interpersonally focused one-to-one relationship between the supervisor and the student (Norhasini, Affero, Azahario, 2011). Supervisors are faculty members assigned to manage students' academic development through the research process. The demand for postgraduate qualifications has created a need for effective postgraduate supervision at institutions of higher learning(Firoz and Mohammad 2013)point out that as the expectation of high-quality postgraduate supervision is increasing, the supervisory role becomes more challenging. This therefore implies that supervisory practices should be aligned to produce graduates who are qualified to participate in scholarship. Supervision should also endeavour to improve timely postgraduate research completion.

This reflective paper discusses my experience in supervision as supervisor and supervisee, the policy guidelines of post graduate education in Kenya, the role and responsibilities of the supervisor in guiding students, the models and styles of supervision, challenges facing postgraduate supervision and their possible remedies. The paper also gives a reflection on experiences learnt after postgraduate supervision course. The paper recognizes that supervision is a dynamic practice and that supervisors play a critical role in post graduate education completion rates. Following the introduction, the paper delves to give a personal reflective experience as a supervisor and a supervisee.

Reflection on Personal Experience of Supervisory Styles

In this reflective writing I reflect on my own experience both as a PhD student and as a supervisor in the university where I am currently engaged. My reflection focuses on the styles of supervision I experienced as a student as well as the ones am engaged in my current supervision practice. By highlighting the styles of supervision I went through, I wish to demonstrate that (Brew and Peseta 2004) ideas on supervisory practices can be used as tool with which to reflect upon and improve one's practice as a supervisor of postgraduate students.

After completing my PhD taught coursework at the university where I was taking my studies, I was immediately assigned two supervisors to oversee my research work. My area of specialization was in educational administration and planning. The supervisory model assigned to my supervisors was therefore co- supervision style. One of my supervisors was in my area of specialization while the other was from another area of specialization though in education discipline. The supervisor from the other area of specialization did not at any given time during my Doctorate research read my work. I would send the supervisor my work but I never received any guidance, direction or any input from the supervisor.

The supervision work was done by the other supervisor in my area of specialization. I benefitted from methodological expertise from one supervisor. There seemed to be supremacy and power relations between the two supervisors which I suspected could be the reason for the supervisor's withdrawal from my work. I couldn't

know how to approach them but eventually the supervisor signed the final thesis. Although my model of supervision was co supervision, it ended up as individual or solo supervision. I missed input from that supervisor. The supervision work was done by one supervisor. This affected my progression through the research process.

The supervision policy in the university where I am engaged stipulates that supervision should be co supervision or team supervision depending on the student's discipline. In cross cutting research topics, the student is assigned more than two supervisors. The current university guideline is that the supervisors meet the student together and give feedback and guidelines together. In that way the student benefits from the knowledge and expertise of all the supervisors. This supervisory practice ensures that all the supervisors are proactive and fully engaged in the supervision process. The issue of supremacy or power relations does not arise neither is the supervision process affected by conflict or conflicting advice to the student. The student's progression through the research process is fast tracked.

Having expounded on my experience as a supervisor and supervisee, I therefore present a highlight on the national policy regarding post graduate education in Kenya.

National Policy on Postgraduate Education in Kenya

The global demand for production and skills in research has created the need to broaden the production of a higher number of postgraduates. Globally many countries have created opportunities and broadened the access to postgraduate studies in their universities to meet the increasing demand for post graduate researchers. Educational institutions are trying hard to build their research capabilities through producing high quality graduates and providing quality supervision for higher student satisfaction and completion (Firoz and Mohammad 2013). Postgraduate research is critical in discovery and creation of new knowledge (King 2019). Research plays a vital role in the development of any nation, and institutions of higher learning provide this platform through postgraduate research (Okoduwa, Abe et al. 2018)

In Kenya higher education is managed by The Commission for University Education (CUE). The commission considers research as a critical component of higher education and training in Kenya (Too, Kande et al. 2016). The Kenyan government sees research as a way through which human development can be achieved. The Commission has provided policy guidelines that facilitate actualization of postgraduate education research. According to (Mukhwana, Oure et al. 2016)in their views that feature in their paper "State of Postgraduate Research Training in Kenya", the major role of policy framework on postgraduate education is to promote post graduate education through research. The policy also endeavours to promote standards that ensure quality of postgraduate education, monitoring and evaluating the state of post graduate education in relation to the national development goals and developing policy criteria for admission to postgraduate programmes. The universities are expected to align their individual policies on post graduate education and research on the policy by CUE. The CUE policy has identified key thematic areas which include institutional policies, admission of postgraduate students; the learning environment and institutional support systems.

On institutional policies, the universities are required to provide a specific policy that can guide on postgraduate education, training of postgraduate students and providing direction to both academic staff and students on universities' expectations for successful completion of postgraduate programmes. The universities are further required by CUE to increase the number of programmes and diversify the

programmes and align them to national development agenda and international development instruments like the sustainable Development Goals (SDGs). (Mukhwana, Oure et al. 2016)further posits that universities should regulate the admission requirements to admit only the qualified students as per CUE standards. Universities are required by the policy frame-work to provide an environment that supports effective postgraduate supervision to both the supervisor and the students. The CUE has put in place policy interventions to ensure that post-graduate training and research are carried out within a period not exceeding five years.

The commission has also given a graduate student handbook that gives guidelines on management of post graduate training which includes examination and supervision. In Kenya universities are required to keep track of monitor the progress of the students. The students are required to file progressive reports and feedback to monitor the progress through the post graduate training. In the event of challenges with student progress, appropriate and timely interventions is taken (Too, Kande et al. 2016). The universities have put in place monitoring tools to evaluate postgraduate supervision. In support of Post graduate education universities in Kenya are expected to provide an elaborate infrastructure that can facilitate the progress of post graduate education.

Having presented the postgraduate policy in Kenya, the paper expounded on the concept, models and styles of postgraduate supervision.

Concept of Postgraduate supervision

(Van Biljon and De Kock 2011) affirms that supervision is a vital aspect in the success of postgraduate students while (Bitzer 2011) sees supervision as a fundamental factor in the success of postgraduate students. Current trends in supervision practices in university education require that both the student and the supervisors commit themselves in order to complete the postgraduate program within the defined time frame. Supervision is a developmental process that links the supervisor and student. In the supervisory process the student and the supervisor should commit towards the completion of the research process. Supervisors are required to impart the essential skills to the students so as to facilitate their fast flow through the research process. Postgraduate students face a myriad of challenges due to inadequate and faulty supervisory styles. There is a large number of postgraduate students who fail to complete their studies within the framed time or may give up their studies due to challenges associated with poor supervision styles. This section explores the supervision styles and their impact on students' progression.

Models of Postgraduate Supervision

The allocation of supervisors to students is influenced by policies of the institution, department, and the availability of supervisors (McAlpine and Norton 2006). The allocation is also dependent on the discipline of study by the student. There are several Models of supervision variously used by supervisors. This paper will address three models of supervision

The first model is the individual one-on-one style of supervision in which one supervisor supervises one student. It involves a one-to-one relationship between the student and the supervisor (Mackinnon, 2004; McCallin & Shoba, 2012). In this type of supervision, the student benefits from the supervisor who is the expert in that particular specialized field (Nulty, Kiley & Meyers, 2009). It involves the supervisor meeting with the student regularly to discuss the research progress of the student. The supervisor engages in mentoring and coaching the

student (McCallin & Shoba, 2012). The supervision done by a single supervisor where one candidate works with a single supervisor on the thesis/project. All the tasks depend on the supervisor. The supervisor provides guidance throughout the supervision process. This model facilitates fast progression through the research work. It has the advantage in that the student and supervisor get to know and trust each other. The student gets to learn about the expectations of the supervisory practices and feels comfortable with the process. However, it lacks grounded expertise in the event the supervisor is a novice or lacks methodological skills of supervision. While this method may facilitate fast progression of the student, (Neumann 2005)opines that this model does not build varied research methodologies in the student for the student relies on one source for guidance.

A second model is co-supervision where one student is supervised by two or more supervisors work together to oversee a student's research thesis/project (Grossman and Crowther 2015). Supervision is done by multiple supervisors, where one candidate is allocated two or more supervisors. Among the supervisors there is a principal supervisor who is the lead supervisor of the other colleague supervisors. The principal supervisor has the overall responsibility for directing the research project and ensuring quality supervision (Grossman and Crowther 2015). This method enriches the research project with specialized knowledge and diversity of opinion from the members of the supervision team (Grossman and Crowther 2015). According to (Grossman and Crowther 2015)the co-supervisors should agree on the role and contribution of each member in the research project. This method ensures there is task division among the supervisors and can be used well in training novice supervisors. The strength of this method is that the student's work is assessed by different experts who also provide positive critique and variant ideas that support the research project (Grossman & Crowther, 2015). The method provides opportunity for the supervisors to learn from each other. At times the main supervisor while supervising the candidate also mentors the other colleague supervisors. At other times the supervisors focus on different aspects of the research study all aimed at enriching the supervisory practice. The student benefits from both supervisor's methodological supervision expertise (Dysthe, Samara & Westrheim, 2006). Similarly, throughput of students is fast in this model (Van Biljon and De Kock 2011). However, the model may bring power struggle between the supervisors that can delay student progression through the research. The model may be a disadvantage to the student when the supervisors disagree on issues related to the research work (Grossman & Crowther, 2015). The method may also confuse the student especially when the supervisors provide conflicting advice to the student.

Team supervision is another model of supervision where more than two supervisors supervise the student (Dysthe *et al.,* 2006). The student benefits from the varied expertise of multiple supervisors. The student is not dependent on one supervisor's knowledge which develops critical thinking in the student. However, team supervision is likely to bring power relations struggles between the student and supervisors or between the supervisors. It may also bring conflict in the team due to conflicting advice that may confuse the student.

Styles of Postgraduate Supervision

There are several styles of supervision. Some of the supervision styles include

laissez-faire, directive, contractual and pastoral.

Laissez-faire supervision
The *laissez-faire* supervision style is where the candidate is independent. The supervisor plays little role in the research project. The candidate has a lot of freedom to carry out the research with minimal guidance of the supervisor. This style is appropriate for the aggressive and bright students while it does not go well with students who require close monitoring and guidance. Directional supervision style involves close monitoring supervisory approach (Rettig, Lampe & Garcia, 2000).

Directive supervision
This approach to supervsion is essential when the student requires close guidance and close monitoring from the supervisor (Gatfield 2005). In this style the supervisor actively participates in guiding the student. Supervisors use this style where the student needs more and close attention. This style fast tracks the progression through the research process,

Contractual supervision
The contractual supervision style is a consultative approach of supervision where the student gets both direction and support from the supervisor (Gatfield 2005). (Gatfield 2005)further posits that contractual supervision style works better when the research project is beginning and as well as at the completion stages of the research. When the research normalizes the candidate get well acquainted with the research dynamics and the role of the supervisor becomes mostly consultative, offering suggestions, opinions and direction of refining the research project (Rettig *et al.,* 2000).

Pastoral supervision style entails the supervisor providing emotional support to the student research besides academic support (Schulze 2012). It is a style that takes the cognizance that the student as human and an individual besides being a learner (Martin 2014). This style gives emotional support to the student that motivates, boosts the student's confidence and empowers the student in carrying out the research ((Gatfield 2005); (Schulze 2012)).

After an in-depth discussion of the various models and styles of postgraduate supervision, a discussion on the role of the supervisor in postgraduate education was presented.

The Role of the Supervisor in Postgraduate Education
Supervision of postgraduate research is a dynamic process that is becoming a great concern for universities globally. According to (Wisker 2005)research supervision is critical in empowering students to become researchers. The quality of postgraduate supervision students is a focus issue for universities. (Lessing and Schulze 2003)argue that quality supervision comprises of the supervisory process and research output by the students. These two variables form the focus through which the success of post graduate supervision can succeed. Supervision requires professional commitment since it is an intensive form of educator-student engagement (van Rensburg, Mayers et al. 2016). (Pearson and Kayrooz 2004)opine that supervision is a process that facilitates the progress of students through the research process. This section discusses the critical role of supervisors in post graduate education.
One critical role of supervisors involves the supervisor providing research activities which may include among others things mentoring and coaching the student through the research process. Coaching is defined as a process through which an individual assists another to unlock their natural ability; to perform, learn and achieve; to increase awareness of the factors which determine performance; to increase their sense of self-responsibility and ownership of their performance, to identify and remove internal barriers to achievement

(MacLennan, 1995). (Wang and Li 2008) posit that a supervisor is a coach to students and should motivate them to improve their written work. The supervisor as a coach challenges the students intellectually and assists them formulate their research programme, encourages them to develop/evaluate their own ideas and provides them with specialist/technical expertise on the topic of research. Coaching helps the student acquire skills and boosts confidence amongst the learners.

Mentoring involves supporting others and sharing knowledge and time. The mentor provides direct assistance and guidance to the student's career and professional development. The supervisor mentors the student by training them to acquire skills and knowledge required in the research process (Lee 2007). The supervisor takes the role of adviser on research matters and provides support for students' career progression. Supervisor plays an important role by engaging a constructive supervision process that ensures that the students acquire research skills (Cleary, Hunt et al. 2011).

The supervisors provide advice and guidance on how the students can develop the required research skills and knowledge so that the student can write academically. The supervisors should oversee the work of the student and ensure the student produces quality work. (Kiani and Jumani 2010) affirm that a fundamental role of supervisor is to guide students on maintaining research independence where students can research on their own. Supervisors fast track the research process by providing feedback of the completed students work. Feedback in research writing context refers to the information provided by the supervisor to the student to bridge the gap between the current performance and the expected goal. The primary goal of feedback is to assist the student adjust their perception and thinking to improve learning outcomes (Shute, 2008). It is an important element which promotes successful student learning. It is crucial for improving knowledge acquisition, learner satisfaction and motivation. Feedback also improves learner's confidence and enthusiasm for learning.

Through feedback the supervisor will be able to understand the weaknesses and the strengths of the student's writing skills. The feedback assists the student in gaining insights on the requirement of the research process. The supervisor plays the role of director by determining study title and provides views on the methodology of carrying out the research. Likewise, the supervisor gives support through encouragement, shows interest, discusses student's ideas and also monitors the progress of the student. The supervisory role opens to a presentation of the challenges and remedies to postgraduate supervision.

Challenges and Remedies in Postgraduate Supervision

Postgraduate research output and challenges associated with post graduate supervision are an important area of focus for many higher education institutions around the world (Lessing & Schulze, 2012; (Amehoe 2014); (Botha 2010)). Critical to this challenge is the supervisory relationship between the supervisor and the student. A successful supervisory process demands that the supervisor and the student commit themselves to fulfilling clearly-articulated responsibilities relevant to the research project (Eley and Jennings 2005). Both the student and the supervisor contribute to the process of supervision. (Eley and Jennings 2005) cites lack of student's preparation for postgraduate studies and poor mentorship as some of challenges facing postgraduate supervision. Students who are not adequately prepared for their post graduate studies lack sufficient skills and knowledge required for research work and therefore end up either abandoning the research work or lazing around during the research period and causing delay in finishing postgraduate studies. Poor mentoring by supervisors may delay students' progress through the research process. Mentoring involves

guiding teaching and advising the students which transfers skills to the student thus boosting their confidence. Students who are adequately mentored may delay in their research or drop from the research programme. This creates within the student lack of confidence in writing and presenting their work. Low levels of student's academic preparedness and their inadequate knowledge about how to conduct effective research independently also contribute to challenges in supervision (Grevholm, Persson et al. 2005).

Another major challenge is inadequate supervision. In many universities supervisors are allocated many students to supervise at the same time and therefore pay little attention to their students (Gudo, Olel et al. 2011). Student supervisor relationship is another challenge facing postgraduate supervision. (Gill and Burnard 2008) state that the major determinant of student success is the effectiveness of the student- supervisor working relationship. Positive relationships promote success, while poor relationships negatively affect the supervision practice (Dimitrova 2016). (Ayiro and Sang 2011) posit that strained relationship with their supervisors affect their progress and completion of their studies. Good supervision and agreeable relationship between supervisee and the supervisor are not only vital components of successful supervision process (Dimitrova 2016) but also constitute key determinants towards timely completion of postgraduate research.

Supervisory methodology and expertise create a big challenge to the supervisory process. Knowledgeable supervisors carry out the process with ease while those who lack the expertise may delay or fail to give feedback to the students or give non constructive feedback. (Petersen 2007)agrees that supervision knowledge and expertise impacts heavily on supervision effectiveness. Supervision styles have been regarded as one of the lead factors that determine the supervision process. Some styles like co supervision and one -on- one fast track the process, others like co supervision and team supervision cause conflict between the students and the supervisors while others benefit the student. All these may hasten or delay the supervision process.

Student factors have also been reported to affect the supervision process. (Ngozi and Kayode 2013), say that students' related factors such as students' interest and predisposition towards research work, student's skills in research conduct may delay the supervision process while (Abiddin, Hassan et al. 2009) reported that the ability of the student and their interest in research itself are contributing factors to completion rates in post graduate research. This implies that the supervision process largely depends on student factors. Majority of the students who register for post graduate studies are part-time students who have other responsibilities related to their jobs (Ayiro and Sang 2011). Most of them are professionals engaged in formal employment and are committed and therefore may not have sufficient time to engage fully in their studies which delays their progression.

To overcome these challenges, training on supervision is therefore important. Training equips supervisors with the expertise and knowledge required to empower them to be successful in supervising the students under their guidance (Petersen 2007). Similarly, on the same line (Pearson and Brew 2002) argue that staying up to date with current supervision training opportunities and resources is a vital aspect of postgraduate supervision. Supervisors' development through training is necessary to support the changing aspiration of students. (Emilsson and Johnsson 2007) suggested that formal training programmes go a long way to addressing some of the issues facing supervision process. Training may help novice supervisors from having to learn through trial and error.

After discussion on challenges and

remedies of postgraduate supervision, highlights on the skills learnt from Creating Post graduate Collaboration course (CPC) are presented.

Skills Learnt from Creating Postgraduate Collaboration Course (CPC)

Creating Post graduate Collaboration course has imparted important skills on the area of post graduate supervision. The course has trained on the skills of understanding the different aspects of power relations between the supervisee and supervisor during the supervision process. It also expounded on creating inclusive, participatory and scholarly environment during supervision. The course also fully trained supervisors on their roles and responsibilities during the supervision process. The course further gave the supervisors insights on models and styles of supervision. The cause proved to be valuable on issues of practices of social justice and ethical issues in supervision. Finally, this paper presents a conclusion of the topic under discussion.

Conclusion

The success of postgraduate education largely depends on multiple factors as outlined in this paper. Supervisors and student's commitment are essential in postgraduate research progress. The role of supervisor determines student's progression rates. Poor progress through the research process makes students anxious about completion of their research work. Supervisors need to provide quality supervision which will ensure that students produce high quality work. Effective and committed supervision is an important facet of the postgraduate education.

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Dynamics of Postgraduate Co-Supervision: My Experience as a Former Doctoral Student

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Abstract
Many universities are grappling with changing learning and teaching environment characterized by rising demand and dynamic career expectations. Supervision of postgraduate students not only transfers research skills, but is also a rigorous and interconnected form of mentor-student engagement. The role of the supervisor in providing an understanding, positive and engaging supervision process is important in the development of future cohort of academics with the right scholarly skills mix to accomplish future requirements of a profession. This paper shares experiences of co-supervision of postgraduate students from the eyes of a former doctoral student. Co-supervision is defined highlighting the role that it is supposed to play including addressing challenges facing solo (one-on-one) supervision, the process and elements of co-supervision are outlined, and a brief SWOT analysis of co-supervision is presented. The merits of co-supervision were found to far outweigh its demerits, furthermore the threats and weaknesses of co-supervision could easily be mitigated by a collaborative approach being embraced by the supervisory triad thus making co-supervision appealing to academics and graduate students. The author concludes by alluding to the fact that, co-supervision if well executed is one of the best supervision model that facilitates intra and inter-transfer of knowledge within the supervisory triad thus promoting scholarly endeavours and should not only be used for mentoring rookie or early stage supervisors.

Introduction

Universities worldwide particularly in the developing world including Kenya are grappling with changing learning and teaching environment, characterized by rising demand and dynamic career expectations. They continue to develop postgraduate programs to provide further training for first degree graduates in various fields. Educating early career researchers is increasingly becoming complex. The array of postgraduate degrees, the fast-evolving nature of knowledge, internationalization, the demand of funding bodies and employers are putting a strain on postgraduate supervision manpower. The supervisory process is crucial to the success of graduate students, and is often regarded as a single most important variable affecting the success of a research process (Zhao 2003).

Universities are faced with the need to demonstrate excellence in postgraduate research supervision (Nulty, Kiley et al. 2008). Models of postgraduate supervision vary widely among graduate programs, although the model of solo-supervision remains the most common one in most parts of the world. This model is faced with a common problem in the form of inadequate or negligent supervision (Brown and Atkins 1988). The use of multiple supervisors was offered as one way to deal with the problems that sometimes arise in solo-supervisory relationships. To scale up the quality of supervision, orientation seminars may be conducted regularly to enhance the capacity to supervise and also introduce the newly graduated doctoral students to the university supervision guidelines and expectations (Kimani 2014). Supervisors usually encounter the challenge of managing diverse aspects of the supervisory relationship to ensure positive outcomes for both parties. Adverse supervisory relationship experiences should be handled positively and cordially to improve throughput rates while reducing

turnover rates of supervisors.

Defining Postgraduate Co-supervision

Postgraduate supervision is considered as a collaborative venture between one, two or more academic advisors and the postgraduate student. Traditionally, supervision focusses on technical aspects of the research, the requirements of the discipline, knowledge content and on the production of a thesis or dissertation. This could be done by one supervisor or more than one supervisors. Where there are more than one supervisors the structure can be co-supervision, panel supervision, project supervision and cohort supervision.

Co-supervision is defined as two academics sharing the entire responsibility of guiding a doctoral student from admission to program completion (Paul, Olson et al. 2014). In the United Kingdom the common mode of supervision is one-on-one (solo) supervision, with the use of multiple supervisors offered as a way of dealing with the problems that sometimes arise in solo supervisory relationships. Further, the co-supervisory model has been used to assist beginning academics to develop their supervisory skills. Under this arrangement, a rookie academic is mentored by an experienced professor as they guide one or more postgraduate students. Once the rookie academic has gained supervisory skills they then begin to supervise postgraduate students independently ((Ives and Rowley 2005). This is the norm mostly in developed countries with high numbers of postgraduate student enrolment and where solo- supervision is common and therefore co-supervision arrangement are seen as initiation stage into the supervisory process. In the developing world characterized by low postgraduate student enrolment there is normally a scramble by the supervisors for the limited resource (i.e. postgraduate students) to supervise. As a way of ensuring equitable distribution of the limited resources, there are more co-supervisory arrangements as opposed to solo-supervision. Consequently, instead of co-supervision being viewed as a rite of passage for rookie academics, it becomes useful when two experienced academics join their expertise, knowledge, and working relationship in a co-supervisory situation. Thus enhancing the supervision experience for students and academics leading to effective completion of postgraduate programs than when there is only a single supervisor (Ives and Rowley 2005).

The Process and Elements of Postgraduate Co-Supervision

In the United Kingdom (UK) students are normally admitted to a doctoral program only after a supervisor has committed to accept the responsibility of supervision. This is normally preceded by an informal request from the student normally in a form of an email to the prospective supervisor. Prior to assenting to supervise a new doctoral student, the supervisor consider the match between the student's interests and their own research interest and expertise, the current workload of graduate students they are mentoring as well as their current research, teaching, and administrative responsibilities. The same process is followed in case of co-supervision. However, in my case unlike most cases, the co-supervisor joined us later and not from the onset. In a co-supervision arrangement, the main supervisors explains role of each member of the team, and why co-supervision is needed to enrich the student's research experience. Since solo-supervision is the main form of supervision in the United Kingdom, any potential misconceptions on co-supervision on the part of the student are clarified to enhance the learning environment. Subsequently, all the stages of the supervision process, including selection of conferences and workshops to be attended, manuscript preparation for publication in journals, selection of the doctoral examination committee members, and preparation for the final oral examination (viva) are agreed jointly by the co-supervisors. In Kenya, applicants into a doctoral program are required to prepare a

research concept indicating their area of interest, with the registration to the program based on approval of the research concept. Academic departments deliberate on the application before determining the relevance and possible matching to a supervisor. The supervisor can then be allowed to propose a co-supervisor with whom they carry out the other stages of supervision jointly (Mukhwana, Oure et al. 2016)

SWOT Analysis of Postgraduate Co-Supervision

The strength associated with co-supervisory arrangement include: possibility of the student getting a second opinion, avoidance of dependency, access to greater expertise, and backup/insurance (Bourner and Hughes 1991). The fact that there is more than one person advising the student means that he is exposed to more opinions and views on his work and chances are that he is exposed to more content and ways of doing things. There is also a likelihood that one supervisor will bring more supervisory experience than the other, reducing the risk of supervisory incompetence thus benefiting the student progress. My doctoral studies was supervised by a professor and a reader, who both brought in different perspective to the research. Their complimentary views were useful in the study since one was purely an academic as he had worked in the university throughout while the other was initially in the private sector before moving to the university. I therefore benefitted from both theoretical and hands on experience at the same time. In the absence of one supervisor, the student is not orphaned, instead continuity is guaranteed. Co-supervision protects the student from the distressing disruption occasioned by the loss or withdrawal of the only supervisor. I had an unfortunate experience of losing a supervisor during my masters studies, who went missing and to date is yet to be found. Fortunately, I was being co-supervised and continuity was safeguarded by the availability of the co-supervisor. Co-supervisor can relieve each other when need arises, for example during leave or when attending to other projects. The strength of co-supervision as a form of insurance cannot therefore not be underestimated.

Opportunities in co-supervision include: chance for rookie academic, expanded network, and dealing with interpersonal issues. Co-supervision offer apprentice position to rookie academic who are still not having their own projects to attract students. The rookie academics are able to learn the ropes of academic supervision under the guidance of an experienced professor. Working collaboratively, the rookie academic with time establishes themselves through their projects and can subsequently supervise students independently. Further, co-supervision benefits the triad through networking by enlarging an individual's circle of network by overlapping it to the networks of the other parties. This has the effect of benefitting all parties. My doctoral supervisors have been able to benefit from my networks in Kenya just as I have been able to benefit from their networks in the United Kingdom and other parts of the world. The pool of available additional professionals is significantly increased when two supervisors combine their professional contact networks. This helps in the final step of a postgraduate program which involves identifying and securing external examiners from another university either locally or internationally. The role of the external examiner is to provide an outside perspective on the quality of the postgraduate student's research and knowledge of their area of developing expertise (Nelson and Friedlander 2001). In a co-supervisory arrangement tensions between student and supervisors are well managed. Incase of tension between one of the co-supervisors and the student, the other co-supervisor can act as an arbitrator to diffuse tension. Moreover, co-supervisors can support one another and work together to strategize when student situations become challenging.

Weaknesses of co-supervision include:

diffusion of responsibilities, getting conflicting advice, playing one supervisor against the other, and lack of an overall academic view. Diffusion of responsibilities refers to a situation where commitment of each co-supervisor is less than when there is only one supervisor in which case a student's problem is ignored because each co-supervisor thinks/assumes that the other is dealing with it (Phillips and Pugh 2000). This weakness is mitigated by having joint supervisory meetings where both co-supervisors are present and proceedings of the meetings are noted by the student. These notes are then shared with both co-supervisors therefore no one assumes that someone else is taking responsibility for something that was indeed assigned to them. Co-supervision also has the weakness of students getting conflicting advice leading to them being either caught between the supervisors or experiencing confusion because of unclear direction. Again, this can be mitigated by well documented supervisory meetings attend by both supervisors. Supervisors can also hold pre-supervisory discussions in person, by phone or by email to articulate their positions on a contentious issue prior to each supervisory meeting with the student (Watts 2010). A student could also decide to play one supervisor off against the other especially in a situation where the student is avoiding advice from one supervisor. Sometime in a supervisory relationships especially where a lazy or unconcerned student is involved there are times when one supervisor advice is not heeded to by a student, possibly because the student considers it extra work and/or because the other supervisor agrees with the student. Joint supervisory meetings will ensure that the student is not able to play one supervisor off against the other. At times with more than one supervisor, there is lack of an overall academic view, this means that the supervisors might be immersed in the technical aspects of the research that they end up not paying attention to the administrative aspects of the postgraduate program such as establishing the qualifications of external examiners who will examine the thesis. Having a co-supervisor take care of such administrative roles will ensure that the right examiner is identified and invited to examine the thesis thus saving time. There are instances where the supervisors have identified and sent invitations to the external examiner only for body in charge of postgraduate studies in the university to decline their appointments due to ineligibility to examine the said thesis.

Threats to co-supervision include: implications for staff promotion, inequitable workload recognition, and lack of acknowledgement of informal arrangements. There are instance especially in the developing countries where co-supervisors especially the rookie ones have encountered problems when seeking promotions or during job interviews. Co-supervision was seen as affecting promotion and progress prospects. The policies of some universities appear to give more weight to solo supervision as opposed to co-supervision. There is also inequitable workload recognition i.e. requisite expert input may vary throughout the thesis lifecycle. Workloads and financial compensation of co-supervisors has been affected by power play and institutional duplicity affecting supervisory process except for the most dedicated supervisors (Grossman and Crowther 2015). There is also need to acknowledge informal co-supervisory arrangements since there is substantial inputs given by informal advisors without formal recognition. Informal postgraduate supervision occurs because a participant sympathies with the student or does not wish to be perceived un-collegial when refusing informal supervisory request from colleagues. However, informal supervisors express resentment at the lack of recognition for their inputs and unhappiness about claims made on their time. There is therefore need to regularize informal co-supervision so that their inputs could be officially be recognized (Spooner-Lane, Henderson et al. 2007).

Personal Experience of Postgraduate Co-Supervision

I went to the United Kingdom to commence my doctoral studies and was initially guided by one supervisor who facilitated every aspect of my studies and my acclimatization to a new country. After one year of studies, circumstances arose, which led to the need to add another supervisor to co-supervise the remainder of my doctoral studies. My first supervisor thought that I will be overwhelmed with the process of adding another supervisor and inquired from me whether I was wondering if co-supervision was being proposed because I was perceived as a weak student not knowing that I was more conversant with co-supervision than solo-supervision, since co-supervision was the norm in Kenya where I came from. In my case there was no rookie supervisors, all were professional supervisors in their own right, although one had mentored far more students than the other. I was to liaise with both of them for any matter related to my studies and was to write notes during our meetings and share the notes with them, so that we were all on the same page. I had become so close to the first supervisor and initially at the start of the co-supervisory arrangement, I missed the interpersonal closeness with him but was aware of their roles as "equals" while my level of comfort and bonding was not the same with both supervisors. With time I enjoyed working more with the new co-supervisor as he came in with more practical/field base approach to the study that I found very important. My study was more of a modelling study and involved more coding in a programming language, the new co-supervisor came in with a new approach of how to visualize the physical environment before representing it in a code that can be calibrated and validated. I then made a decision to view the co-supervisors as equal. I did immensely gain from the diverse know-how of my co-supervisors, benefited knowledge and skills from the counsel of two great professionals and learned about undertaking and writing research from them. I also, learned about their approaches to supervision and their styles of giving feedback. For example, one of them would sit down with me in front of a computer and ask me to show him how I did the coding and even run the code for himself to witness first-hand the challenges I encountered in the process of writing it, whereas the other took a more of a troubleshooting approach, who would give you a series of "what if scenarios" to try on my code. In the end I have come to appreciate both perspectives and grasped the positive influence of these strategies on my own learning, I have embraced both of these strategies for giving feedback to my own postgraduate students. I also learnt treasured and diverse approaches to academic writing from each of my co-supervisors.

Since I was on a scholarship with strict conditions and timelines, I had to conclude my studies within a specific time and return to my faculty responsibilities in Kenya. I tried my best and even though I had to request for an extension of three months from my sponsors, I was able to complete my studies with unfailing support and harmonized efforts of my co-supervisors, notwithstanding the dangers of diffusion of responsibility and getting conflicting advice in co-supervision. Even with varying opinions from my co-supervisors, I still found their advice to be complimentary and not conflicting. Furthermore, in the event that their comments appeared to be contradictory, their divergent viewpoints along with firm reasoning led to good debates and additional scholarship. Exposure to such circumstances availed to me opportunities to become more unbiased, revere professional discourse, appreciate diversity of methodologies, and cultivate research leadership skills for the future. Co-supervision thus offers more virtues for the student when the co-supervisors are well-matched, with the experience being beneficial in moulding my own supervisory talent and capabilities when co-supervising postgraduate scholars in

my university.

Conclusion

Monitoring progress of postgraduate research is key in enriching the postgraduate experience since most complains by postgraduates students relate to supervisory issues. Graduate students need to receive information about various aspects of their study in a timely, professional and humane manner. As it has been observed here, co-supervision if well executed is one of the best model that facilitates intra and inter-transfer of knowledge within the supervisory triad thus promoting scholarly endeavours and should not only be used for mentoring rookie or early stage supervisors.

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Postgraduate Training in Kenya: Reflections on the Processes Underpinning Supervision for Improved Quality of Scholarship

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Introduction

Postgraduate training in Kenya is becoming increasingly important as the country works toward attaining an industrialized knowledge-based economy. To this end, according to Mukhana *et al.* (2016) and (Kimani 2014) research and development has been perceived as means of creating wealth and enhancing human development. It has further been argued that education can eliminate poverty and reduce inequality (Jili and Masuku 2017). The importance of postgraduate training, research and development has further been highlighted in Kenya Vision 2030, the country's development program from 2008 to 2030 (GoK 2007). In this country's development blueprint, research and training is viewed as key in the achievement of the Vision 2030. More importantly, it is important in meeting the human resources training needs which are critical in the county's economic and social development. To be more specific, critical masses of quality trained postgraduate students are required to meet the staffing needs of increasing number of universities, replacing the aging faculty, and the professional cadres required in government, the private sector, international agencies and Non-Governmental Organizations.

Against this background, there is a burgeoning pressure on universities to produce enough numbers of quality trained postgraduate students. Unfortunately, this is happening at time when there is decreased government funding for public universities which constraints their capacity to fulfill their mandate of teaching, research and giving services to the community. Postgraduate training which is a critical mandate of the universities in Kenya and elsewhere in the world embodies imparting quality skills of scholarship in the students. According to (Boyer 1994) scholarship encompasses discovery, integration, application and teaching. While discovery refers to creation of new knowledge, integration refers to relating and connecting the knowledge within and across disciplines. Moreover, application is connected with activities that are in line with using new knowledge in solving real world social and economic problems and teaching is the process of guiding experiences related to learning. Good postgraduate training and supervision calls for careful and meticulous inculcation of these qualities of scholarship into students. The process should culminate with production of graduates with capacity to be independent researchers, critical thinkers and scholars and, able to supervise postgraduate students and in addition, apply new knowledge in solving real world social and economic problems (Jili and Masuku 2017).

Effective postgraduate supervision and training is underpinned and affected by an interplay of many factors including disciplinary norms, institutional policies and research cultures and personalities of the supervisor and student, among others. In addition, it is affected by the supervisor's understanding and grasp of the methodologies and processes of supervision. It is often assumed that supervisor's method of supervision is a function of how or she was supervised. In this write up I reflect on my academic journeys as a postgraduate student and supervisor and bring out the methodologies and processes that characterized the supervision. My process of reflection adduces information on styles, models and strategies of supervision that are key in improving the

process of supervision and ultimately quality of scholarship in postgraduate education.

Reflections on the Processes and Methodologies of Supervision

Research problem identification and development of methodology

My academic journey as M.Sc. and PhD student and later lecturer in environmental science has been characterized by rich experience of scholarship. I have indeed been well introduced to and experienced the elements of scholarship including discovery, integration, application and teaching. Right from the beginning, my M.Sc. supervisor implored me to ready widely and critically to be able to identify a good research problem. I was directed to read different materials including journal articles, textbooks, pamphlets, government reports on various issues and reports from different research projects among others. It was also impressed upon my mind to make key observations on the physical, social, ecological and economic aspects of environment in order to detect contemporary issues and challenges bedeviling the environment. In addition, I was encouraged to hold academic discussions with my fellow student colleagues and lecturers in the department of environmental science, besides attending seminars and defenses for research proposals and thesis.

At PhD level, my supervisors guided me through a similar process of ploughing through the literature, attending seminars, holding discussions with members of the department and making key observations on aspects of the environment. In both instances, (MSc and PhD) I was able to come up with a good and researchable problem, achievable research objectives and testable hypotheses on my own with supervisors playing the role of encouraging me to keep moving on.

Undoubtedly, this process enabled me to be independent besides being confident in my research work. (Jili and Masuku 2017) indicated it is incumbent upon the supervisors to introduce the supervisees to a culture of research by guiding them into identifying contemporary problems that are affecting society and gaps within the literature to convert into research aims, objectives, research questions and testable hypotheses. It should further be noted that effective and supportive supervision especially at the research problem identification stage plays cardinal role in the scholarship of discovery (Van, Mayers et al. 2016)). (Kimani 2014) postulated that an approachable and supportive supervisor wins the trust of the student and this is key in the growth and development of a student as an independent researcher. In the same vein, (Grant 2003) indicated that good supervision should result in transforming the student into an independent researcher and critical thinker in addition to producing a good thesis. Indeed, I was a beneficiary of this liberating supervision process.

Just as my supervisors guided me in identifying a research problem on my own and effectively enhancing my growth as an independent and confident researcher, I have tried to apply the same principles and practices in my supervision of postgraduate students based on the student's academic background and strengths. As far as possible I avoid directing the students in particular direction in so far as the identification of the research problem is concerned. Rather I encourage them to plough through the literature and identify knowledge gaps and proceed in developing appropriate research objectives, questions and testable hypothesis. The access of the relevant literature by the students is enhanced by a range of resources which are provided by the university library. These include institutional repository composed of archived scholarly publications created by the university staff and students. The library also subscribes to electronic books and journals from various databases which go a long way in enriching the students' research experience. This

supervision style and strategy is consistent with (Jili and Masuku 2017)observation that supervisors though knowledgeable in the field should give students some latitude to do their own work. This approach has enabled most of my students to start off their studies with intrinsic motivation that effectively translates into considerable impetus culminating with completion of the studies on time. The average studies completion time in the university is 3 and 4 years for masters' and PhD students, respectively.

Moreover, in my both MSc and PhD studies I was well guided by my supervisors in writing methodology for the study, development of experimental designs and data collection instruments and actual data collection in the field and laboratory analysis. Actually, my supervisors at both levels of the study accompanied me in the field and also supervised my laboratory analysis work.

Similarly following these good practices and norms that I learned from my supervisors, I closely guide my students in working out the methodology for the study, development of good research designs and actual collection of the data whether in the field or in the laboratory. I also refer my students to other scientist who could be good in a particular aspect of the methodology in an attempt to enrich the study approach. In line with this approach, (Jili and Masuku 2017)postulated that a supervisor may refer the student to someone who is an authority in research design and methodology for more insights thus facilitating the growth of the supervisee.

Induction into academia

The many seminars and conferences that I was exposed to during my academic journey as MSc and PhD student served in inducting me to a community of academic practice. Through the seminars, conferences and collaborative discussions with my fellow student colleagues and faculty members, I developed a sense of identity and belongingness to the academic community. This sense of belongingness and identity to research community has been referred to as 'collegialisation' by (Conrad 2003). He noted that interactions with members of the academy helps the student in acclimatization and completion of their studies on time. (Lee and Murray 2013) referred the process of admission into the academy as 'enculturation' where students are motivated to become members of the subject/ specialty and inducted through role modelling. In addition, Msimanga (2017) noted that induction is accompanied by one's introduction into values, conventions and regulations that apply in the academy.

In my supervision style and strategies, I also encourage and facilitate the students in participating in seminars, conferences and discussions with their student colleagues and members of the faculty. As a Principal Investigator (PI) of a research project with scientist members drawn from different disciplines, I am able to organize seminars and discussion meetings for my postgraduate students whom I facilitated in joining the project. In these seminars and discussion meetings, students are able to be exposed to the disciplinary norms of identifying research gaps, framing research questions, paradigms, theoretical perspectives, methodologies and writing styles among others. The process enables the student to interact with scientists and collaborators thereby expanding their network.

Giving feedback to student's work

Constructive, prompt and well communicated feedback to student's work is an important aspect of supervision that can determine the quality of the thesis and completion of studies in time. In my MSc studies I was not lucky because my supervisors were not reading my work in time. A case in point was during my research proposal development when one of my supervisors took six months to read my work. This resulted into wasted time as I could not move forward to the next stage of my

research work. This kind of a problem where a supervisor inordinately delays feedback on student's work can be attributed to power imbalance between the student and the supervisor. Matuma (2012) argued that power imbalance between the supervisor and student can lead to feelings of isolation on the part of the student and this hinders creativity and development of critical thinking. In addition, (Harrison 2012) reported that feelings of isolation by the student is a pointer to inadequate guidance and support from the supervisor. However, in course of my PhD studies, my supervisors gave me prompt, comprehensive and constructive feedback that not only enabled to write a quality thesis but also complete my studies on schedule. I candidly remember the main supervisor going out of his way in holding thesis discussion meetings outside the normal working hours during the weekdays and sometimes in weekends.

In course of my supervision work I always as far as possible try my level best to respond to student's work in time. To this end, I take about two to three weeks to give students feedback and this is made possible by the fact that I prefer supervising few students at any given. Currently, I am supervising three masters' students and one PhD student. I also consider giving comprehensive and constructive feedback that can improve the students' work, besides making them more independent and confident researchers. Moreover, I where need be, I meet the students outside the normal working hours in an attempt to remain flexible and approachable in the process. As I assess the student's work, I insist on strict deadlines and at the same time provide regular and timely feedback characterized by appraising, criticizing where need be and evaluating the direction of the overall research work. While doing so I remain sensitive to student's circumstances and needs which could range from gender, familial responsibilities and disability among others. In addition, I agree with my students on the method of communication right from the beginning and remain consistent throughout the study period. In most cases we use emails but also hold face to face meetings, the frequency of which is determined by the student's academic needs. For academically strong students, the meetings are not as regular as for those who are weak. With these approaches, most of my students are able to complete their studies on time besides writing a quality thesis.

The foregoing observations on feedback have been reinforced by (Kimani 2014) who noted that timely and well communicated feedback is important in quality supervision and it results in improved performance and completion of studies in time. In addition, (Ndayambaje 2018) opined that failure of the supervisor to understand the student's work results in irrelevant, inconsistent, unsubstantiated and unconstructive feedback which further affects timely completion of studies by the student. Similarly, (Van, Mayers et al. 2016)indicated that good and quality feedback is important and should direct the student in areas that need improvement. Drawing from (Li 2007) authentic, constructive, objective and critical feedback should lead to an establishment of cordial educational relationship between the supervisor and supervisee. In addition, the supervisor while giving feedback to the supervisee should be sensitive enough not to be judgmental but appreciative of good work while at the same time identifying gray areas that need to be prioritized for change (Hamid & Mahmood, 2010).

Models of supervision

Models of supervision also do significantly influence timely completion of studies and quality of research output delivered by graduate students. Going down my memory lane, I remember that during my MSc studies I had two supervisors whom I relied on for guidance. In other words, the model of supervision was co-supervision which has

been touted as one of the best since the two supervisors complement each other (Jili and Masuku 2017). I believe that this method can be used in providing additional knowledge and skills to the students, especially in the areas of problem identification and definitions, working out of the methodology and data collection. The students therefore becomes more grounded in their research work and become independent researchers. I actually reaped most of these benefits during my MSc studies and was able to write good thesis. However, I also encountered some challenges which emanated from the two supervisors' diversity in opinion. The two supervisors could also not agree on the order of their names on thesis. This was on the basis of who had contributed most in terms of knowledge and who was more senior. This disagreement affected and delayed the completion of my studies although it was later amicably resolved by the higher authorities.

At PhD level, I was also exposed to co-supervision but at this time the supervisors were in agreement in their comments in most of the times. This was enhanced by holding common meetings which were convened by the principal supervisor. I therefore benefited from a wide range of knowledge, experiences and perspectives. My principal supervisor also encouraged me to keep consulting other faculty members in the department and this further grounded me in my research work besides being inducted in the academy. Currently as a supervisor, I borrow a lot from the best practices from the toolkit of my supervisors. Following the university policies and guidelines on the mode of supervision, I always suggest on supervising a student either as a principal supervisor or co-supervisor as the case maybe. Where I am appointed a principal supervisor, I usually convene common meetings to avoid giving conflicting advice on the student. As far as possible I leverage on the diverse knowledge and experience that I have with my co-supervisor to enrich the learning of the student. With this approach, most of my students are able to complete their studies on time besides producing good and quality research output. In line with this argument, (Jili and Masuku 2017) opined that co-supervision, if undertaken thoughtfully and professionally, generally promotes success and completion of research project on schedule.

Academic writing

Developing academic writing skills is an important aspect of postgraduate studies and promotion of scholarship. As students embark on their postgraduate studies journey, most of them can hardly write and cannot synthesize information and think conceptually (Lee 2015); (Van, Mayers et al. 2016). Actually, structuring their writing and writing appropriately is daunting task. I encountered similar problems when I was beginning my postgraduate studies. My supervisors at both MSc and PhD levels emphasized the need of reading widely so that I could acquire the disciplinary academic literacy. To this end, I read very many journal articles in order to gain an understanding on the discipline specific style of writing. I also co-authored journal articles with my supervisors and this further deepened my understanding on the discipline norms and styles of writing.

Guiding students learning in acquisition of academic literacy skills is a difficult task pedagogically. Most of the times my supervisors used to correct spelling grammatical mistakes and I also found myself falling in this trap at the beginning of my career as a supervisor. It is an exercise which is tantamount to proofreading the student's work and helping him or her in formulation of ideas. Ultimately, the student does not develop appropriate academic literacy skills and does not own the work. To solve this pedagogical problem, (Lee 2015) outlined a comprehensive supervision framework for guiding the supervisors in supervision of student's academic writing. The framework integrates five main approaches to

supervision which include functional: which involves managing students' projects, enculturation: where students are encouraged to become members of the academic community, critical thinking: where students are advised to question and analyze their work, emancipation: where students are encouraged to question and develop themselves and finally, developing a quality relationship: where students are enthused and inspired.

I instinctively use all the above outlined approaches in guiding and supervising students' academic writing. However, more often than not I use enculturation through co-authorship of journal articles, reading reports on how my previous feedback was acted on and having structured discussion of writing in progress with other researchers. I also encourage students to engage in critical thinking through thinking conceptually and analyzing and discussing published articles and completed theses.

Conclusion

Through the process of reflection on the processes and methodologies of supervision, I have revisited my academic journeys both as a student and supervisor. I have brought to the fore the various aspects of postgraduate supervision that are invariably given attention such as research problem identification and methodology, induction into academic community, feedback, styles of supervision and academic writing. It is instructive to note that the process of supervision is a journey of learning through experience and reflexive processes and it is always work in progress. Supervisors should therefore have an open mind and proactively engage in the process of continuous learning and improvement so as to enhance scholarship.

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A Reflection on My Experiences of Undertaking Supervision on Meaningful Feedback to Postgraduate Students

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Abstract
In this essay I reflect on my own experience in meaningful feedback during supervision of postgraduate students. Inspite of minor omissions in giving meaningful feedback to my students, I demonstrate that I believe in improving the process as demonstrated by Schartel (2012), and Thomas and Arnold (2011) that feedback aids in improvement of the performance of the learners with the basic aim of helping them achieve their goals in addition to the educational objectives. I have formulated a three questions model which will help in achieving the expected improvement of meaningful feedback to the students.

Keywords: Meaningful feedback, reflective experiences on postgraduate supervision.

Introduction

In this essay I focus on my own experience as a supervisor of postgraduate students in giving meaningful feedback as it is defined by Askew and Lodge (2001) feedback is "all dialogue to support learning in both formal and informal situations". The word dialogue is important here, as the processes of feedback ought to the multidimensional and not unidirectional only going from the supervisor to the individual student. The word 'feedback' is starting to gain currency both education and business. Parry and Bamber (2010) feedback imply a greater emphasis on considering how the feedback received can help individuals perform better in the next assignment.

This study being my personal and subjective inquiry to my own practice in giving meaningful feedback as a supervisor of postgraduate students, the reflection does not assume the presence of minor errors and omissions which I have been making previously but a demonstration of what Burr and Brodier (2010) alluded to. The potential of feedback can be maximized provided the supervisor is receptive to suggestions for change and willingness to improve.

In the absence of feedback from supervisors, learners have to rely on self-assessment to determine what has gone well and what needs improvement. But this self-assessment does not consistently help in identifying learners' own strengths or weaknesses. Learners may also interpret an absence of feedback as implicit approval of their performance.

With this in mind, this essay is broken into four parts, in the first part, I outline the background to this practitioner enquiry and my reasons for undertaking it. In the second part I use the three questions model to discuss the ways to improve my practice in giving meaningful feedback, in the third part I will demonstrate how I have been giving the feedback to my students. As it is demonstrated by (Nicol and Macfarlaneâ, Dick 2006); Sargent *et al.,* (2007), feedback can be considered as constructive in the process of learning if it is delivered immediately and in a sensitive manner. (Van-Dijk and Kluger 2000)it is well documented that in academic settings, students learn more effectively when peer feedback is an inherent constituent of the overall assessment, and in the last part I will identify Guidelines towards improvement of my supervision.

Background

In October 2017, I began work as a full lecturer in the School of Business in Economics at the University of South Eastern Kenya University-Kitui, Kenya. Being a lecturer, several responsibilities were coming with it one of them was supervision of postgraduate students and many other teaching core responsibilities.

The Master of Business in Administration (MBA) is a two-year full-time programme. In the first year, the students study six units in semester one and six in semester two. In the second year, students are expected to develop a concept of about eight to hundred pages, on a topic of his/her choice which will be converted into a proposal which is passed by the departmental panel of supervisors.

After this, every student who has successfully prepared the proposal is assigned one supervisor to give advice on the process of undertaking and writing up their research project.

The supervisor is expected to be an expert in the area in which the students are undertaking their research. In the academic year 2017/2018, I officially started my supervision duties whereby I was assigned five students to supervise which is the maximum number of students one supervisor should have at any one given time. Every student was carrying out his/her own research and so meetings were held differently and individually.

This was the first time I had undertaken formal supervision of student research. Without any training on supervision from the institution I went on to start my supervision duties as assigned using the experience of being supervised and attending few postgraduate defense in different neighbouring universities which was of little help so to speak.

For this reason, I chose to investigate my practice as a research supervisor with the aim of improving the way I supervise and enhancing the learning experience of my students.

The next part will entail my practice as a research supervisor prior to undertaking this inquiry by giving an overview on how I approached the supervision of my five MBA students. With reference to the literature, I will try to identify the strengths and weaknesses of my practice.

My Current Responsibility as a Research Supervisor

In order to highlight areas that may lead to improvement in my practice as a supervisor, I identified three questions model. These were developed in order to guide me achieve the expected targets of research from my students, since many researchers have demonstrated the potency of feedback as a mechanism to improve learning outcome as identified from the literature by Hattie and Timberleg (2007). However, despite consensus that feedback is an important aspect of improved learning capabilities, the available literature on feedback has reached the increase in number of reports of dissatisfaction both from learners as well as supervisors aspects (Adcraft, 2011). I can give credit to CPC Supervision Development Course, meaningful feedback was never given the weight it deserved during my supervision until such a time when I went through the course.

The strengths and weaknesses of the individual learners are identified and addressed during feedback process (Nichol, 2010). To me feedback was a way of correction indicated on the learners' document written anywhere in the document. Negative or positive feedback was not a bother to me. Making comments in question form to initiate a conversation with the students was not my way.

The interactions with this course was an eye opener especially on how important feedback is in supervision. On the other hand it affirmed my three pillar questions I always ask myself at any given time during supervision; where the learner is going (goals), how the learner is going, and where the learner is going next.

Addressing the Three Feedback Questions

I understand the fact that effective teaching not only involves imparting information and understandings to students (or providing constructive tasks, environments, and learning) but also involves assessing and evaluating students' understanding of this information, so that the next teaching act can be matched to the present understanding of the students. This "second part" is the feedback part, and it relates to the three major questions identified: Where am I going? How am I going? and Where to next? These three questions address the dimensions of feed up, feedback, and feed forward. I have been made to know that an ideal learning environment or experience occurs when both supervisors and students seek answers to each of these questions. Too often, supervisors limit students' opportunities to receive information about their performance in relation to any of these questions by assuming that responsibility for the students and not considering the learning possibilities for themselves.

Where Am I Going?

The CPC postgraduate course has enabled me to realize that a critical aspect of feedback is the information given to students and the supervisor about attaining and learning goals related to the research.

In supervision, I have learned that judging the success of goal attainment may occur in many dimensions. The judgments may be directed such as comparative like "doing better than last time" social such as "seeking supervisor approval" or triggered outside of specific awareness, such as "doing well on a task" or "seeking more challenging tasks" As (Black and Wiliam 1998)concluded, "the provision of challenging assignments and extensive feedback lead to greater student engagement and higher achievement" (p. 13)

"As to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly. Feedback allows them to set reasonable goals and to track their performance in relation to their goals so that adjustments in effort, direction, and even strategy can be made as needed, Locke & Latham, (1990, p. 23)."

Now that am well informed about meaningful feedback, I have opened up for my learners to receive the information about their performance through timely feedback, unlike previous where I could wait till the learner writes two three chapters of research for me to give my feedback.

How Am I Going?

Answering this question involves a Supervisor (or peer, research, or self) providing information relative to a research or performance goal, often in relation to some expected standard, to prior performance, and/or to success or failure on a specific part of the research. This aspect of feedback could be termed the feed-back dimension. Feedback is effective when it consists of information about progress, and/or about how to proceed. Students often seek information about "how they are going," although they may not always welcome the answers. Too often, attention to this question leads to assessment or testing, whereas this is not the fundamental conception underlying this question. "Tests" are but one method used by supervisors and students to address this question and, as discussed below, often fail to convey feedback information that helps supervisors and their students to know how they are going.

My experience as a PhD student in India was one of the hardest test I went through, coming from an English speaking country to Hindu speaking country complicated my research even more my supervisor was not very conversant with English written or spoken, so feedback was one troubled means in my time. Even knowing the direction my research was taking took me along hard-working time.

Where to Next?

Instruction often is sequential, with Supervisors providing information, tasks, or learning intentions; students attempting tasks; and some subsequent consequence. Too often, the consequence is more information, more tasks, and more expectations; students thus learn that the answer to "Where to next?" is "more." The power of feedback, however, can be used to specifically address this question by providing information that leads to greater possibilities for learning. These may include enhanced challenges, more self-regulation over the learning process, greater fluency and automaticity, more strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood. This feed forward question can have some of the most powerful impacts on learning.

Integrating the Three Questions

Rather than the above three questions working in isolation at each three levels, they typically work together. Feedback relating to "How am I going?" has the power to lead to understanding further tasks or "Where to next?" relative to a goal "Where am I going?" As the literature of (Sadler 1989)convincingly argued, it is closing the gap between where students are and where they are aiming to be that leads to the power of feedback.

Guidelines towards Improvement of my Supervision

After going through these five weeks course, I have come to my realization that meaningful feedback to a certain extent was not up to the expectation in my supervision which has now prompted me to put in place guidelines that will help me to improve my supervision through meaningful feedback. Those guidelines include:

- Making written comments legible.
- Writing precisely and thoughtfully to act as a model to writing for the learners (Kehl, 1971).
- Responding as reader to a writer, be a person first and a grade- giver secondarily Keh, (1990).
- Limiting the number of comments, learners can be overwhelmed by the amount of marginalia. Confining comments to specific problems Keh, (1990).
- Considering the use questioning to elicit learners' opinions on the successful or unsuccessful execution of the skill (Boyce *et al*., 1992).
- As with other forms of feedback, I will address the learners personally and to begin and end with a positive comment. The problems and suggestions should come in the middle.
- Keeping the points short and to the point.

Discussion

The expression of my own supervisory experience in this research and evaluation has brought me closer to a fulfilling supervision responsibilities. By putting my supervision skills to test has exposed my practice into two important areas strength and weakness. My strength is founded in the enthusiasm for supervision and willingness to engage with my students. It has also highlighted a number of areas where change is necessary. I need to be more aware of my students 'writing skills, initial skills as researchers and their particular learning styles so that my feedback and advice can improve their research skills and research writing skills.

Conclusion

By this reflection on my own supervisory practice, my goal has been to enhance and develop my practice to provide my students whom I supervise with an outstanding guidance in regard to their research process so that students can have an educational benefit from writing their research reports.

I have demonstrated that despite the minor omissions in my supervisions especially in giving meaningful feedback, I hope that the three questions model provides a perfect base to start reflecting upon one's practice as a supervisor.

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Postgraduate Supervision Dynamics: Kenyan Public Universities Perspectives

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Introduction

Postgraduate supervision and particularly, rate of completion of the degree programme has recently become a topic of great discussion in the academic arena (Rugut 2017). This is evidenced by literature on postgraduate education, for instance (Motshoane and McKenna 2014) and (Amutabi 2018). While universities continue to attract students to register for postgraduate programmes, the challenge to complete these programmes on time has remained a mirage, partly due to inadequate critical mass of professors to supervise postgraduate training and research. Statistics show that the completion rate of postgraduate studies in Kenya and even Africa is still very low. (Nganga 2019)reported that 90% of all students who enroll for PhD do not graduate.

I would therefore share some reflections on some supervision dynamics in Kenyan Public Universities. The study draws largely from Maseno University-Kenya context where I was once a PhD student and currently a lecturer and supervisor of postgraduate students. (Kimani 2014) argues that although universities have policies and guidelines for their post-graduate supervision, they are confronting a drastically changing learning and teaching environment, characterized by increased demand, complex career expectations from the market and students and a sense of faster completion rate. There is therefore need for paradigm shift to meet the challenge. This is in the context of achieving social justice which in other context is referred to as humanizing pedagogy. The concern is access and equity to postgraduate education, therefore the learning environment for the postgraduate studies. Chrissie *et al.,* (2017) also recognizes that the supervision of postgraduate research can be a particularly challenging form of teaching in any context. This is in the context of knowledge production, dissemination and the relationship of the supervisor and supervisee involved in the intellectual journey. My reflection focuses on the notion of institutional policies and regulations and role and responsibilities of supervisor and students.

Institutional Policies and Regulations

The assessment of the policies and regulations reveals centrality of the role of the institution in determining the landscape within which postgraduate supervision takes place. In Kenya, postgraduate studies operate under the framework of National Policy on University Post Graduate Research and Training in Kenya (Commission for University Education 2016). The policy has identified key thematic areas on which universities are expected to address. These include institutional policies and regulations; admission of postgraduate students; the learning environment; institutional support systems; and funding. Maseno University has developed the following policies touching on postgraduate research and training; Academic Integrity Policy, Internal Quality Assurance Policy, Anti plagiarism Policy, Academic Reward and Recognition Policy. Unfortunately, most policy documents have remained library and website materials and some staff claim that most policies are not readily accessible to students and staff. (Commission for University Education 2016) further notes that, many policies and regulations have not been updated in

a long time or exist in numerous versions with confusion over which is the official approved version. Consequently, there is a common tendency to work outside or be ignorant of the policy.

The (Commission for University Education 2016) recognizes that most universities have developed research policies that further emphasize the research component of postgraduate training. While it is recognized that through high impact research the country will be able to achieve its goals and objectives and transform the economy into the much-desired knowledge-based economy, research funding has remained relatively low. This policy on knowledge-based economy is good intention but must be supported taking into consideration the local context. One Professor in the University observed that

> *"Research funding is diverse, sometimes favours specific disciplines. We have departments that have been in existence and have never attracted research funds. Research culture is minimal, and the staff only engage in routine teaching. But again, it would not be fair to expect all departments to attract substantial funding to include purchase of equipment. The University must therefore support research undertaking if we must maintain research rich environment"*

Funding research is a challenge faced by most scientists around the world. The inability by certain disciplines to attract research funding is currently being addressed through multidisciplinary and transdisciplinary research approaches. We have scenarios where natural and social scientists and in one research project. I happen to be in a school that has had some years of collaboration. One such was focusing on staff and student exchange programme. This programme also entailed joint research by the partner universities. Staff and students gained international exposure as well as research materials. The project was funded by Linnaeus Palme Foundation. Through the same collaboration we successfully wrote a proposal with Chalmers University of Technology- Sweden. This one is being funded by Mistra Urban Futures and SIDA -Sweden. This project supports research and knowledge creation on sustainable development. I have been a team leader and lead researcher. The project exposed the students to different research methodologies. The workshops have helped to improve research skills of our students. The funding provided also supported the research undertaking. The project outputs include journal publications and conference papers which have been uploaded on Mistra Website. We have been able to create Research groups involving both Masters and PhD students. It was modelled around co-creation of knowledge using Triple Helix Approach. This approach involves the academia, the industry, and the policy makers engaged in co-production of knowledge. A platform for interrogation and dissemination of knowledge is provided.

The school is also currently involved in a project that focuses on Building capacity of both staff and the institution, dubbed Building Stronger Capacities to Spatial Planning and Agribusiness and Public Policy Development in Greater Western Kenya, (SPADE). This is a Nuffic funded project. The aim of the project is to produce high quality interdisciplinary research and graduates. We have been trained and equipped with skills to carry out research. One of the components of the project is PhD training, modelled around sandwich programmes. We have enjoyed co-supervision and project supervision with our project partners. In instances where I have done supervision under project model, those students who are part of research project teams where inherent reporting guidelines help in tracking the student research output, timely completion rate has been higher.

Supervisors go through unlearning process and adopt more interdisciplinary methodologies to do the research.

Since I joined community of researchers through these projects, I have experienced the following challenges:

(a) Research Training: I realized that to effectively undertake research work I needed actual knowledge of the research methods for the tasks assigned. Before undertaking research projects, researchers should be well equipped with requisite methodological aspects. The challenge is greater in a multidisciplinary set up, particularly involving both natural and social scientists.
(b) Time management is another challenge. Conducting research consumes time and is worse in a scenario where new skills have to be learnt before implementation. Deadlines are also stressful.
(c) The other fundamental issue is the science of the output. The funding agency want to see the scientific and societal impact of the research, in order to increase the impact of the research outcomes and provide added value knowledge, otherwise, it would not have been funded in an academic setting.

Vision 2030 has the objective of transforming Kenya into a newly industrializing, middle-income country, providing high quality life for all its citizens, by the year 2030. This will be realized through transformation of the Kenyan economy to an innovative one driven by technological innovation, a shift from knowledge-reproduction to knowledge-production, and ensuring the availability of a critical mass of well-qualified human resource to spur development (Commission for University Education 2016). The availability of the critical mass of human resource is still low even though the policy has always been to increase it.

It is worth noting that in South Africa, National Commission for Higher Education (1996) also identified 'massification' as a strategy to achieve greater equity. Cooper and Subotsky (2001) report that in 1994, headcounts at all South African institutions of higher education numbered just over 500,000 students with 70% of these in institutions designated 'universities' and the remaining 30% in technikons. Efforts to realize the goal of "massification" have been partly challenged by dynamics of supervision challenges in most universities.

In addition to enrolments in Masters and PhD programmes remaining relatively low, the processing of students from the time of initial registration to graduation is too long, with the quality of preparation and supervision of graduate programmes on the whole quite weak (Commission for University Education 2016). As a result, the rate and the numbers of postgraduate students being produced are inadequate to meet national needs that include staffing the increased number of universities, replacing an ageing faculty, and the professional cadres required in government, the private sector, international agencies and the NGO community.

Another major challenge faced by universities is the need to raise revenue to support their day-to-day operations. Popular masters programmes such as MBA and Masters in Education have seen a significant rise in numbers of post-graduate students. There is a conflict between the need to admit more students as a means of income generation and the desire to ensure quality of the students admitted. This has often seen the need to increase numbers supersede the adherence to enhanced admission requirements. The University has continued to adhere to quality supervision and research against many odds including pressure on professors as well as funding. The National Policy on

University Post Graduate Research Training in Kenya (2016) states that Universities should only admit the number of students into a programme that they can manage without compromising the quality of training and supervision. The Quality Assurance Standards specifies the maximum number of students each Supervisor should be assigned. The rule is severally not observed, due to inadequate qualified staff. Currently Kenya has approximately 10,000 PhD holders which is very few compared to a demand of 30,000 doctorates required as academics to teach in Kenyan Universities (Chumba, 2015). In 2018 the country produced only 400 PhDs although the Commission for University Education in Kenya has proposed that the country should be able to produce 1000 PhDs per year by 2030 (Nganga, 2014). Enhanced throughput could be enhanced by project supervision, and hence the need for additional research funding.

In comparison to South Africa, since 1996 the number of students enrolled for Master's study in South Africa has more than doubled, while doctoral enrolments have almost tripled (Cloete, Mouton and Sheppard 2015). The trend of massification is being globalized with universities witnessing unprecedented growth in student numbers without corresponding increase in staff numbers. Such enormous growth has had major implications for supervision, for example in South Africa where only 39% of academics have doctorates themselves. Cloete *et al.* (2015) further observes that if South Africa is to come close to the National Development Plan target of 5,000 doctoral graduates per year by 2030, the pressure on supervisors is likely to continue apace.

Supervisory Processes: Roles and Responsibilities of Supervisors and Students

(Commission for University Education 2016) states that supervision is central to post-graduate research training. A number of challenges exist in relation to supervision. For instance, there is often a mismatch between the students' research areas and the supervisors' areas of expertise. Since the policy of Education is to enhance access, application by students are rarely turned down on account of inadequate staffing especially in the humanities and social sciences. Further, universities either do not have or do not adhere to supervision load limits. With the growing number of post-graduate students there has not been commensurate growth in staff numbers. Supervisors are forced to handle the large undergraduate numbers, coupled with a sizeable number of postgraduate students. Admissions into post-graduate programmes rarely take into account supervision capacity, resulting in many programmes, faculty supervising students' numbers far in excess of the recommended. A professor from Maseno University commented as follows:

> *'If one is already a Professor, what is the incentive to supervise? It is mere "pro-bono" services (professional work undertaken voluntarily and without payment). The university largely uses only teaching load to calculate the supervisor's minimum workload.'*

There is need to recognize supervision in the computation of teaching load. The pro bono attitude may lead to crisis in supervision since some professors may adopt minimalistic attitude. My experience with supervision is that when I had just a few students, I spent more time with them. We organized research meetings where the progress of work was reviewed. I was able to give timely feedback and similarly the students could also respond to the comments promptly. With increased work load I started delaying with feedback and some students also could delay in responding to comments. The delays on both sides affected timely completion and I have ended with students demoralized by

delayed completion. The sporadic or erratic contact with supervisors, who may be too busy with administrative or teaching responsibilities, have too many students or who are always away from the university, affect the supervision progress.

Within the university, there are professors who are already trained. One Full Professor argued that he does supervision because of the love of students and enjoyment of his work. He argues that the environment for postgraduate supervision is not motivating. I earn no more credit by supervising. Another Lecturer argues that there is a lot of power plays when you are co-supervising with a senior professor. Sometimes novice supervisors fear challenging the seniors and end up only being a signature supervisor. He argues that because the senior supervisor has read the work, he only needs to sign.

Supervision depends on the mentorship you acquired and went through. (McKenna, Clarence-Fincham et al. 2017) argue that supervision is not simply a matter of applying technical skills to churn out highly competent postgraduate scholars but rather It is a teaching craft coupled with research acumen and deep personal commitment. They present the reflections from a range of supervisors on what this complex endeavour called supervision means.

Tsampiras (2017) views supervision as a relational process that is cognizant and respectful of the individuals involved. It is a process that should be challenging and rigorous, but also supportive and encouraging; and one that should occur in a space that is negotiated collaboratively and acknowledges the contributions, knowledge and humanity of both supervisor and supervisee. The supervisor-supervisee relationship is a critical dynamic to be managed in postgraduate supervision environment. She further observes that one of the goals of supervision is empowering postgraduate students and directing them towards appropriate academic communities while also enhancing their agency as individuals, students, and researchers. I therefore ask, "Who is therefore a good supervisor to help realize these goals"? Dietz, Jansen and Wadee (2006) identify the following as qualities of a 'good supervisor'; reliability, confidence, ability to listen, encourage and share information and have free interaction with the supervisee. A good supervisor is also expected to demonstrate a proof of knowledge in the research topic and the research methodology, ensuring continuous, supportive and prompt feedback. I must say that the way in which we achieve this can be markedly different. When I reflect on those qualities, I evaluate myself and my colleagues, then I conclude that we really need to continuously work on them to guide well the students. Supervision therefore may lead to social inclusion or exclusion because of disparity supervisors to undertake their work.

One of the prominent issues that come out during supervision is the supervisee-supervisor relation. It is on this ground that (Delany 2013) describes good supervisors as being approachable, friendly, supportive, have positive attitude, open minded, prepared to acknowledge error, organized, thorough, stimulating, conveys enthusiasm for research. In the same vein, a good supervision and agreeable relationship between supervisee and the supervisor are not only vital components of successful doctoral training (Dimitrova, 2016) but also constitute key determinants towards timely completion of the PhD programme (Latona and Browne 2001). In Kenya, the Policy has attempted to humanize pedagogy (adopting the view by (Bartolome 1994) as teaching

practices that intentionally utilize the histories, knowledges, and realities of students as an integral part of educational practice and cast students as critically engaged, active participants in the co-construction of knowledge) by stating that students be actively involved in the process of identification of and are properly matched with their supervisors, but the practice is different particularly in programmes where supervisors are few and students have been admitted. Thus, poor supervision does not only have profound impact on the quality of the work of PhD students, but also on supervisees' motivation and advancement (Abiddin, Hassan et al. 2009).

The National Policy advocates that universities institute policies and regulations which ensure that: Faculty members do not supervise students in areas for which the faculty have no expertise and that Junior postgraduate faculty undergo mentorship from senior faculty and formal training in supervision. Amutabi (2017) revealed that that causes of delays, frustration and attrition from PhD programs in Kenya are many but the one of supervisor problems ranked among the highest. Many scholars have attributed drop out to supervisor – student conflict where students are not able to work with a supervisor for various reasons. Some students or supervisors may blame each other for negative attitude, while others may blame them for lack of time conscience. Studies such as the one of Bair and Hawort (2005) entitled "Doctoral student attrition and persistence" has identified challenges by supervisors as important in causing delays in doctoral programs. Some supervisors take long before returning work to students while others give little feedback. There are also supervisors who give too much feedback to the point that they delay or discourage students. Some supervisors generate problems and ask too many questions but do not provide solutions.

It is therefore important to assess or question the quality of supervisors. The question is, does attaining PhD degree qualify one to supervise? A Professor in Maseno University observed that

> *"There are instances when some supervisors have narrowly passed after failing to convince examiners and are given nine months to redeem the thesis. The same lecturer immediately after graduating is assigned a student(s) to supervise. Would it be fair to the student if such a lecturer is entrusted with a student and expect such supervisor to effectively induct the student to the new knowledge world? Such a lecturer needs to be inducted before he can be entrusted with a student".*

The above confirms the earlier assertion by Audrey Msimanga (2017) in (McKenna, Clarence-Fincham et al. 2017)that it is not automatically obvious what the nature of the academic leadership required in supervision is, nor how to operationalize it for each student so as to be able to provide the support that they need as individuals and that development of supervision skills should be part of a 'continuing professional development activity.

When I started the process of supervision, I came across students whom I had known before and were already occupying senior positions and perhaps what they required was a paper for promotion. Some never had the humility

of a student and instead came with the attitude of being a boss. The boss mentality was not immediately translated to conceptualization of the research work. I tried different skills of dealing with their personalities. At this point some developed conflicts while the rest were humbled. It is the supervisor's level of conceptualization that earn him/her respect from a student. I must say that my first year of supervision, I was being mentored. I was never the main supervisor and I supervised under my previous supervisor. He encouraged me and through that we developed mutual trust and I only considered him a knowledgeable friend. I was a humbling and mentoring experience and never experienced any conflicts. We organized research meetings and teased out any outstanding issues.

Within our School We employ the following models of supervision;

a. Individual approach: This normally takes place with students undertaking Masters degrees and do the course by coursework and project. The project is normally supervised by one faculty member. This approach gives the student and opportunity to quickly dispense with comments emerging from only one supervisor, but runs the danger of delay where the supervisor and supervisee have personality difference.
b. Co-supervision: This is for both Masters and PhD students who carry out their studies by coursework and thesis. The first supervisor is normally from the School. This approach may enhance good writing as the students takes advantage of the strength of each supervisor but the student has the task of harmonizing or incorporating the comments. In some instances one supervisor may delay the student's progress by delayed feedback or personality or intellectual differences between the supervisors
c. Project Supervision: The School runs collaborative researches fashioned around project. In these circumstances, the researcher meets the project goal and at the same time adhere to rules and regulations governing postgraduate studies. Project supervision provides an efficient way to support multiple candidates' progress as they benefit from multiple background and experience of the supervisors. Other benefits include peer feedback, social networking, having multiple listeners for the same event, developing and practicing presentation skills.

Supervisors often complain about candidates who are unwilling, or unable to conduct serious research. Capacity for research thus needs to be assessed critically to ensure that undue delays are not sustained in the graduate schools. These include technical, financial, and intellectual capacities. Delamont, *et al.* (1997) have outlined various steps and stages in successful supervision of PhD students in an ideal environment. Some supervisors in Kenyan universities have only completed their PhDs recently and therefore suffer from the problem of inexperience. They lack the necessary skills and knowledge that would give useful feedback to students. Many are still recovering from the trauma of having taken long to graduate and often pass the effects of their own frustration to their students. Some of the supervisors take so long with feedback and thereby discouraging PhD students (Amutabi, 2011). The delay in completion may not entirely be the student ineptitude but also inexperienced supervisors may have been recruited, without further determination of the suitability to supervise PhD

research work, or a possible match to provide the technical expertise.

There is also the problem of non-completion or taking too long to complete the doctoral studies (Gudo, Olel et al. 2011). The percentage of non-completion is seen to be too high, sometimes going above 50% while those who are retained take very long before completing their doctoral studies, often more than six years, instead of the expected three years (Ayiro and Sang 2011). A joint study by the German Academic Exchange Service (DAAD) and the British Council launched in 2018 found that 90% of all students who enroll for PhDs do not graduate (Nganga 2019). Compared to United Kingdom, Armstrong (2004) reported that the level of non - or late-completion of PhD studies was between 40% and 50%. Similarly, in the United States of America, 50% of students entering doctorate programs have been dropping before concluding their programmes.

A study by (Ayiro and Sang 2011) revealed that most of those who register for doctoral studies are part-time students who have other responsibilities. They are professionals who hold formal employment and most of them work in universities as lecturers, or in high schools while others hold administrative positions in government or private institutions which make it difficult for them to complete their doctoral studies within the expected time. Given such a situation where students are busy with other responsibilities coupled with factors like a poor student-supervisor relationship, it takes a long time for part-time students to complete their studies while others withdraw during the process.

Conclusion

The output and outcome of supervision process directly depends on the interaction between the supervisor and supervisee, hence the need to balance the power relations. The personality and competency of the two parties must be well managed for quality thesis and timely completion of the work. From my reflection, students exposed to good supervisory practices ultimately fulfil their potential. Similarly, supervisors who perform below the expectations and responsibilities required of them can harmfully affect the completion of the degree programme. The students must also demonstrate their scientific prowess by coming up with new knowledge. Cases of cheating by students including cases of cybercafe PhD theses written by people who may be holding undergraduate degrees should attract sanctions.

Policies supporting postgraduate studies have been developed. It is the implementation and fidelity to the provisions that is required. The National policy recognizes the need to humanize pedagogy and create social inclusion in terms of access and equity. For example, the University has put in place mechanism for monitoring progress to be submitted by the supervisors. The purpose is to track progress and enable students to complete their studies on time. Monitoring mechanism is also useful to the university to take appropriate measures where problems are identified. The tragedy is that the reporting process, is rarely adhered to. Where project approach to supervision is employed, reporting guidelines help in tracking the student research output.

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The Nexus between Coaching and Mentorship as Approaches in Doctoral Supervision: Towards Transformative Learning

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Introduction

Doctoral research is a complex 'writing-centred pedagogy' where the doctoral researcher is immersed in writing and requires critique and encouragement from experienced researchers. Supervision is therefore, central to doctoral training amidst the plethora of models of doctorates worldwide (Louw and Muller 2014). The learning and teaching strategies needed in supervision are varied and complex – even chaotic. Even with coursework, individual success of doctoral researchers is influenced by the quality of supervision, professional support and guidance to students on their research, analysis and writing (Killey 2011). According to (Muller 2009), doctoral education is a process through which knowledge is acquired (through education) and knowledge is generated (through research). Doctoral supervision, therefore, plays a critical role in realizing the aims of doctoral education and the doctorate process. While doctoral supervision is viewed as a special pedagogy (Grant 2005), the doctoral supervisor is entrusted with overseeing the overall research project for the benefit of the student, university and the global community (Reguero, Carvajal et al. 2017). This underscores the fact that the supervisor-supervisee relationship is critical in determining the quality, completion and attrition rates of doctoral degree programs.

This reflective essay aims to examine the nexus between coaching and mentoring by building on my experiences as a doctoral researcher (supervisee) and my experiences as an early career supervisor. I graduated with a PhD in Environmental Science in December 2018, hence, I consider myself as an early career supervisor still trying to find my footing in the academy. My reflection on my journey first seeks to examine how the supervisory approaches adopted by my doctoral supervisors impacted on the outcome of my doctorate. Specifically, the essay will focus on how coaching and mentorship as applied by my doctoral supervisors played a critical role in my doctoral research. The paper goes ahead to illustrate the application of ethics of care in the doctoral process using for quality supervision. The essay further seeks to illustrate the transferable skills that I got from my supervisors that have been useful as I wear the hat of a supervisor. I reflect on my current practices as a supervisor to illustrate how my own experiences being supervised have influenced the way I supervise. This will bring a clear understanding of how the approaches of my supervisors have impacted on my own supervision style. This paper finally concludes by proposing a supervisory approach that incorporates both mentorship and coaching by drawing on the strengths of the two approaches and how they can be applied simultaneously for a holistic and enriching supervision that emancipates the doctoral researcher. This paper will also endeavor to establish where these two approaches overlap and how this can be used to enrich the PhD process. It is envisaged that a supervisory model that combines the two approaches not only focuses on the PhD thesis/dissertation as an end product/output but enriches the doctoral researcher with transferable skills which will be useful in the academy as a supervisor.

The Context of Transformative Learning in Doctoral Research

(Mezirow 2003) in Yeboah (2014) defined transformative learning as a process whereby adult learners critically examine their beliefs, values and assumptions in the light of acquiring new

knowledge and begin the process of personal and social change called reframing in "perspective". He further states that the adult learner is the first theme of transformative learning based on the assumption that adults have acquired a coherent body of experience-assumptions, concepts, values, teachings and conditioned responses-frames of reference that define their world. Transformative learning captures the process by which students engage in their learning at holistic levels (emotional, cognitive, spiritual, physical, social, and environmental) and the extent to which they experience a change in perspective, of themselves or society (Thecla *et al.,* 2019). According to Warrel and Kawalilak (2011), transformative learning is not an add-on but the essence of doctoral education. Doctoral researchers must therefore make a deliberate effort to critically question their ideas, values and beliefs. Furthermore, doctoral supervision ought to develop pedagogical approaches that facilitate transformative learning.

Research on transformative learning establishes the importance of relationships in establishing adult learning (Taylor 2008). One of the most significant relationships for doctoral students is the relationship between them and their academic supervisors. Research suggests that mentoring relationships supervisors can be instrumental in facilitating transformative learning (Johnson 2007). As a doctoral researcher, my experiences of supervisory relationships as espoused in the supervision approaches adopted by my supervisors extended beyond academic guidance to include support for my development as a 'whole person'. This ensured that my psychological and emotional well-being were well taken care of. This was particularly important to me because I was newly married when I registered for my doctorate and got a baby two years into the programme. I have realized that with these experiences, I am able to mentor and become a role model to young women in sciences both at undergraduate and postgraduate levels by showing them that it is possible to achieve both their professional, academic and personal goals. A holistic approach in doctoral supervision should therefore, enable the researcher to foster academic, social and psychological development. Globally, doctoral students are juggling through work, home, family, career and a whole lot of non-academic external factors that if not checked can greatly compromise the progress and quality of the doctoral process. An effective supervisor-supervisee relationship is that which goes beyond the functional supervisor academic roles and attends to the personal needs of the student. (Johnson 2007), argued that transformational supervisor-supervisee relationships must evolve informally through informal communication and exchanges between the mentor and the mentee.

Application of the Ethics of Care in the practice of doctoral supervision

The functional approach in doctoral supervision is necessary, but there has been a little exploration of different paradigm shift towards supervision (Lee 2008). The unique demands of doctoral studies and the evolving expectations of future scholars call for a better integration of improved models of learner and researcher preparation ((Shaw and Chellman 2018). (Noodings 1988) argued that caring, both as a moral orientation to teaching and as an aim of moral education is essential. Based on Noodings' idea that teaching is relational (2007, 2012), it is important to consider the ethics of care in doctoral studies (Shaw and Chellman 2018). Establishing caring relationships with students can offer instructors the opportunity to foster student success, impart a sense of professionalism, provide leadership and encourage service (Bozalek, Mcmillan et al. 2014). (Tronto 1993) defined care as '*species activity that includes everything we do to maintain, continue and repair our 'world' so that we can live in it as well as possible. This world includes our bodies, ourselves and our environment, all of which seek to*

interweave in a complex, life sustaining web.' (Tronto 1993) further proposes five moral elements of care namely: attentiveness, responsibility, competence, responsiveness and trust-as necessary elements in feedback for meaningful learning to occur. Reflecting on my journey as a doctoral researcher, these elements of ethics of care came out in the supervisory approaches adopted by my supervisors. Case in point is when I had challenges in juggling my family needs as a young wife, a new mother, work and academics. The ability of my supervisors to pay attention to my needs at that point in time enabled us to come up with a workable plan that suited my needs. Attentiveness means that the supervisors are aware of the fact that doctoral researchers have unique needs based on their backgrounds and prior experiences. For doctoral research to be transformative, there is need for a paradigm shift from the traditional one-way feedback method of supervisor to supervisee. This concurs with the position of (Boad and Molloy 2013a) that the use of traditional one-way feedback method of educator to student is an ongoing concern especially where the intention is to transform student learning. The second element of care as espoused by (Tronto 1993) is responsibility. Through the Creating Postgraduate Collaborations (CPC) course, I have learnt that as a supervisor, my roles and responsibilities transcend beyond the traditional supervisory roles of ensuring completion of the degree programme within the specified timelines. I have learnt that there is need to ensure that the PhD process is transformative and emancipatory by bringing aspects such as supervision for social justice. Tailoring supervisory approaches based on the students' unique needs is critical. Quality supervision requires competence which is the third element of care. According to (Anderson and Shore 2008), competence is the major ethical principle guiding the work of mentors. For supervisors to be competent in their mentorship, they must therefore be grounded in their discipline, possess technical expertise and knowledge in the field of research of the doctoral researcher. This ensures that the supervisors are able to impart transferable knowledge and skills which will be useful to the supervisee once she/he graduates and becomes a supervisor. Doctoral students ought to be responsive to the techniques/approaches adopted by the supervisors for learning to take place. It is important that the care given meets the needs of the student. Moreover, it is important that the supervisors pay attention to how the students are responding to the care given. The last element of care is trust. According to (Sevenhuijsen 2003), trust is the "oil" that makes the other components of care to work together. Confidentiality is key in developing trust as well as assurance from the supervisors that students can freely express their views.

The Effectiveness of Coaching and Mentorship Supervisory Approaches through the Lens of a Doctoral Researcher

The terms mentorship and coaching have been repeatedly suggested to describe the nature of supervision contexts in doctoral education (Gibson, 2005). According to (Roberts 2000) and (Dennen 2002), a mentor plays a broader role, helping the mentee to integrate or adapt to the specific area of expertise, while a coach is mainly involved in helping the coachee to complete more specific tasks within the given time frame. (Lee 2008) model of emancipation/mentorship conceptualizes research as a 'journey' which is revolutionary in nature. Therefore, research is not a process with a defined end-point i.e. a research thesis/dissertation, successful viva and a doctorate degree. Research involves enculturation, emancipation with more publications and repeated experiences. (Lee 2008) identifies emancipation as one of the main approaches in supervision and describes it as an approach where the students are encouraged to develop and question themselves. Emancipation in research involves providing educational tasks and activities which include progressing the candidature, mentoring,

coaching the research project and sponsoring the student participation in academic practice (Lee 2008). Lee and Popovic (2010) further explain that emancipation in research implies both support and challenge and therefore it allows and supports personal transformation.

As a doctoral student, my experiences occurred in an established public university in Kenya. Through the supervisory approach adopted by my supervisors which was a combination of coaching and mentorship, my doctoral training taught me valuable lessons on supervision. My experiences made me aware of the fact that doctoral training involves more than just being a good writer and a researcher but also involves believing in your student's academic potential, capabilities, providing emotional support, fostering their confidence and supporting them on whichever pathway they choose to take. This was evidenced by the fact that my doctoral supervisors provided me with the necessary support that I needed to excel and complete my doctorate. When I first met one of my supervisors, the first question he asked me was, what he needed to do to enable me complete my doctorate on time, enjoy my research & experience holistic growth. This for me was eye-opening & my mentor cum supervisor accorded me the necessary academic support, guided me on how navigate through my research as well as to prepare manuscripts for scientific publications. Through this, I felt challenged to excel but also had an easy transition from my M.Sc. to my doctoral studies. For me, this was truly emancipatory and transformative as it got me to examine my values and believes & even changed the perspectives I once held about the supervisor-supervisee relationship. Furthermore, this first interaction with my supervisor gave me an opportunity to be an independent thinker as I was able to chart my own path even as I relied on the supervisors for guidance.

A study by Wisker *et al.,* (2010) reported that research students highlighted the role of supervisors as key to successful completion of their studies. Findings from the study by Wisker *et al.,* (2010) also revealed that graduate researchers identified qualities of a good supervisor as one who gives constant encouragement, has relevant expertise in the research area, is supportive and provides networking and opportunities. Effective supervision therefore means that the supervisor is not only concerned with achievement of tasks and timelines as outlined in the doctoral programme. The supervisor ought to be concerned about the well-being of the student by offering encouragement and providing a supportive role. During my doctoral studies, I realized that there were so many external factors that influenced the doctoral student completion, achievement and well-being. These factors can range from social and economic issues, gender issues, issues related to family roles among others. When one (my university mainly utilizes co-supervision) of my doctoral supervisors realized that I was lagging behind with my PhD, he sat me down to find out if I was experiencing any non-educational challenges and if he could help in any way. This was during the second year of my studies and I had just come back from a five-month maternity leave. I was having challenges picking up from where we had left as I proceeded for leave. We were able to come up with workable practical strategies/solutions which proved useful and enabled me to make meaningful progress. This example clearly shows that besides the attainment of the doctorate, the supervisor was also concerned about my emotional and physical well-being as these greatly impacted on the progress of my doctoral studies. The supervisor understood that for there to be progress in my studies, he needed to look at me as a "whole person" and there were other non-educational factors (family) that had a great impact on the completion, completion time and quality of my doctorate.
(Kimsey-House, Kimsey-House et al.

2011) defined coaching as a supervisory approach that assists the student "coachee" to explore their own motivation, set goals aligned with personal values, reflect on learning steps to achieve goals while challenging the student and keeping him/her accountable. Coaching has been widely reported as an effective process to increase self-efficacy (the confidence one has in having the capability to carry out a significant task) to accomplish a goal (Rhodes 2013). Coaching pedagogy is based on deepening self-awareness, improving cultural intelligence and communication, exploring values, setting goals and being accountable (Middleton 2015). The coaching process lays a greater emphasis on achievement of goals. Coaching is therefore a forward-focused, learner-centered pedagogy that assumes that the doctoral student is capable and resourceful. From the outset of my PhD, I had a strong sense from my supervisors that they had faith in my abilities as an academic and that they always wanted me to succeed. This could have also been motivated by the fact that I had joined my university as a Graduate Assistant and pursued my Master of Science Degree under the Staff development programme. This meant that these supervisors had seen me grow from an MSc student to a Tutorial Fellow pursuing a doctoral degree. We therefore not only had a supervisor- supervisee relationship but we were also colleagues in the same department. Both my supervisors had taught me during my MSc course work and one of them had examined my MSc thesis. It is therefore not by chance that they had faith in my potential and capabilities. They always assured me that I was cut out for the doctorate programme. As I went through my doctorate, my supervisors were deliberate and more committed to helping me develop skills that would be necessary for me to navigate the academy as a supervisor. This meant that we had a long-term mentor-mentee kind of relationship.

Reflecting back on my doctorate journey, I have always wondered how things could have turned out were it not that I had supervisors who were actively involved and genuinely interested in my work. The support I received helped me to develop writing skills, understand the technicalities of scientific writing and presentation skills. Besides enjoying a long-term mentor-mentee relationship with my supervisors that has gone beyond the doctorate degree, the application of coaching approaches by my supervisors helped to build my capability to carry out tasks, meet targets and accomplish goals within specified timelines. Being a Tutorial Fellow in the same university where I was pursuing my doctorate, it was a mandatory requirement that I completed my degree within the stipulated timelines. Furthermore, the mixed approach supervision (comprising of both coaching and mentorship) adopted by my supervisors ensured that I was able to develop leadership skills as I have been able to successfully participate and represent my faculty in several postgraduate fora as well us guide postgraduate students to work within the laid down guidelines of the school of graduate studies. One of the requirements at my university is that postgraduate students submit progress reports to the school of graduate studies every semester. Therefore, in the short span of time that I have been a supervisor (approximately one and half years), I always insist that my students comply to this requirement, and this keeps them on toes and pushes them to work within the set timelines. Drawing on the work of (Pearson and Kayrooz 2007), (Lee 2008) suggests that a doctoral supervisor should mentor the student while coaching the research project. Having focus on both mentorship and coaching i.e. performance and advice/guidance respectively, seems to be a more appropriate approach in doctoral supervision. Therefore, it is imperative that the supervisor defines where coaching and mentorship overlap as this is the main interest of doctoral supervision. An ideal PhD supervisor should therefore be genuinely interested

in the student's work and be proactive in keeping up with what the student does. The supervisor should be able to guide the student, shape the way the student thinks about research and should empower the student to see beyond the PhD. My experiences being supervised based on the combination of coaching and mentorship illustrate how the five elements of ethics of care namely: attentiveness, responsibility, competence, responsiveness and trust were incorporated in the doctoral process for quality supervision.

Do Supervisors' Experiences of being Supervised impact on their Supervision Approaches? Perspectives of an Early Career Supervisor

Existing literature confirms that those with a doctorate can supervise students (Sefotho 2018); (Askew, Dixon et al. 2016). Theory-based reasons make similar assumptions that supervisors possess doctoral supervision skills emanating from their previous experience as doctoral and masters students (Durette, Fournier et al. 2016); (Lee 2008); (Maguire and Delahunt 2017). According to (Durette, Fournier et al. 2016), doctoral education develops transferable skills which are of value in a wide range of situations. A major finding was that supervisors' own experiences (when they themselves were doctoral researchers) had a significant impact on how they now supervise (Lee 2008). Evidence suggests that supervisors 'become' supervisors by being supervisors as no formal training in supervision is part of any standard teacher training programmes (Halse 2011). Thus, the ultimate repository for the majority of research supervisors tends to be their own experiences. Therefore, there is room for pedagogy of supervision being created by every pedagogue and this should be accepted as applied scholarship (Weimer 2008).

The university where I pursued my doctorate where I currently work does not offer any form of formal training in induction of supervisors.As an early career supervisor, it was therefore not immediately clear on what was expected of me as a supervisor. More often than not, early career supervisors, me included have had to seek guidance from their own experiences of being supervised. Having graduated with my doctorate in December 2018, I would say that I am still "young" in the world of supervision, however, I find myself drawing from the approaches of supervision used by my doctoral supervisors mainly combining coaching and mentoring. This is in concurrence with the position taken by (Rashida and Neelofar 2016) in their study on pedagogy of research supervision, where they state that supervisors often depend on their own experiences of how they were supervised as graduate students. I believe that the kind of supervisory approaches adopted by my supervisors were able to enrich me with transferable skills which I have been able to use as I venture into the world of supervision.

A study by (Makhamreh and Stockely 2019) revealed three different quality levels of mentorship in doctoral supervision; authentic, average and below average/toxic. The study further established that doctoral students who enjoyed authentic mentorship experiences were more motivated and satisfied, those who reported average mentorships needed more attention and time while those who had below average /toxic mentorships were stressed out and depleted. Based on the position of (Rashida and Neelofar 2016) that supervisors often depend on their own experiences of how they were supervised, doctoral students having toxic mentorships can therefore transfer these experiences to their students once they become supervisors. Developing supervision skills should therefore, be part of continuous training even after the doctorate. This will ensure that supervisors do not entirely rely on their experiences being supervised to supervise. Relying on supervisors' experiences of being supervised (Hammond, Ryland et al. 2010)is unlikely to be sufficient in the increasingly complex research

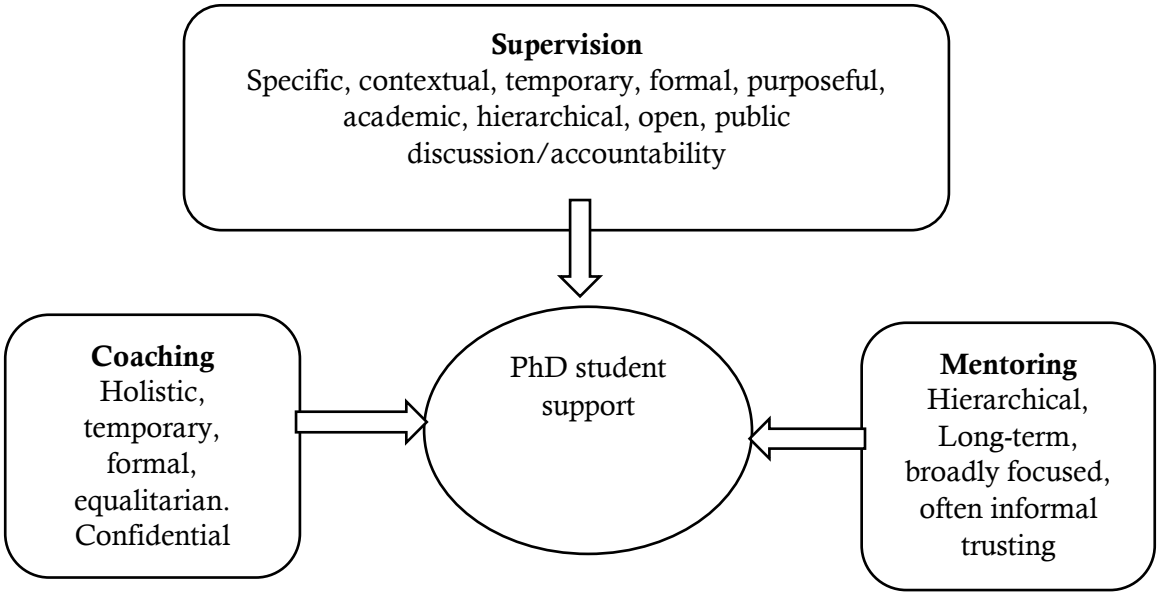
environment, a number of universities have therefore introduced training and development programmes to address this shortfall (Killey 2011). To this end, the CPC course has played a critical role in building my capacity as an early career researcher and has enriched me with knowledge and skills which will be relevant in my role as a supervisor and by extension a member of the postgraduate committee in my faculty. The CPC course has equipped me with new skills and knowledge and therefore has provided me with insights on how to provide quality supervision. Specifically, I have gained insights on how to develop student writing and give meaningful and useful feedback. Furthermore, this course has enlightened me on the importance of having my students develop speech in their writing through having imaginary conversations with the reader and how as a supervisor I can teach my students about imaginary conversations using feedback. My role as a supervisor must therefore go beyond correcting language and grammar but help students to make meaning (through their writing) appropriate to the doctorate in their disciplinary area. In the recent past, there have been a number of collaborative undertakings seeking to improve doctoral education through doctoral supervisor development in South African universities (Bitzer *et al.,* 2013). According to Guerin *et al.,* (2017), there are three broad categories of supervisor development programmes: those aimed at inducting staff who are new to the university, and/or to supervision; sessions designed for current supervisors seeking 'a refresher' and/or to maintain eligibility to supervise; and more extended professional development with an educational focus. The studies highlighted (Guerin *et al.,* 2017; Bitzer *et al.,* 2013; (Killey 2011); (Hammond, Ryland et al. 2010)are evidence that there is need for training of doctoral supervisors in order to enhance doctoral supervision in the dynamic and complex research environment. However, little is known on the short and long-term impacts of such trainings on the quality of doctoral supervision. Therefore, there is need for follow-up of the trained supervisors and mechanisms ought to be put in place to establish the impacts of training of doctoral supervisors on the quality of doctoral supervision.

Linking and Comparing Supervision, Mentoring and Coaching

Emancipation as a supervisory process implies both support (mentorship) and challenge (coaching). It is also a process which allows and supports personal transformation. Acquiring a PhD can be a transformative process. The prerequisites of transformative learning require critical reflection and disorienting dilemma (Taylor 2007). In a complex mix where postgraduate supervision incorporates both mentorship and coaching, PhD supervisors ought to fulfil several functions including but not limited to: the teacher, the mentor who can support and facilitate the emotional process, a coach who can enhance performance, and a patron who manages the springboard from which the student can leap into a research career. Coaching and mentorship can be applied at different stages of the doctorate programme. While coaching would be more useful at the initial stages of the doctorate programme, mentorship would be more applicable once the doctorate has progressed, and the student is already rooted in their studies. Pearson and Kayrooz (2004) argue that research supervision is a facilitative process requiring support and challenge. It involves providing educational tasks and activities, which include: progressing the candidature, mentoring, coaching the research project, and sponsoring student participation in academic practice. This is similar to the journey conception identified by (Brew 2001). (Gurr 2001), Janssen (2005) and Wisker *et al.,* (2010) reported that positive communication alongside constructive feedback could influence research students' academic and emotional well-being as well as keeping motivation high, build confidence, and reduce stress. Students therefore expect their supervisors to

humanize pedagogy by treating them as a whole person rather than purely as a research student. This is an important supervisory skill that supervisors ought to develop. The individual nature of coaching and mentoring theory such as critical reflection, facilitating learning and development and enabling change seem to suggest a potential alignment between coaching and mentoring and the dyadic and triadic nature of much of a doctoral supervision. However, for there to be efficacy in doctoral supervision, then there must be a complex mix of supervision, coaching and mentoring such that the doctorate process must come to completion within the specified timelines, however the research process ought to continue. For supervision to be meaningful, holistic and long-term, it is important that interactions between supervisors and PhD researchers go beyond professional support and guidance.

The figure below - adapted from (Wadeee, Keane et al. 2010) shows the contrasting features of supervision, coaching and mentoring in a student-centred pedagogy geared towards transformative learning.



The doctoral process provides an opportunity for self-reflection, emancipation and personal growth. Coaching and mentorship therefore encourage broader development. While coaching is holistic, temporary and formal and is based on achievement of specific tasks within specified deadlines, mentorship is long-term and broadly focussed. Supervision on the other hand takes greater responsibility for the formal managing of the degree process, quality checking, accountability and teaching as illustrated. While workshops and programmes for doctoral researchers usually provide formal training in the academic content towards thesis production, mentoring and coaching foster qualities essential in a scientist, researcher and intellectual (Wadee *et al.,* 2010). Due to the different strengths of these approaches, integration of coaching and mentorship in supervision enriches and enlivens the supervisor-supervisee relationship. A student-centered pedagogy therefore ensures that doctoral supervision draws on the strengths of these approaches to ensure transformative learning.

Conclusion

In this paper, I have given a reflection of how the supervisory approaches adopted by my supervisors impacted on the quality and completion of my doctorate. I have argued that supervisors play a critical role in doctoral experiences, faster progression and the successful completion of a doctoral program.

Furthermore, the experiences of a doctoral researchers impact on their supervisory approaches. This is due to the fact that most universities don't have formal training programmes to induct early career supervisors into supervision. The majority of early career researchers, therefore, rely on their experiences being supervised to supervise. However, it is important that universities establish training programmes for doctoral researchers to ensure that they don't entirely rely on their experiences being supervised to supervise. The application of ethics of care in supervisory approaches play a critical role in ensuring quality supervision and completion of doctoral studies. This paper concludes by stating that, in a mentorship-coaching approach, supervisors ought to build, mentor and help students become confident while pushing them on time management, responsibility and hard work. It is therefore imperative that supervisors determine where mentorship and coaching overlap for a holistic and enriching doctoral supervision process.

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My Supervision Journey: Facilitating My Own Learning

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Abstract
In this essay, I provide a window into my supervision journey thus far. I begin by highlighting the apparent conflict between policy and practice on supervision load. In addition, I reflect on my own supervision experience both as a student and as a supervisor. In the aggregate, my reflections highlight lessons that continue to serve me well in my supervision journey.

Key words: Supervision, Social-exclusion, Postgraduate, Experience

Socially Excluding Students and Co-Supervisors

In Kenya, the Commission for University Education stipulates that every supervisor should have no more than five Master's and three PhD students at any given time. At some point, I had twenty five students undertaking various masters programs and three doctoral students. I am aware that there are colleagues who are 'supervising' twice that number. I mention the discrepancy between national guidelines and experience on the ground to highlight the challenge of balancing national regulations and reality.

However, it is important to appreciate the fact that those numbers paint a picture that is not quite accurate. It is not the case that all the twenty-eight students consider their training as a full-time responsibility and are therefore sending me their work even on a weekly basis. It is not the case that I am having weekly meetings with all of my students either face-to-face or remotely through online platforms. Instead, it is the case that only a fraction of my students are actively engaged with me at any given time. In part, this amounts to what Prof. Gina Wisker calls malign neglect of students (Wisker, 2017).

The fraction that I get to work with actively appears to be a self-selected group that I have come to notice demonstrates motivation or commitment in their pursuit of postgraduate studies. I use the word "motivation" here not necessarily to mean a "characteristic inherent in individuals" (Boughey & Mckenna, 2017) but one that draws from how prior experiences thus historical conditioning [Archer (1995) as cited in (Boughey & Mckenna, (2017)] shape current engagements. In many ways, whereas institutions can strive to filter students based on "talents", "ability" or "potential" as happened following the 'opening up of university" at the end of the apartheid in South Africa (Boughey & Mckenna, 2017), I find that further filtration may still occur at the level of supervision. But the magnitude of such exclusion may depend on a range of factors including, in my case, supervision load.

It is not the case that I am not following up with the larger group of my students who are not actively engaged—the ones I deconstruct to lack "motivation" to pursue postgraduate studies. I do my best to call and send emails, short text and WhatsApp messages. Some respond and promise to get back right on the horse. Not all these promises are met. And so the end result is that I am working with even a smaller fraction of students who I am supposed to be supervising. Over the years, I have learned that one way of having students to stay on course is to have a supervision contract with students.

In sum, this is how social exclusion of students plays out in my experience. I have found that I am motivated by students who respond to feedback in a timely manner as well as those who take assignments such as additional readings

seriously. Indeed, I feel a sense of guilt if I stay even a couple of days with their work before providing them with feedback. I guess they may also feel that my prompt feedback also motivates them and together we, my student and I, form what I think is an effective partnership. In this partnership, I witness intellectual growth of my students and in many cases, this culminates in relatively quick turn-around time in terms of the period between when they enroll into graduate school and when they graduate.

But there is also another component to this partnership: My co-supervisor. The model of supervision in my university is co-supervision. I have found that in some cases, our motivations as supervisors diverge so much that it is difficult to even call each other to find out how a student is doing. I have noticed that there are a few cases where I feel quite fired up about a student's work. In such cases I push as much as I can to get her to progress from one stage of her training to the next. But for some of these students, the colleague I am coupled with may not feel as excited. The potential here is that as a supervision team, we face a stalemate. At some point, I found myself develop cold feet when requested to co-supervise with colleagues who I find difficult to co-supervise with. There is a chance that some of my colleagues also find me difficult to co-supervise with. There are, however, cases where both of us, my co-supervisor and I, are equally motivated to really do everything in terms of facilitating a student's training. Students that experience this convergence flourish a lot. And so my supervision experience so far has been characterized by navigating the intricacies of my judgement of students based on motivation and commitment to graduate studies. In addition, I have found myself picking and choosing those I can pair up with to supervise a student. But in judging my colleagues, I wonder about what else is lost in the process ultimately. Proximately, I wonder whether I am passing judgment on their commitment only. Is there a possibility my judgement derives from differences in ways of looking at issues? Perhaps differences in schools of thought? Or perhaps something as basal as differences in personalities? Whatever the reasons, I am socially excluding both students and faculty. Both of these concerns quite a lot. The extent to which they concern me has been elevated by a course I recently took, supervision course facilitated by the Creating Postgraduate Collaborations Project. But I am excited at the prospect of exploring how and if adopting what Pare and colleagues call a workplace perspective to doctoral training (Pare, Starke-Meyerring, & McAlpine, 2011), and I guess graduate training more generally, can help me address these challenges.

My Supervision Experience as a Student

I don't quite remember my supervision experience during my MSc training. I am not sure if my inability to remember is because it has been a long time or whether my PhD supervision experience is occupying a much larger space in my memory. In any case, I strongly believe that I had a great experience. My PhD mentor not only provided me with almost unlimited access but also facilitated my training as much as possible.

It might make sense for me to begin with the model of supervision that I experienced during my PhD training. At Princeton University, PhD supervision is facilitated by a dissertation committee comprising of at least four faculty members. One of these faculty members serves as the thesis advisor. The student works with their thesis advisor in developing a research proposal for the first two years of study (there is also coursework during this time). When the proposal is ready, the student defends the proposal before the dissertation committee. It is only after a student has demonstrated to their dissertation committee that they have the requisite skill sets and that they have a conceptually sound research proposal that they can proceed to collect data for their thesis research. Once they are done with data collection and analysis, under the guidance of the thesis advisor,

another defense is organized by the dissertation committee. Typically, this happens in the fourth year of study. Successful defense of the thesis paves way for a public oral—presentation of the thesis research to a mixed audience of the scientific community and the lay public. Success here marks the end of doctoral training and recommendation for award of a doctorate.

I noticed early on that my advisor made deliberate steps to create a supportive environment for me. For instance, my advisor made sure that I could see her office door from the office I shared with another graduate student. Although she needed me to make appointments for meetings that would last long, say an hour, she made it abundantly clear that I could walk into her office at any time as long as I had a burning question. Anytime she said. This unfettered access worked really well for me. I hasten to add that although we also had the Internet during my training, I had been brought up to always ask my teachers what I didn't know but needed to know. And so I would visit my advisor's office even for questions that I later learned a quick Internet search would help me resolve. I wonder what would have happened to me if my thesis advisor had excluded me for the very same reasons I struggle with now in my supervision journey: socially excluding students based on my perception of their motivation or commitment.

My Supervision Experience as a Supervisor

My first act of business, earlier on in my supervision journey, was to proof-read a student work. I would do so line after line to make sure that the communication was just right. Of course, this approach takes a substantial amount of time and energy. Over the years, I have come to appreciate that my actions and decisions during the initial stages of my engagement with a student just starting off on their postgraduate journey should instead focus on understanding the student so as to be able to offer them the resources and facilitation that they need to succeed.

I also have had to carefully navigate the apparent difference between how I was supervised, and indeed how I was *trained* to supervise, and how I am supervising. In many ways, I was trained to supervise alone—I had one thesis advisor and so that is the default supervision model for me. Yet, the model of supervision at my university, as I said earlier, is co-supervision.

There are several challenges associated with the co-supervision model of supervision. For example, I realized early on that when both my co-supervisor and I provide feedback remotely, say as tracked changes or through a text message or via a telephone call, a student is left alone to navigate conflicting feedback on a given area of their research proposal or thesis. In order to mitigate this potential pitfall, I increasingly spend time to go through my co-supervisor's feedback to enable me appreciate their perspective. In some cases, I also call them to talk about issues in our supervision including differences between our feedback to the student. This deliberate approach has served me well in my supervision journey even though there is no doubt that it is not as effective as face-to-face or conference calls where both supervisors and the student are present and give feedback in real time (Bitchener, Basturkmen, East, & Meyer, 2011).

What about the feedback I provide to students? Is it focused enough to enable the student to readily understand what I am asking them to do? I think that for the most part I do provide focused feedback to enable my students meaningfully grow and progress in their studies and join the conversation as it were. But that is now. Previously some aspects of my feedback were not helpful. For example, I would highlight a word, sentence, or paragraph in yellow and leave it at that; for an example (Figure 1). In my mind, the highlighted section was meant to tell my student to rethink the sentence and to revise it accordingly. I noticed that my students responded to this kind of feedback in a variety of ways. Some appeared to have been held in suspended

animation by it whereas others took a path that was in many ways tangential to what I had intended to communicate.

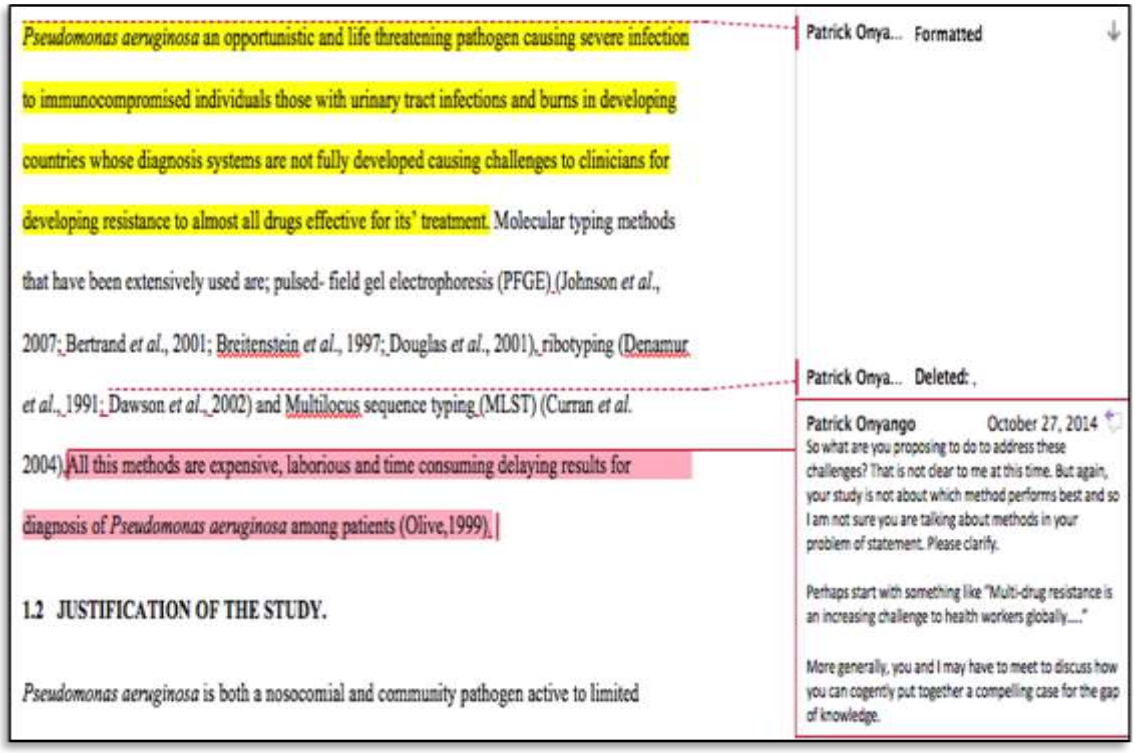

Figure 1: Excerpt of feedback provided to a student.

The kind of feedback in the highlighted section (Figure 1) is obviously not effective and opens too much room for unhelpful interpretation while not allowing critical thinking and analysis (Pare, 2014) that I hope to generate in my students. I no longer expose my students to such unclear feedback. Instead, my student and I take a journey, a conversation as it were that I have noticed triggers my students to ask questions of me and of themselves; see the comment in the excerpt although the excerpt does not contain the student's response. This process serves me well and I think it serves some of my students well.

Early on in my supervision journey, I paid scant attention to tools of data collection in one of my student's research proposal. My guess is that this lapse was occasioned by my earlier style of providing feedback where I would focus mostly on proof-reading. The consequence was that by the time my student and I reached the methods chapter, we were both exhausted and I in particular just wanted the student to move on. The problem that I quickly run into with that student was that data analysis and thesis writing suffered so much that the student could not accomplish all objectives. The consequence was that my student had to invest more time to collect additional data. This was expensive across the board; time investment to collect additional data and a deferred graduation for the student. After the debacle, my students deliberately plan the implementation of the student's research proposal. In order to do so, we visualize the data collection process, we see ourselves in the field collecting data and back in the office analyzing, presenting and interpreting the data. This thought process has enabled us to appreciate what it will take to carry out a given study including identifying potential challenges (Carter, 2017).

Taken together, I have had to find ways to strike a balance between national and institutional frameworks and how to manage differences in motivation among my students, and personality, attitudinal and academic background and differences between my co-supervisors

and I, which together shape our perspectives on student supervision. Learning from my students and from my co-supervisors as much as possible continues to enrich my supervision journey.

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Reflection on Roles and Responsibilities of Postgraduate Supervisors: The Case of Maseno University

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Abstract
This paper is a reflection of my experiences gathered over two decades as a supervisor of postgraduate students at Maseno University. It is observed that unlike their undergraduate counterparts, postgraduate students generally do not receive adequate orientation. In addition, some supervisors do not set expectations with students and the manner in which they offer feedback is dehumanizing. It is concluded that meaningful and good quality supervision can be achieved if supervisors are approachable and supportive, sensitive to individual student's needs and provide prompt and effective feedback preferably through online platforms and collaborative effort. It is only through such collaborative relationships that postgraduate students can make progress to see them graduate within a reasonable time.

Key Words: Postgraduate Supervision, Supervisor Responsibilities, Supervisor Experiences.

Introduction

Kenya is to transform into an industrialized middle-income country by 2030 (GoK 2007). To achieve this ambition, research and training remains a critical component of higher education in the country (Mukhwana, Oure et al. 2016). Therefore, the country needs to have enough qualified researchers. Considering that higher education has a direct bearing on the economy, universities should offer quality postgraduate programs managed by scholars with professional supervision strategies. This would subsequently create a quality workforce which in turn would drive innovation. Such innovation would offer solutions to global challenges, increase employability, boost graduate earning power, create collaboration between education and business and feed into a knowledge-based economy. In short, quality higher education is likely to empower graduates with improved capacity to transform domestic and international economies for the betterment of human survival. In order to produce graduates with adequate knowledge and skills and who are competitive in the job market, postgraduate supervision must be conducted professionally.

As much as postgraduate supervision should be professionally conducted, the task is one of the most demanding but satisfying activities that a faculty member can engage in. Helping a new scholar to become an independent researcher, one who extends knowledge through various existing dissemination channels, is a significant achievement that can be quite rewarding. Thus, a supervisor's role is to successfully guide a student through the requirements of their academic program (Brown and Atkins 1988). Whereas Maseno University has provided the necessary support to its postgraduate students to a reasonable extent, there are gaps in the supervision process that need to be attended to. The purpose of this paper is to highlight some of my experiences with regard to postgraduate supervision in general and at Maseno University in particular.

The Supervision Process

(Brown and Atkins 1988) observed that effective supervision calls for one to be competent as a researcher and to be able to reflect on research practices and analyze the knowledge, techniques and methods that make them effective. They further observed that competent supervisors do recognize that there are essentially four phases in the supervision process; student induction, matching students with supervisors, setting expectations and student advising. These phases have been used to guide the presentations in sections that follow.

Phase I: Student Induction

The first few weeks in a postgraduate program can have a lasting effect on students' perception regarding the program. This is the time when students are full of enthusiasm for their new undertaking. It is therefore essential that students get inducted in a manner that will make them have long-lasting experiences. By the time students get assigned to supervisors, they should have long undergone an induction. (Phillips and Pugh 2005) have suggested that academic departments should be responsible for organizing and conducting induction or orientation sessions for new postgraduate students. They advocate that the relationship between students and their supervisors, expectations and fears of the students' roles and the importance of maintaining deadlines should be presented during induction. Issues on communication skills and teamwork should also be addressed, among others.

Whereas Maseno University has been organizing orientation for undergraduate students lasting one week, no formal orientation is organized for postgraduate students with the exception of those who undertake their programs through the eLearning platform. This makes it very difficult for postgraduate students to adjust and make use of facilities that they need like the library. This missing link needs to be addressed by the University administration, particularly the Academic Registrar and Heads of Department so that all postgraduate students can be inducted appropriately and in a more formal manner upon arrival. The initial formal induction should be a general one like how to use the library, spiritual matters and health issues. This should be conducted by the university administration, divisional heads, deans, directors, and heads of department as well as student leaders.

The other form of induction is the semi-formal one which is specific to each academic program. Each academic program and those who join them are unique and need tailored induction. Other than staff within departments, it would perhaps be of value to invite a few alumni to address the new postgraduate students.

Phase II: Matching Students with Supervisors

For students to benefit optimally from the supervision exercise, a proper match with supervisors is necessary. This matching process should be collaborative and should involve Postgraduate Faculty and students (University of Reading Graduate School 2013). However, there is variation across universities in the manner in which students are assigned supervisors. The(Office of the Provost University of Pennsylvania 2006) proposed that in matching students with Faculty supervisors, a number of factors should be considered. These are expertise, reputation, teaching and learning style, expectations and personality.

(Mukhwana, Oure et al. 2016) reported that the selection of supervisors in Kenyan universities is mainly done by departments, and in most cases with little input from the student. They went further to state that there seems to be no standard criteria other than the willingness of the supervisors to work with the students. As much as this observation holds in general, it appears to be an overgeneralization. Not all universities in Kenya match students to Faculty with little input from

the students. It is indeed the case that some Academic Departments at Maseno University give students an opportunity to propose who they want to be their supervisors. Once their requests have been received together with a concept paper which briefly indicates individual research interest, the Departmental Postgraduate Faculty scrutinizes the documents to help make informed decisions. Necessary adjustments may be made at this point to ensure that supervision responsibility is equitably distributed among Faculty based on areas of expertise (including expertise in research methodology), teaching load and gender distribution. Issues of conflict of interest are also addressed at this point in time.

Whereas academic staff at Maseno University have made attempts to match students with supervisors as much as possible, certain challenges still exist. Adherence to the above protocol of matching is at times impossible not because students have not been adequately involved in the process, but because of shortage of academic staff. Sometimes the going gets tough for students and staff who were not matched appropriately. In such circumstances, either the students ask for a change of supervisor or the supervisor asks to withdraw from supervising the students. This should be considered normal as long as it comes early enough during the students' work and the request made in writing and approved by the concerned Departments so that there is no undue delay or ill feeling.

Phase III: Setting Expectations

It is essential that supervisors and students have a shared set of expectations about all aspects of supervision. (Parker-Jenkins 2018) raised a concern regarding the engagement between the supervisor and the supervisee which can often be mutually unsatisfactory. The author observed that the divide between doctoral supervisor and supervisee is a critical one that should be bridged by using good practice to cement the relationship between the two parties. To this end, good supervisors make their expectations clear to students on issues such as the need for regular meetings, mastery of methodological skills including writing skills and data analysis techniques in which the majority of students are weak, publications and conference presentations as well as timelines for degree completion, among others. For this reason, the student-supervisor relationship is so important that it must be managed. It is therefore imperative for students to understand what their supervisors expect of them. In equal measure, it is also important for supervisors to understand what their students expect based on their strengths and weaknesses. But it remains the responsibility of supervisors to provide a structure for each of the phases of postgraduate work. Once these expectations are clearly outlined, it becomes much easier to develop a positive, productive relationship.

Expectations with students should be set during the first few weeks of contact. Unfortunately, this is a rare occurrence at Maseno University. During such meetings, the frequency of meetings, the student's level of mastery of methodological skills, conference participation, publication requirements as per the Rules and Regulations for Postgraduate Studies as well as expected time to degree completion, are mapped out. With regard to completion time of the various phases of thesis development, one may use the approximation method instilled upon me by one of my postgraduate supervisors of multiplying the estimated time by one and a half. This is because of unforeseen factors affecting progress that are beyond the control of the student and/or the supervisor e.g.

sickness, bereavement and university closures.

Subsequent to the CPC training, an area of major weakness among supervisors is how they handle expectations with students. In particular, issues discussed are rarely documented. Because students have paid fees and must get value for their money, supervision is like honoring a contract. The problem is that verbal contracts can be contested and this may render the contracts invalid. Substandard supervision is in itself a breach of the contract which can be contested even in a court of law. The University, through postgraduate supervisors, must therefore remain accountable at all times to avoid injustice to the student. This is obviously an area that supervisors at Maseno University have to improve on in future so that the student not only gets a copy of the agreed expectations but also receives a copy of the issues discussed and agreed on. Such an action would improve supervisor/student relationship during the supervision process and avoid accusations and counter-accusations from those concerned.

Phase IV: Advising Students

Advising students by guiding and inspiring them to attain their scholarly potential is perhaps the most important role of any supervisor (The Office of the Provost, University of Pennsylvania, 2006). Mbogo *et al.* (2020), citing DAAD/BC (2018), have proposed several strategies to improve quality of postgraduate supervision. One such strategy is co-supervision of doctoral students through the use of video-conferencing technology platforms. However, they assert that this may be a challenge in the Kenyan context due to technological constraints. The other strategy related to this is adopting online supervision which may reduce the number of face-to-face meetings to only when they are necessary. Worth mentioning is the fact that online supervision gained popularity at Maseno University in the era of COVID-19 pandemic.

Lastly, (Adelakun-Adeyemo 2018) recommended the use of experts from other research organizations and institutions as a collaborative effort. It is commendable that Maseno University has made bold steps in this direction particularly with programs in the natural sciences. It is suggested that those in the humanities and social sciences should also adopt this move. What follows are my experiences in six critical roles and responsibilities of supervisors when advising postgraduate students. These are topic selection, giving feedback, acting as a role model and mentor, addressing challenges and resolving conflict, ensuring social justice prevails and supporting dissemination of research findings.

Selecting a Research Topic. The starting point in guiding and inspiring students has been helping them with the selection and planning of a reasonably original research topic that can be successfully completed within the expected time frame. This is usually not an easy task. Lead supervisors should start by asking students to propose their research topic, making sure that the relevant variables to be studied are clearly identified including a justification for studying the variables. Unfortunately, some students insist on topics that are not researchable. This may be due to the fact that such students are not well grounded in research methodology or they are just unwilling to take instructions. Holding a meeting with supervisees to iron out issues is the best

approach. It is during such meetings that they get reminded of the basic skills in research formulation and their attention is directed to researchable topics while retaining their area of interest.

One other challenge is that some students even think that supervisors should be the ones to identify their research topics and even write substantial sections of their proposals. Supervisors should not fall into such a trap as this contravenes professional ethics. Instead, supervisors should conduct a literature search to determine the viability of the proposed research topics. Once a research topic has been agreed on, and in liaison with the co-supervisor(s), the supervisee should be asked to go and address three issues on the topic based on the scientific approach; what is to be studied (i.e. study objectives), why the study is to be conducted (i.e. problem statement) and how it is to be carried out (i.e. methodology). It is then that the student should be allowed to start writing a brief draft for **Introduction, Literature Review** and **Methodology**. This is what should be expected to be the student's foundation for the thesis proposal.

Giving Feedback. Feedback is an important component of the supervision process. Key attention when giving feedback should be paid to what (Zinn and Rodgers 2012) noted:

> *"There is evidence of the manner in which the legacy of dehumanization has been absorbed, wittingly and unwittingly, into relationships within educational arenas which mirror and depict hierarchies of power, cultures of compliance, fear, as well as the suppression and loss of voice".*

Thus, approaches to postgraduate supervision which tend to dehumanize students should be avoided at all costs.

Figure 1 shows the feedback process at Maseno University during postgraduate supervision. A student is normally assigned two supervisors upon admission. The supervisors' names are proposed to the School of Graduate Studies (SGS) by relevant Departments. SGS then forwards the names to Senate for approval. Thereafter, the supervisors guide the student in the development of thesis proposal. Whereas the link between Supervisor 1 and the Student as well as Supervisor 2 and the Student is usually reasonably strong at Maseno University, the link between Supervisor 1 and Supervisor 2 has not been as strong as would be expected. There is need for the Supervisors to interact much more than is presently the case.

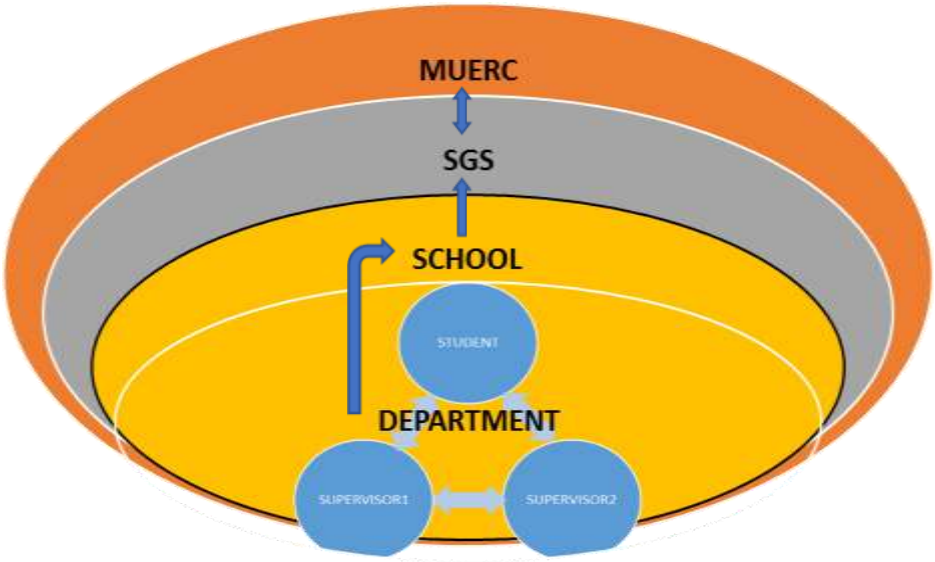

Figure 1: Maseno University postgraduate supervision feedback model

Key:

SGS=School of Graduate Studies

MUERC=Maseno University Ethics Review Committee

Upon satisfactory completion of a draft proposal in the eyes of the supervisors, the student presents it to the Postgraduate Studies Committee in the Department. If found unsatisfactory, the Departmental committee asks the student to revise the proposal. This may happen several times until consensus is reached regarding the quality of the proposal. It is then that the proposal goes to the Postgraduate Committee at the School level. Once the Committee at the School level gets satisfied with the proposal, it is forwarded to SGS where the SGS Board scrutinizes it before making suggestions for improvement. It then goes to MUERC for approval on behalf of the National Commission for Science, Technology and Innovation before the student is allowed to go for data collection. Important to note is that there is currently a substantial amount of duplication of effort regarding the roles of SGS and MUERC. There is need to separate the roles of the two entities to avoid undue delay. The final thesis defence takes place at SGS after all requirements have been fulfilled. Feedback is provided if necessary before the student is allowed to graduate.

Whereas feedback should not be given to students on an *ad-hoc* basis, it is not uncommon for Supervisors at Maseno University to offer such feedback. The other consideration is that when giving feedback, a lot of attention should focus on the personality and writing skills of the students. These have been substantially ignored by Supervisors at Maseno University.

The three approaches to writing presented at the CPC training session are Pomodoro, Free Writing and Shut-up-and-Write. The best approach is for supervisors to find out which one of the three works best for individual students, and to allow them to follow their preference. However, it seems as if the Pomodoro technique is ideal for thesis development. This is a time management method developed in the late 1980s. It uses a timer to break work into intervals, separated by short breaks. It encourages people to work with the time they have and not against time. It keeps one fresh by taking breaks after each session. One does not have to push himself/herself too hard when writing. This in turn boosts focus. The following was my response to an assignment during CPC training on

Using Feedback for Learning:

"Good writing skills is crucial in the

> *development of a thesis. Unfortunately, quite a number of our postgraduate students lack this essential skill. One cause is lack of adequate reading of literature in the content domain being pursued. We all know how difficult it is to write on a topic that you don't quite understand. It usually pains one to read an incomprehensible document full of grammatical inconsistencies. This tends to distract the supervisor's attention on what is at the core of the thesis, leading to delayed completion of postgraduate program. It seems to me that the three techniques in the video are not explicitly exclusive. They overlap. I have used all the three approaches in the past (although the term Pomodoro is new to me), but the intensity of which one I use very much depends on the complexity of the material and the depth of understanding required."*

Online feedback is becoming more and more popular both within the University as well as in collaborations with Supervisors outside the University. It is imperative that the COVID-19 pandemic has contributed immensely to the increased use of online feedback. However, there is need to recognize that using online strategy to give feedback to students may have inherent challenges. One such challenge is that there is usually the tendency of Supervisors to offer simplistic and straight jacket solutions which students just "copy and paste". Instead, Supervisors should raise questions capturing problem areas so that the students are the ones to address them in their own understanding. This approach is likely to provoke them to think critically.

Time management is a crucial component of effective supervision. All Supervisors should draw a realistic timetable for consultation with individual students as well as for group presentations. There should be more consultative meetings with individual students because they have different needs, abilities and interest, and are in different phases of their academic programs.

It is worth noting that there are various approaches to postgraduate supervision. For this reason, Supervisors have their own individual potentials and biases particularly in the manner in which they give feedback to students. Similarly, it is important to appreciate that postgraduate students are unique in their own ways. Thus, my experience informs me there are no hard and fast rules regarding supervisory approach. However, the supervisory relationship must be tailored according to the specific needs of particular cases. In doing so, due care must be exercised to avoid what (Freire 1981) calls the "banking education" concept where Supervisors deposit knowledge to their students while the students remain mere depositories. More specifically, in such a model, the Supervisor remains the knowledge expert while the students know nothing. Such an approach is likely to stifle creativity and critical thinking on the part of the student. For this reason, Supervisors should consider "humanizing pedagogy" in which postgraduate supervision becomes a facilitative process involving a number of domains and processes that can help students progress their candidature through effective mentoring and providing support for student participation in academic practice.

Acting as a Role Model and a Mentor. As the supervision exercise progresses, deliberate attempts should be made by Supervisors to be role models so that students can become accomplished

scholars. In a session during CPC training termed **Scholarly Community of Practice**, I described a scholar as follows:

> *"Somebody who has specialized in a small area within an academic discipline. The person is highly knowledgeable in the area of specialization but s/he still has a passion to seek for new knowledge in the field through scientific research. S/he is a critical thinker, has excellent communication and decision-making skills, is organized, is a good time manager, has a pleasant personality, strikes rapport fast with colleagues and is firm but fair. A scholar creates collaborations, publishes in scientific peer reviewed journals, participates in conferences and supports students to do the same. A scholar has a niche in pedagogical strategies in the area of specialization. Such a person can organize to deliver a successful lecture within short notice."*

For a Supervisor to be a role model, s/he must play the roles of a mentor and a coach but in varying degrees that depends on circumstances. This involves conceptualizing one's role of inducting students into the community of the area of expertise. In one of the assignments during the CPC training sessions, I gave the following as the **Key Roles of a Supervisor**:

> *"I think a supervisor plays both roles of a mentor and a coach. However, s/he should lean more towards being a mentor or role model than a coach. This is because for coaching, results are short-term, like coaching a football team to win this year's league. The players already know how to play football except that they need to be reminded of important approaches towards winning the league. For mentoring, results are long-term, like mentoring young children in football academies to become champion footballers in future (long-term). The supervisor-student relationship to me is more of a long-term relationship than short-term. A mentor acts as a role model which the student should try as much as possible to emulate and sustain over prolonged periods of time. My guess is that as a student approaches graduation, the supervisor's role should systematically shift from that of a mentor to that of a coach because the student has gathered sufficient "knowledge" from the supervisor to be able to stand on his/her own. The supervisor, as a coach, only needs to remind and train him/her of the important skills for getting through the defence."*

As the proposal gets improved continuously, supervisors should ensure that students understand the relevant theories, methodological skills as well as technical skills necessary for the research. This is achieved by asking them to read widely and encouraging them to make presentations at departmental and school postgraduate seminars.

Addressing Challenges and Resolving Conflict. Things go wrong at times during co-supervision. (Gunnarsson, Jonasson et al. 2013) and (Hudson 2014) reported that supervisors may give conflicting feedback or may disagree with each other's comments, leaving the student caught in between not knowing which advice to take between the two. In such a situation, mutual consultation among the supervisors is recommended prior to holding a joint meeting with the student to resolve the conflict.

At times, a student may start consulting with other Faculty without informing official supervisors. This may be as a result of poor relationship with supervisors leading to fear on the part of the student, or not being sure of the work or just lack of confidence. Such students should be encouraged to strengthen relationships. They need to be informed that it is not always wrong to consult with other Faculty but the supervisors should be briefed to see the need.

Some students may also start ignoring one supervisor too much (usually the one who appears to be "softer" when giving feedback). This could be due to lack of knowledge regarding the supervision process on the part of the student or just going for a "soft" spot. Such students should be reminded about the supervision process, cautioning them against this behaviour which is likely to lead to negative consequences in thesis development and hence graduation. Others simply disappear without showing up. Making phone calls and sending emails may help such students. They should be counselled if necessary.

During the CPC course on the topic **Identity Work on the Postgraduate Journey**, I had this to say regarding the case studies presented in which there were different types of problems/challenges faced by postgraduate students during supervision and which needed to be resolved:

> *"Allow me to go global, across all the case studies. My key learning point is that each student has unique strengths and challenges. It is therefore important for supervisors to first and foremost identify these to help sustain the strengths and reduce the challenges. The supervisor should be very sensitive to the needs of the student. S/he should only handle the issues within his/her scope. The others should be handled by relevant bodies within the university. For example, if a supervisor observes that a student is suffering emotional problems, then the case should be referred to a counselor following the right procedures. I remember suffering pecuniary problems as an international student when I was pursuing my PhD. I was self-sponsored and my finances had run out. My supervisor noticed that all was not well with me. He knew this was affecting my studies. He quickly talked to the university authorities. The only question I was asked is "How much would you need in a month?" And next morning, BINGO!! I had the money. Of course not all universities can do this, particularly in SSA. How I wish they had similar capacities. Lesson? A supervisor must know the needs (and they are several) of his/her student."*

Thus, identifying the problems/challenges that students may be having is an important step towards offering a remedy. The definite advantage

of this is that they feel liked and motivated to work hard because they have been treated as social beings. This can only be realized if Supervisors possess the right knowledge and skills for supervision and are also well grounded in research methodology. Unfortunately, some supervisors still show lack of capacity in research methodology. This problem can be addressed by conducting frequent Research Methodology workshops for academic staff.

Ensuring Social Justice Prevails. Harassment or discrimination of any postgraduate student under the care of Supervisors is evil. Unfortunately, such incidents are still reported in institutions of higher learning, the most prominent being sexual harassment. As much as such incidents are rare at Maseno University, their very existence cannot be ruled out. Supervisor/student relationship must be professional at all times. Once students get to know that the relationship is long-term and purely professional, a healthy working relationship will be maintained with minimum conflict.

Supporting Dissemination of Research Findings. The Universities Standards and Guidelines, 2014 (Commission for University Education, 2014) provides in the **Third Schedule: Standards for an Academic Programme** that:

> *"A doctoral candidate shall normally show proof of acceptance for publication of at least two (2) papers in refereed journals".*

This has been a tall order not only for the students but also for Supervisors. As observed by (Kilonzo and Magak 2014), publishing in refereed journals in under resourced settings like Kenya is a nearly impossible mission for most scholars, even the most gifted.

The above notwithstanding, a major challenge for universities regarding publication policy for doctoral candidates is how to maintain quality. For this reason, different universities have come up with different measures towards ensuring quality publications. What they seem to share in common is that the articles should not be published in predatory journals. But who declares a journal as predatory or not? Differentiating the quality of publications in the so-called predatory journals versus those in non-predatory journals has been elusive. And because students simply want to graduate, a number of articles have been of questionable standards yet the students have been allowed to graduate. There is a definite need to standardize this issue across all universities.

Whenever students attend a conference or publish their research articles, the benefit is not just for them alone. The universities they belong to also benefit immensely. Conferences not only act as platforms for knowledge dissemination but also forums for networking. It is therefore important for universities to support students whose papers have been accepted for conference presentation as well as publication expenses for accepted research articles. This is one area that should be strengthened at Maseno University.

Conclusion

This paper has addressed the process of postgraduate supervision in general and at Maseno University in particular. The weak areas have been identified and appropriate actions suggested. In conclusion, it is important to appreciate that postgraduate supervision is not easy. For the task to be meaningful and of good quality, supervisors should be approachable and supportive, sensitive to individual student's needs and provide prompt and effective feedback. They

must also be knowledgeable and humane, being able to forge long-lasting professional relationships with their students. Use of collaborative relationship and online media platforms is encouraged as this is likely to improve supervision thus ensuring that students complete their academic programs in good time.

Recommendations

Subsequent to the above, it is recommended that Maseno University should:

1. Make concerted efforts to ensure that individual academic departments conduct formal orientation for all postgraduate students upon joining the University.
2. Ensure that supervisors set clear expectations with their students at the beginning of their programs and the expectations be documented for ease of reference.
3. Ensure that supervisors do not write sections of student theses. Instead, they should raise questions in problem areas and ask students to address the questions in order to promote creativity and critical thinking.
4. Advise supervisors to make deliberate efforts to use collaborative and online strategies more often than is presently the case. In so doing, harassment and use of dehumanizing approaches must be avoided.

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Reflective Essay on Postgraduate Supervision

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Abstract
This is a reflective essay written after the Creating Postgraduate Collaborations (CPC) training, from personal accounts as a PhD student; and a supervisor in the last twelve years. The essay explains how cultural, state and institutional factors contribute to the learners' inclusion, exclusion and justice. Further, the essay explores how students manage their time and projects and the available options for their literacy skills as well as scholarly communities of practice. Ways in which students write and receive feedback is key for the completion of their research projects. Similarly, the examination process, their (in)ability to present their research findings to examination panels are key in the journey. Preparing them in all these aspects takes a process of not just supervising them but also mentoring them to grow into the desired cadre of graduates. All these processes are guided by a code of ethics in the research process, whose mandate is examined in the essay.

Key words: Postgraduate, Supervision, Inclusion, Exclusion, Communities of Practice, Literacy Skills.

Introduction

Postgraduate supervision is a very interesting journey. Interesting in the sense that a supervisor deals with diverse students who are dynamic in their approach to scholarship, and from different social, economic and educational backgrounds. This diversity brings newness and a sense of good complexity, which makes the journey enjoyable. I received my PhD in 2008 and afterwards, I was never mentored for supervision. I had to learn the ropes. The learning journey has opened up my mind in a number of ways, both from the students' and colleagues' perspectives. I am currently the departmental chair of postgraduate students and therefore by default, a member of the School Postgraduate Committee and Postgraduate Committee at the School of Graduate Studies. All these are platforms that allow for exposure in supervision, part of it being able to interact not just with my students, but almost all postgrad students in the School and their supervisors as well. I have so far graduated four PhD and six MA students. Despite the experience, I would not count myself as a seasoned supervisor. I would argue that this is a journey, in which, with the emerging trends, any open-minded scholar and supervisor would learn and adapt to changes in the field. (Erwee, Albion et al. 2011) allude to this and indicate that as academics, it is important to increase our understanding of effective practices for doctoral supervision and to develop ways of sharing that understanding with colleagues. It is for this very reason that I found the course CPC very relevant in introducing new supervision skills and enhancing new ones.

Although most of the issues discussed during the CPC exchange were not all new to me, the way in which we engaged in the discussions awakened my conscience to issues that I have almost been blind to or ignored in the supervision process. The five modules of the course were all quite useful in evaluating my journey and holding reflective discussion with myself aroused what I have assumed to be obvious questions. For instance, in Module one, I reflected on whether issues to do with students' social justice are my concern, or someone else's. In module two, I wondered how much I need to keep track of all identity issues of my students, and how lack of hard work on their part becomes my concern so that I become creative in engaging them. In module

three, I reflected on how I provide feedback to my students and whether there are things that I need to change to encourage more learning and efficiency in the process. Module four posed a dilemma to me on my role as a supervisor in the final examination process for my students, and whether I need to rethink my approach and employ a more pro-active one. Finally, in module five, I continue to grapple with what model should work well for me and my students in relation to time management. These questions highlight the complex web of responsibilities on both parties, and how these can be balanced. In the section that follows hereunder, I pick on a number of issues in each module and explicate how these have applied in my journey, both as a PhD student 12 years ago, and as a supervisor of both MA and PhD students for the last ten or so years. I will cite examples of the journey and explain how I feel my future should look like.

Reflection on Specific Issues Concerning Postgraduate Supervision

Inclusion, exclusion and justice in postgraduate education

The (World Bank. 2020) on improving higher education in Kenya shows that in 2018 the government formulated a new five-year Education Plan (2018–2022), which includes priority areas for investments in higher education. The plan is for higher education to focus on translating what students learn into labour market demands, with thematic areas around increasing access and equity, improving quality and relevance, and addressing governance and accountability. Some of the priorities outlined in the national education strategy include improving retention, well-being, and productivity of university students. The strategy also proposes the need to increase the enrolment ratio in university education from 7 percent to 15 percent. How this rate is calculated remains unclear and may not have necessarily taken into account the dynamics of postgraduate education, which is embedded in layers of a complex web in as far as access and retention are concerned. Recent studies show that there is a lapse in the policies in relation to catering for the growing diversity of students requiring doctoral education (Barasa and Omulando 2018). (Barasa and Omulando 2018)highlight the needs of students who are already in employment.

The dynamics of gender, status, socioeconomic abilities, work-related challenges, age, ethnicity and fields of study are part of the complexities that a supervisor interacts with in every other supervision. Although there are national and institutional policies in place to encourage equal opportunities and socio-economic support for attainment of education, postgraduate education seemingly, is left to individual choice and struggle. The gender mainstreaming policy at Maseno University for instance, which focuses not just on staff but students, seems to apply mainly at Bachelors programme. This is so given the support received through Kenya University and Colleges Central Placement Service (KUCCPS), which ensures fairness in the distribution of students to the different private and public universities and colleges. For postgraduate studies, students apply directly to the institutions of their choice. An institution therefore has to make a deliberate decision to implement the gender mainstreaming policy to include postgraduate students. This is also the case for the policies like the Academic recognition and reward policy which does not take into account the social and financial hurdles that different cadre of students and scholars go through to attain their degrees. Some if not most of these policies exist for institutional formalities, and do not at any given time take into account the challenges faced by postgraduate students.

Recently, an MA student in Public Policy course that I teach, and one of the best students in a class of ten, almost failed to sit for the end of semester examination because he had not paid his fees to completion. He is employed as a research assistant by a non-governmental

organization, and allegedly, his salary had been delayed for a while as the contractor waited for disbursement of funds from the granter. He then had to try and secure a sum of USD 300 to complete fee payment in vain and was heartbroken. He had juggled the time between his work and studies and had managed to attend classes faithfully and complete all his assignments. I felt his pain. Although I raised this with the relevant authority, the position that the University does not allow students who have not completed fee payment to take their examinations. I discussed with the student the possibilities and his argument were that if he could just get someone to loan him the amount, he would refund it before that month ended. I did, he paid his fee balance in the morning of the first paper, and he refunded the money before the month ended. I know this is a risk, but an evaluation of individual cases, establishment of honesty, conviction and humane, are just things that a postgraduate teacher would apply as part of humanizing pedagogy.

This is just one case of a number of those struggling through a myriad of challenges to achieve postgraduate education. Most of them in this part of the world do not get scholarships and although they are full-time students, they are unable to be in college to pay full attention to their studies. They have to juggle family, work and studies. They are fathers, mothers, husbands and wives. They are caretakers. They are directors of companies, field officers, supervisors, and generally workers who are accountable to their employers. But they want to better their careers. Who then supports them financially? Who helps them juggle the many responsibilities? How often do we listen to their challenges and why they are unable to achieve certain milestones that we have set for them in time? How then do we strike a balance between their studies and other busy and demanding lives? How do we treat them in the most human way possible and give them motivation to go on? I feel that there is need for a conversation around administrative issues; a conversation that should help lessen or lighten structural challenges that do not favour equity and equality in relation to access to postgraduate education. These impediments on one hand discourage students who would have otherwise completed their studies in time, and on the other, strengthen arguments around commodification of higher education.

The Kenyan government renders support for both undergraduate and postgraduate students through the Higher Education Loans Board. While some students have information on this, others are not aware of the existence of these loans and hardly get to apply for them. Further, for those who are aware and apply for the same, there is some sort of discrimination if one is on payroll no matter how low the salary might be, or how committed one's resources are. It is also noteworthy that some of the postgraduate students who received the loan in for their bachelors and have not paid back the total sum, may not qualify. This may to a great extent be termed as discrimination and criteria of exclusion that is not based on merit. There is need to review some of these criteria in order to benefit as many students as possible. Apparently, the government can easily give full bursaries and partial support to Technical Education students in technical training colleges but not to postgraduate students. Funding postgraduate students and allowing them equal opportunities for loans and bursaries may be a good way to encourage retention and completion.

Cultural and personal experiences influence students in myriad of ways. Some students already understand what is required of them, and all they need is a bridle that pulls them towards the right direction. Mwaki (not his real name), is a student who comes from an island that is classified as remote in the country. The only way to access this island is through a boat that serves at specified hours each day. When I taught him in 2018, he, throughout the coursework period, never missed a class. I do not remember any excuse for not attending to an assignment because he did all of them in time. He was the first to submit his draft research

proposal even before he cleared his coursework. He seemed quite self-motivated, and his story is exemplary for those that blame inequalities that they can be in control of. Mwaki graduate in March 2021.

Similarly, there are those that battle various genuine personal, social and structural issues. CPC training has awakened my senses to these realities and I feel that I need to be more sensitive to the different issues that derail students' progress in their postgraduate work. Though institutions have been flexible enough to have varied modes of learning, including distance education, evening and regular classes, modular, as well as school-based models (Wangenge-Ouma 2008), the concerns on how all these issues affect learning relate to Bitzer's arguments about the changing nature of universities and how the nature of an epistemological emphasis might influence postgraduate studies and the supervision thereof. As the arena of higher education develops, whether improving or otherwise, there are still untapped epistemological resources including indigenous modes on learning, doing research and dissemination of the same. Charting a path that employs methodologies that are likely to influence and include those that feel alienated by the formal approach to postgraduate education may be necessary. This, however, also requires a mind shift, and building capacities around the same. Mind shift because there seemingly exist formalities that have been hard to break through. A simple methodological issue would be, presenting a proposal in social science without a clear theoretical framework (in the strict sense of what a theory means). If certain achievements and innovations have to be made, then there is also need to break some barriers. Recently a debate arose on a proposal from one of the languages departments on whether this student can collect data, analyze and present data in native languages and interpret in one of the officially accepted languages. This speaks to the need for us, and Africans at large to decolonize the curriculum.

On issues related to gender dynamics, from my experience, quite a number of women, who are married, and doing their postgraduate studies, suffer disproportionately compared to their male counterparts given their multiple responsibilities. Just recently, I tracked down one of my MA students who had not communicated for about three months. When she finally responded through a text she said:

> *"Hello Prof. Sorry for having missed two calls and a text from you … I am so down and disoriented with some domestic issues which have negatively impacted on my health and academic progress. I have not done much on my thesis for the last four months. I am receiving serious frustrations from my husband."*

I texted back to encourage her then called her after a few days. She assured me that she had started picking up the pieces because she realized keeping herself busy was better for her health. This is just one of the many women who have to balance between family life and education. Some end up opting out if family responsibilities become a toll order for them. Others have to take breaks in between to nurse their new-born babies, take care of their babies', husbands', or relatives' health. I have often had cases of female postgraduate students deferring their studies to nurse their babies, and there is not much one can do as a supervisor.

What emerges from all these inclusion, exclusion, discrimination and justice related issues is that a student will only get to explain what they are going through if they are comfortable to talk about it. The dynamics of power relations here are at play. For MA students, I begin building a rapport with them during coursework. The approach has been that that of a facilitator-participant relationship, not a sage on the stage. No lectures and podiums. We all sit in an arc or a circle. These are mature and somehow experienced students. They are

the experts in search for knowledge. The good thing is that the highest number one can get for the MA classes is 15. This is a manageable number where each gets to know the other by name and face. The facilitator gets to know when who is missing and will always get an explanation. In fact 99% will always indicate when they cannot make it to class and for what reason. At one time, a student said to me: "*we all like your approach to teaching and learning and we have adopted this for other classes. We have asked our other lecturers to sit with us*". Once rapport is built during these early stages, then in supervision, students trust a supervisor even with their private issues. There are of course different characters and outliers, but team spirit always draws them close to the group, and to the teacher.

The knowledge level and ability of students and assumptions that we make is an issue that we have to consciously deal with. We always have to realize that it took time for us to gain expertise, and that our students are just beginning. We have to be challenged by the notion of humanizing pedagogy to realize that the expectations that we may have for MA and PhD students may not be realistic, and that we need to begin with them on a clean page and be aware that each one of them comes from a different academic and social background, and if their experiences are well nurtured, then they will contribute to a good learning environment. This issue is directly related to what the supervision team at the department level feels and the misnomers that apply in selection of students for supervision. There is a tendency for supervisors to align and go for students who they believe are smart and who can move with speed in research project work. This is a common judgmental practice based on some observable traits among students; and mainly influenced by the need for supervisors to meet the required numbers of supervision completion before they can earn their promotion. Such structural factors work against the adoption of humanizing pedagogy and disadvantages some of the students. It is an egocentric attitude that works against the ethics and values around why supervision should be done in the first place. Students also tend to demand for supervisors whom they have heard is able to supervise students to completion in the shortest time possible, and who is not too demanding with quality work. Chair of postgraduate committee at the departmental level notice these incongruities.

The rules and regulations are clear on issues to do with field of expertise, number of students one can have at a time, and the completion timeframe required, among other provisions. These should be the applicable guidelines, but it is sometimes not the case. These are issues that relate to the changing dynamics of university education, and which has warranted the need to rethink the approaches, how we define success and completion of postgraduate studies. This has necessitated the need to ask hard questions. (Bitzer and Albertyn 2011) for instance wonders whether in an effort to transform universities, the institutions have in the process have lost the wisdom needed to remain true to their original ideals, particularly as it concerns the role of postgraduate supervision. Some of the newly modeled approaches to education as explained by (Erwee, Albion et al. 2011) in Australia's context, including but not limited to distance education, have a number of challenges in postgraduate supervision. (Bitzer and Albertyn 2011) wonders whether '… new 'idealistic' or 'utopian' forms of the university might create a closer relationship between the knowledge generated through, among other things, postgraduate studies and the need for wisdom.' For many postgraduate students, the idea may not be the need to get useful skills and become experts in the field but have a certificate that can aid in their promotion, or job-acquisition. Supervision too, is one of the benchmarks and hurdles to promotion.

Dealing with issues of students' self-esteem, social backgrounds, communication styles, personalities, induction on their rights as postgraduate

students, are just a few steps towards empowering students to bring out the best in them given the challenges they face. I am reminded of Chanzu (not his real name), and Ondieki (not his real name). These two are my PhD students. They are in different professions – teaching and church work respectively. They both are married and have children. They are in the final stages of their PhD programmes. Ondieki has taken much more time that Chanzu, and although he started well and moved very fast with his proposal and fieldwork, the writing process became a challenge for him because he has been slow to follow the advice of the supervision team. He takes too long to re-submit corrections and when he does most of the comments given are ignored. Along the way he relocated abroad and challenges of settling in had implications for this work. I had to listen to all his excuses and find words to rebuke where necessary and encourage when need be. His family life, work, relocation were all issues that would have encouraged him to give up, but openness, genuine discussions and support kept him going. At one point he wrote an emotional email and in the end indicated, "*if it were not for you, I would have given up*". Ondieki has since defended his thesis, passed and graduates later in the year (2021). Chanzu on the other hand is quite a busy person with his profession. He is in an administrative position as a teacher and all the burden of running the institution falls on him. He defected from a supervisor who was not giving him much support with his proposal and when we started off, he was able to move quite fast. He worked only on weekends and when schools closed because of the administrative duties. I have learned to be patient with him and keep the communication going lest he forgets that he is a student. When he is too burdened, I have noted, he does not respond to calls and emails. I was offended at first, but when he explained that he does not want to let me down, I understood his hesitation. I resulted to writing emails, and for a while, it somehow worked. Most of our correspondence was online, and we met when there was need to. Chanzu has since finished the writing process and awaits to submit his thesis once the other institutional formalities are settled, for he has to pay the full fee before submitting his work. This ties up to (Bitzer and Albertyn 2011) observations on the alternative approaches to supervision, given the changing work and challenges in higher education environment. These are just two examples of issues that we have to carefully navigate especially for students who can easily give up on their studies given the many issues they have to juggle.

On participation of classwork and the different stages of their proposals as well as research and writing of dissertations, I have found the students' WhatsApp groups quite useful for their assignments and as peer-to-peer support networks. I run two separate of such groups for all MA and PhD students in my department. I have included the chair of the department as well and we post call for applications and updates from the School of Graduate Studies. We also encourage students to share their progress and challenges. We have found such groups more useful especially for the PhD students who may not know each other since up until now we had PhD without course work. It was therefore highly unlikely that these students would meet as a group unless there are departmental presentations. Even then, not all of them would be available for the presentations. The WhatsApp groups have therefore encouraged discussions and networking amongst the students. I gather from the class representatives that there is a lot of one-one peer support which helps further the class and assignment debates. The challenge though is to keep such groups focused to avoid deviation into irrelevant social discussions. I have always encouraged the leads to make clear the objectives of the groups and discourage deviation from these objectives.

Such groups are also useful in dealing with the more reserved students especially when they are all encouraged to take part in the discussions. Though there are always cases of isolation and

lack of participation with a few, and since the group is small and manageable, it is easy to know who is taking part and who is not. This acts as a support mechanism for the one-on-one interactions with the supervisors. Nelly (not her real name) is a very timid student. She is also not very comfortable dealing with crowds. Her proposal defense was a pain and she had to get a lot of support from her colleagues in the WhatsApp group, who also attended her defense. She is my student, and because we interact closely, I have noted her strengths and weaknesses, which makes it easy to help. Philemon (not his real name), on the other hand, is quite outspoken and is ready to jump onto any discussion without much support. He is physically challenged but that has not been a hindrance to his participation. All these dynamics have sensitized me on the need to understand student's identity issues and how to better support their engagement in their projects, group activities, or any other networks that require my support. Since the advent of Covid-19, we have also resulted to online classes through Zoom and GoogleMeet, which have received a lot of liking for the students juggling work and learning.

Project management and time planning

Managing research projects might be the most challenging task for postgraduate students. All the issues discussed above on inclusion, exclusion, discrimination, justice, are likely to affect ways in which students manage their projects; and how supervisors help them to do so. One of the biggest challenges we have at my institution is getting students to complete their projects in time. In fact, less than 20% of postgrad students do so in the time allocated. At my department, we have students who, ten years down the lane, are still struggling with their projects. I would not classify this as supervision-student effort challenge only. It is also a system challenge. There are clear rules and regulations on study timelines and caveats on what should happen if these are not respected. But nothing happens. Students therefore do not take the directives seriously. There are even provisions for deregistration, but these are not done, even in extreme cases. I am not sure whether this should be classified as part of "humanizing pedagogy". My assumption is that no one wants, even in extreme cases to deregister students. I feel that it is more of a "threatening weapon" that an applicable rule. I also think that if it were to be applied seriously, it might be helpful to students who are lazy and do not take their studies seriously. However, if this is to work, there has to be a clear mandate on the part of the leadership at the graduate school, deanship at school level and faculty at the departmental level, to explain to the postgraduate students what is required of them, including the need to defer when they have impediments, and the deregistration process when goals and timelines are not met. This said, there are genuine cases that relate to supervision challenges and which affect students' progress. Just recently, I received a very heart-breaking email from one of my MA students. This is a student I took over supervision last year, after seven years of no progress in his proposal. He has since submitted his proposal, collected data, and has written up his dissertation. The other supervisor is too busy to help this student, and so out of frustration he wrote:

Dear Prof.

> *"I am writing this with a lot of pain in my heart. If it were not for you, my work could have still been at the proposal level, even today. Kindly help me by looking at the next two chapters that I have worked on as I keep on waiting for Dr. Xxxx's comments on the specific contents of... Today, I have emailed Xxxx the whole thesis so that @#$ can look at it. Find the text with all the chapters attached here…. I have tried my best to communicate to Dr. Xxxx but getting any response that's helpful has been a challenge as has always been throughout the years I have been hanging around her office. …. is forever busy … When students are back she's too*

busy with the time-table. During normal days she tells me that she has to give priority to teaching her classes, not supervision which is just a favour she's extending to me. During exams periods she's busy invigilating and busy marking. During holidays she needs a rest…"

This is just a snippet of a long email of a frustrated student, and a miscellany of systemic, time management, ethics, modes of supervision and awful supervision practices that students go through. I have had discussions with the said supervisor but in the meantime, the student will get the much-needed help, with or without the other supervisor's input. The tragedy is that once the School of Graduate Studies has approved the supervisory team, which for my institution is mainly co-supervision, then the process of dropping a supervisor becomes very complicated. Their justification is that throughout the proposal process, the supervisor contributed a lot and their contribution should be valued. The reason I bring this into this section of time management is that there are a number of things that go wrong so that a student does not finish within the expected time frame. Although students and supervisors should write timely progress reports, this does not happen as it should, and therefore there might be no proof of how the student has achieved or not achieved certain milestones, and how the supervisor has or hasn't. This proves how the different aspects of supervision are interconnected, and that each of those contribute to the bigger whole.

Students' progress reports are written by students and signed by the supervisors. Masters' students should submit three and PhD six of such reports in a Semester. This might be quite frequent given that the research process may require more time for tangible results. A report per semester should suffice. This said, I also know that there are no serious penalties for not submitting these reports. Mostly, the reporting is not done, and when it is done, if the supervision team has not been apt, there are always cover-up, since the student does not want to be victimized by the supervision team. On the other hand, if the student has not met the milestones, the reporting might be delayed or not done at all. This complicates the process of following up on students' progress. When a student who has taken more than five years to do their PhD research project finally submits their dissertation, none of the parties are able to explain why the delay since no reports were submitted. I recently dealt with a case of a student whose registration and admission to the University was in 2010, and in 2020 there was no single report to explain what the student had been doing in 10 years!

Keeping some form of a project or time plan, cannot only help tell of students' progress or lack of the same, but also their ability to handle deadlines and comply to the provisions of the nature of their degree trajectories (full time and part time); and task supervisors on their mandate. The Memorandum of Understanding (MoU) discussed during the CPC training is a good way to start off with students. Preferably, each department should have a clearly drawn MoU that binds the students and supervisors to the time stipulated for the programmes. The Maseno CPC institutional tutorial fronted the urgent need to get these MoUs drawn, first at the departments, and then translate these into Post-Graduate Committee document, where each student and supervisor is expected to use the MoU as a guide to remain on course. Besides, the supervisors are also at liberty to introduce their students to other tools to track the progress of their work. A Gantt chart can work well in showing project progress for it highlights tasks and timeframes. If PhD students develop these as a must tool, then it will be easy to mark progress progress and delays. It will be up to the student to come up with delay-mitigation plans to cover for the time lost. Once the supervisors commit on their part, the process will be fast. Part of what derails students' progress is lack of swift

feedback and poor communication between the student and the supervisor. Part of this can be explained by the number of activities that a supervisor has to juggle within a university environment, and, among other issues, the challenges of dealing with challenges of commodification and the marketplace that has become of higher education in Africa (Kilonzo and Magak 2013). The many responsibilities and workload should be balanced, and sometimes, there is need to say no to extra load that a supervisor cannot deal with, otherwise, establishing some kind of trust and a healthy supervision relationship, guided by clearly set goals and timeframes is almost impossible.

Given the challenges presented above of exclusion, discrimination, and other injustices, it is also possible that a student may be willing to follow the path set, but due to eventualities, this is not realized. It is therefore key that we discuss such eventualities when they happen. The case of the lady suffering gender-based violence and her marriage hanging on a thread is an example of such eventualities. This calls for flexibility of the plan that we have, but this, has to be done in a way that there is a clear path and agreement on the way forward.

Information literacy, student writing and scholarly communities of practice

The world has changed in ways that those of us who did their postgraduate studies in the 90 and early 2000 did not anticipate. Then, we would be on the road and in hotel rooms or hostels visiting libraries as students to access available literature. At the time, not many had MA or PhD degrees, and those who had them, their dissertations would not be accessed anywhere else other than the reserve section of their institution's Library. Reading material was in print, no Google, no online subscriptions, no emails to ask for scanned copies. This era has completely revolutionized. Reading materials, of all kinds of quality, are available online. These can be accessed free or by purchase or through subscriptions. In fact, the experience is that most postgraduate students do not visit the library. If a supervisor does not give them a specific assignment and direct them to specific literature in the library, they are likely to complete their Masters or Doctoral course without making a single visit to the library. The challenge with this is that there is classical literature that is important for theoretical and historical foundations that might not be available online. It also depends on the willingness and professionalism of the library staff and university management to go an extra mile to find what both the staff and students might request. This is part of the reason why (Bitzer and Albertyn 2011) seems to believe that there is some form of wisdom that might be lost in the effort that institutions are making to transform university postgraduate education.

For library visits, it is always important to have a list of what a supervisor deems important in the field and direct students to get the said literature. Interestingly, until a lecturer makes such demands, some students get admission, register, and start attending classes without the basic requirements, including library cards. All they want to rely on are online recourses, and class jottings. They are not even familiar with subscriptions made by the University for different Online Resources. I once asked a class of twelve Masters students to get to have an afternoon visit to the library and document what was available and of interest to them, and they in turn asked me where the library was, and whether they needed any cards or identification since they had none! This to me was shocking, for my assumption was that their first week of their reporting is a time for orientation and the expectation is that each of them should know the "wheres", "whos", and "whats", of their program. In the CPC institutional tutorials, we had a chance to discuss some of these issues, and we were all in agreement there is need for a thorough induction of students reporting for their postgraduate studies. They need to be enlightened not just on the existing rules, regulations, and policies governing their studies, but also

the where, who, what, and when issues relating to their programme. This can offset some of the challenges that they go through.

Poor reading culture amongst students back the poor library visit culture. Further, for students who juggle between work and studies, and have requested or made arrangement to attend weekend classes, the challenge of library familiarization and access becomes more complex. The idea here, and especially for the supervisors, is to provide guidance on how postgraduate students who in many cases are parents or have busy working schedules, or both, can juggle among the many responsibilities. This includes the need to create for themselves an environment that favours their reading habits. I once had an open discussion about readings and assignments that I gave to students in one of research methodology classes. One student volunteered personal information and said that he worked for the County Government and their office closed between 5.00-5.30pm then he had classes to attend to. He said he had two children and had recently divorced, and they alternated taking care of the children on weekly basis. He said the only time he had for reading and assignments was his early mornings and a few free hours during the day on weekends. This is just one of the many that are in similar situation, and as such, there is need to understand the dynamics that may be a contributing factor to delays and performance in assignments. It helps us not to pass very harsh judgments, and position ourselves better to provide useful advice to the students. One of the useful tools that I was reminded of through CPC is the importance of keeping a reading journal/diary, a practice that I kept for a long time, and which I need to actively revive. This can also be useful for my students especially those that are busy and juggling many activities. Keeping a journal may help a busy mind keep track of what has been done and what needs to be done. It also remains key for one to keep a collection of what they are reading for daily and future references. For students, it is important for their assignments and in preparation for drafting of their proposals and theses since the list of readings and ideas generated from these readings may help one shape their perspectives for their study topics.

Beyond the library is the need to introduce students to the scholarly communities of practice. This might depend on many factors but mainly the connectedness of the supervisor to diverse communities of practice; and, willingness of students to take part in the various activities of such communities. A number of organizations in the continent are engaged in a number of activities that are relevant to postgraduate students. CODESRIA and PASGR are examples of such. They build students capacities in research methodology and writing skills. They also allow students to present papers; and, some of them have small grants for research and thesis writing. They should also avail calls for application whenever they are released. However, very few of them give such calls a try. Mary, not her real name, recently benefited from a call of applications on writing skills. She is an MA student in Public Policy, and what I found useful was the willingness to share her learning experience with others during our session meetings. "*These are not opportunities you can afford to miss if you want to excel as a scholar. Apply to benefit*" she encouraged.

There are other smaller and more immediate networks that can be of use, including connections that we make with experts (and especially practitioners) in our fields of specialization. I have found these used for industrial attachment as well as fieldwork. Recently, I introduced a PhD student to a regional leader of Muslims since the student's work was on Islam and traditional approaches to marriage. Just that one introduction made his data collection very easy. I have further encouraged them to take part in other activities that are not part of the course, but are relevant to their careers. However, as I already noted, the career path may determine the success of

introducing postgraduate students to these communities. Some are focused on getting their studies completed and achieve a certificate to facilitate their promotion at workplace, while others need the certificates to get new jobs. Others are quite busy at work that they hardly have time to complete course assignments, leave alone make applications to other activities. However, it is worth encouraging them to take part anyway especially those that are focused on scholarship. Some are quite motivated. Miller (not his real name) started applying for a PhD scholarship before he even submitted his Masters thesis for examination. He has asked me to write letters of support to his application, and I have had to advise him accordingly. These are quite self-motivated students and once they have the relevant support, connected to the right communities, they can be on the right path. Discussion/consultation groups should be encouraged and uses for coursework and assignments but also to further their knowledge in the various courses.

Developing student writing and using feedback for learning

The writing process is likely to derail student, and the process is also frustrating for a supervisor. Sometimes, the writing skills of the student are so basic that they need some form capacity building. Some supervisors spent a lot of time on correcting students' work, which takes too much time. Sometimes it gets too worrisome that I have to ask the student to engage an editor to help them with grammar, sentence structure, tenses, alignment, observation of the required fonts and margins, among others. On the flipside, some students write very well. Once they are able to clearly grasp the research problem, then the writing process becomes easy. Willie (not his real name), a PhD student who graduated last year, was an exceptional student. He wrote well, and the feedback he received from me was not so much on the writing skills but on the content. The skill of asking questions that help students think through their write-ups, and not necessarily correct or suggest what needs to be done is useful. It is a method that improves their critical thinking and makes them understand their writing process and content better. Using word review for tracking changes is easy and allows for future reference. This way I am able to write as much as I need to explain my feedback. Willie, would hardly require for us to meet face to face because he would use the tracked changes to work on the comments without much problem. A few times he would call, but mostly, the work was done online. This is not the case with Ibrahim (not his real name), a Public Policy MA student. Even when I provide clear feedback through track changes, he insists on a face-to-face meeting. His writing process is entirely guided by clear notes that he takes during such meetings. I have since the CPC training, encouraged him to read and keep a diary for his reading, and although he insists that he does so, he is not comfortable working remotely. He needs one-on-one feedback sessions. He is not the only student who likes this kind of feedback. There are quite a number. I provide written feedback through emails and then ask them to concretize what it is that they understand from the feedback in their own words and present the same during our face-to-face meeting.

Through CPC training, I borrowed the concept of "imaginary conversations", which can help students put their audience in perspective and converse with them in possibly imaginary life situations. This can help sharpen their thinking and writing skills, as they learn to draft and re-draft their write-ups. This, backed up by thought-provoking feedback, that challenges them think through their writing, may even improve their sentence construction, grammar and other writing aspects that a supervisor should not be correcting in the first place. The whole of this process slowly helps them know how to write, not just their dissertations but also for publications. The Commission for University Education's requirements are that PhD

students should publish two papers from their dissertation before their work can go out for examination. If supervisors prepare them to write well and make clearer arguments early, then the publishing demands become less daunting for them. The worry is that there is lack of guidance when it comes to publishing houses. The predatory journals are an easy handle for students, and most to the time, quality work is wasted in these journals. Clear guidelines and agreements between certain journals and the University, where students' and staff research findings can find acceptance and get published without delays, are needed.

Research ethics

Although research ethics governs the whole research process, students and supervisors are still struggling in the area. In the past, in 1990s and early 2000s, students would only register their proposals with the School of Graduate Studies and be cleared to carry out research. A few would get one or two clearance letters, especially in protocols that touched on government or certain organizations directly, otherwise, they would just proceed to the field collect data, analyze and start the writing process. During this time, the National Council of Science, Technology and Innovations (NACOSTI) had a policy that required researchers to secure research permits before they commence data collection, but this was not quite enforced especially for the postgraduate students. Only a few would acquire the permit.

Most of the students who had their proposals approved before 2010 when the recent requirements were not mandatory, and who for one reason or another derailed and are yet to defend their thesis, are at a loss explaining how it is that they proceeded to do field work without the necessary ethical clearance. We are currently dealing with a case of a PhD student whose proposal was approved in 2010, was not tasked by the supervision team to get ethical clearance, and the current rules had not been enforced. He collected data in 2012/13, and relocated from Kenya. He has come back with a thesis, which has been signed for examination by the supervision team, but there is no evidence of ethical approval. All the student has is a letter of authorization from the organization he was researching with, and the School's approval letter, clearly stating that he needed to seek other relevant clearance. Further, as I already showed above, there are no records of progress reports to explain why the student took nine years in place of a maximum of five to complete his PhD studies. The dilemma is whether the student's work should be send out for the examination process, and then be allowed to defend it, or dismiss the work altogether. The advice given to the committee is that it was not the fault of the student, who was not aware at the time that there was need for clearance. The supervision team also seems not to have been aware of existence of Independent Research Ethics Committees (IRECs).

In the last ten or so years, NACOSTI has become more proactive and allowed for establishment of IRECs in a number of institutions across the country. Maseno University Ethics and Review Committee (MUERC) is one of such. From my experience at the committee, students' proposals unlike experienced researchers' proposals, seem not to have the rigour of contextualization of ethical issues as required by research ethical standards. There is one small section at the end of the third chapter of the proposal, methodology, which is titled "Ethical Considerations". It is in this section that students, in one paragraph, explain superficially, the ethical concerns, and in a very general manner that does not directly relate to their specific research agenda. What students do not realize, and are not sensitized about, is that the whole of research process should be ethically sound, beginning from the research idea. The articulation of the research benefits, biases, limitations, sampling processes, dissemination, among other aspects, should be part and parcel of the ethical considerations.

Due to lack of this knowledge, the research committee therefore spends so much time guiding the students and the supervision team on writing an ethically sound proposal. Unfortunately, the back and forth has, in certain instances, not been welcomed by the students and their supervisors. The proposals are sent to the committee after approval by the Senate, which in the past was the final stage of approval before the Graduate School wrote a letter of approval. Currently, the Graduate School now clears the student pending other required approvals, including ethical clearance. After institutional ethical clearance, the student must also be cleared by NACOSTI. NACOSTI demands for students to submit the IREC approved proposals to the Council for the final approval. Both students and supervisors deem this an unnecessarily long, expensive and tedious process. The demands are likely to force the research team make superficial submissions for the sake of acquiring the approvals and not for the purpose for which the processes are needed. This is not the case with advanced research proposals, which, are submitted to the committee and/or NACOSTI as the only stages of quality check after approval by the funders.

Regardless of the challenges noted, it is the mandate of the ethics committee to sensitize the supervision process on the role of ethics in scientific research and ensure that the protocols follow all the ethical stipulations. There is a very clear criterion with rubrics on how the proposals should be evaluated to meet the required standards. Besides, the reviewers are also allowed to make additional comments and advice where necessary. The committee has representation from most schools to ensure that disciplinary ethical issues and the content as deemed by the researcher of the protocol are safeguarded. So far, a few sensitization workshops for academic staff and PhD students have been held to explain the need and mandate of the committee and encourage researchers to interact with the members and learn what is not clear to them.

However, it is notable that awareness on ethical issues in scientific research should begin during coursework. The training on research methodology should encompass ethics; or it can also be taught as a common course across all schools. Consciously mainstreaming "research ethics" in MA research methodology classes is important. Recently we drafted a research methodology curriculum for all PhD students in the School of Arts and Social Science. This is being taught as a core course to all PhD students. Research Ethics has been mainstreamed in the course and we encourage students to start practicing this even with their coursework. What is deemed "harmless", like picking a scholar's sentence, paragraph or idea and failure to acknowledge the source, is a habit that touches on research ethics. Going back to sessions on information literacy and developing students' writing skills, an integration of research ethics early in the training can avert some of unethical research behaviors like plagiarism and falsification of data. They should be encouraged to keep clear reading diaries/journals and using literature effectively for respectable scholarship. The need to provide rubrics that gauge whether students' proposals are ethically sound is important. This may help them think through the ethical requirements of their proposal way before they start writing.

We also need to familiarize students early in advance of the value of research participants, that is, the communities, entities, organizations and events they research with/in. They need to know that each research participant has rights and should not just be used for the purpose of just obtaining information to benefit the researcher. In 2019, the committee's secretariat received a call from a community member, who reported that one of researchers whose protocol had been approved by our committee had recruited research participants in his community, carried out an experiment with them, and had promised that they would be receiving some certain amount of money every month. The community

member reported that it had been four months since they saw the researcher, and were concerned of their rights as research participants, and the unfulfilled promises. In the end, the researcher appeared before the IREC to explain the allegations, two committee members were tasked for follow-up on his project to ensure what the protocol promised to do was done. This is just an example to show that more than ever, community members are aware of their rights and can easily put the researcher to task if they go against the contents of written/verbal consent, which the committee insists on keeping records of.

One of the roles, and a main one of research ethics is to ensure that the standards of research process are maintained. For this reason, any student who is keen to follow ethical processes safeguards the quality of their research work/thesis; and, if well guided, produces a quality thesis for the final viva and the library. Ethical procedures also govern the examination process as we shall see below.

Higher degrees examination and Vivas

There are various ways in which students' work can be graded and their pass or failure determined. At Maseno University, the examination process has to begin with thesis submission to the School of Graduate Studies. The School then writes to the departmental postgraduate chair and the chair of department to call for a postgraduate faculty meeting that will then constitute an examination board for the student. Though the supervisors may be consulted to give names and CVs of suitable candidates, they in the end do not have a say over who examines the thesis, and if by chance they got to know, they are not supposed to be in communication over the examination process. This is to guard against any conflicts of interest and examination irregularities. Once the names and CVs are sent to SGS board for approval, the thesis is sent out with marking criteria and timeframe within which the report should be send to SGS, usually and strictly one month, though some examiners do delay. The current indications are that those that delay should be blacklisted and cannot examine again. This is part of ethical observances as the School has the interest of the students at heart.

During the waiting period of a month, the student together with the supervisor should work together until a point when the student feels comfortable to make the presentation. The student prepares slides and does mock defense with the supervisors. At the School of Arts and Social Sciences, we have made it mandatory for students to present their work before they can submit it for examination. Other Schools do this during the waiting period of one month. However, as a way of harmonizing the process, just before COVID-19 spread, SGS released rules requiring all the PhD and MA students to make two and one seminar presentations respectively at the School. This harmonization is to sharpen the writing and seminar presentation skills of postgraduate students across the Schools and Institutes in the University. It also gives students confidence about their work and acts to avoid mistakes that are likely to happen during the viva.

Supervisors should also ensure that students have some good level of knowledge of what happens during the viva. One way of enduring this is to encourage, and sometimes make it mandatory for them to attend defenses of their colleagues; present seminar papers; ask them obvious questions that seem to dominate dissertation defenses; let them know that their documents will be subjected to plagiarism checks; and, clarify to them the examination criteria used by the graduate school. During the defense, encourage them to remain calm and take their time to explain their research in a way that the panel understands; and keep in mind the study objectives so that they are not swayed by the panel. However, this said, no viva is easy, and all of us have gone through them to realize that a student, at that level, will always fret even when they know their work so well.

It is easy to forget our own journeys and the challenges that we went through to achieve our MAs, MScs and PhDs. My own PhD journey was great. I had one very good supervisor, and one who was a little not too fast. I managed to complete my coursework and dissertation in three years, which is the minimum amount of time stipulated. However, towards the end, in the examination process, there were complications with an internal examiner who decided not to write my certificate of completion even though I had done the corrections well. Long story, but in the end, it took the intervention of the Deputy Vice-Chancellor (DVC) - Academic Affairs, to get the said examiner to write the certificate. I had exhausted all the other channels and when I got the opportunity to explain my predicament to the DVC, my certificate was out the following day, and my name slotted in for graduation. The same scenario repeated itself in 2018, ten years after my graduation, but this time with my PhD student. An internal examiner decided, for whatever reason, to mark the thesis a fresh and dig for non-existing loopholes, which were not part of viva discussions. He then on that basis, refused to write the certificate of completion. From my past experience as a student, I knew what to do, and it was easy. The lesson here is that we need to educate students first on their rights and secondly, the right channels of communication. Once they do their part as students dutifully right, then through the support of their supervisors they should not hesitate knocking the right doors to receive the help they need.

Conclusion

Taking time to do some reflection on my journey as a supervisor, and linking this to the lessons picked from the CPC training, I feel that supervision is a practice that requires one to open their mind to learning; and to challenges and opportunities that enable them better oneself. The essay nudges us to do a lot more than what we already have done in the field, in order to improve not just our supervision skills, but help produce quality graduates that espouse the skills needed in the 21st Century job market. There is need for us to allow for dynamic thinking and contribution of novel ideas that students might have and engage both indigenous and contemporary epistemologies that challenge the norm, and in the required timeframe and methods. For us to effectively do this, we have to put in place structures that promote justice, positive learning environment, humanizing pedagogy and enhanced ethical approaches. Importantly, from the experiences shared above, I think that there is need to always have the learners in mind while designing anything that will affect the way they engage. I conclude by indicating that there is a long road ahead of us if we are to realize a better place, environment, and right structures for postgraduate education. A journey of a thousand miles begins with the first step, and it is for us to start walking the talk. We will need to start acting in the smallest ways possible, and with time, we will have achieved the milestones. The contents of the essay are a challenge to postgraduate faculty, relevant departments, committees, Deans, Directors and Schools. Quick action is needed to salvage what has been lost or messed within the system, and upgrade the good work that is already on-going.

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Providing a Learning Environment for Productive Scholarship: My Journey to Supervision

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Introduction

The training of a supervisor is a long and arduous process involving many years of skill and knowledge acquisition. It starts from the processes of being supervised, internalizing the experiences, taking baby steps in being a co-supervisor and then taking the lead. However, there are cases where on getting a PhD one is thrust into being the main or only supervisor without having had a chance to internalize their experiences. The environment of learning moulds the kind of supervisor we become. The universities have developed policy and regulations that are supposed to provide the framework for being a supervisor although these are not always followed to the letter. This paper provides a reflection of my journey in becoming a supervisor and the issues I confronted as we delve into *providing a learning environment that emphasizes the importance of scholarship*. I explore the experiences of the postgraduate student and then position it against the supervisor as an agent in student development. We examine how inclusive is the learning environment, mentorship and peer support and how the CPC training has helped in enhancing my supervision environment.

Creating Inclusive and Participatory Learning Environments

Masters studies and learning how to engage

The stepping stones on my journey towards being a supervisor start from my Masters degree program where I reflect on my experiences of being supervised to my PhD studies and how these impacted on what I do as a supervisor. The experiences are both local (Kenyan) and Global North (Germany). In both instances I was fortunate to get a German Academic Exchange Service Scholarship which untethered me from the constraints of worrying about money to fund my studies. Funding is a major challenge for postgraduate students and does determine the potential of completing one's studies. Many of my colleagues and even some of the students I have had, who did not have a scholarship, dropped out of their studies.[1]

The beginning of the postgraduate studies was a mind changer. We were a class of 11 from different backgrounds, because the Masters programme in Urban and Regional Planning at the University of Nairobi was a multidisciplinary program. We had a class made up of people with different undergraduate backgrounds: civil engineering, architecture, sociology, geography, economics, agricultural economics, and land economics. This mixture brought in different approaches and experiences that made the entry into postgraduate learning an interesting process. We learnt to learn from each other. Working as a team made it easy to get into the research phase of the Masters programme. The programme had three studio projects: Rural studio, Urban Studio and Regional Studio. Each of them was a research project in locations away from the University where we practiced research design, data collection and report writing. We had to work as a team and that trained us in knowledge sharing and self-criticism.

Studies have been undertaken which helps emphasize how peers support each at postgraduate level and enables me see

[1]National Union of Students (2010) undertook a survey of students in UK universities and from their results they noted that for full-time students, those who were self-funded were more likely to be in employment alongside their course, and to work more hours per week, than those students with financial support, taking away part of the time they spend on their studies. Self-funded students were more likely to have considered leaving or suspending their course due to financial concerns than students with financial support.

that team support amongst peers is quite effective in enhancing postgraduate studies (Byl, Struyven et al. 2016);Cusick, Camer et al. 2015). Naghmeh *et al.* (2015) explore how these issues of knowledge sharing and self-criticism amongst PhD students in Sweden emerges as key in enhancing collaborative learning and research. The student peers have a framework (Fig 1) around which other actors in the academic community can then play an interactive role. The ICT provides a support system to this communication processes.

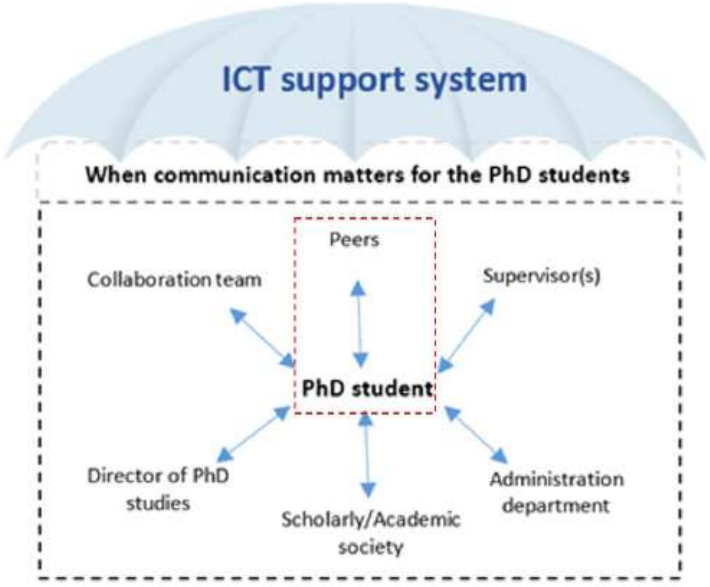

Fig 1: Framework for PhD Students Communication and Collaboration (Source: Naghmeh *et al.* (2015)).

As students in the Masters class we were able to call each other and share our work in digital format. ICT was not as ubiquitous as is currently the case. So, one sees an opportunity of building on the experiences we had within the framework of ICT development.

The thesis work was a process that used the Planning Studios as a steppingstone. We were prepared for the formalities of research design, data collection and presentation of results. The studios also helped in reducing the lonely journey of postgraduate work. We had each other. Although we had individual supervisors who we were allocated to, feedback on our work was done by all in group sessions. Peers are an important part of the research trainee's social context. They provide opportunities for skill development and social interaction outside of the supervisor-student relationship. The lecturers created group sessions where we each presented our work. I remember a colleague who was not comfortable sharing and was reprimanded thus, "N you do not have monopoly over knowledge". That statement has guided my journey in the academic world. We share, get feedback and improve our knowledge, we do not have monopoly.

Doctoral studies and peer support

My doctoral study was in Bremen University, Germany. This was a complete change from my Masters programme. I was allocated an office next to my Professor. It had a dual function of making him accessible but also enabled him to pop in on me at any time. The programme of work was twofold, operating as an academic staff member reporting to work at 8 am and leaving at 5pm and on the other hand being a foreign student engaging in activities organized by the Students Union and my PhD Colleagues.

The supervision was a one-on-one, but opportunity to get peer support always presented itself. We would have seminars and listen to each other. We would audit

Masters programs to explore new approaches in pedagogy. We would have lunch together with the Professors every day to allow us to discuss outside the constraints of formal arrangements (mentorship), and we would have get-together dinners as a department to enable us to engage as people.
We had a group of six PhD students in the Department. They were from all over the World, Asia, Europe and Africa. We each had a separate supervisor. Only three of us struck it off as peers. It makes one realize that peers are not always compatible. The challenge is then upon the supervisors to create that environment that would make peers want to interact. In some Universities the supervisors use lunch or tea breaks as an informal way of getting the peers to interact. Hence our daily parade to the cafeteria for lunch provided this opportunity. Sitting at the table, over ten people, discussing our progress allowed for sharing information informally and also getting new perspectives. My second supervisor was based in Kenya and through the use of the internet we were able to keep abreast on the thesis development until he was able to travel to Germany for the visit session and defense. Since then, over 20 years ago, technology has really improved providing opportunities for enhanced ICT platforms for graduate students.
I can compare my experience to the study by (Horstmanshof and Conrad 2003) in which the peer-support is student led. The level of interaction between student peers tends to be enhanced if the support group is student led. It addresses the issues of power relations in supervision and the necessity of creating inclusive and participatory learning environments. The positioning of the student at the forefront of the support group is key in enhancing integration of the students into the academic community.

(Ong, Swift et al. 2018) state that mentoring is a process whereby an experienced, highly regarded, empathic person (the mentor) guides another usually younger individual (the mentee) in the development and re-examination of their own ideas, learning and personal or professional development. They indicate that mentorship creates positive results for students in their training. I believe that as PhD students in the Department of Geography at Uni Bremen we had success because of this mentorship process nurtured by the professors in the department. All the students graduated on time.

The development of strategies for creating inclusive and participatory learning environments can be addressed from two perspectives, the physical environment and the interactions. Others did a study in Sweden in which they looked at communication and collaboration amongst PhD students. They point out that although universities acknowledge the importance of peer communication and collaboration and constantly encouraging collaborative research and other activities, insufficient peer communication is still identified as a problem that hinders the quality of the PhD education.

Lack of peer communication (Krishna, Toh et al. 2019) limits identifying possible collaboration with peers of similar interests, thereby limiting the opportunities for delivering research results of better quality and hence need to provide opportunities to enhance such peer communication and reduce the sense of isolation (Stracke 2010; Aghaee, Karunaratne et al. 2015; Horstmanshof and Conrad 2003). This can be attributed to inadequate introduction of new students into the academic community, lack of appropriate platforms to know and communicate with each other, and no structured information about the academic community. The use of ICT has been shown to address some of these issues. However, the ICT platform needs to be simple and practical so as not to discourage its use.

Getting the first student
Supervising postgraduate students is a challenging task especially for new staff

members with little experience. Supervisors find their own best way to cope with this emerging challenge. (Lessing 2011) observes that supervisors tend to base their supervisory approach on their own experiences as a research student. However, experienced lecturers know that the personal completion of a thesis does not offer sufficient experience to enable one to successfully supervise a postgraduate student to completion of their postgraduate research. Neither does the experience of having a supervisor provide enough exposure to get a clear understanding of the role of a supervisor in the supervising process.

When I completed my PhD and resumed my duties in teaching, I was allocated a Masters student to supervise. The assumption, I presume was that since I had gone through the process of being supervised, I had the skills to supervise. I am fortunate that I got a self-driven, focused student who would engage in discourse and write quite well. When I embarked on my role as a supervisor, we were a small department with only four members having a PhD. We each had a student with the only Professor in the Department providing some form of mentorship. We had not internalized the need for mentorship support and so each of us used our own devices. I fell back to my experiences in the Masters program where we worked as peers in the studio. With support of the Dean of Faculty we started a seminar series that allowed both students and staff to make presentations on ongoing research. This activity allowed the students to become peers as they critiqued our presentation as academic staff and gave them an opportunity to appreciate the benefits of peer feedback and made the journey of thesis writing less lonely

The CPC sessions enabled me further appreciate the need for mentoring of new PhD graduates who are beginning to engage as supervisors. There will be moments when they need technical backstopping or just a little nudge on an unclear issue to enable them maintain the pivotal position with their supervisee. Studies on postgraduate supervision by (Stracke 2010), (Lessing 2011), (Sheri, Too et al. 2019) and (Horstmanshof and Conrad 2003) addressing the same experience indicates that an important issue that needs indeed more investigation is how to foster a peer-like relationship in such a postgraduate class given the fact that the supervisor-supervisee relationship is not symmetrical. The students are understood to be colleagues and peers. This is especially so at the PhD level where these are staff members already teaching as they pursue their PhD. Because of their varied experiences the student can then swim with the supervisor from the deep end of the pool building on their collective knowledge, as a shared journey.

Getting into the learning environment

In Kenyan universities the process for undergraduates' orientation is quite elaborate running for a whole week. The postgraduate students on the other hand hardly go through an orientation program. This makes it difficult to get into the rhythm of the university for those who did their undergraduate studies elsewhere. This is more so if they are not regular students or are in employment, such as the students who attend classes in the evening and weekends. As a supervisor one gets challenged to perform a dual role of supervisor and also orientation of students. The approach I used involved having group meetings at least for a week where we would discuss the degree program and how the students can link into the university system. However, this is not institutionalized and hence not all students have the same induction into the learning environment.

In the School of Planning and Architecture at Maseno University, we have set up sessions where staff meet the students as a group (see Appendix 1). This attempts to address the issue of introduction into the academic community and getting the students begin to interact with their future supervisors. In a way this has provided students with

a choice on who they would want to work with and getting the first feel of being inducted into the scholarly community.

The question is often asked if the supervisor is preparing future academics, professionals or simply overseeing the completion of a dissertation. One must also look at the students' perspective. Are they aspiring to be academics, professionals or just finishing a dissertation to get a certificate? Many students register for postgraduate education because "it is the next thing to do". The challenges of getting employment after the undergraduate studies, the need for career advancement in a market full of workers who already have a first degree or just peer pressure has resulted in postgraduate students without a clear focus. As a supervisor one then has to navigate this field of defining with the student why they are undertaking the postgraduate studies. Those who want to use the postgraduate degree as a professional training or just a certificate then opts to do the programme by *coursework and project*. Future academics opt to do the programme by *coursework and thesis* as required by the Commission for University Education(Commission for University Education 2014). However, along the way many aspiring "academics" change their mind and opt to do a project. Taking cognizance of this we always encourage students to talk to their supervisors and colleagues to be very sure what career path they want. These decisions affect how the student and supervisor relate. There is a tendency to give more time to the students who are writing a thesis.

Several authors (Byl, Struyven et al. 2016; Strake 2010; Horstmanhof *et al.* 2003) explore how first year postgraduate students are engaged into the scholarly community and how this affects their study choices. It is noted that social integration is important for getting the post-graduate student into the learning environment. It has been demonstrated that faculties would benefit in setting up face-to-face introduction activities in smaller like-minded community groups that include the necessary social and academic support (supported by online resources) and ensure students getting all the necessary information about the university system and the content of the program of study. This is key in decisions that students make on what and how they want to study.

In this section I have explored creating inclusive and participatory learning environments for the postgraduate students building on my own experiences as a masters students, through my PhD studies and into being a supervisor. In the next section I would like to now explore how this provides the framework for supervision and student development.

Building Supervisory Practices that Enhance Student Development

On roles, responsibilities and expectations

Discussions and negotiations around the roles, responsibilities and expectations of the supervisor and the student have been explored by researchers (Cusick, Camer et al. 2015; Van Biljon and De Villiers 2013; Erwee, Albion et al. 2011; Mukhwana, Oure et al. 2016). It enables us to see that the supervisor's role in the students' development is more than the functional acquisition of advanced knowledge and skill. Social contexts provided by institutions as part of research training programs are thus potent factors influencing trainees as researchers.

The structure of the Graduate School is built around a postgraduate faculty and the administrative support systems. These revolve around who is the supervisor, how they relate to the student and how they follow the rules and regulations. In all these engagements the supervisor is pivotal. It is thus important to look at the model we adopt in supervision.

Van Biljon *et al.* (2013) indicate that there is a multiplicity of supervision models namely:

- **Solo supervision:** One supervisor supervising one student (one-to-one relationship).

- **Group supervision:** More than one supervisor supervising one student (many-to-one relationship). When there are two supervisors, it is called *co-supervision*.
- **Cohort supervision:** One supervisor, or more than one supervisor, supervising more than one student (one-to-many or many-to-many relationship) in a group structure.

At the School of Planning, Maseno University we have been practicing all the three models albeit with some modification to adhere to the (Commission for University Education 2014) regulations.

a) **Solo supervision:** This is the model that we use for our Masters students who are undertaking the program by coursework and project. As the numbers of students taking Master by Coursework and Project grow there is a great strain on getting the supervisors to handle these numbers.

b) **Group supervision:** This model is used for thesis supervision at both masters and doctoral levels. (Commission for University Education 2014) regulations state that at least two supervisors be assigned to a student. In some instances, we have an additional supervisor depending on the nature of the research. This is at PhD level. This is a model that is being strained by the growing number of students and the very slow increase in staff with PhDs to provide supervision, especially for the PhD students.

c) **Cohort supervision:** This is a model we have used in the projects that we have in which all the students are part of the research group. Supervisors and students are assigned based on the activities in the project. This model presupposes access to project funding which requires proactive supervisors who are able to access such project funding. However, it seems to be the most practical model given our circumstances. There is control of the student progression and focus on output timelines. The costs of the study are covered by the project funds. But it requires a lot more effort from supervisors in resource mobilization. The students identified positive aspects of cohorts, such as mutual support and the emergence of leadership, as well as negative issues, such as vulnerability and conflict. (Van Biljon and De Villiers 2013) do note similar experiences in their study that supports the strength of cohort supervision as providing a collegiate environment for both students and supervisors.

The model chosen by a Graduate School is related to the numbers of students requiring supervision. As numbers grow, solo and co-supervision of the thesis is becoming quite a challenge (Crossman *et al.,* 2015). Massification of university education may impair the functioning of the sector, thereby severely undermining its capacity to deliver a quality and relevant education accessible to all. In 2013 the number of public universities in Kenya had more than trebled, rising to 22 fully-fledged universities after the government, in its push to meet rising demand for university education, upgraded 15 university colleges into fully-fledged universities. Today Kenya has over 30 Public Universities and Constituent Colleges and over 30 Private Universities.

As the years passed, I have noted a growing demand for post-graduate education. It is important to understand this growth because it impacts directly on supervisors who have to contend with the high numbers while staying on the pedestal of a supervisor. The growing numbers of postgraduate students has been created by competition in the job market as people want to get higher degrees to make themselves marketable. The University administration wants numbers to ensure continued relevance amongst the 60 plus public Universities and Constituent Colleges. The greater the number of students the higher the revenue generated by the university. However, (Commission for University Education 2014) has rules and regulations about the number of students a supervisor can handle but CUE also does not have the capacity to supervise the maintenance of this standard. Our challenge therefore is ensuring that we maintain relevance of postgraduate degrees as we juggle our role as supervisors.

(Kaburu and Embeywa 2014) undertook a study in the seven older public universities in Kenya, namely Nairobi, Moi, Kenyatta, Egerton, JKUAT, Maseno and Masinde Muliro and their results show that in all the sampled universities the number of lecturers with doctorate degrees in these public universities averages at 37.6%. The situation is even worse now because some of these PhD holders have moved into the newly chartered universities and private universities. Demand for university staff is leading to pressure on postgraduate education especially in the older universities. We are thus laden with large numbers of postgraduate students who want to complete their PhD studies quickly so as to get absorbed in the University system which is considered a stable and good employer. The pressure on supervisors is quite evident. I have students who when I give them comments on their work, they send a response in less than one hour not even having internalized the comments. They feel driven by some deadline! We have developed a program in the School where every Wednesday students have the opportunity to present their progress. This has provided supervisors with a window where they can get the "deadline" driven students to present their work to a larger faculty team and get input that makes them realize that it is not their supervisor who is holding them back. This system has provided a king of pressure valve for many supervisors who feel that the students are not putting efforts in the comments provided.

As noted above the rapid growth in student numbers has put pressure on academic departments to get faculty to supervise. (Van Rensburg, Mayers et al. 2016) observes that staff movement has seen promotion of weak candidates to supervisor positions with little experience and capacity. In our School it has therefore been possible to provide support to these novice supervisors in these Wednesday sessions as they present their students and listen to comments, criticism and feedback from colleagues with more experience.

The rise of eLearning has seen people who were not able to physically attend classes now registering for postgraduate programs. Amongst these eLearning students we have good follow-up during the coursework session but they drop out due to the rigors of the thesis. We have therefore decided to have the program through coursework and projects. This creates scenarios where the research experience is not quite as rigorous as through thesis. The Maseno eCampus has been quite successful in enhancing the learning environment for students who want an opportunity for postgraduate studies but have locational challenges. We do therefore appreciate that policy implemented well can have great positive effect on the supervision environment.

(Neumann 2007) emphasizes the need for a clear policy framework for graduate school to enable both the student and the supervisor find a clear guide on how to

operate in the academic community.

(Odebero 2010) notes that university faculty are devising ways and means to handle the pressure of the growing number of students by reducing demands on supervisors' time. As supervisors in my school we have adopted survival tactics including encouraging master's students to elect to take the Masters by coursework and project option instead of the Master by thesis option because it is less rigorous compared to the thesis option. There is also substantial increase in the use of learning management systems (LMSs) to support e-learning. We encourage our masters students to register in the eCampus. This has been done with some measures of success and failure as well. There is evidence from literature that the provision of e-learning faces several quality issues relating to course design, content support, social support, administrative support, course assessment, learner characteristics, instructor characteristics, and institutional factors (Van Biljon and De Villiers 2013); (Hadullo, Oboko et al. 2018). We group and discuss these into five namely;

- *Personal and emotional:* Insecurities about learning; fear of failure; sense of isolation; lack of social interaction and inadequate technical training; The mid-semester session for the eCampus students is designed reduce some of these insecurities. Students interact with each other and the faculty and share experiences that help them cope better.
- *Infrastructural:* Poor Internet access, technology failures, unreliability and cost of connectivity; The development of eLearning material that students can use asynchronously allows the students be able to minimize need to online all the time. The CPC course show various types of material we could develop and use.
- *Institutional:* Lack of user support, such as tutors to help set up systems; There are opportunities on the internet that would help the students effectively use online resources. CPC tutors demonstrated how supervisors guide students to these links and also the peer groups allow students to support each other
- *Programme design:* Didactic and pedagogic approaches differ from undergraduate patterns; The face-to-face sessions allows a learning program to be developed that addresses the challenges the students and supervisors may be facing in the learning process. The CPC Videos showed how group meetings could be used to enhance learning
- *Lecturer*: Lack of regular contact with lecturers complicates communication. The use of the various for a on the LMS has not been fully internalized by both students and learners. The CPC project has demonstrated ways in which we can effectively use the LMS to enhance communication and provide multiple ways of sharing knowledge and feedback,

To stay on the pedestal of supervision we are addressing these emerging issues through an annual review of the program and the portal. The CPC training provides ample learning experiences on how to enhance our Online Postgraduate supervision with the various skills and tools that we have been exposed to and grounding us in supervisory practices.

Grounding in supervisory practices

As we reflect on our role as supervisors there is a growth in postgraduate students who are diverse in terms of age,

language, cultural socio-economic status and educational background. This diversity poses challenges for the traditional supervisor-student process of supervision (Van Rensburg, 2016). This requires consideration of a range of approaches to supervision, including mentoring and coaching. The CPC resources demonstrate various ways in which we can address these needs including video clips, powerpoint slides, blogs and various resource links on the internet. In a number of universities, postgraduate students, especially those undertaking PhD, are required to engage in teaching undergraduates. This provides them with skills in teaching as part of professional development. However, this opportunity tends to be unavailable for graduate students who are not tutorial fellows and graduate assistants, as part of faculty staff development. (Mukhwana, Oure et al. 2016) and (Bangura, Obando et al. 2019) argue that this practice should be reviewed to allow for an equal opportunity for non-university staff members engaged in post-graduate training, and who may want to build their professional skills as part of the training.

(Alam, Alam et al. 2013) observe that the supervision environment has developed a myriad of issues including;

a) inadequate supervision
b) emotional and psychological problems
c) lack of understanding and communication between supervisor and student
d) student's lack of knowledge, skills, training or experience in research methods
e) family and work commitment
f) lack of financial support
g) inadequate administrative or institutional support, and
h) poor research infrastructure and environment.

It is in this convoluted environment that we find ourselves and must find ways of making ourselves relevant and effective. My experience in ensuring continued positive relevance as a supervisor is focusing on co-production. While co-production is used in many different areas and fields, here it is used to describe nonlinear, collaborative approaches to knowledge creation that draw upon interactive and participatory research approaches to societal problem solving. It refers to collaboratively based processes where different actors and interest groups come together with researchers to share and create knowledge that can be used to address the sustainability challenges being faced today and increase the research capacity to contribute to societal problem-solving in the future (Newman, Baber et al. 2016; Tobi and Kampen 2018; Polk 2015; Mukhwana, Oure et al. 2016).

We have used this co-production approach to professional training in Maseno University and Jaramogi Oginga Odinga University of Science and Technology and partnered with the County of Kisumu and the private sector/civil society and trained 22 PhD students with emphasis on co-production skills. The Project funded by Mistra Urban Futures has run for over ten years. We have been able to have all the PhD candidates work in building careers as researchers while also keeping track of their PhD work. The studies have also had practical relevance and hence motivated the students as they worked on their research, that it would not just be "another academic piece". The selection of the students engaged in the project is a competitive process that allows for selection of students who are interested in the research and allows the supervisor to select the student to supervise. This is often not the case when students are admitted directly from the School of Graduate Studies and then assigned to the supervisors often based on the load that a supervisor has and nothing else. The approach has enabled us address the problems in the supervision environment. Through teamwork we have been able to address the issue of inadequate supervision. Peer support in the groups

have minimized emotional and psychological problems as the students share their challenges. Since the project had very clear outcomes with regular meetings and activities the lack of understanding and communication between supervisor and student was minimized. Student's lack of knowledge, skills, training or experience in research methods was addressed through researcher meetings, hands on training and learning from practitioners in the field. The project also provided research infrastructure and a learning environment. Students were supported not only in the field but also in writing and publication. The link between universities in the North and South provided a learning environment that I have seen replicated in the CPC project. I believe this is a model that is quite effective in grounding supervision.

A reflection on national legislation and policy requirements affecting postgraduate supervision context enables us to appreciate how we can improve our strategies of quality supervision (Neumann 2007). The number of students that each supervisor should have isguided by the (Commission for University Education 2014) regulations. It states that a student's thesis/dissertation shall be supervised by at least two academic staff members who shall have appropriate qualifications in the subject area in focus and its methodology (PROG/STD/03).
(Commission for University Education 2014)Regulation PROG/STD/17 states that an academic staff shall be assigned students to supervise on thesis/dissertation based on a combination of his/her teaching load, administrative duties, and supervision experience and capacity. The *maximum* number of students an academic staff shall supervise in any given academic year shall be:

a) Masters - 5

b) Doctorate - 3

This regulation does not take cognizance of the fact that there are students who drop off informally and are still registered in the system. It would thus be appropriate for the supervisor to ensure that the students complete, formally take a break or terminate their studies. I have students who have refused to respond to my communication, have not finished their research proposal and some have just disappeared and are not reachable. We do not have a clear system at the School level of contacting such students. What then emerges is a perceived large number of students for staff without clear output of postgraduate students. (Mukhwana, Oure et al. 2016) emphasizes that monitoring progress on postgraduate research has been difficult except for those students who are part of research project teams. Since projects have reporting guidelines, these help in tracking the output of student researchers. I have been fortunate to have projects to which all my PhD students in the last 10 years have been part of. It has thus been possible to monitor and support their progress. The Masters students on the other hand have not been so lucky. Most are self-sponsored and have to balance between work and study. I believe the best approach to addressing this increasing numbers is to focus on systems and ways of student support in research funding and production of research output

Enhancing student support

There are two key things in supporting students: accessing financial resources and secondly accessing, selecting and using relevant information.

I was fortunate to get a scholarship for both my masters and doctoral studies. We were few and the funding was large. As the numbers of students have grown, the amount of funding has not grown substantially. Universities are striving to establish research funds to support research activities. These funds are generated from internal sources or from deliberate efforts to generate funds from external sources. The universities maintain between 10% and 20% of funds generated from external sources for internal administrative purposes in the

research docket. There are also very clear structures from application to approval/award of funds from internal resource banks which are designed to allow for competitive allocation and support of young researchers such as graduate students. (Mukhwana, Oure et al. 2016) note this funding constraint and note that it is an issue that needs to be addressed to enhance postgraduate studies development in Kenyan universities.

Current postgraduate student financial support in Kenya is mainly from NACOSTI, Deans Committees in the Universities, International Funding Agencies such as DAAD, Fulbright. There are also opportunities of engaging students in supervisors' research projects. (Universities UK 2014) also observe that students fund their post-graduate studies from a wide range of sources, and current evidence suggests most meet some or all of the costs from private sources. There is a risk that some potential students are not able to meet the costs and are missing out on the opportunity and benefit offered by a postgraduate degree.
From my own experiences, I have found it quite productive to engage my students as co-researchers in my projects. This provides them with research funds and some allowance that makes up for the time they spend in their studies outside their normal engagements in livelihood activities.

Use of Library material on the other hand has continued to bedevil us. The physical books in the library are limited due to budgetary constraints. However, the network of University Libraries in Kenya has provided an opportunity for access to large "data banks" of journals which are accessible to registered students. Many postgraduate students do not register in the Library and hence don't have access to this material.

It is currently a requirement for PhD candidates in the University to publish at least two papers before the *viva voce*. This allows for some level of skills development in publication. A number of universities have also developed a strategy of conferences in which graduate students have an opportunity to present their work. However, for Masters level students issues of publication did not seem to be a requirement as part of the training. This has made it difficult for PhD students to have the basic skills in publishing especially if they undertake their masters training in Kenyan universities (Mukhwana, Oure et al. 2016). Regulations have since changed and now Masters students are expected to also publish at least a paper before the oral defense. The Library therefore becomes very crucial to this process.

The issue of the use of the Library as a key resource in post-graduate work has not been fully internalized by both students and staff in Maseno University. The Library is often seen as a parallel organ of the University where students are "sent" to get literature. This is a failure on the part of the academic staff, students and even the Librarian. The dearth of proper use of the library may lead to students making claims that are not well grounded (Kerrigan 2015); (Jadav 2015); (Hall, Irving et al. 2012).
It is however emerging that this may be the kingpin in turning around how students go about their studies. It allows the student to know what the emerging cutting-edge issues is in their disciplines. The Library is able to work with the student and supervisor access relevant literature to get the gap in the problem area. The Library also exposes the student to various data banks that they may want to refer to as they write. Maseno University has created a link to the Library through the University Website. This allows the supervisor to work with the student in a virtual environment to access literature. This is a great response to the challenges of limited hard copies of literature, issues of space use in the physical library and responding to eLearning students who are not located on campus. The CPC course (Module 2) has enabled me see how students can enhance information literacy

and use of references they are accessing for ease of use in their work. The approach many students have used since I shared this experience with them is use of A6 size cards where they write the reference on one side of the card and a summary of the reference material on the reverse side. These are then kept in a way that allows easy retrieval. (Lessing A. C. 2011) points out the need for supervisors to take on more responsibility in getting the student to write the thesis. The virtual library may address some of these pressures on supervisors and get the students to use the library resources well and the approach I have described above from the CPC training is an eye opener that would help the students build on capacity to use the library.

Conclusion

The CPC training has been an eye opener. I am able to see that becoming a supervisor is a journey that starts from being supervised, the environment in which we undertake our study and the experiences in this journey. If we reflect on this, we will be more sensitive to the students we are supervising hoping that our influence as supervisors will have a positive impact on them as future supervisors. We become what we are by what we learn.

We need to look at the totality of the supervision environment and provide the students with institutional support, mentoring and coaching to enable them to graduate as academics and also grow their own capacities.

The institutional policies need to be responsive to the needs of the supervisors and the students to create a culture of an academic community.

And supervision is a continuous learning process in which we aspire to improve our capacity as supervisors and also provide an academic community in which postgraduate students feel they belong.

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Reflections as a Supervisor

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Reflective Discourse on My Postgraduate Experiences

The first take on this discourse is on the power relations in my supervision experiences and how community of practice is enabling creation of inclusive and participatory learning environment. Knowledge is not an island but a great network in our local communities, national level and globally. Creation of knowledge is joint effort in academic community especially in research institutes and universities. The synergy brought about by fusion of minds and store knowledge has created tremendous leaps and bounds in our world today. I do acknowledge that power relations exist in our academic environment. Power relations manifest themselves from supervisor-supervisor, supervisor-student, supervisor-academic establishment, and student-academic establishment. The academic establishment refers to the university structure in terms of rules and regulation, admission, processing the proposals and final Board of Postgraduate Examination. Infrastructure such as Postgraduate Library which enables access to journals and publications, scholarship opportunities are vital in the postgraduate journey.

The relation between supervisors during the supervision is pivotal in the quality and timeliness of a student's postgraduate progress. The fusion in their area of expertise and how it is communicated to the candidate is crucial. I have had good experiences with my co-supervision with a lot of professional outlook. We always have joint meetings with our students in order to come with common agreements on the milestones for progression. Sometimes we come across a common truancy of a student finding a loophole to hoodwink a supervisor that they have been given a go ahead, while it might be the case most of the time. To curtail truancy, joint meetings have helped reducing such occurrences.

Supervisor -student depends more on the historical experiences of the two. Supervisors tend to use the experiences from their postgraduate journey to influence or direct the students writing. For the student side, entry level is the key and their past qualifications also do. It is often common to see some student who might have done a course in area finding it difficult to catch up with theoretical concept of a discipline they did not undertake in their undergraduate or master's level. The postgraduate students whom I have met have varied temperaments which can affect the time period and the outcomes of the postgraduate work. There is a category that are not good in taking in the critic and would disappear for some time if given guidance. There are those who are proactive and rearing to go, they take comments and work diligently toward their proposals. There is complaining group which if given comments are not willing to do correction and are stuck to their guns. In a multi-disciplinary case, sometimes it is difficult to shepherd a student if there is no consensus on key approached which makes the student get confused and hence take a longer time to progress. If a student comes from a discipline which is not related to hard core economic theory, the guiding and mentoring process becomes an uphill task. The relationship between the supervisor as well as the students with the academic establishment mostly is anchored on the academic support system and the infrastructure.

Community of practice circumvents the power relations within supervisors and student's assimilation within academic community and in knowledge generation. The immediate academic community I work with is Department of Economics at

the Maseno University. Other academic communities I have worked within the University in interdisciplinary research and supervision with Department of Public Health, School of Development and Strategic Studies and the School of Biological and Physical Sciences. In my field of specialization, health economics I have been member of AFHEA = Africa Health Economics and Policy Association and the International Health Economics Association in which I have presented paper on their Conferences. My Alma Maters, School of Economics-University of Nairobi, Department of Economics, University of Malawi and Department of Economics, University of Dar-es-Salaam have also my networking alliances in research and course work for my postgraduate studies. I have shared and facilitated my postgraduate students to networking and economics scholarship from the Africa Economics Research Consortium (AERC). Africa Economic Research Consortium provide training and research scholarship to postgraduate students of economics at master's and PhD levels. In my work as a supervisor have participated in Board of Examination both within the Maseno University and other Universities for example I have examined theses for Great Lakes University of Kisumu. In consultancy, international organizations such JICA health system strengthening Technical Working Group for Nyanza, Kenya; HIV fellowship programming with UNITID, University of Nairobi and University of Washington, and the maternal health voucher system research in Kenya with collaboration with international agencies, Ministry of Health in Kenya and Universities abroad.

One way of harnessing the community of practice within the Department of Economics, has been postgraduate meeting where conversation are new theoretical expositions and methodological approaches in literature and in practice. We allow our students to attend this conversation to improve their understanding of subject matters. The Board of Post Graduate Studies and the Division of Partnerships, Research and Innovations have also organized workshops for experts in research methodologies, search engines for project calls and research indexing. Currently I am registered on the Research Gate and the Google Scholar where I do interact with the new research from my field.

The academic establishment in Maseno University, provide access to physical postgraduate library and online resource access to the supervisory and postgraduate learners. Maseno University has a well-established Ethics Review Committee which effect authorization for research on both supervisors and the students. The University also has Directorates for partnerships and linkages as well as research and publications which have assisted the students and supervisor on networking from other Universities or research institutes. Maseno has policies, statutes and regulations which support the research process, code, conduct, award and recognition of students and staff. The six polices supporting the postgraduate training and research includes:-research policy, internal academic quality assurance policy, academic integrity policy, publication and dissemination policy, anti-plagiarism policy. The School of Graduate Studies also hold public seminars every year for all postgraduates to present their published or work in progress. These practices have allowed for inclusive and participatory learning.

The second take on the reflection is envisaged on the supervisory practices that would facilitate enhancement of a postgraduate student development. One of the great moves to enhance students' progression through their postgraduate life is the orientation and induction process (Schofield and Sackville 2010). This is done at the Departmental postgraduate committee. Orientating the postgraduate students to the institutional

context of the postgraduate training provide a fort for the requirements for the degrees as well as timelines needed to finish their programmes. This is one of overlooked area in our department. The students start their course work and they fall in into their research phase and going through the intrigues of their work. The onus is always left to the supervisor, to steer the student through research. What are my actions in this case? When I meet students at the first time after supervisor allocation, we set up a familiarization meeting. The familiarization meeting is about knowing more about conceptualization on their area of study, time frame for feedback turnover, joint meeting with the co-supervision team. This has enabled ease on managing the student psychosocial health in terms of handling critic on their postgraduate writing.

The students during their research concepts presentation at the department are always advised on the importance of using the postgraduate library in reference for the structure and form development of their work. It is quite challenging at times that a student can write the work without referring to the other completed postgraduate work by the former students. At the first meeting with the student, my advisory is usually focus on the structure and form. In doing this, through providing advisory on the general layout of our work plan and how to go through the structure and formation of their work. This enable them to have clear goal post on how to construct their objectives, their statement of the problem, literature review methodology, results and discussions of their results. From (Wilmot and Lotz-Sisitka 2015) provides an informative advice on exposing the students to social and cultural orientation in their postgraduate work. I have witnessed the students who were working in group or supporting each other on research tasks were likely to finish earlier than the ones who were dragging alone. From the suggestions of (Wilmot and Lotz-Sisitka 2015), I am going to introduce writing groups for my postgraduate students. I will be able also to introducing writing workshops in order for familiarization with new theories and methodologies.

Formative feedback works well in the early development of proposals and further interactions with student for faster progress (Sozibo 2013). I have used this type of feedback to allow the student internalize concepts and review relevant literature in their pursuit. I have found that refining and clarification on the conceptualizing their topics, measurement of their variables and intrigues of methodologies changes are essential in formative feedback reinforcement.

On research design and disciplinary differences, it is quite challenging when it is multidisciplinary or co-supervisors have a different specialty from their colleagues (Cuevas, Bolstd et al. 2012). Given the dynamism and changing knowledge environment flexibility on the supervisor on student work is of importance. Ability to adapt to new frontier of knowledge and designs for knowledge. In economics we face both hierarchical and horizontal structures of knowledge on different topics and its sub disciplines. The research in health economics, environmental economics and poverty are microeconomic in nature and tend to be horizontal structured. For the macroeconomics, such as monetary, public sector and financial economics tend to be vertically oriented. On philosophy or world view perspective economics lies on positivist and pragmatism (especially on welfarists approaches to research). The research designs are likely to be embedded on experimental and correlational context on arguments of cause and effect. On this on the supervision knowing strength and weakness of all the players is vital.

My third take is on the ethical considerations in research. Ethics in research play a fundamental role on reliability, acceptability, and replicability of the research output. The Maseno University has an ethics review committee known as MUERC. The MUERC conducts review for researcher nationally and internationally. The rigor

in process for supervisors and the student is commended. After the Board of Postgraduate at the School of Graduate Studies have approved a proposal it has to go through internal ethics review and also a research body known as NACOSTI for one do research in the country. For ethic review for the research requires one to state the inclusion and exclusion criteria especially in terms of minors and vulnerable respondents (those who have to be assisted to respond because of health or disability). The supervisors and students have to declare conflicting interests, privacy and confidentiality of data used in the study. As a supervisor, I do advise the students about the ethics, plausible falsification of data and plagiarism which might affect the integrity of their degrees.

Finally, on research committee membership and examination, they act as feedback mechanism to the postgraduate progression of the students and their supervisors. I have had opportunity to be a member of Board of Postgraduate Studies at the University in which I serve as Chairman of the School of Business and Economics Postgraduate Committee. I do also oversee the Department of Economics Postgraduate Affairs. I have also had experience to examine student theses and externally examine in other Universities. The experience obtained from the research committees and examination have sharpened my interactions and critic of the students work. This in all has built my supervision capabilities in the last 6 years.

In summary, supervision is a journey of a thousand miles that builds up with a sentence at a time.

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MASENO UNIVERSITY JOURNAL
Guide for Authors

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Manuscripts for Maseno University Journal should be submitted by e-mail to journals@maseno.ac.ke . **This is the preferred method of submission,** but only in exceptional cases where the authors have no electronic facilities, the author should submit one original copy of the manuscript, two photocopies and an electronic copy on disk, to the Editor-in-Chief.

On a separate page, give full name(s) of authors and institutional affiliation(s) of author(s), including address for correspondence, (approximately 50 words). Please also provide an abstract, summarizing the thesis of the article in not more than 150 words.

The main title should clearly reflect the content of the article and should be no longer than 20 words. Provide headings and subheadings to signify the structure of your article. Main headings should be in bold type and subheadings italicised; use lower case letters.

It is the author's responsibility to ensure that manuscripts are written in clear and comprehensible English. Authors whose mother tongue is not English language are strongly advised to have their manuscripts checked by an English-speaking colleague prior to submission.

Submission of a manuscript implies that it has not been published previously (except in the form of an abstract or as part of a published lecture or academic thesis); that it is not under consideration for publication elsewhere; that its publication is approved by all authors and tacitly or explicitly by the responsible authorities where the work was carried out, and that, if accepted, it will not be published elsewhere in the same form, in English or in any other language, without the written consent of the Publisher.

Limit the number of notes to those that are essential, and keep them as brief as possible.

Collect them at the end of the text, not at the foot of the page. Do not use the automatic Footnote/Endnote facility if you word-process your text.

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Receipt of manuscript will be acknowledged within 2 weeks.

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Contributions shall be original research papers; review papers; rapid communications; short communications; viewpoints; letters to the Editor; book reviews.

1. *Research papers* - original full-length research papers that have not been published previously, except in a preliminary form, and should not exceed 10,000 words (including allowance for no more than 6 tables and illustrations).

2. *Review papers* - will be accepted in areas of topical interest, will normally focus on literature published over the previous five years, and should not exceed 10,000 words (including allowance for no more than 6 tables and illustrations).

3. *Short communications* - Short communications of up to 1,200 words, describing work that may be of a preliminary nature, but which merits immediate publication. Authors may also submit viewpoints of about 1200 words on any subject covered by the aims and scope.

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General: Manuscripts must be 1.5-spaced, Time Roman font size 12 with 3cm margins on both sides of A4 page.

Abstracts: Each paper should have an abstract of 100-150 words, reporting concisely on the purpose and results of the paper.

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