

## **Supervisor-Supervisees Relationship and Quality of Research: Perception of Supervisors and Supervisees**

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### **Abstract**

The major purpose of this study was to probe “Impact of supervisor- supervisee relationship on the quality of research work” the appropriate variables that both have conflict effect on the working cooperation. The focal objectives of the study were to examine the influence of the effective supervision aspects in influential the whole quality of research work, to identify the problems faced by the supervisee during research work, to find out the difficulties of the supervisor-supervisee performance and quality in research work and to explore the supervisee supervision experiences to improve the quality of research work. The study was mixed method in nature; therefore QUAN-QUAL model was used for the purpose of data collection. The population of this study was comprised of all the students who conducted/conducting research at BS/BSc, MA/MSc, MPhil/ MS and PhD level under the supervision of their supervisors in various programs at three universities. The sample of the study was consisted of 471 students and 9 supervisors. In quantitative section data was collected through researcher made questionnaire and for the purpose of data collection of supervisors, an interview schedule based on the qualitative analysis was developed, piloted and finalized. Data was analyzed by (SPSS) version 20. It was concluded that male respondents were more satisfied about the session with the time management, guideline, behavior of supervisor, research supervision, supportive skills, accommodating skills as compared to female respondents. It was also revealed that both genders were agreed in communication skills; research Environment, strategies of opportunities. It was suggested that supervisors should cooperate with female supervisee’s in time management, guideline of supervisors, the behavior of supervisor, research supervision, Supportive skills, accommodative skills.

**Key Words:** Supervisor, Supervisee, Relationship, Time session.

### **Introduction**

How to improve the “quality of research work” the appropriate variables effects, between the supervisee and supervisors conflict and the working association, so the satisfaction of supervisee is effected (Hee-Sun, 2008). The recent research in Pakistan a number of institutes and universities was continually increasing a number of enrolled students and awarding a degree at higher level. “The previous research of the HEC higher education commission has produced a number of PhD students more than 8,161 till 2012. A number of students registered universities in the previous year over 40 per cent from 6,937 to 9,858. Furthermore, 28,122 students are enrolled in MPhil/PhD. The number of students of MPhil/PhD has enlarged by 65 per cent (from 16,960 to 28,122) by the previous two years” (Noor, 2013). Assumed by Noor (2013) “Researchers were also being sent foreign to follow studies in prominent universities”. This study assumed upon a particular of the real relationship of M.A/MSc, MPhil and PhD students with their supervisors. John Hockey (1996), stated that the two broad strategies were found to be present at this point of view: a comparatively unstructured approach, a large degree of intellectual freedom by giving the students, and structured approach greatly set control kept up by the supervisor. The pupils who get participated in supervisor selection, whose choose the topics were relevant to their supervisors' expertise and who established good interpersonal

working relationships with supervisors were more likely to make good development and be gratified. That's more important the supervisor and seniors academic students experienced had two active supervisors. Temporary change of supervisor changed creates problems. So supervisor gave the suggestions overcome the problems and accommodate large number of supervisee (Ives & Rowley, 2005). In the working association or supervisees' satisfaction with supervision, the discussion on the quality of research work was not linked to working cooperation or satisfaction; were on that supervisors should still have open discussions with supervisee about their differences and their similarities in the quality of research work (Hee-Sun Cheon & Markie, L. C. Blumer, 2008). Bernard and Goodyear (2004) expressed that the supervisor and the supervisee may need to work harder to ensure that the goals. Suppose supervisor's moral behavior was essentially important due to the multiple responsibilities. Additionally, supervisors perform as a gatekeeper in his profession, and supervisory relationship was affected in critical areas and definite required providing customized to the key of supervision. The deep root in supervisory relationship was to interaction between the supervisor and supervisee (Storm, 2002). The relationship between supervisor-supervisee look like to be vehicle, while regarding these variables guide to satisfaction of supervision. Undertaken the recent years, considered the dynamics of supervisory relationship was deal of multicultural and feminist clinical work. i.e. (Szymanski, 2003) introduced the feminist supervision scale which is used to measure the level of cooperative relationship and analysis in supervision. This lack of information and misunderstanding has influenced the moral behaviour of supervisor's experience of supervision, which specific related the supervisee behavior experiences. As (Holloway, 1981) indicates, counselor trainees and university supervisors bring their uniqueness to this instructional process, particularly their expectations about experiences during the counseling practicum. In addition, both parties have responsibilities for creating a meaningful experience from this relationship. On the other hand, university supervisors have a more important role, because of their greater experience related to the counseling practicum. According to (Kaiser, 1997) develops further the idea of the relationship between supervisor and trainees, in a manner consistent with the concept of cooperation, collaboration and mutuality put forward by (Bordin, 1979). Kaiser (1997) recommended that there were three most important the supervisory relationship; (i) make use of authority and power (ii) the formation of shared sense, and (iii) the conception of belief/ trust. On the other hand, supervisee was not powerless in this relationship. They can avoid supervision by sharing a minimum of information about their work or refusing to accept the guidance of the supervisor. Individuals involved in the relationship may experience a power (Bernard & Goodyear, 2004) firstly; a relationship between a trainee and a supervisor during the counseling practicum requires collaboration, cooperation and mutuality. Secondly, each individual who is involved in this relationship has his or her own expectations, particularly about the experience that will occur in this relationship. Thirdly, this relationship involves power, and it is possible that the imbalance. The writers argue that several studies have a discussion about anxiety experienced by counselor trainees, and its influences to their performance and their improvement (Sawatzky et al., 1994). Hilton et al., (1995) point out that supervisee with high support conditions were more satisfied with their supervisory beginning trainees are vulnerable, because they are more likely to experience performance anxiety during the beginning of the process of becoming counselors. This study highlights three important points. First, support of the supervisor is very important, and affects development of the trainee. Second, the trainee can handle their vulnerability with support from the supervisor. Thirdly, the supervisor creates a feeling of security, and support the trainee, which developed the confidence in the supervisee. One important finding is that the trainees felt trusted by their supervisors, which contributed to their confidence, and thus affected their process of applying counseling knowledge and skills with actual clients (Worthen & McNeill, 1996). Relevant to this, supervision experience also provides an opportunity for supervisors to moderate their work-related stressors (Sterner, 2009). It is possible that this relationship have been changed after both a trainee and supervisor experience the impact of this relationship. The changes in this relationship relate to the concept of building and repair of the working alliance (Bordin, 1983). Relevant to this, a person faces role conflict when he or she encounters incompatible role

expectations. It is suggested that “the trainee is expected to simultaneously reveal areas of weakness role conflict can arise because and present competencies and strengths” (p.389). In relation to supervisee, experience of the role of conflict contributes to disturbance of their psychological well-being. In an attempt to understand these issues (Olk & Friedlander, 1992) investigated that the role of ambiguity and role disagreement in counseling supervision, involves uncertainty about supervisory expectations and the process of evaluation and role conflict results when trainees are required to engage in the behavior’s that were distinct with their individually judgment. According to Olk and Friedlander (1992) argue that supervisors are in a similar position, because they are in conflict about how to handle the welfare of trainees and trainees’ clients. The writers note that to discuss personal reactions and the supervisor generate an open and nonjudgmental atmosphere to facilitate the learner. The problem of postgraduate education of quality assurance has become of global interest. The harmony between the students and the supervisor is essential part. The competencies and convenient skills to be developed and the responsibilities of supervisor, notes the period of study of both student and degree of doctorate has to be submitted which outlines the topic (Eggins, 2008). The supervisor may become converted that the supervisee has emotionally experienced and the role of conflict, because of expectations and strong relations involved impaired to an important degree. In this study, we were exploring both the supervisee and the supervisors are likely to in this relationship between a supervisor and a supervisee. These studies would be found out a relationship between positive attitude and beneficial outcomes for supervisee. Several studies on the performance, examine the quality of the research work perception of their relationship with their supervisors is negatively related to role ambiguity and role overload. This study must include at least one measure of supervision as an antecedent or independent variable. The purpose of our study will be to identify the performance and quality of research work at post graduate; MPhil and Doctorate level students so that the proper guidance may be started by the supervisor.

### **The Current Study**

A number of topics to be researched, but the researcher selected this topic due to the importance of that major problem to enhance the quality of research work in the present era. Pakistan is an under developing country. Where good researchers are badly needed who help us to overcome in our learning processes in the different fields of life. Now days, it is very important to enhance the academic work in educational institutes to walk with the globe. So, it is the need to improve the effective and efficient supervision at higher level. The role of supervisory relationship has becoming more challenging at postgraduate level. The present study was planned to discover the “Impact of supervisor-supervisee relationship experiences on the whole quality of research work regarding the different features of supervision at different level to find out the problems from the starting and completion of research wok regarding which things are helping to create a good quality of research work. This objective of the study is to find out the problems of the relationship of supervisor-supervisee performance and quality of research work. It is an important to evaluate the supervisor’s behavior in the supervisory relationship in working association, to judge the ethical behaviors of supervisory relationship. Therefore, supervisee’s anxiety and behavior was to evaluated in the supervisory relationship of learning behavior, perfect supervisor ethical behavior in supervisory working alliance. To overcome the conflict and ambiguity and improved supervisee satisfaction. The supervisory relationships point out that the working association is an important factor to reflect in relation to supervisor performance and behavior. In supervisory working association, therefore are found negative attitude related unethical behaviors. Furthermore, in working organization specially considers an examination the ethical behavior of supervisors, and the supervisor provides guideline to overcome the supervised problems in the quality of research work. Research Methodology “Supervisor-Supervisor Relationship Questionnaire (SSRQ) was contains at 58 items. The population of the study was consisted of all the students of three public universities and the students of BS/BSc, M.A/MSc, MPhil/MS or PhD level. The sample size was consisted of 471 supervisees selected by keeping in view the variation of department, Social and Basic sciences, gender and program and research level, therefore, selected nine research supervisors of the universities. The nature of the study had been mixed method research; therefore QUAN-QUAL model was used for the

purpose of data collection. In quantitative section data was collected through research made questionnaire and for the purpose of qualitative data collection, an interview schedule based on the quantitative analysis was developed, piloted and finalized. Data was collected from different universities; University of Sargodha, University of Agriculture, Faisalabad and G.C University of Faisalabad. On the other hand Supervisor-Supervisee Relationship questionnaire was conducted from research supervisees. Data Analysis by descriptive and inferential statistics through the version SPSS 20 statistical software programs were used for the preliminary analysis of the data. T-test was used to measure Gender-wise comparison by applying Independent sample for comparison of departments. Data collection to the supervisors was collected by the Interview in qualitative form. Additionally, data analysis techniques will be used to achieve the purposes of the study along with the data was collected from supervisee and supervisor.

## Findings

The SSRQ was required the summation of the supervisee's responses provided on a five point Likert- type scale. Participants of female were more as compared to male respondents and the students of basic sciences were great in number as female demonstrate in (Table 1.1). Gender wise distribution of participations, out of total respondents 471 (100%) male participants were 177 (37.6%) and female participants were 294 (62.4%). University wise numbers of respondents are; from GCUF 202(42.9%) from UoS 151 (32.1%) and from UAF 118 (25.1%) students participated in this study. Department wise number of respondents was; from basic science 309 (65.6%) and from social sciences 162 (34.43%) participated in this study. Class wise numbers of respondents were; from BS/BSc 46 (10%), from the M.A/MSc 77 (16.5%), from MPhil/MS 289 (61.4%) and from PhD 59 (13%) students was included in the study. There was a significant difference in between of male ( $M = 3.8458$ ,  $SD = .56387$ ) and female ( $M = 3.7203$ ,  $SD = .58652$ );  $t(469) = 2.280$ ,  $p = .022$ , two-tailed). It was found that male respondents are more satisfied about the sessions on the time management that were held according to the schedule. There was significant difference between male respondent ( $M = 3.8624$ ,  $SD = .63007$ ) and the female respondents ( $M = 3.6809$ ,  $SD = .54596$ ;  $t(469) = 3.180$ ,  $p = .022$ , two tailed). It is evident that male respondents were more agreed to guidance provided by supervisor to them. There was a significant difference in the respondents of male ( $M = 3.8458$ ,  $SD = .56387$ ) and female respondents ( $M = 3.8220$ ,  $SD = .54662$ ;  $t(469) = 2.408$ ,  $p = .016$ , two tailed). It is an evident that the male respondents were more agreed regarding the behavior of supervisors. There was a significant difference in the respondents of male ( $M = 4.0612$ ,  $SD = .64832$ ) and the female ( $M = 3.9354$ ,  $SD = .60335$ ;  $t(469) = 2.093$ ,  $p = .037$ , two tailed). It is evident that male respondents have shown more confidence in research supervision on the supervisor-supervisee relationship. There was no significant difference in the respondents of male ( $M = 4.1789$ ,  $SD = 1.20657$ ) and the female ( $M = 4.0091$ ,  $SD = .67733$ ;  $t(469) = 1.717$ ,  $p = .687$ , two tailed). It is apparent that both genders have declared same confidence regarding communication skills in the research work. There was no significant difference in the respondents of male ( $M = 3.6772$ ,  $SD = .51733$ ) and the female ( $M = 3.6273$ ,  $SD = .52200$ ;  $t(469) = 1.007$ ,  $p = .313$ , two tailed). It is a patent that both genders have presented equal level of attitude regarding the research environment during research work. There was no significant difference between the respondents of male ( $M = 3.6772$ ,  $SD = .51733$ ) and female ( $M = 3.6273$ ,  $SD = .52200$ ;  $t(469) = 1.007$ ,  $p = .313$ , two-tailed). It was found that both genders have no effect of environment on the research work. There was a significant difference in the respondents of male ( $M = 4.0612$ ,  $SD = .64832$ ) and the female ( $M = 3.9354$ ,  $SD = .60335$ ;  $t(469) = 2.487$ ,  $p = .013$ , two tailed). It is clear from the result that the male respondents were more satisfied regarding support, appreciation, and trust by the supervisor of the supervisee relationship. There was a significant difference in the respondents of male ( $M = 3.9910$ ,  $SD = .59307$ ) and the female ( $M = 3.8631$ ,  $SD = .62652$ ;  $t(469) = 2.218$ ,  $p = .027$ , two tailed). It is apparent that male respondents declared more attitudes regarding accommodating attitude by the supervisor. There was no significant difference in the respondents of male ( $M = 3.9605$ ,  $SD = .80580$ ) and the female ( $M = 3.8605$ ,  $SD = .74039$ ;  $t(469) = 1.343$ ,  $p = .180$ , two tailed). It is obvious that both genders discovered the same agreement regarding suitable strategies for the enhancement of quality of research. There was significant difference the respondents of basic sciences ( $M = 3.8265$ ,  $SD = .58048$ ) and the social sciences ( $M = 3.6556$ ,

SD =.56623;  $t(469) = 3.062$ ,  $p = .002$ , two tailed). It is obvious that basic sciences were more satisfied about time session were held on time and also satisfied in guidance, supervision and supportive skills were provided by the supervisor in a proper way while least the social sciences.

Table 4.1: *Participation of male and female*

Gender	Frequency	Percentage	Cumulative %
Male	177	37.6	37.6
Female	294	62.4	100.0
Total	471	100.0	100.0

The table 4.1 shows the gender wise distribution of respondents, out of total respondents 471 (100%) male participants were 177 (37.6%) and female participants were 294 (62.4%). This table reveals that female respondents are greater than their counterpart.

Table 4.14: *Department-wise comparison on supervisor-supervisee relationship subscales*

Subscales	Department	N	M	St.D	df	t-value	P
Time management	Basic Science	309	3.8265	.58048	469	3.062	.002
	Social Science	162	3.6556	.56623			
Guidance	Basic Science	309	3.8138	.60147	469	3.350	.001
	Social Science	162	3.6257	.53254			
Behavior	Basic Science	309	3.7735	.54992	469	1.649	.094
	Social Science	162	3.6821	.58205			
Supervision	Basic Science	309	4.0345	.62511	469	2.509	.012
	Social Science	162	3.8837	.60851			
Communication skill	Basic Science	309	4.1208	1.01635	469	1.572	.07
	Social Science	162	3.9815	.67617			
Environment	Basic Science	309	3.6560	.51357	469	.568	.56
	Social Science	162	3.6270	.53387			
Supportive kill	Basic Science	309	4.0268	.57715	469	1.792	.05
	Social Science	162	3.9286	.53363			
Accommodation	Basic Science	309	3.9301	.63269	469	.921	.34
	Social Science	162	3.8750	.58507			
Opportunities	Basic Science	309	3.9396	.77754	469	1.651	.10
	Social Science	162	3.8189	.74034			

Note.(two-tailed)  $p < .05$

Results of table 4.14 displayed that there was significant difference in the respondents of basic sciences ( $M = 3.8265$ ,  $SD = .58048$ ) and the social sciences ( $M = 3.6556$ ,  $SD = .56623$ );  $t(469) = 3.062$ ,  $p = .002$ , two tailed). It is obvious that basic sciences was more satisfied about time session were held on time and also has significant differences in guidance, supervision and supportive skills were provided by supervisor in proper way while least the social sciences. On the other hand, both departments indicated equal confidence regarding in these factors communication skills, environment, accommodation and opportunities.

## Discussion

There is no doubt that the relationship of supervisor-supervisee has good impact on students' research quality in supervision. The present study was aimed to find out the impact of supervisor-supervisee relationship on the quality of research work at university level. Many researchers have admitted that the relationship of supervisory has a positive impact on the quality of supervision of supervisee. In seventeenth- century in the United States has rooted of educational supervision in grand New England. A 1647 government control and supervision the Massachusetts law required towns to establish school. During the time of instruction the teachers were responsible, duties of supervisory, and the day-to-day management of students (Tanner & Tanner, 1987). In accordance with this perspective of researchers objective of the study were chosen. Here was the need to improve whether quality of research work are being had supervisor-supervisee relationship good or bad. For this purpose data were collected by questionnaire another researcher used interview method and likert type scale for the collection of data for assessing the problems faced by supervisory relationship. A Questionnaire was consisted on a five point Likert scale (Likert, 1932). Likert-type or frequency scales use fixed choice response setups and are designed to measure the behavior or opinions (Bowling, 1997). In this process data were collected from Government College, university Faisalabad, University of Sargodha and Agricultural University were selected as population and then the sample was drawn from different departments Social Sciences, Basic Sciences and also the programs of BS/BSc, M.A/MSc, MPhil/MS and PhD students. This study was mixed method in nature; therefore QUAN-QUAL model was used for the purpose of data collection. In quantitative section data were collected through research made questionnaire and for the purpose of qualitative data collection, an interview schedule based on the quantitative analysis was developed, piloted and finalized. Many problems were faced by researcher during data collection. Independent sample T test was used for the analysis of data, but many other researchers used percentage for analyzing data for supervisory relationship. Some variables compute for time management the guideline of the supervision. In previous studies Impact of supervisor-supervisee relationship was not examined on supervisee and in this study impact of supervisory relationship is examined with reference to gender, class of student and universities to which a student belongs to that could be different departments. When results were analyzed with reference to various programs of student it was assessed that time management session in supervisor-supervisee relationship, male and female respondents showed significant results. Supportive skills in the supervision and accommodating in guideline of both departments in each program was significant results. It was observed that supervisor was supported to male respondents as compared to female among both departments. It was perceived that both male supervisee have more satisfied in the supervision of time management session, supportive skills, accommodating guidelines in the each program of the universities as compared to female students. No significant difference was found between male and female students regarding communication skills, career opportunities and environment on the supervision. Both male and female students revealed no significant difference indicated equal confidence regarding the suitable strategies. The findings of the present study was very valuable proved that supervisee of basic sciences have more opportunities guideline in research supervision as compared to social sciences supervisee. The female respondents were greater in number as compared to male respondents. It was examined the maximum number of respondents were from Government College, University Faisalabad. The participation of MPhil/MS students were larger in number than the students of BS, M.A/MSc and PhD levels. The male was more satisfied as compared to their counterpart on the factor time management sessions. The male was more agreed with provision proper guideline by supervisors while female respondents were less agreed. It is concluded from results that male respondents were more agreed in the research supervision, satisfaction in time management, appreciation of supportive skill, accommodating guidelines provided to them by the supervisor in evaluating research criteria, while female showed least satisfaction. Both genders have equal influence on communication skills, equal confidence regarding the suitable strategies and equal influence of environment on the supervisee-supervisor's relationship. It was apparent that basic sciences were more satisfied about time

session were held on time and also satisfied in guidance, supervision and supportive skills were provided by the supervisor in a proper way while least the social sciences.

## Conclusion

It was concluded that female respondents were greater in number as compared to male respondents. The maximum numbers of respondents were from Government College, University Faisalabad. The participation of basic sciences students was larger in number as compared to social sciences students. The participation of MPhil/MS students were larger in number than the students of BS, M.A/MSc and PhD levels. The male was more satisfied as compared to their counterpart on the factor time management sessions. The male was more agreed with provision proper guideline by supervisors while female respondents were less agreed. Both genders have equal influence of environment on the supervisee-supervisor's relationship. It is concluded from results that male respondents were more agreed in the research supervision as compared to female. Both genders have equal influence on communication skills of supervisee-supervisor's relationship. It means that both genders have equal influence of environment on the supervisee-supervisor's relationship. It means that male respondents have declared more satisfaction, appreciation of supportive skill, while female showed least satisfaction. The male respondents were extra agreed with the accommodating guidelines provided to them by the supervisor in evaluating research criteria, while female respondents were less agreed. Both genders have equal impact regarding the career development opportunities to supervisee. It's clear from results that both the genders indicated equal confidence regarding the suitable strategies. It was apparent that basic sciences were more satisfied about time session were held on time and also satisfied in guidance, supervision and supportive skills were provided by the supervisor in a proper way while least the social sciences.

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