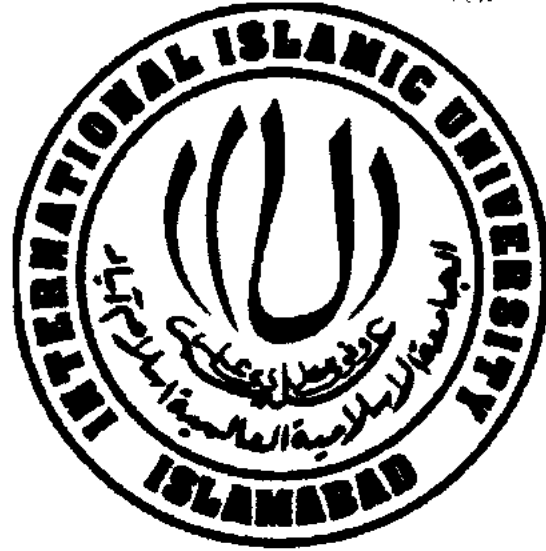


**A COMPARATIVE STUDY OF THE FACTORS AFFECTING THE
COMPLETION OF INDIGENOUS AND FOREIGN DOCTORAL
RESEARCH**

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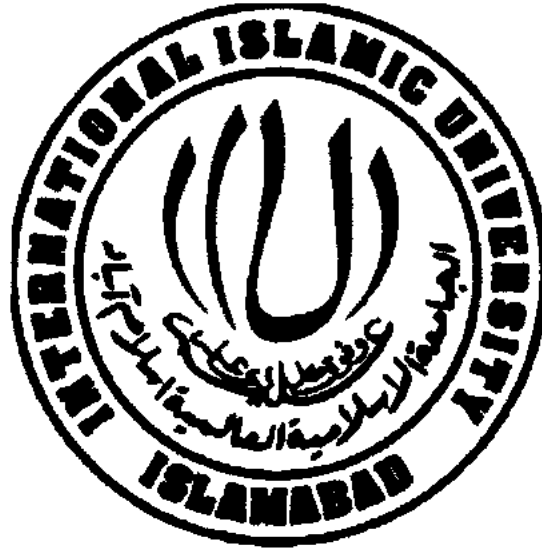
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**A COMPARATIVE STUDY OF THE FACTORS AFFECTING THE
COMPLETION OF INDIGENOUS AND FOREIGN DOCTORAL
RESEARCH**



By

Memoona Bibi

139-FSS/MSEDU/F12

A Thesis Submitted to the

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

In Partial Fulfillment of the Requirement for the Grant Of

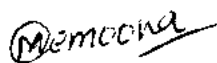
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RESEARCHER'S DECLARATION

I, Memoona Bibi

Do hereby solemnly declare that the work presented in this thesis is my own work, was carried out for partial fulfillment of requirement of **MS Degree Program** from **INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**, under the supervision of **Dr. Munazza Mahmood**.

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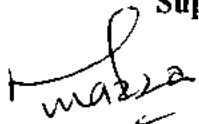


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FORWARDING SHEET

This thesis entitled “**A Comparative Study of the Factors Affecting the Completion of Indigenous and Foreign Doctoral Research**” submitted by **Memoona Bibi** is a partial fulfillment of **MS Degree in Education** had been completed under my guidance and supervision. I am satisfied with the quality of student’s work and allow her to submit this thesis for further process as per **IIUI rules and regulations**.

Supervisor

Dr. Munazza Mahmood

Approval Sheet

**A COMPARATIVE STUDY OF THE FACTORS AFFECTING THE
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RESEARCH**

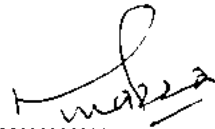
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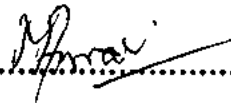
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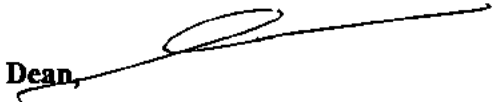
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DEDICATION

*I dedicate this to my beloved family members and my respected supervisor
Dr.Munazza Mahmood whose continuous support and affection are a
source of strength for me.*

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First of all, I am highly thankful to Allah Almighty for the completion of this work and my parents whose continuous encouragement enabled me to do it well.

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Memoona Bibi

ABSTRACT

Doctoral education is the foundation of the exploratory advancement and creativity is known as a vital fuel for the economy of worldwide learning. The study was aimed at comparing the factors affecting the completion of foreign and indigenous doctoral research. The objectives of the study were; to find out the factors affecting the completion of indigenous and foreign doctoral research; to explore the extent to which factors remain consistent across the completion of foreign and indigenous doctoral research; to examine the extent to which factors differentiate between foreign and Pakistani departmental policies; to compare the factors affecting between male and female doctoral researchers; to compare the factors affecting between foreign and indigenous doctoral researchers. The research design of the study was qualitative in nature. Population of the study was consisting of foreign and indigenous Ph.D teachers from the faculty of social sciences of public and private universities of Islamabad. Sample was selected using stratified sampling technique. Semi-structured interview was used as a data collection tool by the researcher. 29 indigenous and 19 foreign interviews were conducted by the personal visit of researcher. Collected data were analyzed manually by the researcher and presented in the full text narrative form. The findings of the study inferred that most of the foreign and indigenous had friendly relation with their supervisor and supervisor was always helping for them. Most of respondents were highly satisfied with the departmental practices and policies, and most of them had tremendous family support during their doctoral research. It was recommended that researchers may be devoted and honest towards doctoral research and departmental management may be cooperative with the doctoral research students.

TABLE OF CONTENTS

| | |
|--|----------|
| CHAPTER 1 INTRODUCTION | 1 |
| 1.1 Statement of the problem | 3 |
| 1.2 Objectives of the study | 4 |
| 1.3 Research questions | 4 |
| 1.4 Significance of the study | 5 |
| 1.5 Delimitation of the study | 5 |
| 1.6 Operational definitions of major terms | 6 |
| 1.7 Methodology | 7 |
| 1.7.1 Research design | 7 |
| 1.7.2 Population | 7 |
| 1.7.3 Sample and sampling technique | 8 |
| 1.7.4 Instrumentation | 8 |
| 1.7.5 Expert Opinion | 8 |
| 1.7.6 Data collection | 8 |
| 1.7.7 Data analysis | 9 |

| | |
|---|----|
| 2.6 Doctoral Persistence | 26 |
| 2.6.1 Student Related Factors | 27 |
| 2.6.1.1 Demographic variables | 28 |
| 2.6.1.2 Personal Attributes | 28 |
| 2.6.1.3 Motivation | 28 |
| 2.6.1.4 Responsibilities | 29 |
| 2.6.1.5 Coping skills | 30 |
| 2.6.2 Institutional Factors | 30 |
| 2.6.2.1 Program type and structure | 30 |
| 2.6.2.2 Curriculum and program | 31 |
| 2.6.2.3 Expectations and communication | 31 |
| 2.7 Academic Involvement | 32 |
| 2.7.1 Faculty Mentorship and Intellectual Community | 32 |
| 2.8 Doctoral Supervision | 33 |
| 2.8.1 Dimensions, structure and support of doctoral supervision | 33 |
| 2.8.2 Student and supervisor relationship | 34 |

| | |
|---|----|
| 2.8.3 Manifestations of power and emotion | 35 |
| 2.8.4 Supervision at Distance | 35 |
| 2.8.5 RIPE model of supervision | 36 |
| 2.8.5.1 Rational Space | 37 |
| 2.8.5.2 Intellectual Space | 39 |
| 2.8.5.3 Physical Space | 39 |
| 2.8.5.4 Emotional Space | 40 |
| 2.9 What to expect from your supervisor? | 41 |
| 2.9.1 Types of supervision | 41 |
| 2.9.2 Single supervision | 42 |
| 2.9.3 Joint supervision | 42 |
| 2.9.4 Team supervision | 43 |
| 2.9.5 Styles of supervision | 43 |
| 2.9.5.1 Supervise as supervised | 44 |
| 2.9.5.2 Supervise as was not supervised | 44 |
| 2.9.6 The ebb and flow of the journey | 45 |

| | |
|--|----|
| 2.9.7 Overall expectations | 46 |
| 2.9.8 A research student supervisor's responsibilities include | 48 |
| 2.9.9 Managing your supervision | 49 |
| 2.9.10 Using a supervision session effectively | 50 |
| 2.9.10.1 Before you go to supervisions | 50 |
| 2.9.10.2 After supervision sessions | 50 |
| 2.10 Enabling Research Environments | 51 |
| 2.10.1 Research students and institutional responsibilities | 51 |
| 2.10.2 Student experiences and institutional practices | 51 |
| 2.10.2.1 Supervision and additional part-time work | 52 |
| 2.10.2.2 Enabling access to resources and opportunities | 52 |
| 2.10.2.3 Knowing your rights as a research student | 53 |
| 2.11 Combining Family Commitments and Doctoral Studies | 53 |
| 2.11.1 Balancing multiple roles and responsibilities | 53 |
| 2.12 Incompatible identities, roles and responsibilities | 54 |
| 2.12.1 Juggling multiple responsibilities and demands | 54 |

| | |
|---|-----------|
| 2.12.2 Dislocation and difference: bridging family and academic belonging | 55 |
| 2.12.3 Institutional support for postgraduate students with children | 56 |
| 2.12.4 Financial support and accommodation | 57 |
| THEORETICAL FRAMEWORK | 58 |
| CHAPTER 3 METHODOLOGY | 59 |
| 3.1 Research design | 59 |
| 3.2 Population | 59 |
| 3.3 Sample and sampling technique | 60 |
| 3.4 Instrumentation | 60 |
| 3.5 Expert Opinion | 61 |
| 3.6 Data collection | 61 |
| 3.7 Data Analysis | 62 |
| CHAPTER 4 ANALYSIS AND INTERPRETATION OF DATA | 64 |
| 4.1 General observations | 64 |
| 4.2 Current Status Wise Distribution of teachers | 65 |
| 4.3 Country Wise Distribution of teachers | 65 |

| | |
|---|------------|
| 4.4 Year of Completion Wise Distribution of teachers | 66 |
| 4.5 Duration of Degree Wise Distribution of teachers | 66 |
| 4.6 Comparison of Affecting factors between male and female doctoral researchers | 67 |
| 4.7 Comparison of Affecting Factors between Foreign and Indigenous Doctoral Researchers | 77 |
| CHAPTER 5 SUMMARY, FINDINGS, CONSLUSIONS AND RECOMMENDATIONS | 92 |
| 5.1 Summary | 92 |
| 5.2 Findings | 94 |
| 5.3 Discussion | 102 |
| 5.4 C onclusions | 104 |
| 5.5 Recommendations | 107 |
| 5.6 Recommendations for Future Studies | 108 |
| REFERENCES | 108 |
| ANNEXURE Semi Structured interview Guide | 122 |

LIST OF TABLES

| | |
|---|----|
| Table 1: Current status wise distribution of teachers | 65 |
| Table 2: Country wise distribution of teachers | 65 |
| Table 3: Year of completion wise distribution of teachers | 66 |
| Table 4: Duration of degree wise distribution of teachers | 66 |

LIST OF FIGURES

| | |
|--|----|
| Figure 2.1: Main role of doctoral candidate as a link between university and industry in collaborative programs | 26 |
|--|----|

CHAPTER 1

INTRODUCTION

Doctoral education is the foundation of the exploratory advancement and creativity is known as a vital fuel for the economy of worldwide learning. Doctoral programs carry out the splendid responsibility for the advancement of the professional knowledge and improvement of practice in these challenging times. The majorities of doctoral graduates join the teaching positions and become the gatekeepers of professional knowledge (Munson, 1996). Completion of a doctoral research is an important outcome for the student, university and economy. However, completion of a doctoral research in the required framework depends on many interacting factors. There are many comprising writings that are managing with the issue of time to completion (TTC) of a doctoral degree (Abedi & Benkin, 1987; Baird, 1990; Evangelauf, 1989; Filteau, 1992; Fletcher and Stren, 1992; Sheridan and Pyke, 1994). It has been reported by most of the researchers that generally male candidates complete their degree earlier than female students (Sheinin, 1989; Tuckman et al, 1990; Yeates, 1991), while it is also suggested by other researchers that gender differences only affects in the certain disciplines (Bowen and Rudenstine, 1992; Mac-Millan, 1989).

For female doctoral researchers, the news is both great and terrible. For the past many years, the quantity of doctorates granted to ladies has been quickly rising. Females earned more than 20% of all doctorates honored in 1975, more than 35% of the doctorates granted in 1990, and very nearly 45% of the doctorates recompensed in 2000 (Hofer et al, 2001). In education, just about 65% of the women doctorates honored in 2000, speaking to the biggest number of female doctoral beneficiaries inside of any

expansive field of study. In the meantime where various female doctorates have expanded, a period of time taken to procure has additionally been expanded. In 1975, the middle number of years for doctoral reward over every one of the fields of the study was 8.7 years for both males and females; yet by 2000, this figure had expanded to 10.3 years. In education, the middle number of years for doctoral grant was to 12.6 years however by 2000, this figure had expanded to 19.4 years (Hoffer et al. 2001).

As convenient culmination of a doctoral examination in the obliged time relies on upon numerous collaborating variables however a key component in the effective and auspicious fulfillment of a doctoral research is the supervisory relationship (Bowen and Rudenstine, 1992; Braun, 1990; Freeman and Loadman, 1985; Grives and Wemmerus, 1988; Godard, 1992; Heinrich, 1991; Lyons et al, 1990; McAleese and Welsh, 1985; Woodward, 1993). It is to be found that male and female staff is steadier for researchers they could call their own sex and that female students are more effective in procuring doctoral degrees in department with a moderately high extent of female employees (Sheridan, 1994). Various variables significant to supervision incorporate supervisor accessibility, frequency of meetings, feedback delays, conflicts among committee members and general level of satisfaction with the supervision received; also affect the timely completion of a doctoral research. The way of the relationship that a researcher creates with her or his supervisor can also significantly affect the progress of the student particularly when the researcher moves nearer to the dissertation stage (Tinto, 1993). Nonetheless, tutoring a doctoral researcher can be both helpful and unreasonable for the faculty advisor. The advisor can get regular fulfillment from viewing the researcher's

development and form into a trusted and regarded associate; yet coaching can also prompt a disappointing relationship.

Past studies in the range of graduate achievement have exhibited that there are many variables related with the attributes of the program and departmental policies and practices influence the rate of completion and the time that researchers spend to acquire a doctoral degree. Elements like necessities for graduation are much of the time referred to as a noteworthy reason for postponing fulfillment of the doctoral degree in a few disciplines. Exact proof has shown that foreign language exams, field research, and master's degree necessities, in some of the disciplines, may disclose the more drawn out times to degree reported by students (Bowen and Rudenstine, 1992; Ziolkowski, 1990).

Doctoral research completion among researchers is also influenced by elements identified with departmental practices; exhorting practices and atmosphere. The most widely recognized components referred to included: absence of training for directing independent research, lack of introduction for comprehensive examination preparation, style of exhorting while composing the dissertation, cooperation of students in departmental scholarly and social activities and companion support (Valero, 2001).

1.1 Statement of the problem

Doctoral programs carry out the splendid responsibility for the advancement and distribution of professional knowledge in this challenging time. Completion of a doctoral research is an important outcome for the student, university and economy. Completion of doctoral research in the required timeframe depends on many interacting factors including supervisory relation, mentoring, departmental factors, personal aspects, research environment, enrollment status and incoming skills. So the primary purpose of

the study was to compare the identified factors between male and female researchers and indigenous and foreign researchers, and to explore the extent to which identified factors remain consistent across the completion of indigenous and foreign doctoral researches.

1.2 Objectives of the study

Objectives of the study were;

1. To find out the factors affecting the completion of indigenous and foreign doctoral research.
2. To explore the extent to which factors remain consistent across the completion of indigenous and foreign doctoral research.
3. To examine the extent to which factors differentiate between foreign and Pakistani departmental policies.
4. To compare the factors affecting between male and female doctoral researchers.
5. To compare the factors affecting between indigenous and foreign doctoral researchers.

1.3 Research questions

1. To what extent supervisory relation affect the progress of foreign and indigenous doctoral research completion?
2. Which major factors remain consistent across the completion of indigenous and foreign doctoral research?
3. What are the reasons for the consistency of major factors during doctoral research?
4. How does research environment differentiate between indigenous and foreign doctoral research?

5. What is the role of departmental practices and policies in the completion of indigenous and foreign doctoral research?
6. How departmental practices and policies differentiate between foreign and Pakistani departmental practices and policies?
7. What is the role of incoming skills of a researcher in the completion of indigenous and foreign doctoral researches?

1.4 Significance of the study

Research is not the activity of an individual in isolation, but researchers benefit from the input and support of supervisor and administration. Research process involves many interacting factors including supervisory relation, departmental practices and personal aspects of researcher and many more. The study is helpful for researchers to know about the major factors affecting their research completion and how they can control the factors during their research. The findings of the study will be helpful for supervisors to control the factors in future supervision. Comparison of indigenous and foreign researches helps to improve the departmental policies if they lack good qualities of foreign research policies. Comparison provide a guide to supervisors about supervisory relation with researcher how it can be best for supervisor and researcher. The study will be helpful for future Ph.D researchers as a guide for major factors affecting the doctoral research process and how problems can be overcome.

1.5 Delimitation of the study

The study was delimited to;

- Public and private universities of Islamabad
- Faculty of social sciences.

1.6 Operational definitions of major terms

1.6.1 Supervisory relation

Mentoring and nature of relationship with supervisor throughout the completion of research. It includes accessibility of supervisor, frequency of meetings, feedback delays, conflicts among committee members and gender difference and was measured through interview conducted in this study.

1.6.2 Departmental practices and policies

Departmental guidance and announcements for orientation, seminars, conferences and comprehensive exams and to help students to keep in touch with departmental activities. It broadly includes lack of training for conducting independent research, lack of orientation for preparing comprehensive exams, attitude towards students and student participation in departmental academic and social activities, and was measured through interview conducted in this study.

1.6.3 Incoming skills

Research and management skills of a researcher throughout the research. These are broadly defined as time management skills, discipline expertise and language skills and were measured through interview conducted in this study.

1.6.4 Personal Aspects

The collection of all factors related to a researcher's non-academic life including Attitude, Financial circumstances and personal circumstances and was measured through interview conducted in this study.

1.6.5 Research environment

The general culture of research and physical environment in which the researcher exist. It includes whether the students are encouraged to attend conferences and

seminars, whether the campus/home is safe and comfortable to work in and measured through interview conducted in this study.

1.7 Methodology

1.7.1 Research design

Research design of the present study was qualitative in nature and a semi-structured interview was conducted to collect data.

1.7.2 Population

Population of the study consisted of indigenous and foreign doctoral Ph.D teachers from the faculty of social sciences of public and private universities of Islamabad.

| University name | Indigenous | Foreign | Total |
|---|-------------------|----------------|--------------|
| 1. Quaid-e-Azam University Islamabad | 23 | 23 | 46 |
| 2. International Islamic University Islamabad | 24 | 06 | 30 |
| 3. National University of Modern Language Islamabad | 07 | 02 | 09 |
| 4. Air University Islamabad | 03 | 03 | 06 |
| 5. Bahria University Islamabad | 00 | 03 | 03 |
| Total | 57 | 37 | 94 |

1.7.3 Sample and sampling technique

Stratified sampling technique was used for sample selection.

| | Total no of teachers | Sample |
|--------------------------|----------------------|----------|
| Indigenous Ph.D teachers | 57 | 29(50%) |
| Foreign Ph.D teacher | 37 | 19 (50%) |
| Total Sample | 94 | 48 |

1.7.4 Instrumentation

As the study was qualitative in nature, therefore a semi structured interview guide was developed by the researcher. The interview guide was made up of 21 questions covering the five basic factors including supervisory relation, departmental practices and policies, incoming skills, personal aspects and research environment. The questions were same for foreign and indigenous respondents but answers were given according to their foreign and indigenous experiences.

1.7.5 Expert Opinion

To check out the validity of the instrument interview guide was distributed to 10 foreign and indigenous Ph.D teachers for expert opinion. After expert opinion certain questions were added and deleted from the interview guide.

1.7.6 Data collection

Data were collected by the personal visit of the researcher. The structure of interview guide was followed by the researcher in order to gain the relevant data from the participants. Interview guide was followed to ask the questions in order. Time, location and date were selected for each interview by the interviewee. A 30 to 40 minutes

interview was conducted with each respondent. All of the interviews went smoothly and provide rich and depth information for the study. Each interview was audio-taped with the permission of the interviewee.

1.7.7 Data analysis

Data were analyzed manually by the researcher. All of the taped interviews were reviewed carefully and data analysis was done according to the objectives. A comparison between male and female researchers on the certain factors was done, and also a comparison between foreign and indigenous researchers was drawn. Data analysis were presented in full text narrative form.

CHAPTER 2

LITERATURE REVIEW

Research is the documentation of an individual's ability to conduct the research and to convey the after effects of that research in a consistent report. The exact definition of research is performing a methodological study to demonstrate a theory and to answer the particular inquiries. The focal objective of any experimental process is to figure out an unmistakable answer of question. The purpose of research varies across the different fields and disciplines and it can be a complicated issue while conducting a research it should be systematic and it should follow a series of specific steps.

2.1 Historical Background

Since the twentieth century, the vast majority of the universities have been granted doctorate degree to their doctorates as a characteristic of achieving their highest academic standard. For the most part doctorates were conceded for their learning inside of branches of knowledge with particular titles, for example, Doctor of Theology, Doctor of Law and so on. In the mid nineteenth century Germany demonstrated an advancement of doctorate by stamping distinction in research as Doctorate of Philosophy (Ph D)(Bourner et al., 2001). This improvement was just embraced gradually by the UK universities; and additionally from the current point of view it is also astonishing that during the first part of twentieth century a considerable lot of the doctorate were doubtful as an research-based Ph.D, and it was demonstrated a little place in the world particularly concerned with teaching and academic movement. As a consequence of this amazement,

through the twentieth century it was significantly changed and research turned into an essential to the concept of a university (Hoddell, 2001).

In site, with this advancement of research center, prerequisite of Ph.D as an ordinary least level turned into a standard practice for the arrangement of scholarly staff member. The Ph.D thesis dependably has been taking into account the fulfillment and reporting of a critical research project.

For the past numerous years, fulfillment of a doctoral degree was a both decent and terrible news for females. From one perspective for as far back as quite a long various females were honored a number of doctoral degrees. 20% ladies were honored doctoral degree in 1975, 35% in 1990 and just about 45% in 2000. Then again a period of time was taken to gain doctoral degree by women. In 1975 it was 8.7 years however in 2000 this time was expanded to 10.3 years (Hofer et al, 2001)

2.2 Nature and Importance of Doctoral Degree

Acquiring the skills and understanding the processes necessary for success cannot be done at a single reading. As a research student you need continually to use the certain ideas to develop your own insight into your own situation. In this way your professional learning will develop as it should under your own management. "Under your own management" is a key to the nature of doctoral education. In undergraduate education a great deal, in academic terms is organized for the student. It may not have seemed like that to you at the time, because you were required to do a considerable amount of work, but, for example, syllabuses were laid down, textbooks were specified, practical sessions were designed, the examinations were organized to cover a set range of topics in

questions of a known form, and so on, you could quite reasonably have complained if asked about an extraneous subject.

In doctoral education you have to take responsibility for managing your learning and for getting yourself a Ph.D. of course, there will be people around to help you including your supervisors, other academics in your department, fellow students and so on. Some of them will even tell you what, in their opinion, you have to do to obtain the degree, but the responsibility for determining what is required as well as for carrying it out, remains firmly with you.

So you will not be traversing a set course laid out by others. You will be expected to initiate discussions, ask for help that you need, argue about what you should be learning and so on. You are under self-management so it is no use sitting around waiting for somebody to tell you what to do next or worse complaining that nobody is telling you what to do next; in the postgraduate world these are opportunities not deficiencies.

The overall university framework for research students ensures that there is a basic similarity for all doctoral candidates as they progress through their studies. But there are also some notable differences between the research cultures of university disciplines, particularly between the culture of the laboratory-based sciences and that of the humanities and social sciences.

Supervisors in science have to take the lead in obtaining the physical resources and the research personnel required. A studentship may be allocated and a doctoral student recruited specifically to work on a designated line of research. The research topic of a student will be clearly defined to fit in with the innovative thrust of the supervisor's

research programme and this will set limits to the level of research creativity that can be shown. (Estelle M. Phillips , 2010) (Dunleavy, 2003)

Doctoral education is the foundation of the exploratory advancement and creativity is known as a vital fuel for the economy of worldwide learning. At the point when doctoral graduates came to at the crest of scholarly accomplishment "comprehend what is known and find and what is yet obscure" (Shulman, 2008) and they are relied upon to utilize that learning to give scholarly authority to confront the difficulties of today and tomorrow (Commission on the Future of Graduate Education in the United States, 2010). Despite of the world over, doctoral programs in the United States keep on drawing in the best and brightest students from abroad though doctoral instructive practices in the United States proceed as a model for different nations (AltBach, 2004; Walker, 2008).

Notwithstanding its significance doctoral education is not without feedback. Issues like attrition, extensive time-to-degree and lacking proficient arrangement proceed as long-term concerns. Doctoral education is also generally the minimum studied level of formal education. For as long as a few years an exertion for the more prominent levels of obligation in advanced education has energized enthusiasm for measuring instructive viability of doctoral education by assessing more needed instructive results and recognizing the variables that advance those instructive results.

Doctoral programs bring out the marvelous responsibility for the advancement of professional knowledge and improvement of practice in these challenging times. The majorities of doctoral graduates join the teaching positions and become the gatekeepers of professional knowledge (Munson, 1996). However, completion of a doctoral research

in the required framework depends on many interacting factors. There are a large number of researches which deal with the factors and problems of completing doctoral degree (Abedi and Benkin, 1987; Baird, 1990; Evangelauf, 1989; Filteau, 1992; Fletcher and Stren, 1992; Sheridan and Pyke, 1994). In some of the studies it is to be reported that male researchers complete their doctoral research in shorter time as compared to female researchers (Sheinin, 1989; Tuckman et al, 1990; Yeates, 1991), but some researchers have also suggested that this difference may vary from discipline to discipline (Bowen and Rudenstine, 1992; Mac-Millan, 1989).

2.3 Different models of PhD and the tasks of authoring

In contemporary universities there are a number of different models of what a doctorate consists of. The way in which you need to develop authoring skills will vary somewhat across each of these models as well as across different humanities and social sciences disciplines to some extent. There are two main types of Ph.D education: the “classical” model associated with a “big book” type of thesis; and the more modern “taught PhD model”, normally associated with a shorter “papers model dissertation”.

| Model of PhD | Supervision | Thesis requirement | Found in |
|--|---|--|--|
| Classical model focuses on thesis writing throughout, with only preliminary training or coursework | Either one or two supervisors (UK); or a small supervisory committee (Europe) | Big book thesis; an integrated set of chapters usually around 80,000 to 100,000 words long | British-influenced and European-influenced university systems, and more text-based disciplines |
| Taught PhD model The first stage involves coursework assessed by a general examination. The second stage is dissertation | Main advisor, plus minor advisor, plus rest of dissertation committee | Paper model dissertation: Four or five publishable quality papers, around 60,000 words | American influenced university systems, and more technical social sciences elsewhere |

The classical model of PhD developed over centuries in Europe and is still dominant in university systems influenced by European and British or Commonwealth practices across most of the humanities and social sciences. The most traditional version of this approach conforms closely to the sorcerer's apprentice tradition where students come to sit at the feet of an individual supervisor, a great man or woman in their field who long ago wrote a big book. Now the supervisor will inculcate the right spirit in the doctoral candidate in a hand-craft way, passing on the accumulated wisdom of the discipline orally, and commenting at length on the student's successive writing efforts, as

to help her work them up over several years into a big book of her own. Socialization into the discipline used to be very informal in this approach. The relationship between supervisor and supervisee is very strong bond, and one that is critical for the progress of students. In the British and commonwealth model the supervisor is concerned only with developing the doctorate and assisting the doctoral candidate, and not with examining the final thesis. The separate task is usually taken by the two people that are not previously involved with the work of student. The examiners have a brief to maintain a consistent professional standard for awarding the doctorate across all universities.

The different versions of the classical doctorate model work fine when everything aligns the right way, but badly if they do not. In the order, individualized version the transmission of ideas can take place speedily and smoothly if the supervisor and her student get along well at a personal level, sharing pretty much the same interests amicably. But things can often go wrong. Relations between the two can generate, with the supervisor becoming neurotic about a younger rival encroaching on her terrain, or the student discovering that her supervisor being so dominant in the relationship that the student becomes a mere disciple, repeating or replicating rather than creating a new.

However supervision is organized, the classical model of PhD always culminates in the production of a “big book” thesis, usually limited to a length of 100,000 words. It must be presented in a conventional book format, with a succession of linked chapters and an integrated overall argument. A very high level of authoring skills is needed to produce and to structure this amount of closely ordered text.

The taught Ph.D model has two key elements. The first is an extensive and demanding programme of course work usually lasting two or three years and assessed at the end, by a General Examination in the USA. The second element is a medium-length papers models dissertation undertaken for a further two or four years and assessed by a dissertation committee. The American Ph.D committee always includes the student's advisors plus two or three other senior staff who do not work closely with the student. The main advisor is the staff member who principally guides a student in completing their dissertation. The minor advisor works with the student but less intensively. Some universities stipulate that the minor advisor should not be specialist in the same area that the student's dissertation is in. The committee members may read the student's work at several stages but especially when the dissertation is incomplete, and they conduct the dissertation defense or final oral examination.

The "big book" thesis is not appropriate in the taught Ph.D model, given the amount and the demanding level of course-work covered for the general examination. The papers model dissertation asks students to write a smaller amount of text, certainly less than 60,000 words, and in a less joined-up form. The dissertation essentially comprises four or five papers written at a good research standard. The papers may not have to be very closely connected to each other, although there will normally be some short introduction and possibly a brief closing discussion of interconnections in the research or the joint implications of the chapters. (Dunleavy, 2003)

2.3.1 Types of doctorates

2.3.1.1 Traditional Ph.D

In the UK, the Ph.D is still most generally in view of the conventional model that incorporates an amplified time of research that is typically three years or all the more full-time during which time a noteworthy project is arranged, executed and reported by the student. The competitor writes down a thesis that normally comprises of around 80,000 words however once in a while upwards of 100,000 to show the procedure and got consequences of the project and is relied upon to audit the work of different researchers in the related field by writing overview. At long last the researcher is inspected a viva voce on the substance of the proposal that is analyzed by a few inspectors generally one internal and no less than one external to the university concerned.

There are numerous issues with this model. As of not long ago, a portion of the formal guidance was offered to students starting or initiating upon a Ph.D. There are numerous candidates who neglected to present a thesis exhibiting those departments who train students in exploration and presentation abilities that are required. Another significant issue of this model is detachment; a student can be working alone with one or more supervisors being a part of a bigger examination group. However, there are a few universities who request candidates to satisfy a couple of hours of teaching and coaching obligations, despite the fact that this work has no crucial association with the research that is being finished.

The traditional Ph.D plainly meets a percentage of the NQF articulations of result including those that expect making of information and presentation of academic research,

yet it is not imagined that the procedure of viva voce exam offers the open door for researchers to focus the broadness of their subject comprehension and mastery.

Generally universities give couple of rules on the certain principles that are normal in most circumstances on the assessment of the thesis and viva voce however most ordinarily evaluation of these benchmarks over the universities is kept up by the utilization of two analysts. Hopefully it is conceivable that an accomplished supervisor won't permit the possibility to present the work that is not as indicated by specific standards.

2.3.1.2 Practice-based doctorates

Practice-based doctorates are those doctorates that got degree in the disciplines of inventive and performing expressions and configuration. The practice-based doctorates in the inventive and performing expressions obviously uncover the distinction between the final item and procedure of its advancement. Marshall and Newton (2000) contend a methodology that recognizes rehearse as a legitimate type of learning response itself.

The United Kingdom Council for Graduate Education (UKCGE) Working Group on Practice Based Doctorates characterized an unmistakable distinction between Ph.D awards placing accent on the research by placing the made item in scholarly substance and named discipline-particular doctorates like DMus accentuating on the nature of the made item or its creation (UKCGE, 1997).

The made item separates over the controls and in distinctive foundations. In a percentage of the cases an arrangement of work is determined that potentially to incorporate a noteworthy work of open participation. The issue for practice-based

doctorates is that "the parity and relationship between the composed and the execution components will rely on upon the way of the exploration proposition" (UKCGE, 1997).

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2.3.1.3 Professional Doctorates

The main objective of the professional doctorates is to advance the learning inside of practice. The subject can shift yet the principle aim of the professional doctorate is "the self-improvement of candidate that can be either in planning for professional action or to upgrade the further individual aptitudes and professional information and the progression of the profession" (UKCGE, 1997).

Basically a professional doctorate is an advancement of the last a few years as a reaction to the need to focus on the learning and abilities that may be excluded in the field of traditional scholastic academic at Ph.D level. The professional doctorate is otherwise called a business control that creates the pressure on universities to build up the undeniably differing titles to catch the calling markets. Once in a while a professional doctorate is a way to accomplishing a permit to practice. The reality of the matter is that the professional doctorates frame an all around characterized class among doctorates and they are different without anyone else and educational module fluctuates from discipline to discipline.

The vast majority of the doctorates are part-time taking may be four years yet some of them are full-time for the maybe a couple years yet the EngD is typically full-time for the greater part of the years. Concerning the evaluation then it can be contended that the requests of professional doctorates are more noteworthy than alternate doctorates on the grounds because the students will need to exhibit steady models by passing various taught components that are surveyed over the three or four years including to the conventional thesis in addition to viva.

2.3.1.4 New Route Ph.D

The New Route Ph.D is not quite the same as the traditional Ph.D on the grounds that it is a logical way to deal over for a doctorate which joins a particular research venture with an intelligible project of formal coursework and professional aptitudes advancement (new course Ph.D, 2001). A chain was created by ten of universities (Birmingham, Brighton, Brunel, Cranfield, Lancaster, Loughborough, UMIST, Newcastle, Nottingham and Sheffield) over an extensive variety of branches of knowledge that this recompense is like the professional doctorate in that it consolidates taught components with the traditional prerequisite for a thesis.

The fundamental distinction between professional doctorate and new route doctorate is that the taught program can be conveyed over the four year period as opposed to as a key to the research component with a higher commitment to the last evaluation.

The essential motivation behind the new route Ph.D is to set up the candidates for professions as academics. The new inspiration for the taught components has preceded onward the acknowledgment that inadequate subject particular knowledge brought on

issues for such candidates on a traditional Ph.D program. The adaptability that is offered by the new route permits the students to experience formal appraisal in the branch of knowledge, research techniques and expert fields before beginning on the proposal.

Candidates of new route Ph.D are relied upon to present the taught components of the system for evaluation which means between 30-40 percent of the aggregate and to deliver a thesis from the research period. The thesis of new route doctorate is perhaps shorter in word length than a traditional doctorate thesis; like Lancaster University demands a 60,000 word most extreme as opposed to 100,000 words that are needed by the traditional Ph.D route thesis.

It is also clear that the new route Ph.D has made a stride on the issue of the improvement of genuinely transferable abilities while the majority of the professional doctorates are obliged to focus more on the profession-specific aptitudes.

2.3.1.5 Ph.D by publication

The Ph.D by publication is characterized as a Ph.D that is recompensed "to a student whose thesis exists completely of referred and published articles in journals or books which are as of now in general public area (UKCGE, 1996)".

The procedures of assessments inside of this certain Ph.D are fundamentally from the greater part of alternate types of the doctoral qualification, yet on the same time it incorporates the same learning results, proof of research methodology and commitment of new information.

A review conducted by UKCGE in 1996 about higher education institutions determined that there are likewise various unusual approaches to deal with the appointment, accommodation and assessment methods for the research.

In a Ph.D by publication like the traditional Ph.D it is clear that those Quality Assurance Agency (QAA) descriptors that are identified with commitment to knowledge and presentation of frontier scholarly research can be assessed as a feature of the examination process. The main influence of this Ph.D is that it gives moderately constrained chances to the advancement and appraisal of the listed proclamations of result and of more extensive capacities. The enhancements are transferable abilities where chances for advancement and appraisal opportunities are not provided and evaluation opportunities are irrelevant.

2.4 Doctoral Education Outcomes

Doctoral education outcomes are known as an arrangement of qualities, capacities and accomplishments of doctoral candidates that are purposive to accomplish. There are various doctoral education outcomes that have been investigated and reported in the literature where degree finishing and degree advancement have gotten huge significance from the policy and practice-situated communities alike (Council of Graduate schools, 2009).But there are some regular doctoral education outcomes including; self-efficacy, scholarly productivity, satisfaction and degree progress.

2.4.1 Self-efficacy

Self-efficacy is the "confidence in one's abilities to compose and actualize the courses of actions that are obliged to deliver given accomplishment" (Bandura, 1997, P.3), and it also impacts the subjective and motivational functioning of individuals and way to deal with task. In doctoral education, self-viability of candidates in research has been investigated most frequently (Baltes, Hoffman-Kipp, Lynn, Waltzer-Ward, 2010; Lambie, Hayes, Griffith, Limberg & Mullen, 2013).However the self-adequacy of

doctoral students can be investigated in five measurements of academic work: directing research, publishing, teaching, applying information in novel setting and working all in all with different researchers.

2.4.2 Scholarly productivity

Scholarly productivity of candidates was conceptualized as an applicable instructive result as gathering presentations and associate explored distributions as both are central to the behavior of grant (Shulman & Hutchins, 1998). It is to be prescribed that doctoral candidates ought to graduate with some capacity to impart their work to a more extensive scholarly group (Golde & Dore, 2001). Scholarly productivity is additionally considered as an imperative instructive result for doctoral candidates (Gardner, 2009), and verifiable confirmation interfaces the academic efficiency with research self-adequacy (Lambie et al., 2013).

Furthermore overseeing bodies have opportunity to utilize comparable measures as a standard by which doctoral programs are surveyed (Texas Higher Education Coordinating Board, 2009). Scholarly productivity of the doctoral candidates can be started as the accompanying two measurements: the quantity of papers conveyed or booked to convey at expert meeting and the quantity of companion investigated compositions that are distributed or acknowledged for production.

2.4.3 Satisfaction

In the time of progressively market-situated advanced education framework the satisfaction with the doctoral education knowledge is an essential result by which doctoral programs can be judged. Doctoral candidates are for the most part satisfied by their experience of doctoral education (Golde & Dore, 2001), quality and amount of

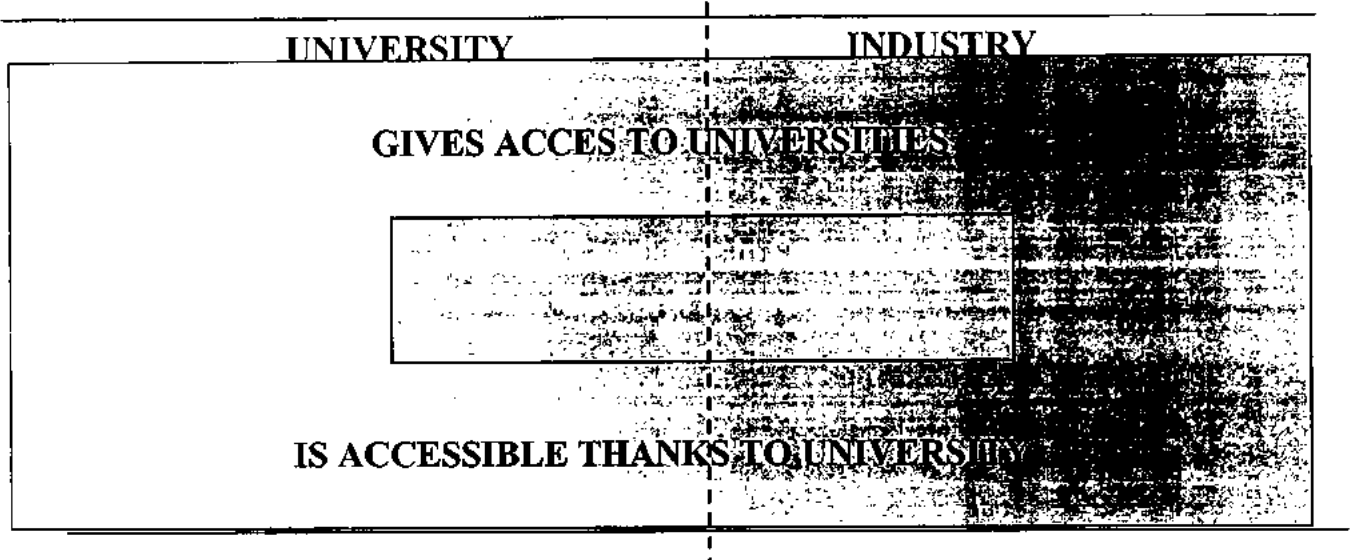
student communication with the staff that has all the earmarks of being most imperative element identified with satisfaction (Barnes & Randall, 2011; Lovitts, 2001).

2.4.4 Degree Progress

Degree advancement is considered as wide variety among doctoral candidates in the rate with which they finish their doctoral degrees (Council of Graduate Schools, 2009) and the degree progress is usually utilized as benchmark with which assessment of system viability, adequacy and comprehension figures that are identified with auspicious degree progress is discriminatingly critical to doctoral education. Many components are connected with degree progress including financial support, nature of prompting and tutoring from staff and chances for experiential learning (Council of Graduate Schools, 2009).

2.5 The Doctoral Candidate as a Link between University and Industry

At the point when universities and commercial ventures select the doctoral students for collaborative doctoral programs, demanding the basic academic capability e.g Bachelor or Master; so fundamentally they are searching for fantastic exceptionally energetic individuals, reliable and obviously keen in research. It is essential to discover such applicants in light of the fact that in a collective project an extremely significant part of a doctoral competitor is that of a connection between university and industry to advantage the greater part of the three gatherings including university, industry and him/her furthermore figuring out how to join and work with diverse needs, destinations, approaches and society. Generally large utilize doctoral applicants are fundamentally early-organize researchers with the enrolment and consummation of the doctoral thesis inside of the age band of 15-35 years.



There is an exceptionally uncommon circumstance of doctoral applicants going about as connections between university and industry and that is the point at which the competitor is "shared" by a few organizations. This could be a decent arrangement, particularly for SME (Subject matter expert) with constrained chances to manage the cost of the expenses and dangers of research, yet it is additionally an answer utilized by bigger organizations (e.g. Arjo Wiggings). On the off chance that this is done through a middle person association (e.g. ECRIN) the regulatory weight for the organizations can be definitely diminished.

2.6 Doctoral Persistence

Essentially doctoral persistence is characterized as "the continuation of the advancement of a candidate towards the doctoral degree fulfillment" (Bair, 1999, p.8). It is to be demonstrated by the investigations of the last few centuries that during the

process of doctoral degree around 40% to 60% doctoral applicants at some stage neglect to keep up the doctoral determination and it happens because they neglect to accomplish their objective of acquiring a terminal degree (Bowen and Rudenstine, 1992; Council of Graduate Schools Ph.D. Finishing Project, 2008).

Most normally a typical student of doctoral education lives up to expectations for full time e.g. as a principal, administrator or educator with the scholarly obligations serving to expanding requests on their energy, responsibility and time (Dorn, Papalewis, & Brown, 1996; Jimenez, 2011; Smith, Maroney, Nelson, Abel, & Abel, 2006). The vocation of full time confines the candidates to study part-time and it is to be demonstrated in the research that part time doctoral students confront longer time-to-degree rates contrasted with the individuals who are locked in full-time (Wao & Onwuebuze, 2011). Attrition and delayed time-to-degree can be unreasonable for institutions, yet decimating and discouraging for candidates as an aftereffect of the finance, individual, and expert results (Lovitts, 2001; Terrell, Snyder, & Dringus, 2009; Wao, 2010).

Doctoral persistence is not the after effect of one single element (Bair, 1999; Gardner, 2009; Wao, 2010), but instead, an association of numerous elements by and large ordered as student related components or institutional elements (Ivankova & Stick, 2007; Tinto, 1993; Wao, 2010). Student related variables and institutional elements communicate and add to the level the candidate gets to be incorporated into the university, which is fundamental to persistence (Tinto, 1993, 1997, 1998).

2.6.1 Student Related Factors

There is a scope of student related elements that are connected with the doctoral persistence. These components incorporate demographic variables, individual characteristics, inspiration and objectives, obligations and adapting abilities.

2.6.1.1 Demographic variables

Those demographic variables that are identified with the doctoral persistence most generally incorporate age, sexual orientation, ethnicity and marital status (Strayhorn, 2005; Wao & Onwuebuze, 2011). As per numerous studies men are more inclined to complete than ladies (Stiles, 2003) and married candidates are more likely to hold on than unmarried candidates (Lott Gardner, & Powers, 2009; Price, 2006).

2.6.1.2 Personal Attributes

The individual traits that are emphatically connected with the doctoral persistence incorporate learning style, intelligence, GRE, GPA, admission interview performance, identity and acquired inspiration level (Lovitts, 2005). It is exceptionally important that there should to be candidate responsibility for paper (Earl-Novell, 2006) in spite of the fact that this ownership relies on upon the project type and nature. In a percentage of the creativity and independent thought of the candidate is valued and in the meantime in different programs steadiness and diligent work is appreciated (Earl-Novell, 2006).

It is to be observed by the McAlpine and Norton (2006) that humanities and social sciences disciplines prefer mostly individual approach to where on the other side natural and health sciences generally favor group based research than individual approach. Being proactive and ability is additionally associated with the doctoral constancy (Grover,

2007). Oppositely, students' attributes of reliance, doubtful manner of thinking and delaying are likewise boundaries to complete the doctoral research timely (Terrell, 2002).

2.6.1.3 Motivation

Basically motivation and goal setting both are necessary factor for the doctoral persistence (Grover, 2007). It is suggested in the research that those doctoral applicants who are personally and professionally both motivated have more possibility to persist (Hoskins & Goldberg, 2005). Most generally individual inspirations are connected with accomplishment, individual objectives, getting a charge out of a test and wishing the title. On the other side it is to be sited that most common associated factors with professional motivation include career advancement factors like increasing personal credibility and marketability along being eligible for a promotion.

It is suggested in the research that inspiration is really identified with objectives and accomplishment and objectives may change over the degree consummation course. It is to be found by the Wao and Onwuebuzie (2011) that there are numerous candidates who enter in the program with no objective to direct a search however in the wake of being united with the program they observed that they delighted in a great deal in the research and this turned into their a scholastic objective.

2.6.1.4 Responsibilities

It is challenging for the doctoral students to adjust the doctoral studies with family and work connections over the disciplines. It is accounted for by the Wasburn-Moses (2008) who led a quantitative research by studying 619 candidates over the 78 doctoral programs; that doctoral candidates don't feel greatly fulfilled by their capacity of controlling the work and family with their a lot of work load (p. 265). As well as doctoral

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candidates feel guilt, worry and anxiety as a result of time that should be devoted to doctoral studies and staying away from their family (Smith et al., 2006), that leads towards the noble levels of anxiety.

Those issues that are identified with accounts, health, scholastics and family additionally have commitment in the choices of doctoral candidates to leave their projects. An overview was led by the Lovitts in 2001 that found; 70% competitors referred to the individual purposes behind leaving the projects.

2.6.1.5 Coping skills

It is firmly connected with the persistence of doctoral studies being able to viably oversee and adapt to the anxiety. It is proposed by the examination that those applicants who get subsidizing including grants, assistantships or associations; they experience lower level of anxiety issues than those candidates who don't have any sort of financing (McAlpine & Norton, 2006); and it is likewise recommended that programs and seminars identified with anxiety administration are additionally powerful for doctoral students (Smith et al., 2006). Stress administration is vital for those competitors who are enlisted in educational doctorates who have some given certainties other than their studies that, "Instructors like school principals, chairmen and educators normally have a lot of extreme timetables and have a considerable measure of day by day stresses" (Dorn et al., 1996, p. 305).

2.6.2 Institutional Factors

Institutional elements including program type, structure and educational program and desires of candidates about the relationship between specific components and their

own and professional objectives assume a critical part in the steadiness of doctoral student.

2.6.2.1 Program type and structure

The kind of project and system structure altogether shape experiences of doctoral candidates and joining into the university and program. For example it is to be found that in the distance programs of doctoral education attrition rates are always 10%-20% higher than the conventionally projects (Rovai, 2002).

Fundamentally these rates are clarified by the way that distance program candidates normally encounter the feelings of isolation as an after effect of low levels of socialization and cooperation with companions and staff (Terrell et al., 2009). As the distance programs are connected with the lower levels of persistence; using partner models programs are connected with the more elevated amounts of persistence (Lovitts, 2001; Norris & Barnett, 1994). Essentially companions give communications with the associates that empower connectivity and expand the social incorporation, feeling of having a place and group (Lovitts, 2001; Norris & Barnett, 1994).

2.6.2.2 Curriculum and program

Those programs that report for the learning styles and attributes of grown-up learners needs (Knowles, 1980) are connected with the higher rates of persistence. On the off chance that the curriculum is adaptable and important to the expert routine of doctoral students then they are more likely to hold on in programs (Hoskins & Goldberg, 2005). In the greater part of the doctoral programs there are two very much characterized stages; coursework and thesis.

2.6.2.3 Expectations and communication

A significant part is played by the candidate assumptions about the program, coursework and arrangements. It is to be found by the Hoskins and Goldberg (2005) that when desires were met to the candidates it was noted and remarked by a percentage of the students; in any case, when unforeseen occasions or changes occurred during the doctoral education particularly in an arrangement then candidates are expected to address if there was any crisscross between their objectives and the selected program. Scholastic match was characterized by the Hoskins and Goldberg (2005) as "the connection between

- a) goals of an understudy and reasons of seeking the degree
- b) the program focus and the curriculum"

2.7 Academic Involvement

2.7.1 Faculty Mentorship and Intellectual Community

Walker et al. (2008) suggest two broad forms of educational experience relevant to doctoral student learning and development as a scholar: experiential learning of scholarship with seasoned mentors, and participation in a lively community of scholars that exchange ideas, feedback, and resources. Experiential learning that "builds in size and many-sided quality" (Walker et al., 2008,) with tutors who offer intentional direction and criticism in social connection and joint effort elevates doctoral understudies capacity to "think and carry on in the way of life of the space" (Brown, Collins, & Duguid, 1989).

Mentorship is a purposeful educative process in which a faculty member deliberately promotes the development of doctoral students as a scholar in a one-to-one or group setting, acting as a guide, role model, teacher, and sponsor to the student.

Mentorship may involve providing students with opportunities for experiential learning of various forms of scholarship as well as feedback on various aspects of student development as a scholar and guidance in terms of degree completion. Intellectual community, however, involves formal and informal interactions among a broader community within the department or program, including both faculty and students, exchanging ideas and feedback in support of each other's learning and scholarship.

2.8 Doctoral Supervision

There are many modes of doctoral study, including the traditional PhD and newer forms associated with "taught" and/or structured doctorates such as professional doctorates (Park, 2005, Wellington and Sikes, 2006). These encompass traditional, on-campus, regular, individual, face-to-face meetings or more innovative off-campus, negotiated, individual/group, virtual contact employing a range of information and communication technologies (ICTs) or a combination of both to provide supervision(Enders, 2004; Price and Money, 2002).

The purpose of supervision is to steer, guide and support students through the process of conducting a doctorate. Hockey (1996) argues that effective supervision relies heavily on the nature of the relationship between student and supervisor, not just in terms of academic match and experience but also in terms of style of supervision, evidenced through such qualities as flexibility and sensitivity. Hockey (1996) also argues that the supervisor's understanding of their role and of how they can best help the student to achieve their full potential is critical to effective supervision.

2.8.1 Dimensions, structure and support of doctoral supervision

There are many models of doctoral supervision (Enders, 2004; Price and Money, 2002). Lee (2008) suggests that literature about doctoral supervision has concentrated on describing the ever lengthening lists of functions that must be carried out. However, there is consensus in the international academic literature that doctoral supervision focuses on two key dimensions: technical and social support (Easterby-Smith et al., 2002; Wisker, 2001). This division can also be related to research supervisory styles (Grant and Graham, 1999; Kam, 1997; Delamont et al., 2000; Smeby, 2000; Pearson and Brew, 2002). Gatfield (2005) reviewed these and other sources and extracted two dimensions upon which supervisor styles are categorized and displayed structure and support.

Structure refers to the extent to which supervisors personally organize and manage the research project, ranging from a directorial approach (with limited room for student autonomy or locus of control) to a laissez-faire approach (where there is minimal supervisory intervention and maximum student autonomy). Structure can be related to the amount and type of technical guidance offered, including advice on relevant reading, research design and writing skills.

Support refers to the extent to which supervisors personally provide social and moral guidance, ranging from supervisors who perceive their role only to provide technical support to those who offer full countryside support. A more appropriate suggested term might be “mentor”, and this term, along with “adviser”, is more prevalent in the North American context.

2.8.2 Student and supervisor relationship

Wisker (2001) notes: "Managing the supervisor well and developing and maintaining a supportive, positive, constructively critical relationship over time is essential to help you produce a good quality thesis" Wisker (2001) explains: "the relationship between you and your supervisor or supervisors is a very important one and it is essential that you can get on with them personally, without necessarily becoming the best of friends, and can respect them in terms of scholarship, academic credibility and their practices".

2.8.3 Manifestations of power and emotion

Doctoral research has been characterized as a lonely, demanding, and creative and, not least, emotional venture (Boucher and Smyth, 2004; Hockey, 1995), thus an understanding of the power and emotional dimensions, at least on the part of the supervisor, would seem important. Armitage (2007) conducted research exploring power issues in the Master's-level supervisory relationship, arguing that these are also evident in the doctoral relationship. He draws classification of five types of power bases:

1. reward power;
2. coercive power;
3. legitimate (positional) power (or institutional power; Drummond 2000);
4. referent power; and
5. Expert power or information power (Greenberg and Baron, 2003).

Supervising doctoral students is clearly academic HRD "work", and we argue supervisors need to develop emotion management to deal with the emotional dimension of doctoral supervision. Others argue that doctoral study can also be conceptualized as

“work” (Taylor, 2008), and people, including doctoral students, carry their emotions and wider social needs into work with them (Tourish and Hargie, 1998). Styles and Radloff (2001) also suggest that supervisees need to display some emotional intelligence.

2.8.4 Supervision at Distance

Most supervisors use increasingly sophisticated communication technologies such as emails; Skype, MSN messenger and other forms of teleconferencing; telephone and other voice-activated protocols; text messaging and mobile technologies and blog spaces whether students are distance candidates or not (Pearson and Ford, 1997; Sinclair, 2004). Even in embodied contexts, Sinclair (2004) reports 56 per cent of supervisors reported meeting face to face with part-time candidates at least monthly and 42 per cent reported they meet electronically with their part-timers at least fortnightly. Despite the strong uptake of communication technologies by full and part-time supervisors, Grant and Pearson (2007) stated that “this does not remove the need for supervisory assistance in navigating the path to successful completion”.

In 1995, Evans and Green described the socio-pedagogical relationship of supervisor and supervisee in distance doctorates as “absent presence”, geographically and temporally distanced. The use of technology to bridge space and time pushes the relationship into new ontological and pedagogical spaces leading to a reconfiguring of absent presence into “virtual presence” (Evans and Green, 1995).

2.8.5 RIPE model of supervision

Traditional models of supervision revolve around a one-to-one model where the doctoral candidate works with only one supervisor who is deemed able to provide all of

the support necessary for successful completion of the thesis. Fortunately, this model now is being phased out. Most Australian universities insist that research candidates are assigned a minimum of two supervisors. Consequently, research supervision, in most academic spaces, has shifted from traditional models to that of a panel of supervisors with various forms of expertise relevant to the doctoral work at hand. Such changes have flowed from a number of influences, such as the recognition that candidates have different needs at different times and that one individual cannot fulfill all of these needs for the entire period of candidature.

Further, the change to panel supervision can be seen as a response to the move towards team or project based research away from solitary research. The recognition that “two heads are better than one”, in particular with respect to the development of ideas and solutions to problems, has contributed to this move to panel supervision. In addition, the importance of being able to acknowledge and to see multiple perspectives, as well as the acknowledgement of the need to develop graduate capabilities rather than merely supply skill training, are also influential in this respect.

The move to panel supervision is a conscious move on the part of universities to enhance supervisory practices, and provide a range of support particular to the needs of the candidate and the nature of the doctorate. With an extended panel or research team, it is imperative that goals are negotiated from the outset and also along the way. Explicit communication will then mean that goals are understood and that ways of working are focused on meeting those shared goals.

2.8.5.1 Rational Space

Relational space is “the time and place in which the complexities surrounding the student and supervisor relationship emerge, shift and even play destruction during the research journey” (Green, 2003). The relational aspects of supervision provide the forum for the shaping of the mindsets that inform or guide the doctoral work.

“Supervision is a social practice and takes up time in a socially located place or space” (Green, 2003). Thus, supervisory practices are situated as part of wider social practices that position people in various roles and networks, rely on given conversational practices and occur in relation to cultural practices in specific settings. The ways in which such social practices occur influence the mindsets at guiding levels of commitment and engagement, but also the nature of the planning, the clarity of communication and the nature of the strategic decision making involved in the pursuit of a successful, timely completion.

It has long been acknowledged that the supervisory relationship is indeed a delicate one (Delamont et al., 1998). The emotional nature of doctoral supervision was first noted in terms of strain and distress; collected stories of the struggle to become “the intellectual other”; or the scholar associated with moments of pleasure but also times of confusion. The distress could be seen as a matter of power differences.

Within the supervisory relationship, social practices are influenced by power differentials. Grant (2001) discusses power within supervision as pertaining to two aspects, namely, structured, unequal power based on institutional positions and relational power based on a Foucauldian viewpoint in which power is something that exists because “both are capable of acting upon each other”. Consequently, given the possible mix of

power differentials within the supervisory relationship, there is opportunity for miscommunication that leads to zones of uncertainty (Laske and Zuber-Skerritt, 1996) or even conflict.

Within the relational space of supervision, the supervisory panel needs to consider the ways in which candidates can be better placed to state their views, challenge the status quo and suggest ways of framing their own work (Green, 2003). The issue of power differentials should also be addressed. Thus, candidates are enabled rather than empowered to drive their doctoral work so that there is maximum opportunity for focus and the levels of engagement mandatory for successful, timely completion. Relational space sets the scene for, and provides momentum to, the intellectual aspects of a research degree.

2.8.5.2 Intellectual Space

“Intellectual space is a shorthand term for the time and place needed for the generation of new ideas” (Green, 2003). Given the nature of doctoral work and the focus on a significant contribution to knowledge, supervision must center on intellectualism. This is where supervision of doctorates differs from other kinds of supervision, such as that of Masters Work. Intellectual work that elicits “something new” takes time.

It is not a matter of merely gathering previous works and knowing the literature surrounding a given research question. It involves having time and space to think, to consider new ideas, to link notions from various disciplines, to consider contrasted data in order “to see” something new. As Bowden and Marton (1998) pointed out: “Trying to find out something that nobody has found previously is different from trying to find out what somebody has found out earlier”. Substantial or significant intellectual development

takes time (Bowden and Marton, 1998) and therefore intellectual space. The opportunity for space for reflexivity where students engage in reflective practice is essential for the growth of ideas, the development of theory, the emergence of an appropriate research design, transformation of plans into action, and praxis where theory and practice transform into action.

2.8.5.3 Physical Space

The notion of physical space within the original RIP model was relatively simple and referred to opportunity for face to face meetings that were seen as being crucial for the relational elements of supervision and the reduction of zones of uncertainty where possible. The idea also encompassed other physical resources, such as information technology (IT), equipment, laboratory access, academic resources and financial support for scholarships, conferences, professional editing and so on. Technological developments and globalization have altered this aspect considerably.

2.8.5.4 Emotional Space

Within doctoral work and the supervisory space, there is much emotion. Previously, this notion was left embedded within relation but now is extracted as a space in its own right. Emotionality represents the feelings that affect the relationship between the PhD candidate and the supervisory team in terms of their various ways of seeing the joint enterprise.

The creation of an emotional space that enables the timely pursuit of the doctorate is optimized by the nature of the perspectives brought to the completion context, and the degree of complementarity in attitude among the participants. Strategic decision-making that reflects other aspects of emotionality within the physical and intellectual

environment is vital. The development of an optimal emotional space implies consistency in attitude but flexibility in decision making to optimize the outcomes.

In *The PhD Experience: What They Didn't Tell You at Induction*, Kearns et al. (2006) have discussed the emotional ups and downs of the doctoral journey. At Swinburne University of Technology, such emotional swings are discussed explicitly at induction sessions for research degree candidates. The expectation is that the research journey will begin for candidates with a sense of anticipation of the learning to come, of the potential achievements over the journey and the career, and of the personal and career consequences of success. Such anticipation is often mixed with some feelings of fear of the unknown, of the adequacy of their own capabilities. As the journey proceeds, this complex mix of excitement and anxiety is punctuated by periods of frustration, even despair. When the thesis is finally submitted, relief is tempered with new anxiety about the examination process, success in which finally produces an intense feeling of satisfaction and pride.

Supervisors need to be aware of these emotional ups and downs in their interaction with candidates. Also, given the ongoing pressure on candidates and now on supervisory panels to complete in a timely manner and also to publish along the way, the space for emotionality is arguably widened. This space recognizes the need to allow for candidates to feel able to speak freely and openly to their supervisors about how they are feeling and to seek support at various times. As Johnson and McIntyre (2001) pointed out, the conduct of research can be, at times, quite challenging emotionally.

2.9 What to expect from your supervisor?

2.9.1 Types of supervision

It is important to recognize right from the beginning that there are established templates for supervisory arrangements, different forms of supervision and also different styles of supervision. Although 'style', like fashion, is a personal thing, there is something useful to be said about the generic methods of supervision that you may find yourself involved with. First, we will start by acknowledging how supervisors are monitored and checked to demonstrate that there has been increasing emphasis on universities providing good quality and effective supervision.

Supervisory arrangements are taken seriously by institutions and 'best practice' is expected at all levels. Good supervision can happen in many different forms. Below we look at the three standard types: single, joint and team supervision.

2.9.2 Single supervision

Traditionally, PhDs were supervised by one academic who was considered to be the expert in the subject. This traditional method of just one academic bearing the responsibility for all aspects of the supervision has faded with recent improvements and standards. Perhaps due to the isolated nature of a one-to-one supervisory system, most institutions now offer joint supervision. Nevertheless, whatever form of supervision you are offered, there are some basic requirements of all supervisors. Supervisors should;

- Be effective in their organization and planning with students.
- Communicate with clarity.
- Be flexible and sensitive to student needs.
- Set clear expectations.

- Provide professional guidance.

2.9.3 Joint supervision

The Metcalfe Report recommended that institutions take on a joint supervisory style as part of the framework for standards. They recommended that students have two supervisors to ensure ‘increased visibility of the relationship which will give added protection to students’ (2002: 22). The sensitive nature of the student–supervisor relationship means that having two supervisors should prevent any major issues arising, and ensure that at least one supervisor is available all year round.

Within this dyad, one academic normally takes the lead as the ‘main’ supervisor. This is often divided based on expertise. Having two people, often with different specialism and experience, can be refreshing as you benefit from the strengths of each supervisor. For instance, one may be able to advise more on the academic content of the research, while the other could be more tuned to the process of getting the PhD done. Or one may be more methodologically skilled whilst the other is more of an expert in your topic area.

2.9.4 Team supervision

You may find yourself doing a PhD as part of a larger research team. In this sense you may have one person who takes the lead role, but have supervision with different seniors at different times and for different things! For instance, you could see one person about methodology, another about the management of the actual project and another about academic and intellectual issues.

Somewhere in this complex set of relationships you will have to find a way of getting emotional support through what we have been describing as a 'journey'. Even if you are not in a team supervisory situation, you may still choose to use your supervisory arrangements to receive certain types of support and then other mentoring or peer relationships for emotional feedback.

2.9.5 Styles of supervision

The theorizing around 'how to be a good supervisor' has started to take off, with books such as *Supervising the PhD: A Guide to Success* (Delamont et al., 1998) acting as bibles for the new, inexperienced and novice supervisor. To summarize issues of supervisor styles, there seems to be two defaults that are in operation when supervisors set out on the rocky path of nurturing students through the doctorate process.

These defaults stem from the supervisors' own experiences. Like parents learn to parent from their parents, supervisors often learn to supervise from their own supervisors.

Or not, as the case may be. The point is that reflexivity is often an inbuilt process when supervisors develop their own system and methods of communication. These two defaults manifest as follows.

2.9.5.1 Supervise as supervised

Those supervisors who had a 'good' experience will tend to mirror the supervision they had. For instance, the boundaries or informality surrounding the relationship are usually learned from being supervised; likewise, how to develop effective relationships and create an efficient and safe learning environment are all implicitly learned from 'good' supervision. Often those supervisors who have had good supervision

will be clear about the different aspects of the supervisory role and try to 'perform' on all of these.

2.9.5.2 Supervise as was not supervised

Let's at once dispel the myth that only those who have gone on to work in academia are the products of fine supervision. There will be as many cases of poor supervision as good supervision that academics will have gone through and will use to inform their own roles.

This pretty much follows the line, whereby you make a vow that you will not let the same mistakes happen again and set out to 'do things differently'.

The learning curve could be more about the interpersonal skills and respect that should be paramount in an effective relationship. No doubt if your supervisor is one who went through hell and back you will find out exactly what the story is.

2.9.6 The ebb and flow of the journey

Your supervisory arrangements will most probably change with the flow of the PhD process. For instance, you are more likely to see your supervisor(s) more frequently in the first year when you are working hard to figure out the research questions, design a feasible project and pass through the upgrade process after the first year.

The upgrade process involves preparing a set of documents that are presented to a panel, then, in a viva style interview; you will be asked questions about the project to see if it will meet the criteria needed for a PhD and that you can also do what you are proposing. During this process you will probably see your supervisors more to ensure the upgrade is successful. The year that is designated to fieldwork is often a time when the

student is away from the university 'in the field'; this could mean immersed in a situation that is local, or could indeed mean international research.

Either way, this year perhaps receives a little less attention from the supervisor as it is trusted that you are clearer on the objectives of the research. The final year of analysis and writing up re-focuses the student-supervisor relationship as the task in hand is to write something useful, critical and analytical. At this time you would expect to have more frequent contact with your supervisor.

2.9.7 Overall expectations

We have established that there are different forms of supervision and academics will adopt their own style. But there are some consistent good practices to look out for, and also to act upon if this is not what you are experiencing. It is important to get the outline, objective and purpose of the supervisory meetings clear from the beginning. Gina Wisker recounts how she set up her initial sessions with her supervisor.

Gina's account of basing the supervisory meetings around a set piece of work follows a fairly standard pattern. The 'hook' for the meetings is usually written work, but towards the fieldwork stage there can be other tasks such as interview schedules, consent forms, transcripts, sampling frames, coding etc. The thought of having to produce written work from day 1 can seem daunting when you are very much at the beginning of the process. You may feel unconfident about your writing capabilities (this is normal), or not really know what is meant by 'writing a chapter', 'doing a mapping exercise' or 'literature review'

Setting out work expectations, communication expectations and general ground rules for engagement is a must early on in the working relationship. Delamont et al.

(1998: 23) set out guidelines for a good relationship with a supervisor highlighting some basic issues, such as choose a 'best time of day' to have meetings, always set an agenda, review the meetings at the annual cycle and respect mutual availability.

Overall, you can expect a range of direct feedback, intellectual discussion, and motivation and support from your supervisor. Phillips and Pugh (2005:147) summarize what students should expect:

- Written work to be read in advance.
- Constructive criticism.
- Good knowledge of the research area.
- An exchange of ideas.
- Supervisor to act as a role model.
- Supervisor to teach the skill of research.
- Short-term goal setting that feeds into longer-term objectives.
- Healthy and helpful 'psychological contract'.

We would add some additional roles that you can expect from the supervisor:

- Guidance through the fieldwork stage.
- Facilitating access as much as possible.
- Practical advice on 'how to'.
- Giving judgment.
- Advice on careers and steps towards careers.
- Facilitating networking.
- Confidence building.
- Interest in personal development.

- Aware of isolation.
- Enforcing rules and regulations.
- Ensuring you meeting the deadlines and milestones.

These bullet points are all well and good sitting on this page, but in the real world it must be remembered that academics have their own self-interests when they take on Postgraduates. For the supervisor, taking on students can initially be a burden: it isn't clear if the student will work hard and progress at the necessary rate or leave half-way through because the task was too onerous. Be aware that supervisors have their own agenda.

Having doctorate students looks good on their CV, provides an opportunity to coach a new researcher and provides a supply of teaching support or research assistants.

In addition, academics are most keen to invest time in students who are interested in similar ideas, willing to take the topic further and be at the cutting edge. Remember, academics do not become supervisors out of the goodness of their heart. Yet remember that students have more to lose than their supervisor if they don't succeed.

2.9.8 A research student supervisor's responsibilities include:

- The supervisor will give guidance on research topic, methods, techniques, approach, Planning, literature and progress.
- The supervisor should arrange training on subject-specific and generic skills, as well as actively introducing the student to other workers in the field, encouraging participation in conferences/forums/academic societies.
- The supervisor should possess sufficient knowledge of the research area to provide accurate advice and guidance on the project.

- The supervisor must ensure that regular supervisory sessions take place, uninterrupted as far as possible by other business. Both student and supervisor should have a clear, agreed understanding of the frequency and nature of contact required.
- The supervisor should have sufficient available time to dedicate to supervision.
- The student and supervisor must have an agreed procedure for dealing with urgent problems and conflicts. The student and supervisor are encouraged to produce a learning agreement.
- The supervisor should read and provide constructive criticism for all the written work submitted and advice on publications.

(Source: <http://www.city.ac.uk/researchstudies/rdcforms.htm>)

2.9.9 Managing your supervision

The relationship is a two-way street. You will only get out of the relationship what you put in and this means that you need to recognize your own responsibilities in fulfilling your end of the bargain.

Your responsibility is:

- To keep in contact with your supervisor – they will not chase you.
- Supervisors are busy so you need to be at the front of the queue. Always set and keep meetings.
- Be flexible with your times – your supervisor is busier than you are.
- Be honest when negotiating workload – if your supervisor's requests are too much then speaks up.
- Once the supervisions are over, if you are not clear, make contact to clarify.

- Make sure you do the work set otherwise inform your supervisor beforehand.
- Do not sit in the dark for several weeks – pick up the phone, send an email, visit during the open door times.

Time is a major factor in all aspects of doing a PhD and time is also an important feature in your relationship with your supervisor. Making sure you see each other at the appropriate time, which each session allows for enough concentrated time (i.e. answering the phone or door is avoided), and that meetings are spaced so adequate time is given in between meetings.

Therefore, using both your time and your supervisor's time wisely is essential. Here are some tips on how to use supervisions effectively.

2.9.10 Using a supervision session effectively

2.9.10.1 Before you go to supervisions:

- Constructively plan what you want to accomplish by the end.
- Prioritize your issues.
- Do not use the session just to moan.
- Set out specific questions or an agenda to frame the meeting (these can be emailed before the meeting).
- Make sure no one gets sidetracked and that you get answers.

2.9.10.2 After supervision sessions:

- If you have missed out questions then email afterwards.
- If there is something you are unclear about then follow up.
- If you have not arranged a date for the next session then suggest one.

- Make sure you are clear about what you need to do before the next session.

2.10 Enabling Research Environments

2.10.1 Research students and institutional responsibilities

The framework of legal and institutional regulations and services surrounding postgraduate research and learning has changed considerably in the past few years within UK universities. There has been a concerted effort to enhance the quality of provision and teaching, so that universities and key personnel such as supervisors, Boards of Studies, postgraduate tutors, human resources, student support services and heads of department have a clearer and regulated role in respect to research students.

Legislation relating to equal opportunities in a more general sense and specific changes to doctoral supervision aim to set out the rights and responsibilities of research students, supervisors, other department personnel and other university services, such as student support services for disabled students. The support needs of international students, students who are parents or carers and disabled students, have become more widely recognized as well as the need to address exploitative and discriminatory practices and cultures.

2.10.2 Student experiences and institutional practices

2.10.2.1 Supervision and additional part-time work

While it is important to resist the 'I blame my supervisor for all my PhD problems' mantra and recognize the two-way responsibilities and challenges that the supervisor–student relationship entails, research students can become prey to exploitative practices, which in many cases can be quite unintentional, arising from the culture of an

organization or assumptions about the supervision process. There is an inherent power and authority imbalance within student-supervisor relationships as students are far more dependent on their supervisors than the supervisors are on research students.

Research students rely heavily on their supervisors as a source of research and wider academic advice and support. A good supervisor who is knowledgeable in your research area, aware of their responsibilities and seeking to enhance your academic career can not only impart very important academic and research advice, but can also help you to access professional contacts, dissemination opportunities and even future academic jobs. Within this relationship, however, raising concerns about your supervisors' performance or not taking forward their advice can be a tricky situation to navigate.

Added to this is the possibility of non-compatibility due to differences in learning and teaching expectations and preferences.

2.10.2.2 Enabling access to resources and opportunities

Universities can vary quite considerably in the facilities and resources offered to doctoral students but the minimum facilities and resources should include a desk, computer, library access and supervision. Universities can offer disabled students help with specialist accommodation, software, personal assistants and equipment but what is offered also needs to not lead to isolation. Again, the emphasis may be on you to be informed of your rights to support. Additional support can also be available in terms of academic language support for students' for whom English is a second language and for students with children.

2.10.2.3 Knowing your rights as a research student

It is possible, therefore, to set out some guiding principles and a vision of student rights. A major problem for research students can be the isolating effects of working on an independent piece of work that takes several years to complete increasing your dependence on your supervisory support. However, you should not suffer alone if you feel your institution is not providing the support and guidance you require.

Dealing with any problem as quickly and as early as possible will help things not to escalate and threaten your progress. Primarily, thinking through the nature of your problem and concerns, getting them formulated in your own thoughts and raising them with your supervisor or an alternative trusted staff member in an informal capacity are important first steps. Secondly, finding out about your institution's policies, codes of practice and complaints procedures will empower you to act and follow the more formal routes of redress if necessary.

2.11 Combining Family Commitments and Doctoral Studies

2.11.1 Balancing multiple roles and responsibilities

Undertaking a doctorate is a huge commitment that is rarely taken lightly. It is an endeavor that will take at least three years to complete. Over that time, you will be undertaking an academic and a personal journey of change and development. The discussion also has a wider application if we consider the inter-connections between our personal lives and academic lives.

Our lives and aspirations rarely fit into neat and distinct categories as students, employees and so on. Rather, students negotiate expectations and activities relevant to

being a research student alongside expectations and aspirations for their own well-being and as partners, family, employees and community members.

2.12 Incompatible identities, roles and responsibilities

2.12.1 Juggling multiple responsibilities and demands

Combining raising children with doctoral studies can feel like an impossible juggle between multiple expectations and demands including those we place on ourselves and those imposed on us by others. Much will depend on the extent of your caring responsibilities, the size of your family, the age of your children, health needs, income levels and partner/social network support.

It is common for student surveys to report some degree of incompatibility while juggling family responsibilities and doctoral studies. You may feel anxious about or actually overstretched by the demands on you and unsure if family, fellow employees and friends understand the significance that your doctoral research holds for you and the commitment it entails. Partners, friends or dependants may at times also express concerns about feeling 'second place' to your PhD!

While undertaking doctoral research is rarely a straightforward decision for any student, students with family responsibilities often have to weigh up the costs and benefits for their family as a whole, especially if the family income may be reduced, or whether everyone will be willing to uproot to live nearer the host university.

While we hope undertaking a PhD will be beneficial for your family as a whole, and an endeavor supported by your family and friends, this may not always be the case. Strain can appear, such as when you need concentrated time alone to study, think and write, or

when you are struggling with a period of uncertainty about the direction or conclusions of your research. These times can be very all-consuming and individual in nature.

Negotiating time and space for your doctoral research within your family routine and environment can be challenging, and may require much flexibility, negotiation and explaining on everyone's part. It is fairly unrealistic to think you can leave your thoughts on your PhD at the door on coming home, or that you can leave your personal family issues at home when you go to university. Thinking about how your PhD and family life will impact on each other will be helpful for you to identify such strains and talking through mutual expectations.

2.12.2 Dislocation and difference: bridging family and academic belonging

Although there are more undergraduate and postgraduate students with children today compared to ten or twenty years ago, there can still be a popular image of the traditional student being one who is younger and without caring responsibilities. Additionally many supervisors can expect long hours of studying as evidence of doctoral commitment and studying for a doctorate will necessitate much individual study in practice.

Whether a fiction of our insecurities or a dominant cultural imaginary research student with children can feel different compared to images of the mainstream student. Anxieties around 'fitting in' can be particularly overwhelming and can be real barriers to participating in group social activities or academic seminars/conferences, especially if these are within out-of-school hours. Mature students can feel less familiar with conventions of oral or written academic communication but becoming conversant in academic disciplinary discourse is a must for success (Wisker, 2001).

On the other hand, research into the experiences of non-traditional students, especially those who are parents, older or from more minority ethnic or working class backgrounds, has noted how research students find that their research interests and work become incomprehensible to their families (Morley, 1999). However, this situation can lessen over time as families and friends themselves become more conversant with your academic role, and personal well-being can be enhanced by actively seeking and building support networks with other mature students with family responsibilities.

2.12.3 Institutional support for postgraduate students with children

Within your institution, there may be access to provision and support for childcare, your own and your child's welfare, accommodation, flexible access to research student facilities and resources, financial support and informal peer support. There are also a number of government departments and advice organizations that can offer help with visas, additional financial support and childcare advice for students.

The National Union of Students has also published guidelines for good practice which can provide a checklist against which to find out about provision and support within your university or indeed can be a yardstick to campaign for better provision. Access to affordable and accessible childcare is crucial in enabling many people to undertake doctoral research.

The National Union of Students (see nus.org.uk) campaign for four key aspects of good practice in institutional provision of childcare for students and staff stipulates:

1. Childcare arrangement must be flexible to suit the needs of students with children of various ages within and out of school hours and terms.

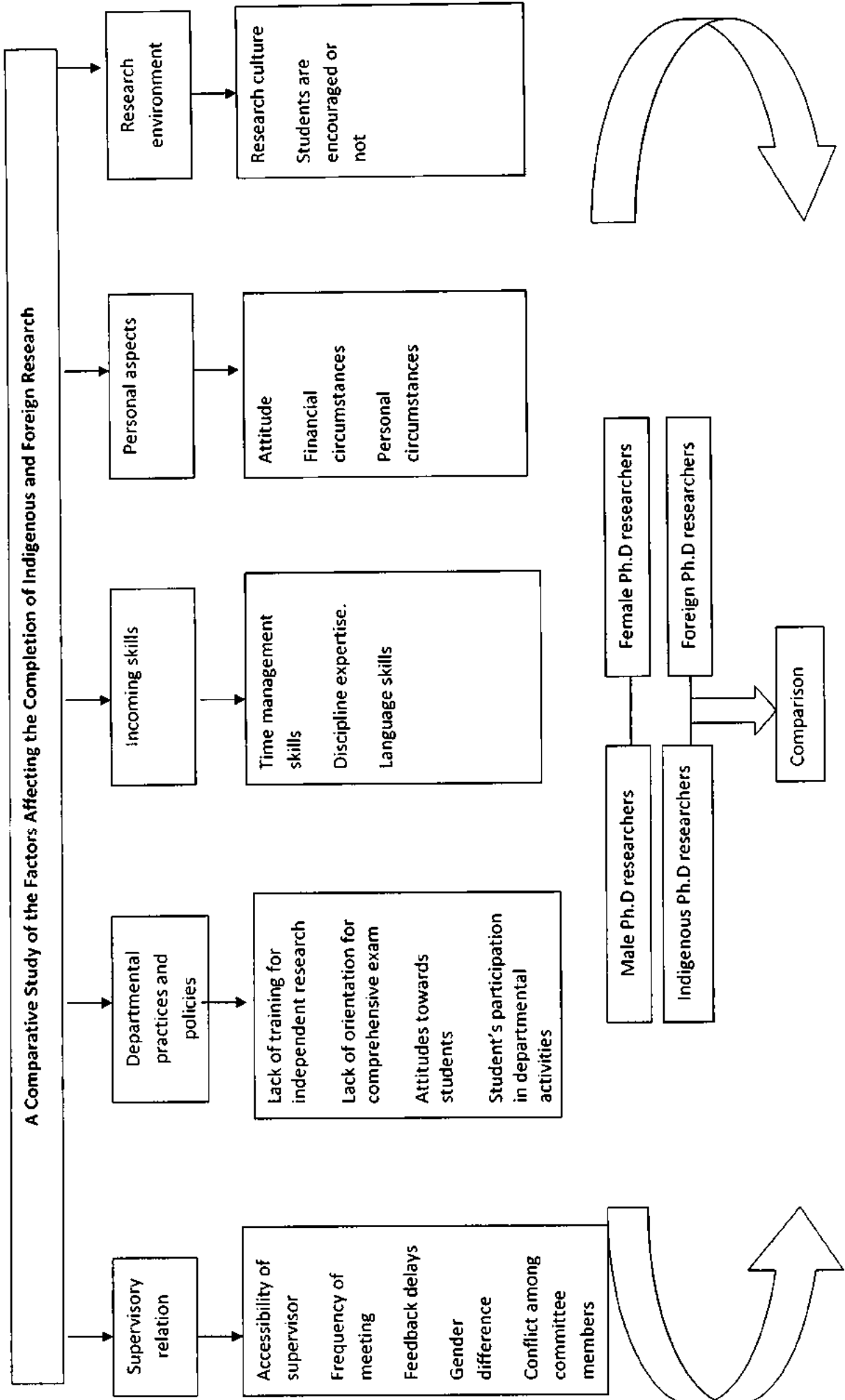
2. As a supplement to this, bursaries for child-minding should be available for students for whom home-based childcare is appropriate.
3. The student should be given sufficient flexibility to be able to cope with emergencies if they arise. This applies to attending meetings and seminars, amongst other areas.
4. Institutional environments must be safe for students to bring their children. If this is not possible (e.g. in the case of laboratories) there should be an area where children may be safely left alone for a short period of time.

2.12.4 Financial support and accommodation

It is worth inquiring about family-orientated university accommodation as this can be cheaper than alternative accommodation for families and centrally located near the university. Research students on studentships funded by research councils or universities are also eligible for top-up Access to learning funds, which are also available for low income UK students who are deemed in need of extra financial support. It is worth investigating the application procedure and eligibility via your student welfare advice service. Students with children (especially lone parents), students with partial or no funding and disabled students are particularly targeted. Students on low incomes may also be eligible for Working Tax Credit and Child Tax Credit.

There are also a number of trusts and charitable organizations that seek to assist low income or disadvantaged postgraduates, often for specific activities such as conference attendance or publications. Details of these organizations are available via the Trust/Charity Guide, which is annually updated and available within most public and university libraries (Harriet Churchill, 2007) (Mujtaba & M.Scharff, 2007).

Theoretical Framework



CHAPTER 3

METHODOLOGY

3.1 Research design

Research design of the study was qualitative in nature and semi-structured interview was used to collect the data.

3.2 Population

Population of the study consisted of foreign and indigenous Ph.D teachers from faculty of social sciences of the public and private universities of Islamabad. Website of every university was visited by the researcher to find out the foreign and indigenous Ph.D teachers.

| University name | Indigenous | Foreign | Total |
|---|------------|---------|-------|
| 1. Quaid-e-Azam University Islamabad | 23 | 23 | 46 |
| 2. International Islamic University Islamabad | 24 | 06 | 30 |
| 3. National University of Modern Language Islamabad | 07 | 02 | 09 |
| 4. Air University Islamabad | 03 | 03 | 06 |
| 5. Bahria University Islamabad | 00 | 03 | 03 |
| Total | 57 | 37 | 94 |

3.3 Sample and sampling technique

Stratified sampling technique was used for sample selection.

| | Total no of teachers | Sample |
|--------------------------|----------------------|----------|
| Indigenous Ph.D teachers | 57 | 29(50%) |
| Foreign Ph.D teachers | 37 | 19 (50%) |
| Total Sample | 94 | 48 |

50% Indigenous and 50% foreign Ph.D teachers were selected from the whole population. Further 50% sample was divided on the 5 selected universities and convenient sample was selected from each university. As equal numbers of foreign and indigenous Ph.D teachers were not provided from each university so convenient teachers were selected from each university.

3.4 Instrumentation

As the study was qualitative in nature so to collect the data a semi-structured interview guide was used as an instrument. The interview guide was modified after reviewing literature and experts' opinion. The interview guide had covered the major five factors affecting the completion of foreign and indigenous researches including supervisory relation, departmental practices and policies, incoming skills of researcher, personal aspects of researcher and research environment. Interview guide was made up of 21 questions including questions related to all of five major factors. The questions were same for foreign and indigenous respondents but responses were given by the respondents according to their experiences.

3.5 Expert Opinion

To check the validity of interview guide used for data collection in the study was distributed to 10 foreign and indigenous Ph.D teachers from any discipline to give the expert opinion about data collection tool. After taking back the data collection tool from all expert opinion teachers it was reviewed by the researcher to make the recommended changes. Data collection tool was also given to a language expert to check out the grammatical mistakes.

Based upon the certain recommendations from the experts certain questions were added and deleted from the interview guide and grammar mistakes were corrected.

3.6 Data collection

A semi-structured interview strategy was chosen to get a point by point description about the factors influencing the finish of doctoral research.

The semi-structured interview was selected as the data-gathering tool in order to allow the participants to help guide the outcome of the interview. The structure of interview guide was followed by the researcher to gain the relevant information about the doctoral experience. Responses of interview were provided in-depth, rich information from each member about their doctoral experience.

In the subsequent week of the data collection an email covering the request letter for the interview was sent to selected participants. Email and contact information of the participants were collected from the selected universities websites. After one or two days response from the participants was given by showing their readiness to participate in the study. Those who were willing to participate in the study provided time, date and location for the interview. There were some of the participants who asked to contact them to

schedule the time for interview. The researcher remained flexible to give the opportunity to the participants to select the date, time and location for the interview.

At the beginning of each interview, an overview of the study was provided by the researcher and they were requested to permit the researcher to audio-tape the interview. During the interview relaxed and comfortable atmosphere was created.

All questions were asked in the same order as that were in the interview guide. The interview guide was intended to extract the reactions from the participants on the five major factors affecting the completion of doctoral research.

A 30 to 40 minutes interview was conducted with each participant. Each interview was audio tapped with the permission of the participant. The participants were allowed to choose the time, date and location for the interview that was convenient to them.

3.7 Data Analysis

Data in this study were collected from recorded interviews and notes taken by researcher. The data were collected on five factors affecting the completion of doctoral research including supervisory relation, departmental practices and policies, incoming skills, personal aspects and research environment. An interview guide covering questions related to all these factors was designed.

After completing the all interviews each interview was listen carefully by the researcher and a summary was formed for each interview to note down the main responses for each question. After reviewing the all audio-taped interviews by making the summary, data analysis according to objectives were done. First of all comparison between foreign Ph.D teachers and indigenous Ph.D teachers was done according to their

interview responses. A comparison between male and female Ph.D teachers on certain factors was done. It was also analyzed by the interview responses that how and to what extent these selected factors differentiate between foreign and indigenous departmental policies. On the basis of data analysis conclusions were drawn and recommendations were given for further studies. Data analysis of the collected data was presented in full text narrative form and thematic and narrative technique of data analysis was used to analyze the collected data.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This section of the study deals with the general observations, comparisons and narrative presentation of the collected data. Throughout this chapter the terms candidates, participants and interviewees are used reciprocally.

4.1 General observations

Forty eight foreign and indigenous Ph.D teachers including males and females were selected for the interview. Initially they were sent an email covering a request letter for interview. Majority of the teachers responded positively by giving time, date and location for the interview by their choice. Those who did not respond positively were sent another email for interview request and some of them were contacted by personal sources. After second email and personal sources some of them responded positively to participate in the study but some of them declined to participate because of their tough schedule.

Candidates interview were conducted on the time, date and location that was selected by the candidates. Most of the interviews were conducted at the interviewee's office. Whereas some of the interviews were conducted online using Skype because of some security issues and busy schedule of the participant.

Overall all of the interviews went smoothly and were conducted timely. All of the interviews were cooperative and provided useful data related to their doctoral experience. Collected data from candidates were rich and illustrative and gave enough data that was needed for this research project.

4.2 Current Status Wise Distribution of teachers

Table 1: Current status wise distribution of teachers

| | |
|---------------------|----|
| Lecturer | 01 |
| Assistant professor | 43 |
| Associate professor | 02 |
| Head of department | 02 |
| Total | 48 |

This table shows the current status wise distribution of teachers. According to table there were total 48 respondents who responded on the interview. There were 43 assistant professors, 2 associate professor, 2 head of department and 1 lecturer.

4.3 Country Wise Distribution of teachers

Table 2: Country wise distribution of teachers

| | |
|-----------|----|
| U.S.A | 05 |
| UK | 02 |
| Germany | 04 |
| China | 03 |
| Australia | 02 |
| Pakistan | 29 |
| Others | 03 |

This table presents the country wise distribution of teachers. According to table there were 29 respondents from Pakistan who were interviewed as indigenous Ph.D teachers. Whereas 5 respondents were from U.S.A, 2 were from UK, 04 were from Germany, 3 were from china, 2 were from Australia and 3 were from other countries who were interviewed as foreign Ph.D teachers.

4.4 Year of Completion Wise Distribution of teachers

Table 3: Year of completion wise distribution of teachers

| | |
|-----------|----|
| 1990-1995 | 05 |
| 1996-2000 | 12 |
| 2001-2005 | 16 |
| 2006-2014 | 15 |

This table presents the year wise distribution in which teachers completed their doctoral degree. According to table there were 5 respondents who completed their degree during 1990 to 1995, 12 interviewees completed their degree during 1996 to 2000, 16 candidates completed their degree during 2001 to 2005 and 15 candidates completed their degree during 2006 to 2014.

4.5 Duration of Degree Wise Distribution of teachers

Table 4: Duration of degree wise distribution of teachers

| | |
|-----------------------|----|
| Three to five years | 15 |
| Five to seven years | 24 |
| More than seven years | 09 |

This table represents the duration of degree wise distribution of teachers, that in how many years they completed their doctoral degree. According to this table there were 15 doctorates who completed their doctoral degree in three to five years, 24 respondents completed their doctoral degree in five to seven years and there were 9 interviewees who completed their doctoral degree in more than nine years.

Most of the foreign and indigenous scholars were of view that they found the data collection as the most difficult part of getting their doctoral degree. There were also some of the respondents who commented that approval of topic was the most difficult part of their degree. Some of the interviewees also stated that meeting with supervisor and getting feedback from them was difficult for them during their doctoral degree.

According to their doctoral experience the interviewees were given certain pieces of advice to the new Ph.D students. They advised the new doctorates they should always get enrolled in a doctoral degree with a clear goal and mission. They stated that research topic should always be according to the needs and demands educational society and most important researcher should have interest in it enough knowledge in the certain area of research. They advised the new doctorate candidates that they should always work with devotion, honesty and time management; these are basic keys towards the timely completion of degree. It was advised by a respondent that “find a high level supervisor in the field, supervisor should have 50-100 published papers and 2-5 books in the certain field.

4.6 Comparison of Affecting factors between male and female doctoral researchers

The main purpose of the interviews was to get the in-depth information and experiences of Ph.D teachers about the five major factors affecting factors selected by the

researcher. An interview guide was composed to ask certain questions related to affecting factors.

All of the interviewees including male and female were enrolled to their degree with a certain goal and completed their degree according to their goal.

It was reported by both male and female candidates that they had a wonderful relationship with their supervisors during their doctoral research. But some of the male interviewees were of the view that they had very formal relationship with their supervisors because of their busy schedule. The reasons of formal relationship were described by the interviewees that they were doing the job and had a hectic schedule so they were unable to meet their supervisors frequently because of which they had very formal relationship. It was also informed by some of the interviewees that their supervisors were also very busy in their schedule and were unable to give much time to them or even for a long time they did not meet face to face but they contacted their supervisors by email, therefore they did not develop very friendly relationship with their supervisors. The relationship with his supervisor by a male respondent was stated like; "I had a very tremendous relationship with my supervisor during my research work but rest of the part of my degree he remained very hard, very tiring and very irritating".

Another example response of supervisory relation was like;

"My supervisor was not only my supervisor but he was also like my friend. He was very humble, patient, kind and helping for me throughout my doctoral degree. He was not only helping for me in my research work but he also gives me freedom to share any type of my family problem with him. So I had a very wonderful experience with my supervisor and learnt a lot from his company and during my research period".

A female interviewee described her relation with her supervisor in these words;

“I had two supervisors during my doctoral research work. I had good relationship with both of my supervisors but I found male supervisor more active and helping than female supervisor. One reason for this could be that office of male supervisor was next floor to my office so whenever I wanted to meet him it was easy for me. But he helped me out despite his busy schedule and office timings. So my experience with male supervisor was more wonderful than female supervisor”.

Male candidates described that they usually met their supervisor once a month and in very rare cases twice a month. Sometimes it happened like this that they met after three or four months. On the other hand it was reported by the females that they met their supervisors twice a month on regular basis. Examples of responses that by candidates about frequency of meetings are:

“I used to meet my supervisor at least twice a month with the update research work. If I did not contact my supervisor for two weeks, she would make me a call during the third week and ask the reason that why I did not ask her for appointment”.

“Frequency of meeting was not set by my supervisor he just told me that whenever I had updated with my research work I should ask him for appointment. So sometimes I met him after two months sometimes after three months, or sometimes I did not meet him face to face but I just emailed my work and informed him”.

Male and female participants shared that they all were satisfied with the productivity of meetings with their supervisors. Their supervisors met them on the given appointment and were ready with their previous checked work. It was said by the respondents that they found their supervisors more helping than their expectations. Only

there was one male interviewee who stated about the productivity of meetings in these words,

“I was not much satisfied with the meetings of my supervisor and there are two three reasons for this. First, he never met me on the given appointment, I used to wait for hours outside his office and at the end he gave appointment of another day. Second, he never checked my work and updated me about my work and this resulted lot of mistakes in my thesis. So I always suffered because of my supervisor”.

Stating about gender difference in supervisory selection there were different views of males and females. Some of the males were of the view that gender difference does not have any effect on the doctoral research. They said that there should be more concern about the quality of research not about the gender, but on the same time there were some of the males who stated that yes this factors had a great effect on the doctoral research, because it is natural that we feel more comfortable with the same sex instead of opposite sex. They reported that this factor mostly caused problems for women researches. Example of responses about gender difference is like:

“I don't think that gender difference should affect but unfortunately in our Pakistani society first of all this factor is to be considered. Our society allows the males to work with females but if female is doing research under a male supervisor then there is nothing right. People do not talk about her work but they talk about her character that see she is going alone in the male supervisor's office, she is working with him, she is talking with him in a friendly way etc. unfortunately these all problems are only in our Pakistani society so I think it should be considered while selecting a supervisor in Pakistan”.

On the other hand female interviewees stated that there is no gender problem for males but a lot of problems for females. One major reason that females are unable to share each problem with male supervisor but they can easily share with female supervisors. And also traditions and thinking of our society does not allow the females to calmly work with male supervisors without any tension. They reported that even in Pakistan there can be no problem for males because according to our society they are males.

It was stated by respondents, both male and female, that mostly they used internet, telephone and face to face meeting as a communication mechanism. They stated that they found the face to face meeting the most effective mechanism because in face to face meeting the understanding between researcher and supervisor is more effectively developed but internet is also good because sometimes you do not have enough time to face to face meeting the supervisor so here Internet is the best mechanism for communication with supervisor.

Male and female candidates reported that departmental practices and policies are the backbone of the research and play major role in the doctoral research. If the departmental management is active and cooperative then the researchers will be encouraged and motivated to do their best and participate in departmental activities. Interviewees both male and female stated that most of them were satisfied with the departmental policies and services. They were always helped by the departmental management. But at the same time there were some of the interviewees who were in complained that they were not satisfied with their departmental management. They wait for hours and days for departmental help and concern. They reported that the

departmental management was so rude and helpless and considered nothing to the researcher's problem and these all things led us towards the late completion of research work.

Examples of stated responses about departmental practices and policies are:

"I was too much satisfied with my departmental management because each and every person of my departmental management was so nice and helping that whenever I went for help; the person sitting over there left all the activities to deal with me. So during my research period I don't have issue from my departmental management".

"In my point of departmental management is the central point for a researcher. Because during research period researchers visit the department for a maximum time and communicate the persons sitting over there. Well I had some issues from my departmental management during my research period because whenever I visited the department for any help they asked me to wait, wait and wait and then used to say please come tomorrow or after tomorrow, or sometimes visiting again and again they were so rude. So I faced these problems".

Both male and female respondents were of the view that institutional factors including program type, structure and curriculum are the basic elements of any program. If these three factors are working actively it will definitely motivate the researchers to work hard and bring innovations to certain field. Faculty of the program should be qualified and up-to-date with new knowledge, pedagogy and research culture. They should have enough research experience with publications and the most important factor for any program is curriculum. It is curriculum that train and guide the students for their research work. Curriculum should be up-to-date and will be according to their level. It

was stated by the respondents that unfortunately in Pakistan course work before thesis are considered just a waste of time, because the courses are out of dated and sometimes too much repeated courses. Examples of responses about institutional factors are:

“Basically these three elements are the base of the researcher but unfortunately in Pakistan our curriculum or course work before thesis is nothing related to research just a waste of time. When I took my course work there were a lot of courses that I have studied for two three times before and even I taught to master students so that was just waste of time for me because it did not help me out in my research work”.

“Program type, structure and curriculum affect a lot to the research work because if there is no scope of program, faculty is not qualified, supervisor has no experience, curriculum is not up-to-date and related to research work then how researcher would be comfortable with the research. So all these factors should be active and should have a value in the market whether it is education, physics, economics or any other field”.

Commenting on the incoming skills including time management skills, discipline expertise and language skills of a researcher, there were different responses from males and females candidates. It was commented by the male interviewees that incoming skills are very important for a doctoral researcher. Because a doctoral researcher is on that stage where he/she is considered as a role model and everything is expected perfect from him/her. Also a doctoral researcher is not on the certain stage he/she has enough time to improve his/her incoming skills. So it was recommended that a doctoral researcher should be entered in a doctoral degree having command on the incoming skills.

Reporting about their personal experiences of incoming skills male interviewees reported that most of them entered with good incoming skills. But they said that

sometimes there are certain circumstances that you are unable to go with your skills. But they do their best to go with incoming skills. Most of the interviewees were good in language skills and had discipline expertise but they were unable to go with time management skills. The reasons for having time management problems were described that most of them were at job and it was difficult for them to manage the research work, job and family. At the same time there were some of the candidates who were of the view that they faced language problems during their doctoral research, and they said that they took special courses to improve their language skills. Example of response about incoming skills of the researcher was like;

“Yes it is very important for a doctoral research having a good command on time management and language skills. Because when they start their thesis they are unable to understand how they should start and from where, then they come to supervisor and ask him please guide me how should I start my synopsis. So it is very necessary for them to manage their time and work”.

It was stated by both male and female interviewees that it was very challenging for a doctoral candidate to balance the doctoral studies with family and work. It was reported that at the doctoral stage most of the researchers both male and female were married and it became more difficult to manage the doctoral studies with after marriage especially when you are also doing a tough routine job. Male and female both interviewees were of the view that it became more challenging for females to manage the doctoral studies with work and family. So it was challenging for most of the researchers both male and female to balance the doctoral studies with work and family.

Examples of responses about balancing doctoral studies with family and work are:

“In my point of view it is a very challenging factor for both married and single researchers, because three of these things research, work and relations demand full attention and plenty of time. It was challenging for me to balance doctoral studies because at that time I had two small kids along with job. Sometimes, I decided to give up by saying to husband that I am unable to manage my thesis and relations, but he was much supporting to me he took leaves form office and helped me in compiling my research work. I always say that without the support of my husband it was impossible for me to complete my doctoral research”.

“Yes it is a challenging factor and without family support it is very difficult to manage all these things; throughout my doctoral degree I had the support of my father and brother so luckily I did not face any problem”.

“Yes it was difficult for me to manage the studies and relations because I was the only member in my family who was the source of income and I have responsibility of whole family. Because of having tough routine job it was difficult for me to balance the studies, job and relation”.

So most of the researchers both male female were of view that it was difficult for them to balance the doctoral studies with work and relations; but at the same time there were also some of the candidates who stated that because of their family support it was possible for them to balance the studies with work and relations.

Both male and female interviewees stated that the mainly family factors including family support in sense of time management and financial management significantly contributed to their doctoral research.

“Personal factors did play a major role in my research completion because I had a tremendous support from my family that motivated me to do hard work for in time completion”.

“Yes my family supported me a lot in sense of finance during my doctoral research and I also considered my hard work and devotion as personal factors that enabled me to complete my doctoral degree”.

It was stated by the male interviewees that most of them did not face any financial problem during their doctoral research because some of them were using scholarship and others were on job so they did not have financial issue. But there was one interviewee who stated about financial circumstances in these words;

“Yes I had some financial issues at the end of the doctoral research because I was availing scholarship that ended but I could not complete my thesis. There were two three reasons for this first I was not satisfied with my supervisor. He was unable to give me time; second, he was not helping me regarding my topic so I spent a lot of time for searching useful data regarding my topic. Last but not the least reason for suffering financial issues was that my family was also living with me therefore I had more financial problems”.

On the other side female candidates also commented that they did not face any financial problems because of scholarship and job. There were also some of the interviewees who were single so they were free of any financial liabilities regarding family.

“It can be an affecting factor but luckily I was single when I was doing doctoral degree so I did not face any financial issue during my doctoral degree”.

Male and female interviewees were of the view that there was a tremendous support of their families during their doctoral research, no matter the interviewee was married or single. All of the candidates stated that it was their family support that made their research timely completed.

There was no interviewee from both male and female who changed the job or received any promotion during their doctoral research so there was no effect of this factor experienced in this research.

Male and female respondents were of the view that age and gender factor can affect the doctoral research but it is not necessary in every case. They reported that gender factor could affect for female researchers because they have more responsibilities than man especially when they are married, sometimes they are not allowed to go out of the home for long time or many other issues so here gender can affect the doctoral research. On the other side men have less responsibility; they have to go for job and research so they can give more time to their research than women.

They stated that age factor can affect both male and female, because in the early age whether man or woman they have more motivation and energy therefore they are likely to do better work than at a later stage of their age. The best age recommended for a doctoral research by both male and female respondents was under 40.

4.7 Comparison of Affecting Factors between Foreign and Indigenous Doctoral Researchers

All of the foreign and indigenous doctoral researchers were enrolled with a certain goal in the degree and they suggested that it is very necessary for a doctoral candidate to select a goal before entering in a doctoral degree.

Foreign candidates including male and females described that they had very tremendous relationship with their supervisor. They found the supervisor very humble, kind and helping in nature. They had good relation with their supervisors. There were some of the interviewees who said that they had two supervisors during their doctoral research but with both of them they very good relationship.

“I had very friendly relation with my supervisor because of his helping and kind nature”.

On the other hand there were most of the indigenous respondents who said that they had friendly relation with their supervisors. They were helping and humble in nature. But there were also some of the indigenous respondents who had very formal relation with their supervisor. They did not feel much comfortable with their supervisor as the foreign respondents were with their supervisors.

“My supervisor was very helping in nature and I had a very good relation with him. He always asked me to share any problem with him”.

“I had very formal relation with my supervisor because he was very busy person. He did not have much time to meet me, but overall he was helping in nature”.

Foreign researchers were of the view that they found their supervisors very helping at every stage of their doctoral research. Whenever they needed their help for their research work they were there to help them.

“My supervisor was very helping in every aspect. He helped me a lot during my doctoral thesis. Sometimes I was unable to find the relevant material for my topic he helped me and searched out some material for me, he guided me how to compose the thesis and how to search out latest references”.

There were also some of the respondents who stated that their supervisors were having a busy schedule and were not able to give them enough time. They had very few face-to-face meetings with their supervisors so they were unable to get too much help from their supervisors.

Indigenous respondents including male and female described that their supervisors were very helping for them regarding their research work; they helped them a lot for researching latest material references. But, at the same time, there were some of the interviewees who were not satisfied with their supervisors. As it was stated by an indigenous interviewee:

“Unfortunately I was not satisfied with my supervisor. Although he was very busy person but throughout my doctoral research he never helped me. I waited a lot to meet him face to face for my problems but he never met on the given appointments. So I faced a lot of problems”.

But overall most of the researchers were satisfied with their supervisors and found them very helping and kind during their doctoral research.

Foreign male respondents used to meet their supervisors mostly once a month. Mostly they had face to face meeting after one month with their supervisors but sometimes they also contacted through internet or telephone. There were also some of the interviewees who stated that they had face to face meetings with their supervisors after every three months.

“I used to meet my supervisor after every three months because he was a very busy person and due to his busy schedule he was unable to give me time before three

months, but during three months we had telephonic contact and internet communication to update my research progress”.

On the other hand, female foreign researchers stated that frequency of meeting varies among supervisors and institutions. There are certain institutions and supervisors who set a specific frequency of meeting e.g. after two months, twice a month or after one month and researchers have to follow that schedule rather than any emergency. Most of interviewees used to meet their supervisors twice a month with the up-dated research report. It was stated by an interviewee;

“It was the rule of the institution that at the end of every month, a lunch was organized by the institution for all supervisors and researchers, all of the researchers went there and met their supervisors; discussed their progress and problems regarding research. As well as they also had chance to meet other researchers and supervisors to get more information and ideas for research. It was a very good and unique opportunity and I wish that every institution should follow it”.

Indigenous male researchers were of view that there was no specific frequency of meeting with their supervisors because they thought that at Ph.D level a researcher does not have need to meet every week or after two weeks because s/he is much mature and able to handle the work. Most of the male researchers used to meet their supervisors after three months and sometimes more than that. The reasons for after three months meeting were that most of them were doing job and had tough and busy schedule so they were unable to meet their supervisors before three months.

“I used to contact my supervisor after every two weeks using internet or telephone, but face-to-face meeting took place after three months; the reason was, with

the start of my doctoral research I started my job as a principal of Boys College so because of many responsibilities I was unable to meet him before three months. But my supervisor was always available for me whenever I want to meet him”.

Indigenous female researchers used to meet their supervisors mostly after two weeks. There were also some of the interviewees who reported that because of their personal responsibilities they were not able to meet the supervisor after two weeks. But it was reported by most of the researchers that they had face to face meetings with their supervisors on the given time by the supervisors, there were only rare cases when supervisor was unable to meet on the given appointment but s/he apologized the researcher and asked him/her to meet on the very next appointment.

“My supervisor was very punctual in meeting, on the very first day she asked me to meet after every two weeks with the updated report of research. So most of the time she met me on the given appointments and I tried to be regular”.

“My supervisor was male and a very busy person, I used to take appointment after one month, and initially he gave me appointment but whenever I reached to office most of the times he was not there, I waited for hours and hours and came back without any meeting. I faced this kind of situation for many time during my doctoral research”.

Both foreign and indigenous interviewees found their supervisors very helping and kind in nature. Their supervisors helped them a lot during their doctoral research. Whenever they wanted any research help from their supervisor or they wanted to meet to the supervisor; supervisors were always there to help them.

“I found my supervisor very helping throughout my doctoral research. He was always there to help me in searching updated literature, data collection and composing my thesis. So I did not face any problem regarding my supervisor”.

“Yes supervisor was very helping and kind in nature. Whenever I needed her help she was always there to help me. But in my opinion only supervisor should not be helping and kind in nature but researcher should also be hardworking and devoted for the work. A supervisor would always be helping when researcher will show a positive input in the research”.

Other than few of respondents most of the foreign and indigenous interviewees were quite satisfied with the productivity of meetings with their supervisors. Supervisors were always there on the given appointment and mostly with the feedback on the previous report.

“Yes I was much satisfied with the productivity because she was always there when she asked me to meet and more important that she thoroughly checked my work and was ready with the feedback that motivated me a lot”.

At the same time there were some of the respondents who were not satisfied with the productivity of meetings. They reported that because of busy schedule their supervisors forgot to give feedback or sometimes they were unavailable on the given time.

“Most of the time I was not satisfied from the meetings with the supervisor because mostly he did not give me positive feedback about my research progress. Sometime he tried to help me but his level of knowledge was so high that I was unable to get anything, therefore for me those meetings were just a waste of time”.

Commenting about gender differences in supervisor selection both foreign male and female stated that in the foreign countries gender difference did not affect overall research progress of the doctoral researcher. They were of the view that in foreign countries it is considered that male and female should equally participate in their supervisory responsibilities. The most important thing is they have equal opportunities for male and female supervisors.

There were some of the female researchers who found male supervisors more helping and active than male supervisors.

“I think there is no effect of gender difference in foreign countries because they give equal opportunities to male and female and focus on the quality of work rather than on gender”.

“I found male supervisor more active and helping than female supervisor. But there should be equal opportunity to both genders and choice should also be given to the researchers so that s/he can be comfortable with the supervisor”.

“In Germany it is the culture that female supervisors are more preferred than male supervisors, but I think in foreign countries gender does not have any effect on the research progress”.

On the other hand indigenous male and female interviewees stated that gender factor affects the doctoral research in Pakistan because of Pakistani culture and society unfortunately. Male and female candidates were of the view that gender difference mostly affects the females’ doctoral research because sometimes they have some limitations and boundaries from their families or sometimes they do not have family support. It therefore becomes difficult for them to work with opposite gender. It was

reported by the indigenous interviewees that having same gender supervisor is good because you feel comfortable with the same gender and can easily ask for help and share problems.

“Yes, gender difference does affect the doctoral research in Pakistan because we have certain culture, norms and values in our society that create issues and problems for females working with male supervisors”.

“I don’t think that it may affect but unfortunately in Pakistan it becomes a major problem for females when they are working with an opposite gender. She is unable to concentrate on her research work because of thinking of society and norms; therefore I think that female should work with the same gender”.

Foreign doctoral researchers stated that they mostly used internet, fax, telephone and face-to-face meeting as a communication mechanism with their supervisors. They found face-to-face meetings and internet useful mechanisms because it was stated by the interviewees that face-to-face meetings provide you a chance of direct communication with your supervisor, while internet is useful because sometimes because of busy schedule researcher or supervisor is unable for face-to-face meeting. Sometimes because of busy schedule supervisors forget to keep hard copy with him/her or sometimes it is misplaced, so through email it can be get back and supervisor can online comment on the report.

Compared to foreign doctoral researchers indigenous were used to face-to-face communicate with their supervisors. In case of emergency they contacted through telephone. They found face-to-face meetings more useful than other mechanisms.

It was stated by foreign candidates that they were highly satisfied with the departmental management, practices and policies. They were of the view that departmental policies always motivated them towards innovation and devotion. They reported that departmental management was very good, helping and always cooperated with the research students. Whenever they went to department for any help they were always welcome and treated as a first priority by the departmental management.

“Yes I was satisfied with departmental practices and policies because departmental management was very cooperative and helping, whenever I went there for help they always helped me”.

“In my doctoral research my department played a major role. There were a lot of seminars and workshops that were conducted to train the researchers before thesis. Departmental management was very helping and cooperative. A researchers committee was developed where researchers used to record their problems and committee actively solved their problems whether it was related to supervisor or any other problem”.

On the other hand indigenous respondents stated that most of them were satisfied with the departmental management and practices, but there were some of the respondents who commented that they faced a lot of problems because of departmental management. They were of the view that there were no training programs or seminars for researchers and also departmental management was not helping and cooperative with the researchers. They had to wait for hours for minor help from the department.

“If I talk about the satisfaction of departmental practices and management unfortunately, I was not satisfied with them, there was no management for researchers training before doctoral thesis and neither the departmental management was cooperative

with the researchers. I had faced a lot of problems regarding department and even sometimes management was so rude when asked for cooperation and help”.

Commenting on the institutional factors both foreign and indigenous were of the view that program type, structure and curriculum plays a major role in the completion of doctoral research and all of these three are selected by the institution. Institutions should have very clear and important program mission that could be achieved and helpful for the stakeholders. Latest programs and research areas should be offered by the institution. It was stated by the interviewees that curriculum should be updated according to global world and educational changes so that product should be up-to-date not like a traditional doctorate. Foreign male and female respondents were of the view that the curriculum taught to them before thesis work was up-to-date and linked with their upcoming research that helped them a lot in doctoral research.

“The subjects I studied in the course work of the doctoral degree were much relevant to the research and the most important thing that all of the courses were up-to-date according to global changes and educational needs”.

On the other hand most of the indigenous male and female stated that course of doctoral degree was just wastage of time for them because for many times they had studied those subjects in previous degrees, only there were one or two subjects that were new. They suggested that instead of these repeated courses there should be research courses that could train the researchers for their thesis to lessen their problems.

“Curriculum was ok but it was not much effective. All of the courses were that I have studied at M.Phil level so I don’t find course work much effective, rather than those there should be some research seminars or workshops”.

“I would say that in Pakistan course work of doctoral degree is just wastage of time. Because there is too much repetition of courses, most of courses are offered that already had been taken in previous degree. Unfortunately, research training is very poor, no seminars or workshops are offered by the department. So I think instead of these repeated courses there should be direct enrollment in research work”.

Both foreign and indigenous researchers were of the view that there is a major role of language and management skills in a doctoral research because doctoral research is just name of management whether finance, time, research, job or relations. Society has many expectations from a doctorate scholar; therefore they should be expert in discipline, have language command and grip on management skills. Most of the foreign interviewees were in view of that they were much frequent on language skills and they did not face any problems while composing their theses because before starting their theses during their course work they were trained about language skills. Only there were some of the candidates who faced the language problem in sense that they did not know the certain language of the country and it was difficult for them to find the relevant data. “Only the language issue was this that most of the material I used to search out was in Chinese language so only this problem I faced that it was difficult to find literature in English language, other than this I have a good command on language skills”.

Most of the foreign candidates managed their thesis well, only there were some of the respondents who were living with their families and found it difficult to manage the thesis.

“I have no management issue because I was single and living alone so most of the time I spent in research for timely completion”.

On the other hand, other than few researchers most of indigenous researchers well managed their research work and had good language skills. They were of the view that management is a very basic and important element for a researcher which should be followed from the very first day of research. They also stated that in Pakistan management is a very important issue, researchers start their research but they do not know how to do it and from where they should start it.

“I think management is a very big issue for researchers in Pakistan. My experience says that researchers want to do work but they cannot manage it. They do not understand from where they should start and then by wasting a lot of time they come to the supervisor and ask for help them about the start of their thesis and from where they should start. Therefore I think they should be given information about management skills through some seminars or workshops”.

It was described by most of foreign and indigenous researchers that balancing doctoral research with family and work relationships is a major affecting factor, because there are certain family expectations due to which sometimes researchers could not focus on their doctoral research. Most of the researchers stated that it is not necessary that this factor may affect the female researchers' work but it can also be challenging for males also.

There were some of the foreign researchers who stated that they were single and living alone so it was not too much challenging for them to balance the doctoral studies but they said that their family was neglected because for many days they were unable to contact them and talk to them.

“Yes it is a challenging factor but as I was single and living alone so did not have many responsibilities that give me benefit that I easily balanced my studies and completed it timely, but I definitely had homesickness because it was difficult for me to contact them for many days. However I did not face any other problem”.

Most of foreign and indigenous respondents who were living with their families during their doctoral research stated that it was the major factor affecting their research because each of these factor; research, work and family need much attention and time, so it was challenging for them to balance all these things.

“Yes it was challenging for me because I was living in a joint family system and family had much expectation from me, therefore most of the time I was unable to focus on my research and for many days I could not do any of my research work”.

“It was difficult for me because for most of my research work I had to travel out of city, so my younger daughter suffered a lot because I used to drop and pick her from schools so she left school for one year when I was much busy to complete the thesis. I always apologized her that due to this she suffered a lot”.

“It was difficult for me because I was doing job with my doctoral degree. Balancing thesis with job was too much tough because when I concentrated on my job thesis was neglected and when I concentrated on the thesis job was in danger. In this way, after facing a lot of problems I completed my thesis”.

It was reported by both foreign and indigenous interviewees that family support was the personal factor that significantly contributed to their studies. Some of them were also of view that financial support from family was major contributory factor in their doctoral research.

“I would say that for all my whole doctoral research it was the family support that motivated me to complete it timely. They supported me financially and timely in every aspect”.

“My support, devotion and hard work from me were that basic factor on which my doctoral thesis based because I don’t think that without these three factors it is possible to timely complete a doctoral research or to get a doctorate”.

None of foreign or indigenous researchers received a promotion or changed their job; in this respect they did not face any problem during their doctoral research.

Foreign male and female interviewees were of view that in the continuation of a doctoral research gender does not have much effect on research progress because everyone has his/her own capabilities and devotion towards work and also they stated that it can be differentiated among disciplines because in certain disciplines males are more progressive than females and in certain disciplines females are more progressed than males. So they commented that gender difference totally depends on the individuals. But they stated that the age factor plays a role in the continuation of a doctoral research because it is natural that at young age individuals are more active and energetic and have capabilities to do more effective work.

“In my point of view gender does not have any affect because it depends on individuals that how much devotion they have for work but I would say that age factor matters because at early age you are more energetic and have more capabilities to do effective research”.

On the other hand most of indigenous male and female were of view that age and gender factors has role in a doctoral research because they commented that male

candidates are more progresses than female because they have less responsibilities than females and they can easily continue their research without any hurdles. They reported that age also matters because early age is the most suitable age for doctorate because you can easily pick the things and also have capabilities to handle the problems.

“Yes, of course age and gender factor matters in doctoral research, in my point of view male researchers have more chances to finish timely than females because they have less responsibilities as compared to females and they can easily complete their doctoral degree timely. And age factor matters because at early age you are motivated and devoted so can do quality work”.

“I would say that gender dose not natters because everyone has his/her own interest and devotion to research but age can matter because at early age it is possible to produce a quality of work with more devotion than old age”.

It was recommended by both foreign and indigenou respondents that 40 is the best age for a doctoral degree.

CHAPTER 5

SUMMARY, FINDINGS, CONSLUSIONS AND RECOMMENDATIONS

5.1 Summary

The present study aimed at comparing the factors affecting the completion of indigenous and foreign doctoral research. Doctoral education is the basic element of scientific innovation and creativity. It is also considered as critical incentive for the global knowledge economy. Doctoral programs bring out the superb responsibility for the advancement of professional knowledge. There are many doctorates that join the teaching as a profession and become the gatekeepers of the professional knowledge.

Completion of a doctoral degree in the required time is supported by many interacting factors including supervisory relation, departmental practices and policies, personal aspects of the researcher and incoming skills of the research. Each of these factors has its own negative and positive effects on the doctoral research. Most of the researches showed that a doctoral research is not only affected by the supervisory relation or departmental practices but there can be effect of every factor negative or positive.

Keeping in mind the above mentioned findings, the researcher conducted the research study to compare the factors affecting the completion of foreign and indigenous doctoral research. The objectives of the study were to find out the factors affecting the completion of indigenous and foreign doctoral research, to explore the extent to which factors remain consistent across the completion of doctoral and foreign doctoral research, to examine the extent to which factors differentiate between foreign and Pakistani

departmental policies, to compare the factors affecting between male and female doctoral researchers and to compare the factors affecting between indigenous and foreign doctoral researchers.

The seven research questions were formulated to achieve the objectives of the research study. All of the foreign and indigenous Ph.D teachers of the faculty of social sciences of public and private universities of Islamabad were the population of the study. Sample of the study was selected using stratified sampling techniques. Semi-structured interview guide was composed by the researcher to collect the data from all foreign and indigenous Ph.D teachers. Interview guide was made up of 21 questions covering five major factors affecting the completion of foreign and indigenous doctoral research. The data were collected by the personal visit of the researcher and collected data were analyzed manually using five factors as themes and were presented in the narrative form. On the basis of analyzed data conclusions were drawn.

5.2 Findings

1. It was analyzed from the interviews that both foreign and indigenous male and female respondents were enrolled in the doctoral degree with a certain goal.
2. It was revealed from the analysis of interviews that both foreign male and female respondents had tremendous relationship with their supervisors, however there were some of the respondents who had formal relationship with their supervisors.
3. It was found from the interviews analysis that most of the indigenous male and female respondents had a very friendly relation with their supervisors whereas some of the respondents had very formal relation with their supervisor.
4. The analysis of interviews showed that most of foreign male and female found their supervisors most helping during their doctoral research, but there were also some foreign respondents who did not find their supervisors much helping during their doctoral research.
5. It is found from interviews analysis that supervisors were helpful for researchers in the way to find out the relevant literature, data collection and searching about the updated references.
6. The results of interviews show that most of indigenous male and female found their supervisors very helping for them during their doctoral research, whereas there were also some of the respondents who stated that their supervisors were not helping for them regarding their research.

7. The analysis of interviews show that most of foreign male interviewees used to meet their supervisors after one or two months. Whereas most of foreign females met their supervisors mostly after two weeks or one month.
8. It was found from the analysis of interviews that most of indigenous male used to meet their supervisors after three months or in rare cases after two months, whereas indigenous females met their supervisors mostly twice a month or after one month.
9. It was found after the analysis of interviews that both foreign male and female interviewees were much frequent to ask for any research help form the supervisors whenever they need it.
10. The analysis of interviews showed that most of indigenous male and female respondents were much confident to ask for research help from the supervisor at any stage when they need it, whereas few of researchers were always nervous and did not find easy to ask for help from the supervisors.
11. After analyzing the interviews it was found that most of foreign male and female were quite satisfied with the productivity of meetings with their supervisors.
12. The analysis of interviews revealed that most indigenous male and female were satisfied with the productivity of meetings with supervisors whereas there were some of the respondents who were not satisfied from the meetings with supervisors.
13. It was found from the analysis of interviews that most of the times; supervisors were there with positive feedback of researchers' progress.

14. The analysis of interviews revealed that there were some of the supervisors who did not provide timely feedback to the respondents because of their busy schedule and academic responsibilities.
15. It was clear from the analysis of interviews that in foreign countries gender difference does not affect the doctoral research progress because they focus on quality of research rather than gender and provide equal opportunities for male and female supervisors.
16. It was found from the interviews analysis that in Germany female supervisors are more preferred than male supervisors.
17. The analysis of interviews showed that in Pakistan gender difference does affect the doctoral research progress because of certain norms and values.
18. It was revealed from interviews analysis that some of the female respondents found male supervisor more helping than female supervisor.
19. The results of interviews showed that most of foreign male and female respondents used internet, fax, telephone and face-to-face meeting as the mechanisms of communication.
20. The analysis of interviews revealed that for foreign male and female respondents, internet and face-to-face meetings were most useful communication mechanisms to work with their supervisors.
21. It was found from analysis that internet was a useful mechanism for foreign male female respondents because of researchers and supervisors busy schedule and to update them with the research progress using email. Whereas face-to-face

meeting was useful because it provided a chance to directly communicate with supervisors.

22. It was found after the analysis of interviews that indigenous male and female interviewees mostly use email, telephone and face-to-face meeting as communication mechanism to work with their supervisors. Whereas some of the respondents only used hard copy of research work as communication mechanism.
23. The analysis of interviews revealed that for indigenous male and female candidates' face-to-face meeting was the most useful communication mechanism to work with the supervisor.
24. It was found from the analysis of interviews that departmental practices and policies played a major role in the continuation of doctoral research for most of foreign male and female interviewees.
25. It was revealed from interviews analysis that most of foreign male and female respondents were highly satisfied with the departmental practices and policies.
26. The results of interviews showed that departmental management was always helping and cooperative with the doctoral researchers during their research project.
27. The interviews of foreign doctorates revealed that a lot of seminars and workshops were conducted to train the doctorate students.
28. The analysis of interviews revealed that there were some of the respondents who were not satisfied with the departmental practices and policies.

29. It was found from the analysis of interviews that departmental management was not cooperative and helping for indigenous doctoral researchers, they faced a lot of problems and waited for many hours for departmental cooperation.
30. The analysis of interviews showed that there were no training seminars and workshops for indigenous doctoral researchers.
31. It was found after the analysis of interviews that institutional factors including program type, structure and curriculum played a major role in the continuation of doctoral research.
32. The analysis of interviews revealed that foreign male and female were quite satisfied with the structure and curriculum of the program.
33. The analysis of interviews revealed that foreign male and female respondents were taught up-to-date curriculum in the doctoral course work. It was according to global educational needs.
34. It was found from the interviews that the program selected by the foreign male and female respondents; had a clear program mission and scope in the educational market. They were much confident on their program selection.
35. It was seen from the analysis of interviews that course work was quite helpful for foreign male and female respondents during their doctoral research.
36. After analyzing the interviews it was found that indigenous male and female respondents were not quite satisfied with the curriculum of doctoral degree. They were taught some of the same courses as from the previous degree.

37. It was found from the analysis of interviews that for indigenous male and female there were less research courses of research in their curriculum during doctoral degree.
38. The analysis of interviews revealed that for both foreign and indigenous interviewees' faculty members were much qualified and cooperative.
39. It was found from the analysis of interviews that language and management skills had major contribution in the continuation of student's progress toward doctoral degree completion.
40. The analysis of interviews revealed that both foreign and male respondents were much good at language skills. They did not face any problem in composing their theses during their studies.
41. It was found from the analysis of interviews that most of foreign male and female were able to manage their doctoral research. Whereas there were some of the respondents who were not able to manage their doctoral research well because of their many responsibilities and busy schedule.
42. The analysis of interviews showed that there were some of the indigenous interviewees who were not good at language skills and faced problems in composing their doctoral thesis.
43. It was showed from the analysis of interviews that most of indigenous female scholars were not able to manage their doctoral research because of their family responsibilities.
44. The analysis of interviews showed that it was very challenging for doctoral researchers to balance the doctoral studies with family and work relations.

45. It was found from the analysis of interviews that it was challenging for most of female foreign and indigenous respondents to balance the doctoral studies with family relations.
46. The analysis of interviews showed that there were some of the foreign and indigenous male interviewees for whom it was challenging to balance the doctoral studies with work/job.
47. It was revealed from the analysis of interviews that for both foreign and indigenous male and female respondents' family support, personal devotion and hard work played a positive role during their doctoral research.
48. The analysis of interviews showed that there were some foreign and indigenous respondents who faced financial problems during their doctoral research.
49. It was found from the analysis of interviews that there was no foreign or indigenous, male or female interviewee who changed the job or received any promotion during the doctoral research.
50. The interviews analysis showed that foreign male and female were of the view that gender has no specific role in the continuation of student's progress toward doctoral degree completion because every individual has different capabilities and motivation towards work. It varies from discipline to discipline also.
51. It was found from the analysis of interviews that foreign male and female commented that age factor does contribute to the doctoral degree because in early age individuals have much motivation and devotion towards work.
52. The analysis of interviews showed that indigenous male and female were of the view that age and gender both have contribution in the doctoral degree

completion. They stated that there are a lot of responsibilities for females in Pakistan and it is difficult for them to manage family and research, whereas the males have fewer responsibilities than females and have more chances to timely complete the doctoral degree.

53. It was revealed from the analysis of interviews that both indigenous male and female stated that in early age students have more capabilities and motivation to earn a degree and they could produce a quality of research.

54. It was found from the analysis of interviews that both foreign and indigenous interviewees recommended that 40 is the best age for earning a doctoral degree.

5.3 Discussion

The research study was aimed at comparing the factors affecting the completion of foreign and indigenous doctoral research. The interview was conducted from both foreign and indigenous Ph.D teachers. The results of the study needed to be discussed and to be related with the findings of other researches.

The results of the study indicated that earning a doctoral degree is a lengthy, challenging and stressful process, de Valero (2001) McAlpine & Norton (2006) Smith et al (2006) Gardner(2009) found that the doctoral journey can be a lonely, stressful and a challenging process.

The analysis of interviews revealed that most of foreign and indigenous respondents had friendly relationship with their supervisor, whereas some of them had professional relation with their supervisors, Sambrook & Stewart, (2012) found in a survey that students perceived themselves to have more closer relation with the supervisors: 42 percent described their relation as very friendly, 21 percent described quite friendly, 21 percent close but purely professional.

The results of interviews showed that institutional factors contribute a major role in the contribution of the doctoral degree. Most of the foreign respondents were highly satisfied with the program type, structure and curriculum; whereas some of indigenous researchers were not satisfied and faced issues because of lack of research training, de-Valero (2001) Gardner (2009) Jimenez (2011) Hoskins& Goldberg (2005) found that participants cited program type (e.g. distance or residential courses), structures (e.g. cohort models, connections between course work and the dissertation) and faculty (e.g.

knowledgeable and experts in their field) as the factors that were highly associated with the doctoral degree persistence and played a major role in their research.

The results of interviews revealed that personal factors significantly contribute in the doctoral degree completion. Most of foreign and indigenous respondents stated that personal factors including family support, financing, devotion and hardworking played a positive role in the timely completion of their doctoral degree; Golde (2005) Herzig (2002) Maher et al (2004) Hoskins and Goldberg (2005) found that personal factors did play a role in their degree completion. Most of them had tremendous support from their families and did not face any financial issue. It was also found that most of respondents were devoted and honest to their research that led them towards the timely completion.

5.4 Conclusions

On the basis of data analysis and findings following conclusions were drawn.

1. The results of the study showed that most of foreign and indigenous respondents had tremendous and friendly relationship with their supervisors. Only there were few interviewees who had formal relation with their supervisor. Most of respondents found their supervisor much helping throughout the research project; they were always welcome from the supervisor to ask for any help.
2. The findings of the study revealed that most of foreign and indigenous males used to meet their supervisor after two or three months whereas most of indigenous and foreign females used to meet their supervisor after two weeks.
3. The results of the study inferred that most common communication mechanisms used by foreign and indigenous researchers were internet, telephone and face-to-face meeting.
4. The results of study showed that most of foreign and indigenous respondents were satisfied with the productivity of meetings with supervisor.
5. The results of study concluded that most of foreign researchers were highly satisfied with the departmental practices and policies. They always cooperated from the departmental management and were trained through research seminars and workshops.
6. The results of the study showed that there is no gender difference in the selection of supervisor in foreign countries but it can be affected for indigenous researchers in Pakistan especially for female students.

7. It is to be concluded from the results that institutional factors including program type, structure and curriculum played a major role in the continuation of students' progress towards degree completion. Faculty was much qualified and cooperative with the researchers. They were taught updated curriculum with research training.
8. The findings concluded that most of males were able to timely manage their doctoral research but on the other side females were unable to timely manage their research because of family responsibilities.
9. The results of study showed that family support was the personal factor for interviewees that contributed significantly to their doctoral studies.
10. The findings of study inferred that most of foreign and indigenous respondents did not face any financial issues during their doctoral research.
11. The results of the study revealed that every individual has his own capabilities and motivation towards research so gender factor does not play much role in the doctoral research. But all of them were of the view that age factor does matter because in early age individuals are motivated and active to do the work. So it was recommended that 40 is the best age for earning a doctoral degree.

5.5 Recommendations

On the basis of findings and conclusions following recommendations were made for doctoral researchers, supervisors and departmental management.

1. As the most of the researchers used to meet their supervisor after three months or more than this, a frequency of meeting may be set by the supervisors and researchers by following that frequency for timely completion of degree.
2. As the supervisor selection is done by the departmental management, a choice might be given to the researchers to choose the supervisor especially for females to select the same gender supervisor.
3. As there was lack of research training seminars and workshops for indigenous researchers so seminars and workshops might be arranged to train the students before doctoral research work.
4. As the departmental management was less cooperative to the indigenous researchers so departmental management may be advised to be more cooperative with the doctoral researchers to solve their problems.
5. As the most of respondents were in difficulty to manage their thesis, therefore researcher might use time management skills from the very first day of thesis to timely complete the doctoral degree.
6. As the indigenous respondents were of the view that curriculum was not updated and there was repetition of courses from previous degree so updated curriculum according to global educational needs might be taught to doctoral degree students.

5.6 Recommendations for Future Studies

The recommendations for future researchers who are interested to do research on doctoral program are as follows;

1. The present study involved the only five major factors affecting the completion of doctoral research; a research study can be conducted to openly discuss the factors affecting the completion of doctoral research.
2. The present study was delimited to only faculty of social sciences; a study can be conducted by involving doctorates across the disciplines.
3. The present study involved the respondents from different countries; a study might be conducted by comparing the doctorates of two or three countries.

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Semi-structured interview guide

Name _____

1. What is your current status?
2. When and where did you get your doctoral degree?
3. How long did it take you to finish your doctoral degree?
4. What was the difficult part of getting your doctoral degree?
5. What advice would you give to people who want to earn their doctoral degree?
6. Were you enrolled in doctoral degree with a goal or after completing the research it became an academic goal?
7. How would you describe your relation with your supervisor?
8. How helpful was your supervisor? In what way?
9. How frequently did you meet with your supervisor?
10. How easy did you find it to ask for help from your supervisor when you needed it?
11. How satisfied were you with the productivity of meetings with supervisor?
12. What way does gender difference in the selection of supervisor affects the research progress?
13. What communication mechanisms did you used to work with your supervisor?
14. Which communication mechanisms were most useful and in what way those were useful?

15. Were you satisfied with the departmental practices and policies and how it affects the doctoral research?
16. What do you think how institutional factors including program type, structure and curriculum play a central role in a doctoral degree research?
17. How does contribution of language and management skills play a positive role in the timely completion of doctoral research?
18. How do balancing doctoral studies with family and work relationships affect doctoral students across the disciplines?
19. Which personal factors contributed significantly in pursuing your doctoral research?
20. Did you change job or receive a promotion while working on your doctoral research? If so, how did this affect your research process?
21. What is the role of age and gender factor in the continuation of student's progress toward doctoral degree completion?