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Title

**Factors Affecting the Quality of Student's
Doctoral and Master Research. The Case
of English Department at Khenchela**

Dissertation submitted in partial fulfillment of the requirements for degree
of master in language and culture

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Abstract

This study was carried out to offer deep insight into the issues affecting master and doctoral students by reviewing and critically analysing recent literature on the master and doctoral experience. Qualitative research was used in an attempt to gain in-depth information and ensure that the data reflect what is happening. Findings revealed that good quality research is imperative to effect positive changes in educational system. It could be affected by supervisors, students' knowledge and skills, and institutional logistical factors. These factors are important indicators for stakeholders in order to promote and improve educational practices.

Key words: Master and doctoral research, quality research, supervision

Dedication

Every challenging work needs self-efforts as well as guidance of elders

especially those who were very close to our heart

Mom and dad

Whose affection love encouragement and prays of day and night make me

able to get such success and honour

Along with all hard working and respected teachers

Acknowledgment

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keffali

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Introduction

7. Statement of the Problem

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9.1 Choice of the Method

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10. Significance of the Study

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Introduction

Today, the research literature related to the factors that affect the quality of PhD and master research has gained interest of most researchers. Many studies have been done to diagnosis the situation.

Universities are the main source of scientific research in developing Algerian's higher education's academic excellence, generating new bodies of knowledge and technologies appropriate to Algerian's needs. The growing number of master and doctorate holders puts some questions about the impact of higher qualifications and highly skilled workforce on economic and labour areas, as well as the consequences of doctorates' employability. There is a lot at stake, for doctoral candidates, advisors, programmes and the field, in whether and how doctoral dissertation research enters into the larger body of knowledge and discourse, and hence reach high quality. These aspects may also enlighten the quality of both process and product of doctoral research (Lester, 2009; Metcalfe, 2010; Wendler et al., 2010). Brandy R. (2014) stated that an examination of the publication and impact of dissertation research can shed light onto whether and how dissertation research contributes to the body of knowledge in social work, provide some evidence about the preparation and capacity of doctoral graduates to be stewards of the discipline, and provide an indication of the effectiveness of doctoral education. This makes it

important to investigate which factors in doctoral education programmes are related to satisfaction, and progress. Despite a wealth of research universities are witnessing today, there is relatively sparse literature to draw on to help enhance the academic excellence with the quality of research projects undertaken at doctoral and masters level. Some sources consider supervision and work based contexts have received little attention. Anna Sverdlik (2018) believes that the most notable factors affecting doctoral students' experiences include supervision, their personal and social lives, departmental support and socialization, as well as financial opportunities. Mohammad A Matin, Mohammad A W Khan (2017)) refer to three categories of doctoral success predictors: academic environmental factors, supervision-related factors and students' prior knowledge. Similarly, Rooij. E et al (2019) pointed that supervision, academic support and personal factors (self-efficacy) play an important role in the quality of research. Therefore, this study aims to offer deep insight into the issues affecting master and doctoral students by reviewing and critically analysing recent literature on the master and doctoral experience.

2. Research Question

a-What are the supervisor factors associated with the quality of research?

b-Does students' prior knowledge influence the quality of research?

c-What are the academic environmental factors associated with the quality of research?

3. Research Methodology

3.1 Choice of the method

In order to answer the research questions, a qualitative research design was employed. According to Peter Woods (1999) qualitative research is concerned with life as it is lived, things as they happen, and situations as they are constructed in the day-to-day, moment-to-moment course of events. Thus, the use of the qualitative research is an attempt to gain in-depth information and ensure that the data reflect what is happening.

3.2 Population

Participants to the research study will be sampled through purposive sampling. Purposive samples are non-randomly selected based on the objective of the study and through their characteristics (Crossman,2007:58). The choice of the sample is based on the judgment that they are subjective to issue under investigation. According to the study,

we have purposively selected advisors who have enough experience with supervision.

3.3 Data Collection Methods

The study intends to employ the semi - structured in-depth interview in obtaining data from the research participants. It has several advantages. First, it is administered individually to members of the sample and the information is completed by the researcher himself, thus ensuring that all questions be answered by all informants. Second, the interview allows for personal explanations of questions, in case any point(s) need(s) to be clarified. For all the above reasons, as McLeod, S. A. (2014) stated

“unstructured interviews generate qualitative data through the use of open questions. This allows the respondent to talk in some depth, choosing their own words. This helps the researcher develop a real sense of a person’s understanding of a situation”.

Gall, Borg, & Gall, (1996) also hold that “an interview permits open-ended explorations of topics and elicits responses that are couched in the unique words of the respondents”.

4. Significance of the study

This study provides important insights on the factors that affect the progress of PhD and master students, while at the same time revealing a

serious gap in supervisors' role, academic environmental factors, and students' prior knowledge, which can contribute to the quality in the research progress of students.

This study may be useful to universities interested in improving the quality of research of current students. It may also identify dimensions of research quality that prospective students could use as a guide to improve their research.

5. Definition of terms

The master's thesis must demonstrate the candidate's ability to make use of appropriate research procedures, to organize primary and secondary information into a meaningful whole, and to present the results in acceptable prose. The length of the thesis is not important so long as these ends are fulfilled.

The doctoral dissertation is expected to represent independent and original research in the field of the candidate's graduate study. It must add, in some fashion, to understanding in the candidate's field. Such contribution to knowledge may result either from the critical examination of materials not hitherto dealt with or from the re-examination of traditional materials by means of new techniques or from new points of view.

James E. Mauch (2003). Guide to the Successful Thesis and Dissertation A Handbook for Students and Faculty. Fifth Edition

6. Structure of the Thesis

The introductory chapter introduces the background and rationale, study objectives, and the methodology followed to answer the research questions. The next chapter is devoted to the literature review to shed light on previous studies. The third chapter presents data analysis and interpretation; it also presents summary, discussion, and conclusions.

Chapter one: Review of Literature

Introduction

I.1 Thesis versus Dissertation

I.2 Characteristics of a high quality thesis

I.3 Factors contributing to High-Quality Dissertation or Thesis

Research

I.3.1 Supervision factor

I.3.2 Prior knowledge factor

I.3.3 Academic support factor

Conclusion

Chapter one : Literature review**Introduction**

In this chapter we will highlight the difference between thesis and dissertation, discuss the characteristics of a high quality thesis, and explain the factors that contribute to high quality dissertation research.

I.1 Thesis versus Dissertation

Graduate degree generally requires completing either a thesis or a dissertation. It is an academic work that tackles a problem in order to describe it or solve it. It goes through several steps from choosing a topic, gathering data and making interpretation of results. Along this journey, the candidate should show the ability to think critically about a topic and to knowledgeably discuss the information in depth, thus, it is an opportunity for students to expand their knowledge in their field of study, and to get the qualification they deserve.

The word thesis is derived from two sources, Latin and ancient Greek. The Latin derivation stresses on the accept of « unaccented syllable in poetry » while the Greek meaning terms it as ‘ a proposal ‘ or something that is laid down as a statement, a thesis can be defined as, an independent academic research work undertaken to prove the viewpoint of the researcher.

A thesis is generally a requirement of higher-level degree programs and is a preliminary for attaining a degree and graduate in honours internationally, thesis is usually referred to a doctoral degree or PhD, also known as a dissertation.

So what is exactly a dissertation? Sometimes known as a thesis (in some countries, this term is used only for the final assignment of PHD degrees, while in other countries ‘thesis ‘ and dissertation are interchangeable. Typically, a dissertation allows students present their findings in response to a question or proposition that they choose themselves. The aim of the project is to test the independent research skills students have acquired during their time at university, with the assessment used to help determine their final grade level.

Master’s Dissertation

Master’s dissertation is the research practice for mixed mode master’s students. Students pursuing master’s degree by mixed mode need to complete all courses before registering for dissertation.

A master’s dissertation is similar to a master’s project. Students need to perform research on a defined scope related to their field and demonstrate their knowledge acquired through their program. However, a dissertation requires students to be able to demonstrate ability to critically discuss issues and relevant literature substantiated with sufficient evidence.

Student's dissertation is assessed at two stages via oral evaluations:

1) proposal assessment and 2) viva voce, involving internal examiners only. Proposal assessment and viva voce can be administered in the same semester, depending on student's progress. A master's dissertation is typically between 40,000-50,000 words.

Master's Thesis

A master's thesis needs to be completed to fulfil the requirements for the award of a pure research master's degree (MPhil). A master's thesis is different from a master's dissertation in terms of the depth of research and the extent of literature covered. The literature reviewed should be extensive and must reflect scholarship of learning in the student's research topic as well as the student's field of study.

The assessment for a master's thesis is much more rigorous than for a master's dissertation. A master's thesis would require a more in depth and critical analyses of the current literature related to the student's topic of research. A master's thesis enriches the body of knowledge of the field of education through analysing, applying, clarifying, critiquing and interpreting the specific body of knowledge concerned. The recommended length of a master's thesis is between 50,000- 60,000 words.

A master's thesis is also assessed at two stages via oral evaluations: 1) proposal assessment and 2) viva voce. Proposal assessment will involve at

least two internal examiners but an external examiner will also be involved in the viva voce. Proposal assessment and viva voce cannot be taken in the same semester.

PhD Thesis

Similar to a master's thesis, a PhD thesis also requires the demonstration of an extensive academic research and the evidence of capacity for critical analysis in the student's field. However, a PhD thesis must also take into consideration the expectation of originality in the field and the input of some relevant new information or ideas to the field of study (contribution to knowledge). The literature review of a PhD thesis should be exhaustive. The research of others serves as a guide to come up with a completely new hypothesis. Academic requirements for a PhD thesis, especially the demand of originality, are much higher than for a master's thesis. A PhD thesis must contribute something completely new and undiscovered to the student's field.

The general criteria applied in assessing a master's thesis are applied in assessing a PhD thesis, but much more rigorously. A PhD thesis is assessed specifically against the basic requirement, that a PhD thesis be an original contribution to knowledge. Usually a PhD thesis covers a wider field, or at least shows a greater sense of perspective, than does the a master's thesis, and one would expect a PhD candidate to show an

awareness of basic theoretic problems directly or indirectly relevant to his or her particular topic. The authority underlying the thesis (the extent to which candidates reveal an extensive as well as intensive knowledge of their subject) is another criterion implicit in one's assessment of a doctoral candidate and a pointer to the quality of such a candidate's scholarship. PhD candidates must present a significant and substantial piece of research; this will be interpreted as requiring some stature, breadth, and conviction in literary argument. A PhD thesis is usually at least double the length of a master's dissertation or thesis, with the recommended length of 80,000 (minimum) to 100,000 words.

I.2 Characteristics of a high quality thesis

According to Mahmood.S.T (2011) Quality of research may be defined in operational term as :

"The research which is completed in time, having rigorous research design which is internally and externally valid, based on reliable data sources, use of appropriate analytical methods which are meaningful in practical and statistical terms".

(Mahmood.S.T (2011. P, 34))

He added that:

“The research which is completed in time, having rigorous research design which is internally and externally valid, based on reliable data sources, free from plagiarism, use of appropriate analytical methods which are meaningful in practical and statistical terms and has a practical use“.

(Mahmood.S.T (2011. P, 35))

When it comes to writing an undergraduate dissertation, there are a number of qualities, which will make a high quality academic document worthy of the final project towards earning a degree. The following are five qualities that will certainly contribute to a dissertation that the majority of academic will consider veritably well written

- 1- It has a great hypothesis or thesis statement, perhaps the most important quality of a good undergraduate dissertation is the presence of a great hypothesis or thesis statement, it sets the tone for the entire work and helps guide the way you approach and conduct your research study. Choose a thesis statement that is neither too broad or too narrow to ensure that it remains manageable and on a single focused idea
- 2- It contains a number of strong supporting idea. Your hypothesis or thesis statement will fail if you do not have substantial ideas and

evidence that support it. Your citation to booster your argument so that the reader will consider your position on the chosen topic to be a strong one.

- 3- It is well organized and structured logically. Without organization and logical structure, even the best idea can seem weak or unfound keep the reader in mind as you write your undergraduate dissertation. Your organizations and structure should align with your reader's understanding, just because the idea seem clear to you, if you do not make connection with the reader the whole will seem logical.
- 4- It is completely proofread and free of all errors. This may not seem like a big deal at first, but grammar, spelling and punctuation mistakes can cost you tremendously, a reader may find these distracting and the presence of them can make your dissertation difficult to read and understand. It also point the fact that you either procrastinated with your project and waited until the last minute to complete it or you have yet to master the nuances of great academic writing.

While theses and dissertations may be written differently in different areas of study, universities typically apply the same criteria to their examination. Many universities send examiners a list of criteria to refer to while they are reading a student's thesis or dissertation. These often vary

according to the level of study. They are normally, however, some kind of variation on the following list of points: Brian Paltridge and Sue Starfield (2007).

- an awareness and understanding of relevant previous research on the topic;
- a critical appraisal of previous research on the topic;
- a clearly defined and comprehensive investigation of the topic;
- the appropriate application of research methods and techniques;
- a thorough presentation and interpretation of results;
- appropriately developed conclusions and implications that are linked to the research framework and findings;
- a high standard of literary quality and presentation;
- a contribution to knowledge on the particular topic.

The last of these points, contribution to knowledge, is especially important at the PhD level where examiners are often asked if the thesis ‘makes a substantive original contribution’ to knowledge in the particular area. It is helpful to discuss these criteria with students early on in their candidature so they can consider how they impact on how they carry out and write up their research.

The study by Holbrook et al. (2004) identified the list of qualities shown in Table below as being characteristic of ‘high quality’ PhD theses.

These qualities include the significance of the student's research topic, potential of the thesis for publication, use of the research literature in the design of the study and writing of the thesis, logic and clarity of the reporting and discussion of findings, and the extent to which the findings can be applied in the field. Holbrook and her colleagues also identified characteristics of 'low quality' PhD theses. Low quality theses were defined as theses that were required to be revised and resubmitted for re-examination. They contained a preponderance of instructed comment, more negative judgment, and a greater emphasis on editorial errors and inaccuracies in the referencing of the literature than was the case for high quality thesis reports.

Table .Characteristics of high and low quality theses		
General criteria	Specific criteria	
	High quality theses	Low quality theses
Thesis topic and approach	Significance and challenge of the topic Fusion of originality of approach with realization of a significant contribution to the field	Questionable integrity of the approach of the thesis or presentation of findings
Literature review	Expert use of the literature	Inadequate coverage

	in design of the study and in discussion of the findings Thorough, clear and incisive reporting of the literature	or focus of the literature in relation to the study Inaccuracies and omissions in referencing
Communicative competence		Manifest editorial inadequacies
Publications arising	Recognized need for early publication of/from the study	

Source: Holbrook et al. 2004: 117 as cited in Brian Paltridge and Sue Starfield (2007, p. 19).

The quality of the dissertation therefore, reflects how much effort the student has invested in the program as well as how much society can benefit from the higher education doctoral program. Hamilton, Johnson, and Poudrier (2010) found that in conducting a dissertation, students would have opportunities to search for new knowledge and that they needed to have analytical, problem solving, and ICT skills.

I.3-Factors contributing to high quality dissertation research

1.3. 1 supervision factors

Supervision is defined as an intensive interpersonally focused one to one relationship between the supervisor and the student; supervisor is designated to facilitate the student's academic development either in terms of course work or research project.

Research and supervision have become a vital process in the successful of postgraduate studies; this culminates in writing of thesis or dissertation. In this process, the supervisor is designated to facilitate the student's research development based on good resources offered by the institution. At this stage, one of the most common complaints from research students concerns infrequent or erratic contact with supervisors, who may be too busy with administrative or teaching responsibilities, have too many students or be away from the university too often.

A strongly established finding in doctoral education research is the significance of high quality supervision for PhD student's satisfaction and (timely) completion (e.g. Bair and Haworth 2004) different aspects of PhD supervision have been investigated, such as the supervisor's availability, different types of support, and the quality of the supervisor's relationship (e.g Bair, C., & Haworth, J. (2004).

In addition, the relationship between the PhD supervisor and PhD and master student is crucial as well, as many studies showed that the quality of the relationship is related to thesis completion and their satisfaction, and that poor relationships can lead to attrition.

A very basic factor in supervision is the supervisor's availability, where availability does not only refer to frequent physical presence, but also to having frequent meetings with the student, and providing timely answers to questions via email and feedback on the student's written work, several studies show that PhD and master students attach great value to their supervisor's availability e.g timely feedback, timely responses to questions, frequent meetings. Moreover, some studies reported a relationship with frequent supervision and a lower attrition risk, in addition to the quality of supervision (support and relationship) quantity, thus also seems to matter.

I.3.2 Prior knowledge factors

The most important single factor influencing research is what the learner already knows. From the perspective of Fink ((1998) as cited in Benson. E et al (2015, p. 12)), research must have certain key elements or features to qualify as quality research. In his view, a research work is deemed to be of quality if it has an "internally and externally valid research design, reliable data sources, free from plagiarism, application of

appropriate tools, and meaningful interpretation of results in practical and statistical terms". Ranjit (2009) on the other hand, argues that quality research work "must be controlled, rigorous, systematic/structured, valid and verifiable, empirical and critical". Clearly, from the foregoing definitions, the common thread running through these definitions is that quality research can only be assured if it is valid in terms of methodology, practical relevance and verifiability. It must be noted that, in all of this, the perceptions and experiences of students must form an integral part of the raised voices in the quality debate and by extension policy to resolve the purported decline. Otherwise, we may simply be embarking on a wild goose chase.

In addition, Topalov. J and Bojanić. B.R (2013) believe that one possible problem that immediately springs to mind is that due to the enormous quantity of information available online; it is impossible for inexperienced students to choose with certainty good, valid and reliable sources.

When discussing material for the development of research skills with students,

Manning et al. (2007 as cited in Topalov. J and Bojanić. B.R (2013)) say that students must be aware of a range of sources of information (university libraries, virtual and digital libraries, other online sources...), be

able to identify the strengths and weaknesses of different sources, and be able to note down bibliographic details for books, articles and websites that they used in the process of preparation and research. Considering the vast quantity of data and variety of sources that can be found online, students should develop the skill of assessing the credibility of materials they find and make judgments regarding the status and relevance of a large number of texts. (Alexander et al., 2008: as cited in Topalov. J and Bojanić. B.R (2013)).

To sum up, students seem to spend a lot of time online, doing a variety of things which gives them the impression that they are skilled at doing academic research. In reality, when asked about digital/ virtual libraries and online research in general, they show very little knowledge because, in essence, their real research skills are quite limited. They do not tend to do deep research and their ability to delimit valid and invalid sources is not big.

I.3.3 Academic factors

Academic facilities play an important role on student's academic performance. With university being an institution that hopes to graduate excellent individuals, it is important to provide researchers with laboratories, video conferencing facility, and Digital library facility.

Absence of these facilities affects the quality of research as they constitute a barrier for doing quality research. In this respect, Johnston et al (2014) concluded that communities where students live and school settings may be important in influencing their academic success.

Therefore, the relationship between the impact of environmental factors and the students' academic performance is important to explore, especially at higher level institutions and they constitute a valuable segment for this study.

Conclusion

In the previous chapter we have shed light on the difference between thesis and dissertation, detailed the characteristics of a high quality thesis, and synthesised the factors that contribute to high quality dissertation research. The next chapter will be devoted to data analysis and interpretation.

Chapter two : Data Analysis and Interpretation

Introduction

II.1 Advisors' Interview Analysis

II.2 Discussion

II.3 Syntheses

Chapter two: Data analysis and interpretation

Introduction

The purpose of the study was to investigate advisors' views about the factors affecting high quality research in PhD and Master theses in the department of English at Khenchela university.

The main research questions of the study were:

- a-What are the supervisor factors associated with the quality of research?
- b-Does students' prior knowledge influence the quality of research?
- c-What are the academic environmental factors associated with the quality of research?

II.1 Advisors' interview results and discussion

Theme 1 : Supervision

The advisors' views regarding supervision were a clear indicator of their skills and competencies. They stated that research supervision is all about collaboration. They believe that sharing ideas often help.

Supervisor A: supervision plays a vital role in the process of research. It allows the supervisee to make the right choices related to the topic, hypothesis, research questions and get rid of the confusion that impacts negatively research.

Good supervision and a well-guided supervisee will pave the way for the researcher to gain confidence to embark on the research without delay. High quality of research can be attained when a supervisor eliminates the obstacles that researchers go through (choice of the topic, its feasibility, its significance,).

The relationship between the supervisor and supervisee is of a great importance as it helps communication which is, I believe, the essence of research.

Supervising is a continuing process of learning; it requires appropriate skills teaching experience alone is enough.

Supervisor B: PhD and Master's students are novice researchers, learning to conduct sound research following the requirements and guidelines set within academia. Accordingly, they must be directed by an expert within the field of their interest, who guides them along this journey. Thus, supervision is a matter of academic and scientific support that forms and polishes the product of the student through assisting him in selecting the best methods and procedures in his research. Perfect supervision is undoubtedly determined by a strong, friendly relationship between the supervisor and supervisee, which provides the latter with the supporting and motivating atmosphere for completing his work. In other words, the researcher is a human being, and his psychological wellness is as important

as his academic and scientific load. Therefore, the supervisor must assist his supervisee both academically and psychologically to produce high quality research.

Similarly, supervisor C explained his role through guidance and advice”. He added, supervisor is part of any scientific enquiry. He has the duty to set goals and set deadlines for the accomplishment of the assigned task. He has to organise the workflow, provide guidance and constructive feedback and inspect the productivity of the researcher(s) under his supervision. He ensures compliance with all drafting regulations for proper scientific products, helps students in planning their research, provide students with feedback on their written work and/or presentations and hold regular tutorials.

Our results confirm many previous studies. For example, Parveen Azam Ali(2016) in his research found that a supervisor should help the students where limitations and learning needs are identified . He added the supervisor must provide timely and constructive feedback and should help the student to manage time effectively.

Theme 2 : Students' Research Competencies and Skills

All the supervisors reported that in order to achieve high quality research MA and PhD students should be well-versed in academic writing and be knowledgeable about the basic elements of research. They believe that most students do not have the requisite research skills and competencies. They agreed that most students fail to come up with a research gap, to state clearly the problem of the study, or even justify their choices regarding research methodology. They also reported several cases of plagiarism. Supervisor B PhD and Master's students are supposed to have acquired essential academic and methodological requisites. Basically, a researcher must be familiar with the nature of scientific research and its aims. Then, he must differentiate between different types of research and the approaches adopted in each type. Most importantly, the researcher must possess the methodological tools and skills for conducting scientific research starting from formulating questions and hypotheses to choosing the accurate data collection tools. Moreover, he must master statistical analysis tools such as SPSS or similar programs. Supervisor C In order to complete a high profile PhD research, a student should have a good command of the language, a good handling of the computing tool and above all an excellent knowledge of the scientific research facets.

They will be very useful. They will help researchers quickly access resources and save energy and time. Supervisor D: I think that a PhD Student should be well acquainted with principals of critical thinking, and have a high critical spirit, as he should also be sufficiently aware with methodological studies, and cope with the latest developments in the field.

In the same vein, Matin M. A, Khan M.A.W (2017) identified that lack of students' knowledge, experience, commitment in thesis works are important factors for quality research. Developing research skills prior to research is important for students. Meerah. T.S et al (2012) stated that among the major reasons for postgraduate students experiencing difficulties is their lack of preparedness in research skills prior to embarking their research work. A review of studies on research skills of developing researchers have revealed some major research skills that seemed important to acquire in order to be able to conduct research. He added ,of course, there were a range of skills necessary for doing research. Top among them are information seeking skills, communicating (and submitting and writing skills), methodological skills and data analytical (skills in using appropriate analysis and statistics).

Theme 3 : Academic environment

All of the supervisors interviewed believe of the importance of the academic environment in the process of research. Supervisor A mentioned that Labs, laboratories and other facilities enlarge the researcher's knowledge about his area of expertise and other related fields. These facilities affect positively the research because they constitute opportunities for researchers to gain more insights and may take new directions they did not think about taking. Same remarque made by Supervisor B resources , such as open-access databases, Libraries, laboratories, Video conferencing facility, and Digital library facility, strengthen the research and saves time and effort for the researcher. Simply, the more data is easily-accessed, the better and quicker research is conducted. Supervisor D stated that he strongly agree with the fact that open-access databases, Libraries, laboratories, Video conferencing facility, and Digital library facility, affect the quality of the research because in addition to the role these aids play in providing relevant data about the subject matter, they enable the student save enough time and effort that can be exploited to improve his work.

Matin M. A, Khan M.A.W (2017) Institute related problems were inadequate guidance and resources of the institute, absence of research cell and formats of thesis writing in the institute and inadequate cooperation from the institute. Our study findings support the results of the study

conducted by Amir Mahmooda et al (2013) who investigated the factors that lead to success or failure of research projects and to find out critical factors that contribute to the success of research project. The results of his study show that the relationship of team and administrative support as most important factors that contribute to the real success of research projects at this university. Kimkong Heng et al (2020) also found that academics' engagement in research and their research productivity are influenced by personal as well as environmental factors.

II.2 Summary

Good quality research is imperative to effect positive changes in educational system. It could be affected by supervisors, students' knowledge and skills, and institutional, logistical factors. These factors are important indicators for stakeholders in order to promote and improve educational practices.

The supervision of academic theses at the Universities is one of the most important issues with several challenges. The result of this study revealed that there is a need for more attention to planning and defining the supervisory, and research supervision. Also, improvement of the quality of supervisor and students relationship must be considered behind the research context improvement in research supervisory area

Suggestions and recommendations

Results of the study led us to draw the following suggestion and recommendations

1. design rigorous and comprehensive evaluation criteria to recognize and reward high-quality research in education
2. doctoral and master research should be used as a tool for knowledge creation, assessing the validity of scientific claims and producing evidentiary bases for problem-solving and implementation.
3. doctoral and master research should focus only on critical issues in Algerian education
4. masters degree programme pedagogy, contents and delivery modalities in some universities leave much to be desired. Masters degree programmes are key when it comes to the fundamental ideas, roadmap and structure for organising and delivering doctoral degree programmes.
5. experts in the field should develop a frameworks for monitoring and assessing the quality of doctoral and master programmes in universities . Critical processes such as dissertation defence, acceptable norms of supervision and of the quality of dissertations are matters that are of little concern.

6. the issue of plagiarism emerged to be a serious concern among supervisors. This study recommends that plagiarism check software should be given to supervisors so they can help their respective students to make sure that their theses/dissertations are plagiarism free or within tolerance limits.

Limitation of the study

One of the limitations of this study is a sample size; the power of our findings might increase if we conducted more interviews. The time restriction imposed on the study makes it difficult to expand the sample size. The small sample limits the generalizability of findings. Future research could use questionnaires to complement the research conducted in this study. Questionnaires could provide insights into some unanswered questions in this study.

General conclusion

General conclusion

The present study aimed to explore factors that contribute to high quality of doctoral and master research in the department of English at the University of Khenchela. Qualitative data from advisors' interview were collected to explore three main themes considered by several researchers are the most important contributing factors to high quality research namely supervision, students' prior knowledge, and institutional environment. The findings revealed that supervision has a remarkable impact on the training of graduate and postgraduate students. Mentoring skills such as, advising students, to transfer knowledge, and to supervise them are key determinants of students' performance. Besides the quality of a supervisor's mentoring skills and experience, students' knowledge and skills play also an important role in achieving a high quality research. Their competence in learning skills, their knowledge in research methodology and their motivation towards the completion of the research project are key factors determinants. In addition, institutional barriers like the absence of the necessary resources for educational activities, inadequate access to necessary research equipment, and inadequate library facilities slow down the research process. The result of this study revealed that there is a need for more

attention to these factors in order to boost the quality of research at the tertiary level. These factors are important indicators for stakeholders in order to promote and improve educational practices.

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Appendix

Interview

Dear colleague,

This semi-structured interview is designed to explore how supervision, students' prior knowledge and academic environment constitute the factors that may affect the quality of research in the department of English – university of Khenchela.

We would like to assure you that all your details and responses will be kept confidential and all information will be anonymized in any report arising from this study. Your cooperation will help a lot in carrying out the enquiry.

1- Supervision

What is the role of supervision in the process of research? How can a supervisor help supervisee achieve a high quality of research? Do you think the relationship between supervisor-supervisee is important? How does this relation affect the quality of the research?

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2- Students' prior knowledge (Students' Research Competencies and Skills)

What are important skills for PhD students to facilitate their success in research?

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3- Academic environment

How can laboratories , Video conferencing facility, and Digital library facility, affect the quality of students' doctoral and master research?

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THANK YOU

ملخص

تم إجراء هذه الدراسة لتقديم نظرة عميقة حول القضايا التي تؤثر على طلاب الماجستير والدكتوراه من خلال مراجعة الأدبيات الحديثة وتحليلها بشكل نقدي حول تجربة الماجستير والدكتوراه. تم استخدام البحث النوعي في محاولة للحصول على معلومات متعمقة والتأكد من أن البيانات تعكس ما يحدث. أظهرت النتائج أن البحث الجيد أمر ضروري لإحداث تغييرات إيجابية في النظام التعليمي. يمكن أن يتأثر بالمشرفين ومعرفة الطلاب ومهاراتهم والعوامل المؤسسية واللوجستية. هذه العوامل هي مؤشرات مهمة لأصحاب المصلحة من أجل تعزيز وتحسين الممارسات التعليمية.

الكلمات المفتاحية:

بحوث الماجستير والدكتوراه ، بحث الجودة ، المشرفون ، معرفة الطلاب ومهاراتهم ، العوامل المؤسسية واللوجستية