



## Implementation of Academic Supervision Philosophies in Developing Candidates Performance

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### Abstract

This study aimed to investigate the impact of supervision on researchers academic outcomes. The study adopted the descriptive analytical method to conduct the study. The study will utilize an interview with some experts in the field of research methodology to overview their stand point about the importance of supervision on having good research. Also a questionnaire for some candidates from Sudanese higher education institutes to outline their insights of the supervisors. Statistical Packages for Social Silences (SPSS) will be used to analyze the data of the questionnaire and content analysis technique for the data that come from the experts interview. The following results are obtained after the analysis of the data: The majority of the participants think that their supervisors do their role properly. Regarding hypothesis two, the participant show negative perspective toward it . they think that the supervisors inform them about essential information, procedures, guidelines, time management, as well as advice the candidate to increase his/her academic activities. The participant believe that their supervisors plan and organize the supervising processes well .

**Key words:** Academic Supervisions, Performance, Developing, Candidates.

### Introduction

In higher education, supervisors play a multifaceted role in guiding and supporting postgraduate students, encompassing academic, research, and personal development. They are responsible for providing mentorship, facilitating research, and ensuring students meet program requirements. Effective supervision is crucial for student success and contributes to the overall quality of research and teaching in higher education. The supervisor is the main academic character in creating a conducive research atmosphere in the institutions of higher education and scientific research as well as research centers. He or she is professional expert in research field with the main task of directing , helping , guiding, motivating , training, assessing, and evaluating candidates in early stage academic supervision through formal and informal processes of conducting academic activities. Simply , the supervisor is someone who imparts knowledge of skills of scientific research to candidates from those who do not know to put it in a practical way. They have a considerable influence on the research process, output as well as outcomes. The Academic Supervision provides the needed support for the student throughout his academic progress in accordance with the educational plan and period and completing the educational plan requirements in a specific period of time as well as



building the student's self-confidence. The Academic Supervision is a systematic process that guides the student to the best methods in his educational progress under the guidance of faculty staff in Science Departments since these elements are essential in order to help the student as soon as he enrolls in the university. The success of the guiding process relies heavily on numerous elements such as: a qualified supervisor, committed student, and the information upon which the guiding process occurs. In order for the student to achieve progress in his educational program, he will need to know all the procedures and requirements. And here comes the importance of the academic supervisor as a source a very important information related to the scientific research . definitely, the supervisor will be responsible for explaining these information to the candidate since he or she is the source to whom the student approaches for approval. For that reason, the fundamental role of the educational process and research lies in the candidate and the main goal is to provide him with the support he needs throughout his academic path and to complete the educational plan requirements as well as increasing the independent confidence growth within the student according to the research program goals. The researchers believe that there must be continuous development and assurance in educational institutions and scientific centers to improve the level of Graduate studies in the Sudanese universities to reach the highest levels possible (locally and internationally) through quality practice, developing the candidate's ability to be responsible and gain confidence in himself and in the institute, and to keep the candidate 's academic path from obstacles and to complete the program during the given period. This study is considered to be a very important because it may contribute to the efforts exerted in improving and understanding the nature of academic supervision at institutions of higher education and scientific research in Sudan.

#### **Statement of the problems**

Prominent and salient obstacles that face some Sudanese candidate at the institutions of higher education and scientific research due to a very important issue which is the academic supervision. Some candidates believe that their supervisors don't give the proper facilities and don't ready to cooperate with them in what they have to do. The main problem that this study would like to deal with is that some Sudanese candidates at institutions of higher education and scientific research suffer from inaccurate processes of supervisions. The researchers found out that problem through their doing their role as supervisors to so many different levels at Sudanese educational and scientific institutions. One of the problems in the world of academic supervision is the low performance of supervisors . The condition of supervision in Sudan is very anxious. Supervisors do not yet have sufficient professionalism to carry out their duties as stated in a lot of protocols and rules that determine the role of supervisors at institutions of higher education and scientific research and research centers. Supervisors are professionals whose job is to help the candidate to plan and carry out the research process, assess research



outcomes, conduct mentoring and training, and conduct research and community service, especially for supervisors at higher education institutions and research centers .

**The questions of the study:** This study aims to answer the following questions:

- 1.What is the main function and duty of a supervisor?
- 2.To what extent do Supervisors inform the candidates about essential information, procedures, guidelines, time management, as well as advice the candidate to increase his/her academic activities?
- 3.To what extent do supervisors plan and organize the supervising processes?

**The hypothesizes of the study:** This study aims to verify the following Hypothesizes

- 1.Supervisors don't do their role properly.
- 2.Supervisors don't inform the candidates about essential information, procedures, guidelines, time management, as well as advice the candidate to increase his/her academic activities.
- 3.The supervisors don't plan and organize the supervising processes.

**Objectives of the study:** This study aims to achieve the following objectives

- 1.To ensure whether supervisors do their duty properly or not.
- 2.To know whether supervisors inform the candidates about essential information, procedures, guidelines, time management, as well as advice the candidate to increase his/her academic activities.
- 3.To ensure if supervisors plan and organize the supervising processes or not .

### **Literature Review and Previous Studies**

#### **The role of supervisors**

According to Nigel Fabb and Alan Durant (2005,p:56-57) if someone wants to write a thesis, it will not be an isolated or even lonely experience, but it usually takes place in a structured environment, typically a school, college or university. The researchers need references, resources therefore, as well as helps from a helper ; for a thesis, this helper is likely to be called your 'supervisor'. Supervision in some academic subjects – such as some science subjects – involves very clear direction and close monitoring by your supervisor, who is likely to give you a topic to work on. In literary studies, by contrast, this arrangement would be unusual; a supervisor for a literary essay or dissertation will generally respond to the work you produce rather than telling you specifically what you must do. This is partly because literary studies is unlikely to involve a group of students working as a team towards a common goal. It is also because literary studies, more than most subjects, requires you to draw on your own resources, reflect on your own readings, and generate your own enthusiasms, bringing into your work an interest that will motivate you to read, generate ideas and write. This all means that a supervisor must maintain a careful balance between encouraging you to



work on your own, as creatively as possible, and at the same time keeping you on track in terms of the standards by which you will be assessed.

The implication for you is that you will need to find ways of making the best use of your supervisor, rather than assuming that your supervisor will provide a ready-made structure of work for you. This can include explicit negotiation as to what you can expect from each other. It may also mean preparing an informal agenda for each supervision meeting. Towards the end of each supervisory

session, you should check that you have understood what was discussed and have noted down what now needs to be done. More than anything else, preparing for a supervision means doing some writing in advance, and giving it to your supervisor so that they can read it before they see you. If for some reason this arrangement for before your meeting breaks down, then it is worth asking your supervisor to read through what you have written with you (if it's not too long) during the supervision itself. Supervision in literary studies can sometimes run into a problem that is probably more common in this discipline than in others. Most supervisors will put more effort into identifying what they think are your mistakes or what still needs to be done, and less effort into praising your successes. What makes this particularly sensitive in literary studies is that you are likely to have put more of yourself into the work – your own readings, your own ideas, your own emotional responses – and so criticism of your work can feel like criticism of you. If you are upset by a supervision, or by comments written on your work, we suggest that you talk to the supervisor/ marker about it. A common, and sometimes reassuring explanation is that your supervisor has not realized that her or his comments, intended to improve your work, could have upset or annoyed you.

According to (Falender and Shafranske, 2004, p. 3) supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. It involves observation, evaluation, feedback, the facilitation of supervisee self-assessment, and the acquisition of knowledge and skills by instruction, modeling, and mutual problem solving...Supervision ensures that clinical consultation is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and the society at large.

### **Role and Duty of the Academic Supervisor**

The Academic Supervisor is a member of the faculty who offers guidance to one or more Graduate study student/s in a study program. The supervisor must follow up with the student from his acceptance in the program until he obtains the certificate he is studying for. He is, therefore, responsible for the student/s and should give him/them all the help needed.

### **Supervisor's Duties**

- a. Making sure the student know all the information's and procedures.
- b. Giving academic guidance.



- c. Helping the student/s in time management.
- d. Helping the student/s during examination period.
- e. Encouraging the student/s to increase his academic activities and using various electronic communications.
- h. Planning and organizing the supervising process.
- i. Preparing a rapid report for each student/s to be given to the head of the department. The report should contain the level of the student in case of failing or a drop in the GPA. His Obligations: Sincere concern for the student's success.
- j. Knowledge of all the university's policies and procedures in all its aspects.
- K. Familiarity with the academic year's agendas and admissions.
- l. He should help student to make decisions and not take decisions for him.
- m. Participating in seminars and workshops to develop supervision skills.
- n. Keeping the secrecy of information's regarding the student and his academic record.

**The Role of Candidates:** Before Meeting with the Academic Supervisor, the candidate Must:

- a. Visit the Deanship of Graduate Studies web page where the college guide explains the department and university requirements, then s/he may ask his/her supervisor about queries.
- b. Set up a meeting with the academic supervisor –preferably before each semester. Know the supervisor's office hours.
- c. Write down all the inquiries s/he needs to ask to his/her supervisor.
- d. Prepare rightful information's and data related to what s/he needs before the meeting.

The Role of Candidate During the Meeting with his/her Supervisor

Throughout the Interview with the Academic Supervisor, the Candidate Must:

- e. Prepare his/her inquiries.
- h. Give an idea about his/her goals and participate with the supervisor.
- i. Suggest a graduating date and consult with the supervisor.
- j. Ask all the question on his/her mind.

#### **The Follow-up Interviews**

The candidate must Make sure that all the supervisor suggests once every two or three weeks is applied. He /she should call or email his/her supervisor with any questions or inquiries. Moreover, he/she must inform his/her supervisor of the changes in his/her study schedule. He / she must cover all studying agendas, especially deadlines as well as making an academic guide file that contains all his papers and documents. Finally, the candidate should take responsibility for his/her educational progress.

#### **The Importance of supervision**

According to Peter Lyons and Howard J. Doueck (2010,p:26) In many field of knowledge , the doctoral students are in need of advisor, often the director of the doctoral program, who remains in the advisory role until a dissertation chairperson is identified. The chairperson may



or may not be the original advisor, and the original advisor may or may not be a member of your committee. Throughout this text we use the term initial faculty advisor to refer to the faculty person assigned this role. We use the terms advisor, chairperson, chair, and dissertation supervisor interchangeably to refer to the chair of your doctoral committee.

### **The functions of supervision**

#### **Academic Guidance:**

Supervisors guide students through the academic program, setting expectations, providing feedback on work, and assisting with the completion of milestones. They help students navigate the curriculum, understand program requirements, and develop the necessary skills for their chosen field.

#### **Research Mentorship:**

Supervisors play a vital role in guiding students through the research process, from selecting a topic to writing and defending the thesis. They assist with research design, literature review, data analysis, and the overall development of the research project.

#### **Professional Development:**

Supervisors contribute to students' professional development by providing guidance on career paths, networking opportunities, and the development of professional skills.

#### **Emotional Support:**

Supervisors offer emotional support, especially during challenging times, helping students manage stress, build confidence, and maintain motivation. They provide encouragement, reassurance, and a supportive environment for students to thrive.

#### **Quality Assurance:**

Supervisors are responsible for ensuring the quality of the research and academic work produced by students. They provide feedback, evaluate progress, and ensure that work meets the standards of the institution and the field.

#### **Administrative Oversight:**

Supervisors also handle administrative tasks related to supervision, such as tracking student progress, completing necessary paperwork, and ensuring compliance with institutional policies.

#### **Impact of Effective Supervision:**

##### **Improved Student Outcomes:**

Effective supervision is linked to increased student satisfaction, higher completion rates, and enhanced academic performance.

##### **Enhanced Research Quality:**

Supervisors contribute to the development of high-quality research by providing guidance, mentorship, and feedback throughout the research process.

##### **Strengthened Academic Community:**



Supervisors foster a positive and supportive learning environment, contributing to a stronger academic community.

**Professional Growth:**

Supervisors help students develop the skills and knowledge necessary for successful careers in their chosen fields.

In conclusion, supervisors in higher education play a critical role in supporting students' academic, research, and professional development. Their guidance, mentorship, and support are essential for student success and contribute to the overall quality and vitality of the academic environment.

**Previous Studies**

This study was conducted by A. C. Lessing in (2011) the study entitled as “The role of the supervisor in the supervisory process” the researcher thinks that postgraduate supervision does not only require academic and research skills from the supervisors – they may also assume a variety of roles to support the postgraduate student from novice to experienced researcher. The role of supervisors in the supervisory process, as well as the views of a purposeful selection of lecturers on the role is the focus of this article. Survey research was employed to gather quantitative data on the views of lecturers in the Faculty of Education at the University of South Africa (Unisa) regarding diverse aspects of their role in the supervision of postgraduate students. The role of supervisors was determined from the literature and a questionnaire was administered to lecturers in the School of Education (University of South Africa) to investigate their views. Clear views of the role of the supervisor emerged from the literature study, but the lecturers who participated saw very few of these identified tasks as part of their responsibility. To increase the throughput of master and doctoral students, lecturers may have to make a mind shift with regard to their role in the supervisory process.

**Data Analysis and Discussion of the Results**

**Table (1) Analysis of Hypotheses one : Candidate ignore their supervision rights.**

The Statement	The options					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My supervisor is cooperative.	Frequencies	12	20	3	5	-
	Percentages	30%	50%	7%	13%	-
I know when to meet my supervisor.	Frequencies	10	18	5	7	-
	Percentages	25%	45%	13%	17%	-
I can suggest changing my supervisor .	Frequencies	18	10	2	10	-
	Percentages	45%	25%	5%	25%	-
I can say my standpoint to my supervisor.	Frequencies	10	20	5	5	-
	Percentages	25%	50%	13%	13%	-
I can ask my supervisory freely.	Frequencies	15	14	4	7	-
	Percentages	38%	35%	10%	17%	-

**Source : preparing by researchers from questionnaire data , 2024.**

1.(80%) of member sample agree to item(My supervisor is cooperative) and (7%) are neutral and (13%) disagree.



2.(70%) of member sample are agree to item(I know when to meet my supervisor) and (13%) are Neutral and (17%) are disagree .

3.(70%) of member sample agree to item(I can suggest changing my superior ) and (5%) are neutral and (25%) disagree.

4.(75%) of member sample agree to item(I can say my standpoint to my supervisor) and (13%) are neutral and (13%) disagree.

5.(73%) of member sample agree to item(I can ask my supervisory freely) and (10%) are neutral and (17%) disagree.

**Table (2) Analysis of Hypotheses two : Supervisors don't inform the candidates about essential information, procedures, guidelines, time management, as well as advice the candidate to increase his/her academic activities.**

The Statement	The options					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My supervisor inform me about essential information related to scope of my study	Frequencies	16	13	2	5	4
	Percentages	40%	32%	5%	13%	10%
My supervisor explains me the procurers of the research.	Frequencies	13	15	4	5	3
	Percentages	32%	38%	10%	13%	7%
My supervisor explains me how to manage my time to conduct the research.	Frequencies	15	12	3	10	-
	Percentages	38%	30%	7%	25%	-
My supervisor explains me the procurers of the research.	Frequencies	15	15	4	6	-
	Percentages	38%	38%	10	15%	-
My supervisor explains me the guidelines about the research.	Frequencies	15	10	5	10	-
	Percentages	38%	25%	13%	25%	-

**Source : preparing by researchers from questionnaire data , 2025.**

1.(72%) of member sample agree to item(My supervisor inform me about essential information related to scope of my study) and (5%) are neutral and (23%) disagree .

2.(70%) of member sample agree to item(My supervisor explains me the procurers of the research) and (10%) are neutral and (20%) disagree .

3.(68%) of member sample agree to item(My supervisor explains me how to manage my time to conduct the research) and (7%) are Neutral and (25%) disagree.

4.(76%) of member sample agree to item(My supervisor explains me the procurers of the research) and (10%) are neutral and (15%) disagree.

5.(63%) of member sample are agree to item(My supervisor explains me the guidelines about the research) and (13%) are Neutral and (25%) are disagree .

**Table (3) Analysis of Hypotheses three : The supervisors don't plan and organize the supervising processes.**

The Statement	The options					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My supervisor don't help me to make a plan in directing the research.	Frequencies	17	13	4	6	-
	Percentages	42%	33%	10%	15%	-
I have a timetable foe meeting supervisor.	Frequencies	15	17	4	4	-
	Percentages	38%	42%	10%	10%	-
My supervisor revises and write a report about a chapter that I finish.	Frequencies	20	9	5	6	-
	Percentages	50%	22%	13%	15%	-
My supervisor helps me what to do about the research.	Frequencies	15	14	4	5	2
	Percentages	38%	35%	10%	13%	5%
My supervisor has a commitment of time.	Frequencies	10	20	4	6	-
	Percentages	25	50	10%	15%	-

**Source : preparing by researcher from questionnaire data , 2024.**

1.(75%) of member sample agree to item(My supervisor don't help me to make a plan in directing the research) and (10%) are neutral and (15%) disagree .



2.(80%) of member sample agree to item(I have a timetable foe meeting supervisor) and (10%) are neutral and (10%) disagree .

3.(72%) of member sample agree to item(My supervisor revises and write a report about a chapter that I finish) and (13%) are neutral and (15%) disagree.

4.(73%) of member sample agree to item(My supervisor helps me what to do about the research) and (10%) are neutral and (18%) disagree.

5. (75%) of member sample agree to item(My supervisor has a commitment of time) and (10%) are neutral and (15%) disagree .

### **Discussion of the Findings**

After the analysis of the study reveals the following:

- 1.The majority of the participants think that their supervisors do their role properly.
- 2.Regarding hypothesis two, the participant show negative perspective toward it . they think that the supervisors inform them about essential information, procedures, guidelines, time management, as well as advice the candidate to increase his/her academic activities.
- 3.The participant believe that their supervisors plan and organize the supervising processes well .

According to the above discussion of the findings, the researchers relate theses findings with regard to the research problem and the course of the study. The three hypothesizes have been rejected according to the results of the analysis.

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