



UNIVERSITY OF  
EDUCATION, WINNEBA



SCHOOL OF  
CREATIVE ARTS

# 8th World Conference on Research Integrity

Megaron Athens International Conference Centre, Greece

2<sup>ND</sup> – 5<sup>TH</sup> JUNE, 2024

# PAPER PRESENTATION

By

**Pearl N.Y.A. Hammond**



TOPIC

**Students' Perceptions and Lecturers'  
Experiences of Thesis Supervision in the  
School of Creative Arts, University of  
Education, Winneba**



# Outline of Presentation

- Introduction
- Problem statement
- Purpose
- Literature Review
- Methodology
- Findings
- Conclusions
- Recommendations

# Background of the Study

- Crucial role of research and innovation in academic institutions.
- The need for proper supervision for graduate research
- Consequences of improper supervision

# Statement of the Problem

- Increase in graduate intake increasing the supervisor-supervisee ratio
- Inability of greater number of graduate students to complete on schedule
- Less attention on research regarding challenges of supervisors

## **Purpose of the Study**

To explore Students' Perceptions and Lecturers' Experiences of Thesis Supervision in the School of Creative Arts, University of Education, Winneba

# Literature Review

```
graph LR; A((Literature Review)) --- B[Supervisory skills and Responsibilities (Löfström & Pyhältö , 2018)]; A --- C[Interpersonal Relationship between supervisors and supervisees (Wood& Louw, 2018)]; A --- D[Attrition rates (Mapelsela & Wilkinson, 2006)]; A --- E[Challenges in supervision process(Askew et al. (2016), Azure, (2016))]; A --- F[Perception of students on thesis supervision (Lessing and Schulze, 2002)];
```

Supervisory skills and Responsibilities (Löfström & Pyhältö , 2018)

Interpersonal Relationship between supervisors and supervisees (Wood& Louw, 2018)

Attrition rates (Mapelsela & Wilkinson, 2006)

Challenges in supervision process(Askew et al. (2016), Azure, (2016))

Perception of students on thesis supervision (Lessing and Schulze, 2002)

# Methodology

- **Approach:** Qualitative
- **Design:** Case study (Creswell, 2014)
- **Population:** All Post-graduate students and supervisors in the School of Creative Arts
- **Sample size:** 10 (Five supervisors and five supervisees)



# Methodology

- **Data Collection Instrument:** Interview Guide
- **Data Analysis:** Deductive Thematic Analysis (Braun & Clarke, 2016).

# Findings

- Supervisee frustration - unavailability and inaccessibility
- Poor outputs from Supervisors / Supervisees
- Increase in supervisor-supervisee ratio
- Financial constraints

## Conclusions

- Supervisory skills of supervisors is highly commendable
- Thesis supervision is of moderate quality
- Many graduates do not complete on time
- Both supervisors and supervisees encounter challenges during thesis supervision

## **Conclusions**

Contextual factors such as personal, socio-economic and employment status are hindering students' progress, while the absence of physical, technical and academic support also contribute to prolonged completion time.

# Recommendations

- Admitting a few number of students helps in providing quality supervision.
- The university to provide appropriate recognition and incentives for supervisors who demonstrate excellence in thesis supervision

# Recommendations

- The university to incorporate thesis supervision into the institutions faculty evaluation and rewards systems ensuring that it is valued and prioritized.
- The university should invest more in gaining access to online research databases so that access to online databases of students is enhanced.
- The Faculty to provide consistent training and development programmes on research integrity for supervisors to enhance their supervision and mentorship skills.

Thank You