European Journal of Education Studies
ISSN: 2501 - 1111
ISSN-L: 2501 - 1111
Available on-line at: www.oapub.org/edu

DOI: 10.46827/ejes.v9i10.4525 Volume 9 | Issue 10 | 2022

VIETNAMESE STUDENT RESEARCHERS' EXPECTATIONS OF THEIR SUPERVISOR AND SUPERVISION PROCESS

Tran Ha Khanh Doan,
Lam Thi Ngoc Trang,
Nguyen Thi Le Thanh,
Luu Ngoc Thanh Vy,
Nguyen Kim Ngan,
Bui Minh Chau,
Le Thanh Thao[i]
Can Tho University,
Can Tho, Vietnam

Abstract:
In Vietnam, scientific research is no longer just the work of scientists, graduate students, scholars, or lecturers; tertiary students are also encouraged to conduct scientific research. Therefore, the scientific research work of students receives more attention from educators. The research on carrying out scientific research of students is also therefore increasing. However, researchers do not seem to have paid enough attention to the role of supervisors during the supervision process. The evidence is that there are few studies on supervisors in Vietnam. Therefore, this study was conducted to learn about the role of supervisors from the student's perspective and expectations. Specifically, this study was conducted quantitatively with the use of a questionnaire consisting of 49 questions with a 5-point Likert scale. A total of 100 English-major students at a university in Southwest Vietnam participated in this study by answering the questionnaire. The results from the questionnaire show that students had high expectations from their supervisors. Specifically, students expect their supervisor to be someone who respects their opinions, has good scientific research knowledge, can give constructive comments, and is always willing to help them when needed. Based on research findings, supervisors are encouraged to participate in professional development training related to scientific research to improve their research knowledge and skills. Along with that, supervisors need to be aware of their role during the process of guiding students to do scientific research.

Keywords: Vietnamese student researchers, expectation, supervisors, supervision process

[i] Correspondence: email thaole@ctu.edu.vn, lethanhthao110294@gmail.com

1. Introduction

In the current era, based on an overview of domestic and foreign research, it can be seen that scientific research is a trend that is receiving much attention today. This trend is one of the leading and top tasks of many universities in the Vietnamese context. Because in addition to the goal of being able to study more deeply in different fields, scientific research and the number of published scientific articles are also a tool to evaluate the training quality of the institutions. Moreover, one of the training goals of higher education in Vietnam is to train human resources capable of doing scientific and technological research to create new knowledge and products to serve the needs of socio-economic development. However, successful scientific research is not only based on the knowledge and experience of the students or other people who directly carry out the research, but also the research supervisor plays a vital role.

A supervisor could fulfill their responsibility by delegating to other experts, enabling networking, encouraging students to critically examine the opportunities, or getting them to reflect on their strengths and interests (Acker & Haque, 2017). Recently, supervisors have assumed mentors' roles, shaping students' academic behavior, work ethic, and integrity (Gray & Jordan, 2012). More than that, professional knowledge and the degree of cooperation during the research process between the supervisor and the researcher are the core contributing factors to the success of a study. Adequate supervision in research requires supervisors to be knowledgeable and skilled (Abiddin, 2007). Agreeably, Hamid and Shah (2018) emphasized the necessity of healthy academic interactions between supervisors and research scholars to ensure the successful completion of research projects. According to (Mainhard et al., 2009), several studies mentioned the supervisor's responsibility to monitor their student welfare, such as honesty, clear communication, financial implementation, and providing institutional support to problem-solving. That is why the authors of this current study decided to delve deeper into this to determine the expectations of foreign language students.

This study was carried out within a public sector in Southwest Vietnam, and the subjects supporting the survey for the study were English-major students. This topic promises to bring a number of benefits to help increase the quality of students' research productivity, such as information about students' expectations and opinions about the quality of guidance for carrying out scientific research. Furthermore, appropriate recommendations are proposed to improve performance when conducting scientific research. The research results of this topic not only help students improve the quality of scientific research but also support teachers when guiding students in scientific research and grasping students' psychology to come up with the most effective solutions.

2. Literature review

2.1 The importance of scientific research

Scientific research is one of the trends of today's education era; the importance of research activities is gradually proven and confirmed. Moreover, scientific research of students is gaining much interest from universities and colleges (Nong & Ha, 2019). According to Tran et al. (2020), the current status of the scientific research capacity of a university has been periodically evaluated and is very popular in countries around the world. Simpfendorfer et al. (2011) indicated the importance of conducting scientific research in universities in the changing era, new and integrated today. According to the above research, scientific research is an activity that helps humans find new topics, fields, knowledge, or further study in a specific field, thanks to which universities can improve the quality of training and teaching of the school.

Various operational indicators assess the scientific research capacity of a higher education institution; key indicators such as publication index, citation index of scientific research articles, total funding for research implementation, research resources and capacity of researchers, supporting staff, teaching assistants, etc. The research capacity of researchers plays a crucial role because they are the ones who carry out research and create recognized scientific products (Allison et al., 2016). Thereby, it can be seen that the success of scientific research not only comes from the capacity of the person conducting the research but the role of the instructor in that research is also highly appreciated and of equal importance.

2.2 The definition of a supervisor

It is crucial to clarify the term "supervisor." According to Ismail et al. (2011), "*Supervision is defined as an intensive, interpersonally focused one-to-one relationship between the supervisor and the student. The supervisor is designated to facilitate the student's academic development either in terms of coursework or research projects*." In addition, supervisors may perform various roles in their contact with their students, including director, facilitator, adviser, teacher, guide, critic, freedom giver, supporter, friend, and manager (Filippou et al., 2021).

It should be emphasized that the usage of the word "supervision" is essentially limited to the supervision of the candidate's research project. It does not advise any taught components, but supervisors must be aware of the whole course so that they may help students with possibilities to expand on their past studies when appropriate. Similarly, Parker-Jenkins (2018) argued that fieldwork supervision is a planned, participatory, and cooperative process that entails keeping an eye on, directing, encouraging, and supporting students as they participate in scientific research. Another study by Schaaf (2018) stated that supervision is a dynamic and challenging process that remains an important element in the field of speech-language pathology.

In summary, the supervisor plays a key role in a student's research project implementation. In addition to guiding academic and research-related work, the supervisor also supports students in other activities. Therefore, in order to perform well in their role, supervisors are expected to have a variety of skills and personalities relevant to research. For example, knowledge of the research and the subject the student is pursuing is essential for the supervisor to give students the correct words. Besides, the supervisor also needs to know when and under what circumstances to say something to encourage students.

2.3 Supervisor style

Scientific research is one of the essential and core tasks of many universities worldwide. Therefore, the responsibility of the person directly doing the research, in the case of this research, is the student, and the supervisor also becomes more critical than ever. The cooperation and guidance of supervisors and students will determine the success of such research, so it is necessary to examine and clarify the role of a supervisor and whether a supervisory style would be more suitable for students.

According to Griffiths et al. (2015), the supervisory team plays a significant role in the student's research experience. They oversee the entire research project and provide feedback, often providing emotional support where needed. In addition, Mainhard et al. (2009) indicated that the responsibility of a supervisor is to monitor their student welfare, such as honesty, clear communication, financial implementation, and providing institutional support to problem-solving. Another study by Eissa and Lester (2017) argued that the supervisor's role is similar to that of a project manager or a gatekeeper since they consider a supervisor will be the person who can manage and control the research process besides taking on the role of supporting their students in terms of resources (scientific journals, ...) or giving suggestions to make recommendations and necessary comments for the study. In addition to the above roles, Brown and Atkins (1988) once suggested that supervisors also play a role such as "*a director, a facilitator, an adviser, a teacher, a guide, a critic, a freedom giver, a supporter, a friend, and a manager in the relationship with their students*." Supervisors need to be aware of these sources of support for candidates, so that they can advise them where to seek assistance (Taylor & Beasley, 2005).

Another study by Mhunpiew (2013) says that the supervisor's role is critical, as the supervisor is a leader guiding students to stick to the idea of that research and providing them with related information documents. So, supervisor significantly affects students' research innovation endeavors (Fan et al., 2019). When students can complete their research well, these are the premise for them to succeed in the future. Similarly, Le et al. (2021) said that supervisors are essential to a student's successful study completion because they offer expert supervision to help them generate the best quality research throughout their candidacy. It can be concluded that, in scientific research, the supervisor plays a significant role in conducting scientific research; the success of scientific research

depends not only on the person who directly conducts the research but also on the supervisor of that study.

Suppose it is confirmed and proven that the supervisor's role in scientific research is essential. In that case, the supervisor's supervisory style also becomes one of the critical points because "*Thesis supervisory styles play central roles in enhancing timeliness and quality completion of thesis works*." (Gedamu, 2018). Based on the research by Friedlander and Ward (1984), it can be defined that "*supervising style*" is how supervisors apply their work and supervision style to the work of supervising scientific research and interact with students or other supervisors. These supervisory philosophies are aligned with the three fundamental supervisor responsibilities of teacher, counselor, and consultant, with different styles showing different traits and characteristics (Ghazali et al., 2018). For example, a supervisor who develops a charming demeanor is amiable, pleasant, and encouraging and is likelier to play the consultant position. Goal-oriented, organized, and didactic are characteristics of a task-oriented supervisor who is more inclined to take on the role of a teacher. An interpersonally sensitive supervisor is likelier to play the position of a counselor because they are dedicated, involved, and thoughtful.

Furthermore, according to Bitzer (2010), numerous studies have shown that supervisors frequently model their supervision style on their own experiences as research students. Even though the opinions of these researchers are based on postgraduate students, they may equally be used to the guidance of undergraduate students (Ghazali et al., 2018). On the other hand, one piece of advice from Harris (1994) is that supervisors should not apply too many different styles of supervision in the process of conducting scientific research because the combination of using different monitoring styles can affect their monitoring process. However, in the supervision process, supervised students and their supervisors cannot avoid different conflicts. Ghazali et al. (2018) argued that the cause of conflicts between supervisors and their students comes from differences in students' expectations of their supervisors and how their supervisors behave and react during supervision differently than the students' expectations or experiences in the past. Therefore, according to the above research, supervisors should consider the students' developmental level when selecting styles. They have different professional needs and expectations for their supervisors at different levels, and supervisory styles may change based on the needs of the students.

To sum up, a supervisor should be concerned with the needs and expectations of students from different levels of development to choose an appropriate supervision style. Supervisors are expected to work differently and appropriately for different students' expectations. For instance, supervisors can apply the task-oriented style for new students who do not have much experience in scientific research, and finally, for more experienced students and researchers, an interpersonal style can be applied by a supervisor.

2.4 The relationship between supervisor and supervisees

In any dimension of work, the relationship between people needs to be focused because working attitude can determine the quality of work, which in this case is scientific research. It can be said that in scientific research, the people who directly affect the success of the research are the supervisor and the student. Saleem and Mehmood (2018) stated, "*the supervisory relationship of a student with a supervisor involves several stages. More meaningfully, the nature of the supervisory relationship is dynamic. It changes throughout the candidacy, right from the beginning to the completion of the research."* A more understandable way, in the study by Piccinin (2003), is "*the relationship between the student and supervisor starting from selecting a research topic, planning the research, identifying and acquiring the necessary resources, managing the project, actively conducting the research, carrying out the literature review, analyzing and interpreting the data, writing the thesis, defend it and possibly publishing it*."

Alternatively, Hon Kam (1997) indicated, "r*esearch degree supervision is a bi-lateral process, a complex interaction between the supervisor and the student*." It is to say that a student's reliance on her or his supervisor for guidance and motivation on work organization and problem-solving, research preparation, and communication exerts a significant effect on the relationship between style and quality of research supervision. Hon Kam (1997) continued, "*the appropriate research supervision has no prescription. Rather, the interactions among quality and style of supervision, role expectations of student and supervisor, the field of study, and other characteristics, have all to be jointly considered*."

According to Mofora and Lessing (2014), to ensure quality and successful research outcomes, efficient supervision necessitates a good relationship and interaction between supervisors and students, as well as an understanding of various practices, processes, potential difficulties, and the successful development and completion of postgraduate research projects. Similarly, Wang et al. (2022) also pointed out that "*the supervisor–student relationship is an important factor that can directly affect academic procrastination*." The relationship between the supervisor and the supervised person will be able to influence learning delay, interest, effectiveness, and adaptation in the learning process.

Gaso et al. (2021) also found that students often seek support in the following areas: research, methodology, emotional support, and administrative procedures. Additionally, a supervisory relationship could be facilitated by adequate training, both for supervisors and students. Generally, the relationship between the supervisor and the student can affect the outcome or success of the research. De Keljin et al. (2014) argued that unsuccessful research projects might depend on the supervisor-student relationship and the student's satisfaction with their supervisor. The poorer the student-supervisor relationship, the higher the failure rate of research projects or a thesis.

According to the research of Schaaf (2018), "*interpersonal*" and "*task-oriented*" supervisors are "*strongly correlated*" with the satisfaction of students or the other way the person is supervised. Moreover, the relationship between the supervisor and the students was not affected by age, training, or experience. On the other hand, Goodyear and

Bernard (1998) argued that learning styles, belief systems, theoretical orientations, culture, experience, and contextual circumstances can all significantly influence disparities. The connection between the supervisor and the supervisee might suffer from inequalities in influence. In conclusion, a positive supervisee-supervisor relationship is crucial for successful supervision.

2.5 Effective and ineffective research supervision practice

According to the study by Masek and Alias (2020), there is no standard definition of adequate supervision; it varies in every institution, depending on its vision and goal, values, and research output, as well as educational policies in which a university is held accountable for serving the interests of stakeholders. Although the study of Masek and Alias (2020) stated that there is no exact definition, this does not mean that scholars cannot give it a basic definition because students' success greatly depends on adequate supervision when both supervisors and students or supervisors cooperate in other ways. The above is called "*a good relationship*"; this is one of the premises for more effective monitoring. To be more effective in monitoring both sides, supervisors need to establish particular standard management and control the expectations of both parties; ineffective supervision is frequently the consequence of several interrelated issues, run as conflicting expectations, divergent modes of thinking and working, and personality incompatibilities. As a result, it is anticipated that having the right expectations, way of thinking, and attitude would greatly aid in successful supervision (Masek & Alias, 2020). Similarly, Watkins (2020) noted research roadblocks as a general lack of agreement among researchers as to the research to be used; and a word lack of agreement as to the definitions and models that should direct the supervision study. According to Masek and Alias (2020), those expectations are a friendly supervisor who can provide consultation and feedback and constitute adequate supervision; supervisors and students strengthen and promote more efficient monitoring. Not only that, the identification and management of these expectations can create motivation in the monitoring process, combining the "*enough*" or "*ideal*" conditions of the research environment and the relationship of the supervisor and their students in a state of mutual understanding. It means that the supervisor and the supervised have mutual understanding and both are in line with each other's expectations, creating a "*successful monitoring*".

To summarize, adequate supervision is heavily impacted by the relational fit between supervisors and students, which manifests as thinking fit, expectation fit, and personality fit. Fit-in personality may be developed by providing opportunities for students and supervisors to get to know one another before a formal appointment. Furthermore, the competencies (i.e., knowledge, skill, attitudes) of supervisors and students might impact the establishment of successful supervision, while the environment can indirectly contribute to adequate supervision. Meanwhile, the supervisor and the students have their perceptions and perspectives; both must have a clear purpose and understand the process to build shared expectations for a positive

working relationship. Because fit appears to be the key to successful supervision, establishing fit is critical. However, if these requirements are not fulfilled, and there is a lack of an effective working connection and communication, research supervision will fail (Masek et al., 2020).

In addition, according to Gin et al. (2021), the supervisor helps their students feel that they are "*being like researchers*," which is more important because this can attract them closer to the approach. More than scientific research without making them feel pressured or imposed during scientific research. A good relationship between the supervisor and the supervised person, the conformity to the expectations of the supervisors and the supervisor will help the research project become successful but undeniable. Many factors are needed to contribute to the study's success. Also, Gin et al. (2021) launched the main factors affecting the quality during monitoring, such as environment, attitude and aptitude of students, and experience and training of supervisors.

As shown in Figure 1, a supervision triangle is proposed based on the three major supervision components discussed above.

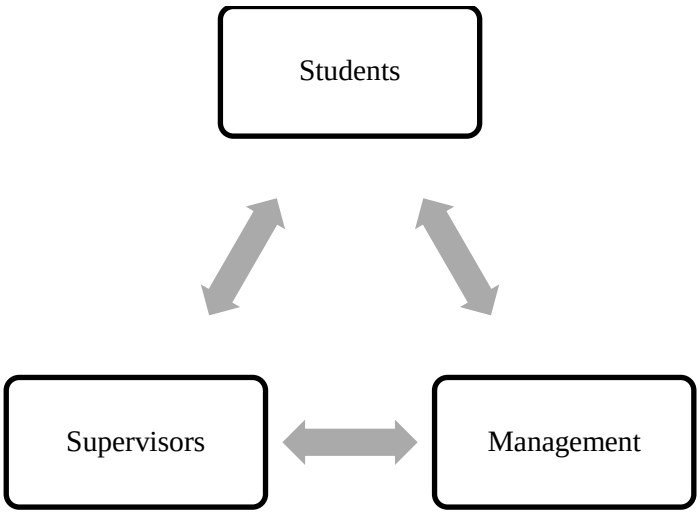

Figure 1: Supervision triangle

Naim and Dhanapal (2017) identified students' perceptions of effectiveness or effectiveness and found that students evaluate "effectively monitoring effectiveness "with five essential points including:

- to provide comment and guidance;
- to meet, discuss and negotiate with students with ease;
- to have good knowledge and experience in his/her respective field of study;
- to give personal support to students; and
- to supervise students according to their ability.

Similarly, Dainty (2010) also studied and gave the result that "a good relationship" is not enough to have an effective monitoring process, which comes from other factors, such as:

- plan of action;

- frequent meetings and liaison;
- supervisor enthusiasm and collaboration;
- feedback.

Composition supervisees and their thesis supervisors fulfilled their supervision duties by offering assistance, from emotional support to timely, insightful comments (Gedamu, 2018). It is not just teaching and supervising research students but also keeping the stages of their research in mind. By addressing the stage-specific needs of supervisees, the quality of supervision could be improved (Saleem et al., 2018).

To make the research process more effective, supervisors are advised to improve their fluency and proficiency in the language used for thesis creation and to research their supervisees' diverse backgrounds. Efforts that will ensure the seamless continuance of successful supervision procedures and rewarding supervisors and supervisees for the submission of responsible theses or dissertations may encourage them to work together productively and inspire other coworkers and supervise to pursue and apply research integrity (Muthanna & Alduais, 2021).

To minimize misunderstanding and frustration, a student researcher should have read or continue to read multiple published scientific works to get adequate information and a clear notion of what they are searching for or analyzing. Defining the multicultural similarities and differences and the research objectives supervisees must meet aid in reducing tacit and explicit misconceptions throughout the supervisory procedures (Hu et al., 2016). Besides, a reminder for students and supervisees to make a detailed schedule is helpful for supervisees. Setting specific, attainable goals to achieve throughout the designated monitoring period is necessary (Muthanna & Alduais, 2021). In conclusion, it is vital to understand the supervisory interactions to determine what is and is not successful and establish technology to best assist resistance (Wigzell, 2020).

Ali et al. (2016) stated that an excellent supervisor is expected to be friendly, approachable, and aware of the standard of work expected from a student. Besides, an effective supervisor must be interested in the student's research, provide timely and constructive feedback, help the student manage his/her time effectively, and recognize his or her areas for improvement. Furthermore, a good supervisor knows how to effectively manage the inevitable tensions between people, the research, and the stakeholders. Although there are many differences, in general, these studies are all about the criteria for a suitable supervisor who can help his students manage their time well and provide them with resources to help with research.

According to Cryer (2006), a good supervisor needs to meet the following criteria:

- to have a knowledge and understanding of the context within which they;
- to be able to recruit and select candidates and establish working relationships with them and, where appropriate, with co-supervisors;
- to support candidates' research projects;
- to support the personal, professional, and career development of candidates;
- to support candidates through the processes of completion of their research;

- to evaluate their practice and, where appropriate; and
- to disseminate good practice.

Similarly, Nasir and Masek (2015) also listed students' expectations for the student of the supervisor as follows:

- to read drafts before supervisory meetings;
- to be readily available when there is a need;
- to be collegian, open-minded, and supportive;
- to provide constructive feedback;
- to have a clear understanding of the research;
- to facilitate supervisory meetings;
- to show a keen interest in the student's research;
- to be sufficiently involved in their success; and
- to be punctual for supervisory meetings.

Most of these "standards" and "expectations" expect the supervisor to participate directly in scientific research. Based on previous studies, a supervisor can assist students in completing the records of the research process. Besides, a good supervisor is expected to care for and come to the students during the monitoring process. Moreover, a good supervisor can help them find documents related to their research.

Another study by James and Baldwin (1999) also proposed eleven criteria to be able to assess what a good supervisor is. These criteria are as follows:

- to ensure an effective partnership for the project;
- to get to know students and carefully assess their needs;
- to establish reasonable, agreed expectations;
- to work with students to establish a robust conceptual structure and research plan;
- to encourage students to write early and often;
- to initiate regular contact and provide high-quality feedback;
- to get students involved in the life of the department;
- to inspire and motivate;
- to help if academic or personal crises arise;
- to take an active interest in students' future careers; and
- to monitor the final production and presentation of the research.

Phillips and Pugh (2005) also added a list of eight expectations of students for their supervisors, including expectations such as supervisors. Professional knowledge in research can accompany and create opportunities for students to exchange ideas more easily. In addition, a supervisor should monitor the progress of scientific research and provide timely necessary documents and information to students. Besides, the supervisor is expected to be friendly and open to be more comfortable exchanging and communicating with the students. Additionally, the supervisor's availability will support and help students during the research process.

On the other hand, although not directly mentioning the expectations of students or people supervised in the research results, Mafora and Lessing (2014) mentioned the

responsibilities and duties that stand for the status a supervisor will have to undertake to support students. According to Lessing, a good supervisor can support their students in selecting research topics or searching for information, building fundamental theories for research, monitoring stages in the research process, and making ideas and suggestions in editing the study content.

The process of scientific research and monitoring while conducting scientific research is dynamic, which means that for each study and each different case that the supervisor of that research will take different roles. Flexible changes in their supervisory style to be more appropriate with research, towards the common goal that can bring the best results to the research, demands supervisors be more aware of their roles during the supervision process.

2.6 Supervision model

To make supervision more effective, supervisors can apply some basic supervision models to suit different groups of students, thereby improving the quality of supervision. According to Ngulube (2021), supervision and supervision models are notoriously vague, and there is no standard nomenclature for the description of Supervision Models. However, another study by Lee (2012) prefers supervisory models as approaches and proposes five vital conceptual styles: functional (directed), enculturation (contractual), critical thinking, emancipation (lasses-faire), and relationship development (pastoral).

Abiddin (2007) said, "*Several selected supervision models have been reviewed to identify the phases of supervision that contribute to the success of supervision*." Knox et al. (2011) offered four monitoring styles they collected through the survey in their study, including collaborative, supportive, relational, or empowering; technique or case management focused; challenging or pushing; authoritarian. The supporting model supports an essential model to promote creativity and pursue innovation (Luo et al., 2019). Alternatively, in the "Therapeutic" supervision model, Currie (2019) suggested that the monitoring model can help strengthen the relationship between their supervision and student or address the counseling relationship between their supervisees and supervisees' clients over the concrete professional development issues in supervision. A study by Ngulube (2021) launched a one-to-one monitoring model, also known as "*the traditional apprentice-master model*." This model is one in which the person conducting the research project will study them alone under single supervision.

According to the research by Ngulube (2021), team supervision can foster a culture of collaboration in supervision practice and produce potential innovations that might advance the growth of professional learning communities within a learning organization. Not only that, but the research also said that this group monitoring model could create a scholarly communication and exchange space. Guerin and Aitchison (2021) stated that no singular supervision model is better than the other. Similarly, Ngulube (2021) also agree that there is no singular correcting of the supervision. There was still evidence that the one-to-one monitoring model dominated many countries and research industries

(Manathunga, 2012). Currently, the supervision model remains minimally studied and lacks empirical foundations. Therefore, it can be seen that this field of research should be invested more because the effective research model can help supervisors and supervised people more easily oriented in the study, from which to have one successful scientific research project.

In conclusion, this literature review indicates that many researchers have conducted research and found methods to attract learners' interest in scientific research. Furthermore, based on the above research materials, the authors of this current study will survey the English-major students in the case of Vietnam about their expectations for the guidance of supervisors' scientific research. As a result, the study is expected to determine the students' perceptions of practical guidance in scientific research and propose solutions to help supervisors improve their instructional strategies in the supervision process.

3. Material and Methods

3.1 Research design

In order to find out what expectations English-major students have about the support and guidance of supervisors during their scientific research, the researchers of this study intentionally used descriptive research. Simultaneously, data were also analyzed by quantitative method. According to Sukamolson (2007), quantitative research reflects a particular event or fact in society or nature, and the quantitative collection instruments can statistically describe unnaturally-quantitative phenomena such as attitudes and beliefs. Amongst the instruments of descriptive research, a survey is one of the most commonly-used approaches to collect data. Several techniques can be used via questionnaires, and the Likert scale is seemingly the most common one and valuable to observe phenomena such as attitudes and expectations. It is in line with the focus of the present paper, which was to shed light on the students' expectations of their supervisor's supervision in carrying out scientific research.

3.2 Research participants

This survey was conducted at a public sector located in the Southwest of Vietnam. One hundred English-major students were invited to participate in this current study. The age of those participants ranged from 19 to 20. The students were preparing for scientific research and acknowledged that they need to fulfill the faculty requirement. Accordingly, they were the people who indeed placed high expectations on their research supervisors.

3.3 Research instrument

The data were collected through a survey questionnaire. According to Munn and Drever (1990), by using questionnaires, the researcher can effectively collect data from a

significant number of participants. Moreover, questionnaires maintain a high return rate. In most cases, the researcher will collect information from local people, where there are opportunities to remind respondents to complete the questionnaires. Palomo et al. (2010) proposed Supervisory Relationship Questionnaire to help researchers interested in this field have a reliable and valid instrument for collecting data. Seeing the fit between the questionnaire and the objective of this study, the research team decided to use it as the primary tool of the study. However, the group also discussed and adapted the questions that did not fit the context of Vietnam. Notably, the original Supervisory Relationship Questionnaire by Palomo et al. (2010 included six domains with 67 items. To fit with the subjects and the scope of the current study, 18 items of the original questionnaire were omitted; therefore, the employed questionnaire still included six domains but with only 49 items, using a five-point Likert scale (from 1-strongly disagree to 5-strongly agree). The adapted questionnaires entailed two sections: section A aimed at collecting biographical data and section B to identify students' views on their expectations in the supervision process. For the respondents' convenience, the questionnaire was presented in both English and Vietnamese.

3.4 Procedure of data collection

Since this study was based entirely on the participants' self-report, the reliability of the questionnaire was vital. Therefore, a pilot study was conducted to check for the reliability of the research instrument to guarantee that the results were reliable. The questionnaire was piloted with 40 students of the same level and background as the research participants. These students were then excluded from the central administration of the survey questionnaire. The piloted data were subjected to SPSS 20 to check for the quality of the instrument. The reliability coefficient of the questionnaire was highly reliable in collecting quantitative data (α=.91).

After being piloted, the questionnaire was officially administered both online and offline. At first, due to the COVID-19 pandemic, the questionnaire was sent to the participants via Google Form. However, the number of returned answers was not enough. Hence, the questionnaires were administered to the respondents in person during break or after class. The researchers met each class in person to explain in detail the purpose of the research and what they were expected to do. The participants were also told that their responses were confidential and only used for research purposes. It took the respondents approximately 15 minutes to finish the questionnaire.

3.5 Data analysis

The data were analysed according to the following steps. First, data from participants' responses from Google Forms and printed papers would be processed on Microsoft Excel. All responses were digitized. For example, "Strongly agree" responses would be changed from words to number 05, and the same went for other responses. Then, all data were processed by SPSS 20. A scale test would be run first to check the reliability of the

official questionnaire. After the reliability of the questionnaire was ensured, the research team used a series of Descriptive Statistics tests against the clusters in the questionnaire. Mean scores would be used to assess student expectations.

4. Results and Discussion

4.1 Students' expectations of their supervisor's abilities to create a safe base in the supervision process

Table 1 presents the results of the Descriptive Statistics test on the first cluster about the students' expectations of their supervisors' abilities to create a safe base in the supervision process.

Table 1: Students' expectations of their supervisor's abilities to create a safe base in the supervision process

Items	Min.	Max.	M	SD
I expect my supervisor to be an open-minded person.	1.00	5.00	4.31	.92
I expect that my supervisor is respectful of my views and ideas.	1.00	5.00	4.38	.70
I expect that my supervisor has a collaborative approach in supervision.	1.00	5.00	4.33	.71
I expect that my supervisor treats me with respect.	1.00	5.00	4.35	.77
I expect that I feel comfortable in my supervision sessions.	1.00	5.00	4.21	.72
I expect that my supervisor and I are equal partners in the supervision process.	1.00	5.00	4.00	.76
I expect to receive harsh feedback on my work from my supervisor.	1.00	5.00	2.25	1.08
I expect my supervisor's advice to be prescriptive.	1.00	5.00	2.18	1.04
I expect that I can discuss my concerns with my supervisor openly.	2.00	5.00	4.11	.73
I expect that my supervisor is non-judgmental in supervision.	1.00	5.00	3.81	.87
I expect the supervision process to be a chance for exchanging ideas.	1.00	5.00	4.02	.68
I expect my discussion with my supervisor not to be negatively evaluated.	1.00	5.00	2.34	.97
I expect that I can talk to my supervisor openly.	2.00	5.00	4.01	.73
I expect that my supervisor treats me like an adult.	3.00	5.00	4.02	.65
I expect that my supervisor gives me constructive feedback rather than destructive ones.	1.00	5.00	4.20	.71

Based on the test results, the students most wanted to work with supervisors who respect their views and ideas (M=4.38), treat them respectfully (M=4.35), guide them in a spirit of cooperation rather than coercion (M=4.33), and are open-minded with new ideas (M=4.31). On the contrary, they did not like to work with supervisors who force them to obey orders rigidly (M=2.18), make harsh comments (M=2.25), and judge them poorly through discussions (M=2.34).

Firstly, students are young, so they often have new and strange ideas (Werner-Seidler et al., 2017). Of course, their opinions are not always good. Many supervisors tend to ignore such ideas and ask students to follow their instructions (Becker & Hall, 1989).

However, asking students to follow through without clearly explaining their ideas leaves them feeling hurt and disrespected (Garbarino & deLara, 2003). Their motivation to work will decrease and directly affect the results. Therefore, they want to work with someone who can respect their new opinions to stay motivated.

In contrast, students tend to resist tasks that are perceived as imperative (Alpert, 1991). Therefore, instead of giving orders and forcing students to do something, supervisors should let them give their opinion then the decision will be made through the exchange of both parties. In addition, students did not feel positive when receiving highly harsh comments from their supervisors (Le, 2007). With a young age and lack of life experience, students are very vulnerable to the unintentional words of adults (Garbarino & deLara, 2003). Therefore, supervisors must be very careful with their words and comments to avoid affecting students' psychological problems. To do that best, the supervisors must be well-versed in assessing their students, who they are, and their strengths and weaknesses. These insights will give supervisors an overview of what they need to do and how they communicate with students (Olivas & Li, 2006).

Finally, human psychology or character is very complex (Wiese et al., 2010). Therefore, through short discussions, it is not easy to accurately assess one's personality or skills. Therefore, supervisors should not make subjective judgments about their students. Instead of making subjective judgments, they are encouraged to give multiple perspectives so that supervisors can better understand their students as well as themselves (Brindley & Laframboise, 2002). This is an effective way for students to know that their supervisors respect them.

4.2 Students' expectations of the supervision sessions

The results of the Descriptive Statistics test on the second cluster about the students' expectations of the supervision sessions are displayed in Table 2.

Table 2: Students' expectations of the supervision sessions

Items	Min.	Max.	M	SD
I expect that my supervision sessions take place regularly.	1.00	5.00	3.63	.84
I expect that my supervision sessions are well-structured.	1.00	5.00	3.87	.85
I expect that my supervision sessions keep free from interruptions.	1.00	5.00	3.88	.73
I expect that my supervision sessions are regularly cut short.	1.00	5.00	2.12	.95
I expect that my supervision sessions have clear focus.	2.00	5.00	4.11	.65
I expect that my supervisor and I both draw up an agenda for supervision together.	2.00	5.00	4.04	.67
I expect that my supervision sessions are disorganized.	1.00	5.00	2.54	1.02
I expect that my supervision sessions are arranged in advance.	2.00	5.00	4.06	.75

In terms of organizing supervision sessions, the students highly expected the sessions to have a clear focus (M=4.11), be arranged in advance (M=4.06), and be drawn up for agenda together by the students and their supervisor (M=4.04). On the other hand, the

students were unhappy with the supervision sessions that were regularly cut short (M=2.12) and disorganized (M=2.54).

Holding meetings that are clear about the purpose will save much time for participants (Carlozzi, 1999). Therefore, it is not difficult to explain why students expect clear-topic meetings. Therefore, before organizing a meeting, supervisors need to inform their students clearly about the content of the meeting and why it needs to be held at a time. Each person's role in the meeting should also be clearly stated to help students prepare to discuss with their supervisor as best as possible. In addition, students are also expected to be involved in scheduling meetings with their supervisors. It is similar to the study by Eilam and Ahron (2003), which indicated that students' engagement in their learning process will help them enhance their learning achievements. This need is entirely justified because, besides doing research, students must continue their formal studies (Vuong et al., 2018). As a result, students may not always be able to fit into the schedule given by their supervisors. Building a meeting schedule together will help both parties benefit. At the same time, this is also an excellent way to let students know they are respected, one of the important factors for students' motivation to work (Passon et al., 2008).

Long meetings naturally cause fatigue for participants. Similarly, Maslach and Leiter (2008) indicated that organizing long meetings causes their participants' burnouts and stress. However, cutting the meeting time short is not always advisable. Specifically, this study showed that shortening the meeting time did not get much consent from students. As mentioned above, doing scientific research while attending regular school takes much time for students (Vuong et al., 2018). Therefore, it is not easy to arrange a meeting. Therefore, students naturally want the meeting to be valuable and worthy. Cutting a meeting short and requesting another meeting many times will cause much trouble for students. Therefore, the facilitator needs to be aware of this to have the most valuable meetings within the allotted time.

4.3 Students' expectations of their supervisor's commitment

A Descriptive Statistics test was administered to measure the students' expectations of their supervisor's commitment during the supervision process, and its results are manifested in Table 3.

Table 3: Students' expectations of their supervisor's commitment

Items	Min.	Max.	M	SD
I expect that my supervisor is enthusiastic in supervising me.	1.00	5.00	4.11	.79
I expect that my supervisor is interested in supervising me.	1.00	5.00	4.06	.84
I expect that my supervisor is uninterested in me.	1.00	5.00	2.12	1.05
I expect that my supervisor has empathy and kindness toward me.	2.00	5.00	4.11	.70
I expect that my supervisor likes supervising work.	2.00	5.00	3.81	.78
I expect that my supervisor perceives me as a burden.	1.00	5.00	2.50	.92
I expect that my supervisor is approachable.	1.00	5.00	4.11	.80
I expect that my supervisor is available when I need help.	1.00	5.00	3.62	.76

I expect that my supervisor pays attention to my expressed emotions.	1.00	5.00	3.79	.85
I expect that my supervisor pays attention to my unspoken feelings.	1.00	5.00	3.72	.85

Regarding students' expectations of their supervisor's commitment, supervisors were highly expected to be enthusiastic in supervising the students (M=4.11), empathetic and kind (M=4.11), approachable (M=4.11), and interested in supervising students (M=4.06). On the other hand, supervisors who lack interest in the students (M=2.12) and perceive students as a burden (M=2.50) would be under the students' expectations.

Enthusiasm is always one of the good qualities of a supervisor and the teaching profession (Keller et al., 2016). Enthusiastic supervisors will help students be more motivated toward their learning (Keller et al., 2016; Patrick et al., 2000). Additionally, supervisors' empathy and kindness also give students many psychological benefits (Hodge et al., 1978). Doing research has never been easy for any. More specifically, doing research will be very difficult for students in this study who are just getting acquainted with scientific research. Therefore, students encounter difficulties or unexpected situations that negatively affect their psychology during the research process (Herr & Anderson, 2014). In these cases, their supervisors play a vital role. Specifically, if there is a lack of empathy, supervisors will not be able to see the problems that students are facing (Stojiljković et al., 2012). From there, criticism without empathy will, of course, cause unimaginable consequences. The light effect can negatively affect scientific research products, while the heavy will affect students' psychology, cracking the relationship between students and supervisors (Mikkonen et al., 2015).

In addition, students expect their instructors to be able to help them when they need it. As a result, the supervisors' approachability received a reasonably high average score on the descriptive statistics test. The lack of experience and research knowledge will cause many problems for which students need help from their supervisors. Therefore, timely support for students will help them feel more secure (Borregaard et al., 2022). If supervisors are too busy to support students, they should find a replacement as soon as possible. Leaving students alone when busy will negatively affect students' products (Platow, 2012). At the same time, not getting the supervisors' support when needed leaves students feeling hurt and frustrated (De Clercq et al., 2019). Supervisors must always be aware of their role in supporting students' scientific research.

4.4 Students' expectations of the value of the supervision process in their learning

Table 4 displays the results of the Descriptive Statistics test on the fourth cluster about the students' expectations of the value of the supervision process in their learning.

Table 4: Students' expectations of the value of the supervision process in their learning

Items	Min.	Max.	M	SD
I expect that my supervisor pays close attention to my development during the process of supervision.	2.00	5.00	4.00	.71
I expect that I can learn from my supervisor about how to facilitate informative discussions in the supervision process.	2.00	5.00	4.09	.70
I expect that I learn a great deal from my supervisor.	2.00	5.00	4.30	.76

In general, the students highly expected the value of reflective education during the supervision process (M>=4.00). They especially expected to learn a great deal from their supervisors (M=4.30).

Conducting research is for students not only to find out something new but also an excellent opportunity to work and learn from their supervisors (Ali et al., 2016). Supervisors are often carefully selected to fit specific criteria. Therefore, students can learn many things, not only about knowledge and research skills but also about lifestyle or moral qualities (Wisker, 2012; Naim & Dhanapal, 2017; Gedamu, 2018; Saleem et al., 2018; Muthanna & Alduais., 2021; Ali et al., 2016; Cryer, 2006; Nasir & Masek, 2015; James & Baldwin, 1999; Phillips & Pugh, 2005; Mafora & Lessing, 2014). This requires the supervisors to know their outstanding role in the guidance work. In addition to instructing students on how to complete a scientific research project, the supervisors are also expected to bring positive life values to students throughout the supervision process. Success or not in the work of guiding scientific research lies not only in the research products but also in the students' perception of life through the lessons they learn from their supervisors.

4.5 Students' expectations of their supervisor as a role model for them to follow

Table 5 manifests the results of the Descriptive Statistics test employed to measure the students' expectations of their supervisor as a role model for them to follow.

Table 5: Students' expectations of their supervisor as a role model for them to follow

Items	Min.	Max.	M	SD
I expect that my supervisor is a professional that I can respect.	1.00	5.00	4.25	.73
I expect that my supervisor is a knowledgeable researcher.	3.00	5.00	4.29	.69
I expect that my supervisor is a teacher that I can respect.	2.00	5.00	4.33	.70
I expect that my supervisor is a critical thinker.	2.00	5.00	4.17	.77
I expect that my supervisor is respectful of students.	1.00	5.00	4.27	.69
I expect that my supervisor is a person that I can respect.	2.00	5.00	4.20	.70

As can be seen, all items in this cluster received positive feedback from students (M>4.00). Specifically, students expected their supervisors to be someone they could respect as a person (M=4.20), as a teacher (M=4.33), and as a professional (M=4.25). Additionally, students also expected their supervisors to be knowledgeable researcher (M=4.29), critical thinker (M=4.17), and someone who respects their students (M=4.27).

In Vietnam, the teaching profession is considered one of society's noblest professions (Le Ha & Van Que, 2006). Therefore, being respected by their students is also a recognition of whether the teachers have done their duties well or not (Onwuegbuzie et al., 2007). It is not difficult to explain that students expected their supervisors to be worthy of respect. In addition, students also showed their desire for a supervisor with the dignity of a professional. The supervisor's demeanours and words will show professionalism throughout the research process (Ozga & Lawn, 2017). Therefore, supervisors must be standard in their words and behaviours when working with their students.

In addition, students also want their supervisor to be knowledgeable about the research. This is, of course, very important (Naim & Dhanapal, 2017). It cannot be the case that someone with insufficient knowledge of research can guide students well in their research (Adrian-Taylor et al., 2007). Therefore, supervisors must constantly improve their research knowledge by enhancing research work. Currently, Vietnamese lecturers are facing difficulties in conducting scientific research (Vuong et al., 2019). This directly impacts the quality of guiding students to do their research. In order to strengthen the scientific research guiding skills, the scientific research skills of lecturers at universities in Vietnam should be paid more attention to (Zhou, 2022). This requires higher education authorities and administrators to invest more in teacher professional development programs.

Being a good critical thinker is also a criterion that students expect from their supervisors. Those with good critical thinking abilities will significantly affect the quality of students' writing (Krest, 1999). For scientific research, everything needs to be accurate and objective for the results to be highly valued (Letherby, 2012). Without critical thinking, the research paper will lose its objectivity, making the information in the article meaningless. Therefore, supervisors need to know what information students should edit or find prior research to support their arguments. To do that, the supervisors need to read more and conduct more studies to have a multi-dimensional view of the problem. Orakcı (2020) indicated that lecturers' lack of research productivity negatively affects their students' satisfaction with the teaching and learning process and their institution.

4.6 Students' expectations of their supervisor's feedback

The students' expectations of how their supervisors would give feedback on their work were measured by a Descriptive Statistics test. The test results were displayed in Table 6.

Table 6: Students' expectations of their supervisor's feedback

Items	Min.	Max.	M	SD
I expect that my supervisor gives me positive feedback on my performance.	1.00	5.00	3.99	.80
I expect that my supervisor gives me negative, but helpful feedback on my performance.	1.00	5.00	3.57	.98
I expect that my supervisor gives me regular feedback on my work.	2.00	5.00	4.07	.70

I expect that my supervisor can balance negative and positive feedback on my work.	1.00	5.00	3.94	.77
I expect that my supervisor's feedback on my performance is constructive.	3.00	5.00	4.25	.65
I expect that my supervisor pays attention to my level of competence.	2.00	5.00	3.95	.82
I expect that my supervisor adjusts the supervision to fit my level of competence.	1.00	5.00	4.11	.78

The test results show that the students expected their supervisors to give constructive feedback (M=4.25), adjust the supervision to fit their level of competence (M=4.11), and give regular feedback on their work (M=4.07). Even though the mean score of the item "I expect that my supervisor gives me negative, but helpful feedback on my performance" is not low (M=3.57), comparing it to others shows that the students seemed uncomfortable with receiving negative feedback from their supervisors.

Unlike destructive feedback, constructive feedback helps the recipient of the feedback not feel hurt but, on the contrary, be more motivated to work (Bee & Bee, 1998). Therefore, it is understandable that students wanted constructive feedback to help them better instead of destructive feedback. Therefore, supervisors need to know about giving feedback to distinguish between constructive and destructive feedback (London, 1995). In addition, students expected to receive feedback from their supervisors regularly instead of sporadic feedback (Erhel & Jamet, 2013). Giving feedback on a regular basis will help students edit their work more wholly and meticulously. In addition, sending regular feedback shows the supervisors' interest in students. This increases the interaction between the two sides and promises to help the relationship between students and supervisors be better (Wubbels & Brekelmans, 2005). It also indirectly helps the working process and output.

In addition, students expected their supervisors to be able to adjust their instructions to suit the students' level. Students with different qualifications will have different learning and working needs (Tomlinson et al., 2003). At the same time, supervisors recognizing what their students need will help them provide more practical guidance. Therefore, instead of being rigid in how to assign tasks to students, supervisors need to be flexible in doing so. Specifically, the supervisors need to give more detailed instructions to weak students.

One thing that can be realized is that although students wanted to receive feedback from their supervisors, they were not ready to receive negative one. Maybe, receiving negative feedback will affect the psychology of students (Scott et al., 2019). So, how to change students' minds about receiving negative feedback as just a tool to help them grow is the top task of the supervisors. They, therefore, are encouraged to discuss how to work with students early in the project and to mention getting negative but helpful feedback (Deemer, 2004). After all, students are still young, and sometimes their feelings are very vulnerable to negative comments about themselves. Understanding this will motivate supervisors to take a more empathetic view of their students.

5. Recommendations

The research helps the reader to partly understand the students' expectations of the scientific research supervisors and the process of guiding scientific research. However, with the data collected from only one questionnaire, the study lacks the depth to help readers fully understand the students' thoughts. Therefore, the research team recommends adding interviews for further studies on this topic to find out more significant results. In addition, the study focused on assessing students' expectations of their supervisors. Therefore, research in the opposite direction is recommended. Specifically, studying supervisors' expectations for their students will give readers a new perspective. This study also partly shows the importance of the professional development of lecturers for scientific research guidance. Therefore, further research should also focus on understanding what types of professional development are available for scientific research and guiding students to scientific research that faculty members most want to participate in and the reasons behind their preferences.

6. Conclusion

This study was conducted to quantify the wrong purpose to determine students' expectations for their guidance in doing scientific research. A 49-item questionnaire was used to collect data from 100 students studying at a university in the southwestern region of Vietnam, and the results show that students had high expectations for their instructors and the scientific research process. Specifically, students expected their supervisors to respect them, have good research knowledge, have high thinking ability, know how to give feedback, etc. Through the study's results, the research team also made some practical suggestions to help improve the quality of the scientific research process. Lecturers should be active in professional development related to scientific research. In addition, critical ethical values also need to be cultivated to not only help students complete their studies but also help them better understand life values.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Tran Ha Khanh Doan is an English-major student at Can Tho University, Vietnam. Doan is particularly interested in classroom-based topics.
Luu Ngoc Thanh Vy is an English-major student at Can Tho University, Vietnam. Vy is very interested in topics related to students' psychology.
Nguyen Kim Ngan studies English Linguistics at Can Tho University, Vietnam. Ngan is keen on students' motivation to learn English.

Nguyen Thi Le Thanh is an English-major student at Can Tho University, Vietnam. She has a special interest in teaching methods and techniques.

Lam Thi Ngoc Trang is an English-major student at Can Tho University, Vietnam. Trang would like to learn more about teacher professional development.

Bui Minh Chau is currently working as an English language teacher at Can Tho University, Viet Nam. She teaches courses on Second Language Acquisition and Discourse Analysis for undergraduate students. Her research interest includes English pedagogy and teacher professional development.

Le Thanh Thao is a lecturer teaching language skills courses at Can Tho University, Vietnam. Thao is very keen on conducting classroom-based research and educational changes.

References

Abiddin, N. Z. (2007). Postgraduate Students' Perception On Effective Supervision: A Case Study at One Public University In Malaysia. *Journal of International Social Research*, *1*(1), 7-19.

Acker, S., & Haque, E. (2017). Left out in the academic field: Doctoral graduates deal with a decade of disappearing jobs. *Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieur*, *47*(3), 101-119.

Adrian-Taylor, S. R., Noels, K. A., & Tischler, K. (2007). Conflict between international graduate students and faculty supervisors: Toward effective conflict prevention and management strategies. *Journal of Studies in International education*, *11*(1), 90-117.

Ali, P., Watson, P., & Dhingra, K. (2016). Postgraduate research students' and their supervisors' attitudes towards supervision. *International Journal of Doctoral Studies*, *11*, 227-241.

Allison, B., Hilton, A., O'Sullivan, T., Owen, A., & Rothwell, A. (2016). *Research skills for students*. Routledge.

Alpert, B. (1991). Students' resistance in the classroom. *Anthropology & Education Quarterly*, *22*(4), 350-366.

Becker, J. A., & Hall, M. S. (1989). Adult beliefs about pragmatic development. *Journal of Applied Developmental Psychology*, *10*(1), 1-17.

Bee, R., & Bee, F. (1998). *Constructive feedback*. CIPD Publishing.

Bitzer, E. (2010). Postgraduate research supervision: More at stake than research training. *Acta Academica*, *2010*(sup-1), 23-56.

Borregaard, B., Massouh, A., Hendriks, J., Jones, I., Lee, G., Manthou, P., ... & Sanders, J. (2022). The X-factors of PhD supervision: ACNAP top 10 tips on choosing a PhD supervisor. *European Journal of Cardiovascular Nursing*, *21*(5), 399-401.

Brindley, R., & Laframboise, K. L. (2002). The need to do more: Promoting multiple perspectives in preservice teacher education through children's literature. *Teaching and Teacher Education*, *18*(4), 40 5-420.

Brown, G., and Atkins, M. (1988). *Effective Teaching in Higher Education*. London: Methuen.

Carlozzi, C. L. (1999). Make your meetings count. *Journal of Accountancy*, *187*(2), 53-55.

Cryer, P. (2006). *EBOOK: The Research Student's Guide to Success*. McGraw-Hill Education (UK).

Currie, S. (2019). Interrogating the Research Student-Supervisor Relationship. In *The Doctoral Experience* (pp. 157-169). Palgrave Macmillan, Cham.

De Clercq, M., Devos, C., Azzi, A., Frenay, M., Klein, O., & Galand, B. (2019). I need somebody to lean on: The effect of peer, relative, and supervisor support on emotions, perceived progress, and persistence in different stages of doctoral advancement. *Swiss Journal of Psychology*, *78*(3-4), 101-113.

de Kleijn, R. A., Meijer, P. C., Pilot, A., & Brekelmans, M. (2014). The relation between feedback perceptions and the supervisor–student relationship in master's thesis projects. *Teaching in Higher Education*, *19*(4), 336-349.

Deemer, S. (2004). Classroom goal orientation in high school classrooms: Revealing links between teacher beliefs and classroom environments. *Educational research*, *46*(1), 73-90.

Eilam, B., & Aharon, I. (2003). Students' planning in the process of self-regulated learning. *Contemporary educational psychology*, *28*(3), 304-334.

Eissa, G., & Lester, S. W. (2017). Supervisor role overload and frustration as antecedents of abusive supervision: The moderating role of supervisor personality. *Journal of Organizational Behavior*, *38*(3), 307-326.

Erhel, S., & Jamet, E. (2013). Digital game-based learning: Impact of instructions and feedback on motivation and learning effectiveness. *Computers & education*, *67*, 156-167.

Fan, L., Mahmood, M., & Uddin, M. (2019). Supportive Chinese supervisor, innovative international students: A social exchange theory perspective. *Asia Pacific Education Review*, *20*(1), 101-115.

Filippou, K., Kallo, J., & Mikkilä-Erdmann, M. (2021). Supervising master's theses in international master's degree programmes: roles, responsibilities and models. *Teaching in Higher Education*, *26*(1), 81-96.

Friedlander, M. L., & Ward, L. G. (1984). Development and validation of the Supervisory Styles Inventory. *Journal of Counseling Psychology*, *31*(4), 541-557.

Garbarino, J., & deLara, E. (2003). Words can hurt forever. *Educational Leadership*, *60*(6), 18-18.

Gašo, G., Ivanovic, M. D., & Tanackovic, S. F. (2021). The Supervisory Relationship in the Doctoral Process: How Do Croatian LIS Students See It?. *Education for Information*, *37*(4), 465-483.

Gedamu, A. D. (2018). TEFL graduate supervisees' views of their supervisors' supervisory styles and satisfaction with thesis supervision. *Iranian Journal of Language Teaching Research*, *6*(1), 63-74.

Ghazali, N. M., Jaafar, W. M. W., & Anuara, A. (2018). Supervision outcomes as predictor to the supervisory relationship and supervision contextual factors: Study on the internship trainee counsellors. In *MATEC web of conferences* (Vol. 150, p. 05073). EDP Sciences.

Gin, L. E., Wiesenthal, N. J., Ferreira, I., & Cooper, K. M. (2021). PhDepression: Examining How Graduate Research and Teaching Affect Depression in Life Sciences PhD Students. *CBE Life Sciences Education*, *20*(3), 1-17.

Goodyear, R. K., & Bernard, J. M. (1998). Clinical supervision: Lessons from the literature. *Counselor Education and Supervision*, *38*(1), 6-22.

Gray, P. W., & Jordan, S. R. (2012). Supervisors and academic integrity: Supervisors as exemplars and mentors. *Journal of Academic Ethics*, *10*(4), 299-311.

Griffiths, A. W., Blakey, H., & Vardy, E. (2015). The role of a supervisor and the impact of supervisory change during your PhD. In E. Norris (Ed.) *A Guide for Psychology Postgraduates: Surviving Postgraduate Study* (pp.68-72). The British Psychological Society.

Guerin, C., & Aitchison, C. (2021). Doctoral writing and remote supervision: What the literature tells us. *Innovations in Education and Teaching International*, *58*(6), 624-634.

Hamid, Z., & Shah, S. A. (2018). Exploration of the interactions between supervisors and their research scholars at University of Kashmir. *International Journal of Education Movement and Social Science*, *7*(2), 320-325.

Harris, M. B. C. (1994). *Supervisory evaluation and feedback*. ERIC Clearinghouse.

Herr, K., & Anderson, G. L. (2014). *The action research dissertation: A guide for students and faculty*. Sage publications.

Hodge, E. A., Payne, P. A., & Wheeler, D. D. (1978). Approaches to empathy training: Programmed methods versus individual supervision and professional versus peer supervisors. *Journal of Counseling Psychology*, *25*(5), 449-453.

Hon Kam, B. (1997). Style and quality in research supervision: the supervisor dependency factor. *Higher education*, *34*(1), 81-103.

Hu, Y., Van Veen, K., & Corda, A. (2016). Pushing too little, praising too much? Intercultural misunderstandings between a Chinese doctoral student and a Dutch supervisor. *Studying teacher education*, *12*(1), 70-87.

Ismail, A., Abiddin, N. Z., & Hassan, A. (2011). Improving the Development of Postgraduates' Research and Supervision. *International Education Studies*, *4*(1), 78-89.

James, R. H., & Baldwin, G. (1999). *Eleven practices of effective postgraduate supervisors*. Centre for the Study of Higher Education and The School of Graduate Studies, University of Melbourne.

Keller, M. M., Hoy, A. W., Goetz, T., & Frenzel, A. C. (2016). Teacher enthusiasm: Reviewing and redefining a complex construct. *Educational Psychology Review*, *28*(4), 743-769.

Krest, M. (1999). Teaching scientific writing: a model for integrating research, writing & critical thinking. *The American Biology Teacher*, *61*(3), 223-227.

Le Ha, P., & Van Que, P. (2006). Vietnamese educational morality and the discursive construction of English language teacher identity. *Journal of Multicultural Discourses*, *1*(2), 136-151.

Le, M., Pham, L., Kim, K., & Bui, N. (2021). The impacts of supervisor–PhD student relationships on PhD students' satisfaction: A case study of Vietnamese universities. *Journal of University Teaching & Learning Practice*, *18*(4), 1-18.

Le, P. T. A. (2007). School Supervisors' Feedback to Student Teachers: Inside Out. *Journal of Applied Linguistics*, *4*(2), 195-216.

Lee, A. (2012). *Successful research supervision: Advising students doing research*. Routledge.

Letherby, G., Scott, J., & Williams, M. (2012). *Objectivity and subjectivity in social research*. Sage.

London, M. (1995). Giving feedback: Source-centered antecedents and consequences of constructive and destructive feedback. *Human Resource Management Review*, *5*(3), 159-188.

Luo, X., Zhang, P. F., Huang, Z., Nie, L., & Xu, X. S. (2019). Discrete hashing with multiple supervision. *IEEE Transactions on Image Processing*, *28*(6), 2962-2975.

Mafora, P., & Lessing, A. (2014). The voice of the external examiner in master's dissertations. *South African Journal of Higher Education*, *28*(4), 1295-1314.

Mainhard, T., Van Der Rijst, R., Van Tartwijk, J., & Wubbels, T. (2009). A model for the supervisor–doctoral student relationship. *Higher education*, *58*(3), 359-373.

Manathunga, C. (2012). Supervisors watching supervisors: The deconstructive possibilities and tensions of team supervision. *Australian Universities' Review, The*, *54*(1), 29-37.

Masek, A., & Alias, M. (2020). A Review of Effective Doctoral Supervision: What Is It and How Can We Achieve It?. *Universal Journal of Educational Research*, *8*(6), 2493-2500.

Maslach, C., & Leiter, M. P. (2008). *The truth about burnout: How organizations cause personal stress and what to do about it*. John Wiley & Sons.

Mhunpiew, N. (2013). A Supervisor's Roles for Successful Thesis and Dissertation. *Online Submission*, *3*(2), 119-122.

Mikkonen, K., Kyngäs, H., & Kääriäinen, M. (2015). Nursing students' experiences of the empathy of their teachers: a qualitative study. *Advances in health sciences education*, *20*(3), 669-682.

Munn, P., & Drever, E. (1990). *Using Questionnaires in Small-Scale Research. A Teachers' Guide*. Scottish Council for Research in Education.

Muthanna, A., & Alduais, A. (2021). A thematic review on research integrity and research supervision: Relationships, Crises and Critical Messages. *Journal of Academic Ethics*, *19*(1), 95-113.

Naim, N. M., & Dhanapal, S. (2017). Students' Perception of the Supervisory Process: A Case Study at A Private University in Malaysia. *MOJEM: Malaysian Online Journal of Educational Management*, *3*(4), 31-49.

Nasir, S., & Masek, A. (2015). A model of supervision in communicating expectation using supervisory styles and students learning styles. *Procedia-Social and Behavioral Sciences*, *204*, 265-271.

Ngulube, P. (2021). Postgraduate Supervision Practices in Education Research and the Creation of Opportunities for Knowledge Sharing. *Problems of Education in the 21st Century*, *79*(2), 255-272.

Nong, N. M. T., & Ha, D. S. (2021). Application of MCDM methods to Qualified Personnel Selection in Distribution Science: Case of Logistics Companies. *Journal of Distribution Science*, *19*(8), 25-35.

Olivas, M., & Li, C. S. (2006). Understanding stressors of international students in higher education: What college counselors and personnel need to know. *Journal of Instructional psychology*, *33*(3), 217-222.

Onwuegbuzie, A. J., Witcher, A. E., Collins, K. M., Filer, J. D., Wiedmaier, C. D., & Moore, C. W. (2007). Students' perceptions of characteristics of effective college teachers: A validity study of a teaching evaluation form using a mixed-methods analysis. *American Educational Research Journal*, *44*(1), 113-160.

Orakcı, Ş. (2020). Postgraduate students' expectations of their lecturers. *The Qualitative Report*, *25*(1), 199-215.

Ozga, J., & Lawn, M. (2017). *Teachers, professionalism and class*. Routledge.

Palomo, M., Beinart, H., & Cooper, M. J. (2010). Development and validation of the Supervisory Relationship Questionnaire (SRQ) in UK trainee clinical psychologists. *British Journal of Clinical Psychology*, *49*(2), 131-149.

Parker-Jenkins, M. (2018). Mind the gap: developing the roles, expectations and boundaries in the doctoral supervisor–supervisee relationship. *Studies in Higher Education*, *43*(1), 57-71.

Passon, C., Levi, D., & Del Rio, V. (2008). Implications of adolescents' perceptions and values for planning and design. *Journal of Planning Education and Research*, *28*(1), 73-85.

Patrick, B. C., Hisley, J., & Kempler, T. (2000). "What's everybody so excited about?": The effects of teacher enthusiasm on student intrinsic motivation and vitality. *The Journal of experimental education*, *68*(3), 217-236.

Phillips, E. M. and Pugh, D. S. (2000). *How to Get a PhD- A Handbook for Students and Their Supervisors*? Buckingham: Open University Press.

Piccinin, S. J. (2003). Graduate students supervision: resources for supervisors & students. *Education*, *25*(3), 71-92.

Platow, M. J. (2012). PhD experience and subsequent outcomes: A look at self-perceptions of acquired graduate attributes and supervisor support. *Studies in Higher Education*, *37*(1), 103-118.

Saleem, S., Sajid, M., Arshad, M., Raziq, M. M., & Shaheen, S. (2022). Work stress, ego depletion, gender and abusive supervision: A self-Regulatory perspective. *The Service Industries Journal*, *42*(14), 1-21.

Saleem, T., & Mehmood, N. (2018). Assessing the Quality of Supervision Experiences in the Different Research Stages at Postgraduate Level. *Journal of Education and Educational Development*, *5*(2), 8-27.

Schaaf, S. M. (2018). *Perception of Supervisory Styles and Satisfaction* (Doctoral dissertation, Murray State University).

Scott, T. M., Gage, N., Hirn, R., & Han, H. (2019). Teacher and student race as a predictor for negative feedback during instruction. *School Psychology*, *34*(1), 22-31.

Simpfendorfer, C. A., Heupel, M. R., White, W. T., & Dulvy, N. K. (2011). The importance of research and public opinion to conservation management of sharks and rays: a synthesis. *Marine and Freshwater Research*, *62*(6), 518-527.

Stojiljković, S., Djigić, G., & Zlatković, B. (2012). Empathy and teachers' roles. *Procedia-Social and Behavioral Sciences*, *69*, 960-966.

Sukamolson, S. (2007). Fundamentals of quantitative research. *Language Institute Chulalongkorn University*, *1*(3), 1-20.

Taylor, S., & Beasley, N. (2005). *A handbook for doctoral supervisors*. Routledge.

Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., ... & Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted*, *27*(2-3), 119-145.

Vuong, N. H. A., Tan, C. K., & Lee, K. W. (2018). Students' perceived challenges of attending a flipped EFL classroom in Viet Nam. *Theory and Practice in Language Studies*, *8*(11), 1504-1510.

Vuong, Q. H., Napier, N. K., Ho, T. M., Nguyen, V. H., Vuong, T. T., Pham, H. H., & Nguyen, H. K. T. (2019). Effects of work environment and collaboration on research productivity in Vietnamese social sciences: evidence from 2008 to 2017 Scopus data. *Studies in Higher Education*, *44*(12), 2132-2147.

Wang, Q., Xin, Z., Zhang, H., Du, J., & Wang, M. (2022). The Effect of the Supervisor–Student Relationship on Academic Procrastination: The Chain-Mediating Role of Academic Self-Efficacy and Learning Adaptation. *International Journal of Environmental Research and Public Health*, *19*(5), 2621-2630.

Watkins Jr, C. E. (2020). The rise and reach of humility in clinical supervision: reactions to McMahon (2020), Jones and Branco (2020), Gutierrez et al.(2020), and Beinart (2020). *The Clinical Supervisor*, *39*(2), 229-247.

Werner-Seidler, A., Perry, Y., Calear, A. L., Newby, J. M., & Christensen, H. (2017). School-based depression and anxiety prevention programs for young people: A systematic review and meta-analysis. *Clinical psychology review*, *51*, 30-47.

Wiese, S. L., Vallacher, R. R., & Strawinska, U. (2010). Dynamical social psychology: Complexity and coherence in human experience. *Social and Personality Psychology Compass*, *4*(11), 1018-1030.

Wigzell, A. (2020). *Ethnographic perspectives on youth justice supervision and the supervisory relationship* (Doctoral dissertation, University of Cambridge).

Wisker, G. (2012). *The good supervisor: Supervising postgraduate and undergraduate research for doctoral theses and dissertations*. Bloomsbury Publishing.

Wubbels, T., & Brekelmans, M. (2005). Two decades of research on teacher–student relationships in class. *International journal of educational research*, *43*(1-2), 6-24.

Zhou, R. (2022). Correlations Between Teaching and Scientific Research Ability and Professional Development of College Teachers. *International Journal of Emerging Technologies in Learning*, *17*(11), 60-72.