

## ***Analysis of Doctoral Supervision***

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### **Abstract**

Sustainable development goal four is to ensure inclusive and equitable quality education and promote lifelong learning for all by 2030. One target of achieving this is by 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, Small Island developing States and African countries, for enrolment in higher education. Egerton University has been a recipient of several postgraduate scholarships in the past few years, mainly; the World Bank's Centre of Excellence in Sustainable Agriculture and Agribusiness management, the Regional Forum for Capacity Building in Agriculture and the African Development Bank. The availability of these scholarships has catapulted enrolment into doctoral studies by students from several African countries. Majority of supervisors in the field of agricultural science at Egerton University are guiding their first doctoral students. The quality of their supervision practice has not been examined. Assessing supervision practice and addressing weak points can result in better relationship between student and supervisor, and ultimately produce quality graduates who will in turn spur research and development. Government industry and business are interested in high quality graduates. The aim of the study was to contribute to the quality of doctoral students by assessing perception of their supervision. The postgraduate research experience questionnaire (PREQ) was issued to soil science doctoral students in order to obtain information on their perception of supervision. The study recommends (i) self-evaluation of supervisors. This will point out weak areas in supervision and when corrected will ensure quality of graduates, (ii) include doctoral students from all University programmes in a future survey to determine perception of their supervision, preferably after thesis examination, and (iii) conduct tracer studies of doctorate graduates. The career history information for holders of research doctorates can help Universities prepare students for the job market. The paper fits within the conference theme "Critical Approaches to Close-Up Higher Education Research". The relationship between disciplinary knowledge and teaching and learning is assessed by understanding how agricultural doctoral students perceive their supervision. This paper therefore relates to the keynote think piece of Amanda Hlengwa which is based on transformation agenda of higher education.

### **Keywords**

Africa, doctoral education, supervision, quality