RELATIONSHIP BETWEEN SUPERVISOR ROLES AND SELF REGULATION AMONG POSTGRADUATE STUDENTS IN FACULTY OF MANAGEMENT, UTM

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Laporan ini disampaikan sebagai
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DEDIKASI

Istimewa untuk ibu tersayang,
Kejayaanku lahir dari pengorbananmu,

*Al-fatihah untuk **ayah** dan **mertuaku**,*
Moga rohmu dalam golongan orang yang beriman,

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ABSTRACT

This study aimed to identify the relationship between supervisors' roles and self-regulatory among postgraduate students in Faculty of Management, Universiti Teknologi Malaysia. Other than that, other objectives in this study are to determine the level of supervisor roles and the level of self-regulatory among postgraduate students. A total of 123 postgraduate students from Faculty of Management were selected as respondents for this study. Data were analyzed using Statistical Package for Social Sciences (SPSS) software. Descriptive data analysis done by finding the mean, frequency, percentage and standard deviation while inferential data analysis done by using Pearson's correlation in measuring the relationship between two variables in this study. The findings indicate that the supervisor roles at higher level while the self-regulatory among postgraduate students at moderate level. Meanwhile, the correlation value is 0.182 and significant value 0.044 showed that the relationship between supervisor roles and self-regulatory among postgraduate students was low. Lastly, the researcher suggested several recommendations for future research's improvement.

ABSTRAK

Kajian ini bertujuan untuk mengenalpasti hubungan antara peranan penyelia dengan pembelajaran kendiri dalam kalangan pelajar pascasiswazah di Fakulti Pengurusan, Universiti Teknologi Malaysia. Selain itu, objektif lain bagi kajian ini adalah untuk mengenalpasti tahap peranan penyelia dan tahap pembelajaran kendiri dalam kalangan pelajar pascasiswazah. Seramai 123 orang pelajar pascasiswazah dari Fakulti Pengurusan, UTM dipilih sebagai responden bagi kajian ini. Data dianalisis menggunakan perisian Statistical Package for Social Sciences (SPSS). Analisis data deskriptif digunakan untuk mencari min, frekuensi, peratusan dan sisihan piawai manakala analisis data inferensi menggunakan ujian korelasi Pearson untuk mengukur hubungan antara dua pembolehubah dalam kajian ini. Dapatan kajian mendapati bahawa peranan penyelia berada pada tahap yang tinggi manakala pembelajaran kendiri dalam kalangan pelajar pascasiswazah berada pada tahap sederhana. Di samping itu, nilai korelasi ialah 0.182 dan nilai signifikan 0.044 menunjukkan bahawa hubungan antara peranan penyelia dengan pembelajaran kendiri dalam kalangan pelajar pascasiswazah adalah rendah. Akhir sekali, pengkaji mencadangkan beberapa cadangan kajian bagi tujuan penambahbaikan kajian akan datang.

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LIST OF ABBREVIATIONS

UTM   -   Universiti Teknologi Malaysia

SPSS   -   Statistical Package for Social Science, version 18.0

N   -   Never

S   -   Sometimes

O   -   Often

A   -   Always

PhD   -   Philosophy of Doctorate

CHAPTER 1

1.1 INTRODUCTION

Of particular importance in terms of postgraduate education is supervision. Numerous research have pointed out that there are high proportions of postgraduate students who fail to complete their studies within the time given (graduate on time). The most cited reasons are problems with supervision (Affero, Norhasni and Aminuddin, 2011); the examination of supervision has the potential to make an important contribution to the quality of postgraduate research. Therefore supervision is concerned as the mechanics of ensuring that the students make good progress towards completion (Noorhasni, 2006). On the other hand, the supervision literature indicates that ethical, technical and methodological problems can be minimized or prevented if all the participants in the relationship strive to enter it with clear expectations for their respective roles and about the rules for their interactions. Therefore, on both departmental and individual basis, the supervisor must be diligent about explicitly working with students to establish mutual expectations, responsibilities and benefits for working together and with other parties (Hussain, 2011).

Many postgraduate researchers at the start of their degree are unsure what to expect from their supervisor and often find it hard to describe the type of role they imagine their supervisor playing. In fact, your supervisor won't just have one role; they will have many mentors, trainer, supporter, critic, fellow researcher, and more. It is important is that you understand the responsibilities your supervisor so that you have clear expectations as to what your supervisor is and isn't here for. That understanding will provide you with a foundation for building an effective working relationship with your supervisor. The student and supervisor should come to a clear

understanding as early as possible as to the supervisor's expectations regarding the student's responsibilities, the time commitment involved for the student, etc. Regular meetings should be scheduled so that the student is able to obtain continuous guidance, feedback and support from the supervisor. Although it is primarily the responsibility of the student to meet the specified deadlines, the supervisor should provide a degree of supervision that would allow the student to complete the thesis research on schedule.

Hussain (2011) stated that words such as 'supervisor', 'thesis supervisory committee', 'graduate program director' and other related terms, are given fuller meaning through departmental and discipline based traditions at the university, as well as in two reports drafted by the School of Graduate Studies for these purposes. Supervisor is the key person in your graduate degree program. Graduate education is greatly affected by the nature of the supervision and the quality of communication between graduate students and their supervisors. When students work closely and effectively with their graduate supervisors, they will improve the quality of their dissertations or thesis and their educational experiences. Supervisors should be available to help their graduate students at every stage, from formulation of their research projects through establishing methodologies and discussing results, to presentation and possible publication of dissertations. Graduate supervisors must also ensure that their students' work meets the standards of the University and the academic discipline.

Given that research degrees are offered in areas as divergent as engineering, social sciences, humanities, natural sciences, fine arts and interdisciplinary studies and Master programs, it is not surprising that there exists considerable variation in terms of the kinds of supervision one might find, and which students would require. There are, of course, many different, valid models of student supervision. For this reason, what follows should be seen not a regulatory but rather as counsel. In the other words, supervisors will provide guidance and assistance to students so that they may carry out their research and present their results to the best advantage. Every supervisor and every research student will be provided with guidance on their respective roles and responsibilities (Hussein, 2011).

The general role of supervisors is to guide and assist students during their period of registered study. The roles of supervisors are quite distinct and it is not one of the roles of the supervisor to assess the thesis. The specific roles of supervisors may differ depending on the academic discipline, departmental practice and whether the member of staff is acting as main, second, temporary or permanent supervisor. Supervisors should ensure that they undertake training as part of their continuing professional development, so that their work as a supervisor is supported. Supervisors should take the initiative in updating their knowledge and skills by participating in a range of appropriate activities and sharing good practice (Norhasni, 2006).

Supervisors will assist their students to plan their research studies, including helping students to define their research topic, to identify schemes and specific tasks, to identify the relevant research literature, data bases and other relevant sources, and to be aware of the standards in the discipline. The supervisor and student should design a programme of research in which (subject to research progress and taking into account special cases) the student aims to have written up all or much of the thesis by the end of his/her period of registered study. The supervisor should discuss with the student what a personal, academic and professional skill training the students requires in order to complete their research studies and to provide a skills base for a future career. The supervisor should agree with the student a research training programme which is compatible with the student's needs and which is achievable in relation to the student's research commitments within the limits of their registered period of study, making it clear where attendance at training courses is compulsory or voluntary (Hussein, 2011).

Self-regulation is an integrated learning process, consisting of the development of a set of constructive behaviours that affect one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments. Many researchers have agreed with the importance of self-regulated learning for students at all academic levels, and remember, self-regulation can be taught, learned and controlled (Chalachew and Lakshmi, 2013). In

Zimmerman's studies, successful students report that the use of self-regulated learning strategies accounted for most of their success in school.

In recent years, there have been exciting discoveries regarding the nature, origins, and development of how students regulate their own learning processes (Zimmerman & Schunk, 2005). Although these studies have clearly revealed how self-regulatory processes lead to success in school, few teachers currently prepare students to learn on their own. In this thesis, students' self-regulation as a way to compensate for their individual differences in learning, define the essential qualities of academic self-regulation, describe the structure and function of self-regulatory processes, and finally, give an overview of methods for guiding students to learn on their own. Self-efficacy, control beliefs, and anxiety are motivational beliefs that initiate and sustain behaviour towards a certain academic goal (Peng, 2012). Social cognitive theory proposes that these beliefs are personal factors that influence self-regulated learning, an important new area of research in educational psychology (Zimmerman and Kitsantas, 2005). Generally, self-regulated learning describes how learners metacognitively, motivationally, and behaviourally improve their own academic achievement (Zimmerman & Schunk, 2005). Metacognitively, self-regulated learners plan, organize, self-evaluate and self monitor at various stages of the learning processes. Motivationally, they perceived themselves as competent, self-efficacious, autonomous, and they work hard to achieve their academic goals. Behaviourally, they select, structure, and sometimes even create environments that optimize learning (Zimmerman, 2005). Obviously, such learners personally initiate and direct their own efforts to acquire knowledge and skills. In order to understand students' self-regulated learning, their motivational beliefs such as self-efficacy, control beliefs, and anxiety must be taken into considerations.

The Malaysian government realizes that the mainstream teaching and learning culture in the educational system lacks the substance to produce self-regulated learners (Malaysian Strategic Research Center, 1994). No doubt, the system manages to produce students with good results but a great number of these students are actually passive learners, spoon-fed learners and rely heavily on rote learning (Ng Lee Yee, *et.al*, 2005). Personal factors such as self-efficacy, goal and anxiety are

classified as students' motivational beliefs (Kadiogu and Uzuntiryaki, 2008). The relationships between these motivational beliefs and self-regulated learning have been extensively studied. However, not enough attention was given to other motivational beliefs such as task values (task interest, task importance and task autonomy) and control beliefs. Recent studies found that self-regulated learning is indeed positively related to students' perception of task values (Lucy, Valerie and William, 2008) and their control beliefs (Fisher and Baird, 2005).Task values can influence self-regulated learning as students' perception of task mediate goals they select and strategies they adopt to learn. If a given task is perceived as interesting and important, students are more willing to employ strategies to complete it. From another perspective, if students believe that they are able to control the learning outcomes and their efforts can produce the desired results, they will use more self-regulated learning strategies. This is because students are confident that their efforts in using strategies will be fruitful and the desired results can be successfully attained.

1.2   BACKGROUND OF THE STUDY

Universiti Teknologi Malaysia (UTM) is one of the public higher institutions for education in Malaysia is in its vision to university world-class. UTM has an excellent academic staff and has been producing graduates who are not only qualified and competent in science and technology but in research as well. It does not only seek graduates who have the broad thinking, but highly competitive (UPSP Bulletin, 2002). Kirsch (2011) defined learning strategies as those techniques or specialized skills that the learner has developed to use in both formal and informal learning situations. Cassidy (2005) argued that because of the global nature of learning styles and in light of the failure of learning style research to identify differences that can be used for organizing groups of learners, the concept of learning strategies has emerged. Learners approach learning endeavours from different perspectives. The manner in which adults learn and conceptualize a new task is quite different from learner to learner.

As the biggest Malaysia's engineering university, UTM rests on the quality of research, training and the services we provide for business and industry. We are committed to match your needs with our expertise and find the right solution for your company. Over the years we have developed linkages with the industries, fostered collaborations with external organisations local and abroad. UTM has taken the approach of embedding quality management across the university and is the foundation upon which its service is delivered to the stakeholders including business and industry partners. In 2000, UTM had become the first public institution of higher learning to win the coveted Prime Minister's Quality Award. UTM has developed appropriate Intellectual Property management to promote an innovation and entrepreneurial culture within the University to encourage and reward idea generation as well as to promote invention and commercialisation of research output. A sound IP management is vital for the effective university-industry collaboration. UTM has been awarded the National Intellectual Property Award 2006 and become the first public university to win this inaugural award. The University also has a firm commitment to play an active part in the Iskandar Development Region (IDR) supporting and developing opportunities to establish new relationships between the University and other organizations in the region and beyond.

UTM is one of Malaysia's premier universities geared towards creativity and innovation in an effort to become world-class university. In June 2010, YAB Datuk Seri Najib Tun Razak announced the UTM is recognized as the sixth Research University in Malaysia to produce graduates who are more competitive and prosperous. UTM is located in two locations in Johor Bahru (UTMJB) as the main campus and in Kuala Lumpur (UTMKL), formerly known as UTM City Campus. Along with the selection of 2010 as the year of creativity and innovation, the creation of the Research University is expected to be able to become a major player further boost innovation in research, development and commercialization. As the proof, the number of research universities has been added to the selection of Universiti Teknologi Malaysia or UTM as announced by the Prime Minister during the presentation of the Tenth Malaysia Plan (10MP). UTM selection as a research university is the fifth country in fact has almost completed the target of the ministry to have six research universities by 2020. These six research universities are

expected to be the main engine to research and innovation activities contributing to the advancement and development of the country to greater heights.

As a Research University, it means that UTM will be an engine of growth of the nation where scholars and students exchange ideas as well as conduct research in a conducive environment that nurtures exploration and creativity in discovering knowledge and creating wealth, leading towards an improved quality of life. Research also act as a core of excellence in prioritized areas of the nation which can generate high impact research publications and attract the best brains for teaching and research in producing high standard graduates. In gaining Research University status, a university must meet the criteria of a Research University. One of the criteria is the Research University must have quantity and quality of researchers postgraduate students.

1.3   STATEMENT OF THE PROBLEM

An important aspect for achieving this goal is to help students take more responsibility for managing their own learning by helping them become more strategic learners (McMahon & Luca, 2007). Self-regulation has long been seen as a desirable but difficult to achieve instructional aim. This is particularly true of on-line learning, where users have limited instructional support and where attrition rates tend to be greater than in face-to-face supervised. This thesis examines the nature of self-regulation, identifying affective and cognitive skills which make for self-regulated learners. The broad psychological states of metacognition and self-concept are identified as well as the motivational and cognitive processes that underpin them. The volitional, learning, and regulatory strategies which learners use are delineated. These are placed within the context of online learning. Aspects which characterise learning environments which support self-regulation are identified, and suggestions are made as to how self-regulation can best be enhanced within on-line courses.

The identification of students who may potentially to be at risk of failure in such environments through the lack of self-regulatory skills (Zumbrunn, 2011).Over the past few years there has been increasing pressure on higher education institutions from employers and funding authorities to promote the development of students' generic skills. From the many reports written about these, it is often difficult to obtain a consistent set of required generic skills across different institutions. There is however, a consistent demand for graduating students including postgraduates' students to have lifelong learning skills that enable learners to continually upgrade their skills and knowledge through their own self-motivation and learning skills. An important aspect for achieving this goal is to help students take more responsibility for managing their own learning by helping them become more strategic learners.

Hurk (2006) argues that there are certain limits to what certain students can achieve, and these are beyond the teacher's control, however good teaching practice can narrow this gap "good teaching is getting most students to use higher order cognitive level processes that the more academic students use spontaneously" (Biggs, 1999). The challenge for educators then is to find teaching and learning methods that bridge this gap, which include valid assessment and feedback instruments to help students locate their strengths and deficiencies. With the pressure of employers, funding authorities and now the advent of online learning for a greater proportion of students, tertiary educators must now determine how best to foster self-regulated learning amongst students. Mc Mahon (2006) contends that it is hardly surprising that there is a high dropout rate for students with poor study skills when they venture onto online courses. While it cannot be denied that the Web has the capability to be an efficient and flexible environment for users to meet their own learning goals, a necessary first step would appear to be the identification of students who may potentially be at risk of failure in such environments through the lack of self-regulatory skills.

One important aspect of self-regulation is the influence of external factors e.g. personal problem; conflict (McMahon & Luca, 2007). Self-regulation is somewhat easier to define than understand. It has been described as 'the process whereby students activate and sustain cognitions, behaviours, and affects, which are

systematically oriented toward attainment of their goals' (Chunk& Zimmerman, 2005). This definition is reinforced by McKimm (2007) who argues that it is active and goal directed, resulting from self control of behaviour motivation and cognition. This emphasis on multiple constructs places self-regulated learning at the junction of several fields of research (Boekaerts, 2005). It emphasises students' reliance on their own internal resources to govern their learning, but these resources are not easy to delineate.

Self-regulated behaviour is an end process, dependent upon the affects and cognitions that precede it. These are to a certain extent inaccessible, since they are internally constructed and not always explicitly articulated by individuals. Also, the notion of self-regulation is prone to multiple interpretations based upon educational philosophy. Zimmerman (2005) identifies it in terms of phenomenological, social cognitive, volitional, Vygotskian and cognitive constructivist theories. All of these approaches bring a unique framework to the concept. Behaviourist approaches emphasise self-monitoring, self-instruction and self-reinforcement, while a phenomenological approach defines it in dimensions such as self-worth, planning, and goal setting. Common to most of these however, is an acknowledgment of the interaction of affective and cognitive processes at a level of abstraction. Self-awareness at a cognitive and emotional level would appear to be the key enabling process in the development of self-regulatory strategies.

Since successful relationships with supervisors may help students to learn (Cameroh-Jones & O'Hara, 2006), thus this study attempts to investigate whether this external forces may also effect on students' self-regulatory. A successful relationship between supervisor and student rests on professionalism, mutual respect, consideration, courtesy and trust. As a thesis student you can expect to have considerable independence in the way you work. One aspect of studying at this level is to take responsibility for making best use of all the resources you have. Your supervisor/s is, in fact, a resource. You should take the first step by arranging the first appointment. At the outset, you and your supervisor/s need to agree about how you will work together. Supervisors have their individual styles and so do students. Here you have a common goal: to complete your research project and thesis in the

best way and form possible occasionally there are problems in a relationship between a supervisor and a student. These may relate to academic issues, for example, a fundamental disagreement over methodology or content. There may be conflicts in teaching and learning styles or personality. A student may be unhappy over a procedural matter such as the time taken to get feedback on written work or the unavailability of a supervisor.

As we know, the consistent demand for postgraduate students to have lifelong learning skills that enable learners to continually upgrade their skills and knowledge through their own self-motivation and learning skills. Increasingly, universities are being asked by industry, government and funding authorities to help students' development with appropriate professional and lifelong learning skills. How can tertiary educators design and implement learning activities to help promote the development of these skills whish are closely related to self-regulatory skills among students. Apart from that, the researcher is focusing on identifying the supervisory roles among lecturers and their effects on self-regulatory of postgraduates students in Faculty of Management in Universiti Teknologi Malaysia.

1.4 RESEARCH QUESTION

Based on the above statement of the problem, researchers will conduct studies to research student perceptions of the way that they are supervised and its influences on their regulatory identity theory. Some questions will be studied, namely:

1.4.1 What is the level of supervisory roles in Faculty of Management, UTM?

1.4.2 What is the level of self-regulatory among postgraduate student in Faculty of Management, UTM?

1.4.3 What is the relationship between supervisor roles and postgraduate students self-regulatory in Faculty of Management, UTM?

1.5   OBJECTIVES OF THE STUDIES

Based on the above statement of the problem, researcher's objectives of the studies is to determine student perceptions of the way that they are supervised and its influences on their regulatory identity theory. Some questions will be studied, namely:

1.5.1   To identify the level of supervisor roles in Faculty of Management, UTM.

1.5.2   To identify the level of self-regulatory among postgraduate students in Faculty of Management, UTM.

1.5.3   To identify the relationship between supervisor roles and self-regulatory of postgraduate students in Faculty of Management, UTM.

1.6   SIGNIFICANCE OF THE STUDIES

The major benefits derived from the research student in Faculty of Management, UTM are as follows: -

Self-Regulatory concept learning (relate to adult learning), internal & external forces of self-regulatory begins with a description of developmental changes in children's self-concepts, self-regulatory processes, and self-evaluative processes the self system that are associated with developmental shifts in their mental representational capacity/both costs and benefits of these developmental changes are considered identifies different modes of caretaker-child interaction that involve different kinds of psychological experiences for the child/these different modes are distinguished in terms of the likelihood that the child will acquire strong standards or self-guides/it is proposed that possessing strong self-guides has both costs and benefits, and that these costs and benefits change as children move from elementary

school to high school/sex differences in socio emotional development are then reconsidered as an example of such trade-offs.

The development of every hypothesis- To support the relationship/causal effects that research student perceptions of the way that they are supervised and its influences on their regulatory. Research university/research students influence on their regulatory to complete their studiers after supervised by supervisor in UTM – Research University in Malaysia.

1.7   SCOPES OF THE STUDIES

The problem-oriented approach to the research students' perceptions of the way that they are supervised and its influences on their self-regulatory Research University-University Technology Malaysia (UTM Skudai). Since successful relationships with supervisors may helping students to learn (Cameroh-Jones & O'Hara, 2006), thus this study attempts to investigate whether this external forces may also effect on students' self-regulatory. The scope of the studies is among the Master and PhD Student in Faculty of Management, UTM for Full Time Student and Part Time Student. It is also for local and international students.

1.8   LIMITATIONS OF STUDY

The selected university for the case study is University Technology Malaysia (UTM), could not be regarded as a typical Public university (university) that is currently towards Research University Due to differences in demographic features which include the student, faculty, number of students, years established, ownership of university, market segment as outlined in the Malaysian Public University. As such, the findings of the case study cannot be generalized due to these demographic differences coupled with other organizational factors which may vary from one organization to another.

1.9   CONCEPTUAL DEFINITIONS

1.9.1 Supervisory Roles

The terminology used to identify supervision can give a first identification of these roles. This terminology varies widely from one country to another. In some countries, the term inspection is considered too negative; hence the terms supervisor, advisor, resource person or simply education officer or district officer are used instead. However, despite the diversity of labels, there is much commonality in what these supervisors are supposed to do.

Supervising is like parenting. These are two of the most important jobs any one can do, but few people are adequately prepared or trained to do them. Most people learn by trial and error with varying degrees of success. But both jobs are far too important to be left to chance and the good news is that you can learn with some help and guidance how to be successful in them. Supervisors typically are responsible for their direct reports' progress and productivity in the learning. Supervision often includes conducting basic needs, observing and giving feedback, addressing performance issues and ensuring conformance to personnel policies and other internal regulations.

Practicalities: This includes such things as: provision of desk or room, equipment, computer facilities, conference funding, photocopying, and secretarial or laboratory assistance. While important, these are easy to sort out. Most departments provide some support in this area and information is usually listed in departmental handbooks, publications for postgraduate students or your supervisor.

Intellectual support: reasonably expect what can be termed 'quality assurance'. By that we mean that your supervisor would probably have experience at both supervising and examining Master students. The supervisor knows what standard your thesis should meet and can assess the feasibility of your plans.

Supervisor can also play the role of sounding board for your ideas. In initial stages this involves helping you find your way through the literature, guidance in topic formulation, help with research design, and robust comment on appropriate writing style. In later stages this support can change to become more of a discussion of your ideas, results, and theoretical framework. The relationship is often presented as one changing from that of master-apprentice to one of colleagues. In reality, the way it starts is often the way it finishes. A more satisfying relationship is one where both parties acknowledge from the start that they are potential colleagues.

Emotional support: It is reasonable to expect that, while taking a needed critical approach to your work, your supervisor would nevertheless encourage you in your endeavours. A good supervisor would be expected to create an atmosphere where you are not frightened of asking questions, where you don't feel you have to be brilliant all the time, and in which you can even occasionally expose your ignorance. You need to feel safe. It is useful to remember that, at this stage of your academic life, your supervisor is not your assessor but someone who is in your corner. Your success is his or her success.

1.9.2 Self-regulatory

Fisher and Baird (2005) claim that postgraduate students should develop insight into their own situations to enhance their professional learning. Personal academic initiative is expected from them. Postgraduate students should take ownership of their studies and manage the investigation themselves. Phillips and Pugh (2000:1) use the term *under your own management* as a key to the nature of postgraduate research. Students are responsible for determining what is required for their research and to carry this out. Postgraduate students (especially on Master and PhD level) should no longer wait for lecturers to tell them what to do, but are expected to initiate discussion, ask for whatever help they need, and debate what they should be learning.

1.10   OPERATIONAL DEFINITIONS

1.10.1 Supervisory Roles

Considering the role of the *supervisor* in UTMJB, research students believe that the supervisor should be enthusiastic and supportive. James and Bakdwin (2008) determined that postgraduate students see the supervisor's main functions as providing support, giving constructive criticism and ensuring a measure of overall guidance. Students often complain about inadequate supervision, lack of communication between themselves and supervisors, and their own lack of knowledge of required standards and of the supervisors' role and functions (Craig and Ryan, 2005).

Regarding the nature of the support a supervisor or promoter should lend to postgraduate students, Watt (2011) suggest that the supervisor should provide structured supervision and guidance in the form of regular consultation meetings. They designed a supervisory system with five components, namely (1) specifying research tasks and performance standards; (2) arranging meetings between the supervisor and student - perhaps weekly; (3) determining deadlines; (4) giving quality feedback and (5) providing incentives. This system produced a greater output of graduates in a shorter length of time than more traditional supervisory approaches. However, it is not the task of the supervisor to write the thesis, edit the language or devise solutions for problems encountered during the research process (Deist 1990).

1.10.2 Self-Regulatory Practice

The ability to self-regulate has been viewed as a desirable quality throughout history because of its positive effects on behaviour and the acquisition of skills (Ng, et.al, 2005). The appeal of self-regulation and its positive effects on behaviour and educational outcomes has prompted much research in this area. "Self-Regulation

refs to the self-directive process through which learners transform their mental abilities into task related skills" (Zimmerman, 2005). This is the method or procedure that learners use to manage and organize their thoughts and convert them into skills used for learning. Self-regulation is the process of continuously monitoring progress toward a goal, checking outcomes, and redirecting unsuccessful efforts (Laura, 2013). In order for students to be self-regulated they need to be aware of their own thought process, and be motivated to actively participate in their own learning process (Zimmerman, 2005).

Self-regulation is desirable because of the effects that it has on educational and behavioural outcomes. The use of Self-Regulation techniques are a way to actively engage otherwise passive students in their academic instruction. Students need to view learning as an activity that they do for themselves in a proactive manner, rather than viewing learning as a covert event that happens to them as a result of instruction (Zimmerman, 2001). Allowing students to take a more active role in their education puts students in the driver's seat and in charge.

Self-regulation techniques are widely used. Successful people and learners use self-regulation to effectively and efficiently accomplish a task. They will regulate different strategies and monitor the effectiveness of that strategy while evaluating and determining the next course of action. Generally, successful learners already utilize various forms of self-regulation. Instruction in the use of self-regulation is typically directed towards students who are not currently using such techniques, and consequently are not successful in educational settings. Through the use of strategies and self-regulation, performance can be greatly improved. The use of self-regulation techniques assists students in performing tasks more effectively and independently. For example, successful learners will constantly check their comprehension. When successful learners read a passage, and realize that they do not understand what they have read, they will go back and reread, and question or summarize what is that they need to understand. On the other hand, when a student with learning disabilities reads a passage, and realizes that they do not understand what they have read, they tend to shut down, or just continue to read because they do not recognize the goal of reading the passage.

Students with learning disabilities tend to be passive learners, often failing to evaluate and monitor their own learning, in order to compensate they allow others to regulate their learning or rely on the assistance of others to successfully complete a task. They lack these essential executive control functions, which are necessary to complete complex academic tasks independently.

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