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IDEAL SUPERVISION: A PROCESS OF BUILDING PERSON AND NOT PAPER

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ABSTRACT

Supervision is a major aspect of academic practices especially in university academic programs. It is an essential involvement of an expert in a specific field in working with a student through an academic project (thesis/dissertation) that leads to successful finishing of an academic degree before graduation. As important as this aspect of academic might be, there are evidences from experiences that students graduate without thorough supervision or "without" supervision. This study consulted plethora of literature using desk research and considered personal experiences, having been engaged with different aspect of postgraduate research practices for over ten years, to appraise supervision practices and the objectives in order to present the ideal supervision practices and what ought to be its objective. The study concluded that there is a need to understand supervision as a process of building persons and not just papers.

Keywords: Academic Practices, Building Students, Thorough Supervision, Personal Experiences, Postgraduate Research.

Introduction

Academic practices on one hand are the determinant factors for academic products in any academic institution, and on the other hand academic products determine the society ethos. The quest for the pursuit of academic degree, especially at the university level has grown in Nigeria. Thousands of graduates at different levels finish and enter labor market every year with an assumption from the town (society and industries) that they have been properly and adequately prepared and equipped to meet the societal and industries needs and bring about positive change in every sector of the society. Although teaching is a major part of the preparation and equipping process for graduates, another important aspect is the supervision; especially in designing and executing academic project writing. Teaching exposes students to different concepts, theories and practices of

making things happen, it is an exalted activity according to Clough (2008) which has nothing to do with becoming a famous professor or experts in one's field; but an engagement in taking students through the process of self-discovery of themselves and the potentials deposited in them. It does not end in the discovery, it involves engaging students in different skills and practices that inform and empower them to use the potential for the benefit of the society. Supervision, in the other way, is the process of assisting students to harness all courses they have undertaken and the skills acquired to identify societal issues and challenges and then independently go through the process of proffering solution to the identified issue/challenges applying the concepts, theories and skills acquired from the courses taken. It is an important factor towards the actualization of quality education and involves providing a professional advice and assistance to students with the aim of improving the quality of output in an educational system (Ogunode & Adanna, 2022).

Education occupies a critical position in changing the society; because it is a deliberate and conscious effort to change human behavior for the better at the individual and group level, with the aim of developing individual maturity through learning and training as part of the process (Hm, Mudhofir & Gusmain, 2023). Guiding student through the process of writing project in educational institution is supervision and it is done with an expert in the specific field who guides, tutors, coaches, and mentors the student through the process that the student is initiated into conducting research independently after the academic program. It is one of the core responsibilities of academics and it is the measure of academic output (Rensburg, Mayers & Roets, 2016).

Academic project supervision is one of the challenging tasks confronting tertiary institutions of learning in Nigeria. Inadequate supervision is one of the factors that lead to poor quality of education in Nigeria (Ogunode & Adnna, 2022). This has resulted to poor, sub-standard student's final project that, by extension, has deprived the society of the needed values to make situation better (Kolade, Uzougbo, Kayode & Rashidat, 2024) and un-employability of graduates from universities (Ogunode & Adnna, 2022). Martinez-Roget, Esparis, and Vazquez-Rozas, (2020) made this clear by stating that academic projects fail to meet society's current and future demand. Nejo (2020) reported that Afe Babalola declared that the quality of education in Nigeria had degenerated to the extent that

many university graduates cannot defend their certificates. Ogunode and Ahaotu (2021) acknowledged poor supervision of students' final project and blamed the National University Commission as not being effective in the performance of its regulatory roles. Due to this supervision challenge, students' aspirations are not often met in most aspect of supervision; many students do not get enough time with their supervisors and many of the supervisors do not understand the process of supervision. Sometimes, the supervisor perceive supervision process as means to exploit students; in such situation students are taken for money making machine or bank where monetary needs of supervisors are met anytime needed. In other instances, students become servants or errand boys/girls for supervisors. In some situations, students especially ladies are required to meet sexual needs of male supervisors (Tuana, 2011). Many times students contract academic project to vendors who write the projects. This is no longer a secret but an almost acceptable academic practice in some academic institutions. For instance the following advert was copied from *writers.ng*:

> Are you struggling to complete your academic project on time? Need expert help to ensure your research meets the highest standards? You're not alone. Over 78% of Nigerian students report challenges with completing their academic projects due to time constraints, research complexity, and lack of proper guidance. The solution? **Hire a project writer in Nigeria** who understands your specific academic needs and local educational requirements.
>
> When you **hire academic writer Nigeria** professionals, you gain access to writers who intimately understand the Nigerian educational landscape. These experts know the specific requirements of major universities including University of Lagos (UNILAG), University of Ibadan (UI), Obafemi Awolowo University (OAU), University of Benin (UNIBEN), and Ahmadu Bello University (ABU) (Omotosho, 2026).

This indicates the magnitude of deterioration in academic research process and writing. It also indicates the mindset of academic has about project. The maxim "it is just an academic exercise" is a product of wrong mindset about academic project writing; not having anything to do with solving societal problems.

In some other instances, there is a recycling of old projects either at supervisor's

approval or the student's choice. The situation has become worse with the evolution of Artificial Intelligence (AI), different machines that take instruction and do almost exactly as instructed; which ought to be a way of making academic project writing easier. Another challenge in academic project writing is that many students are not prepared or equipped for it before reaching that level of their academic career; therefore, it is difficult for them to embark on such venture. Because of all these challenges, many students end up acquiring academic degrees that in reality, they have not worked for nor deserve. Since many supervisors have the same experiences in their preparatory time, they have no idea nor have the knowhow of how to supervise students in writing academic project. All these lead to a recycling of ignorance in academic degree pursuit. One important thing that should be understood about supervising academic project is that the real focus of supervision is not on the paper but on the person. The paper is used as a medium of reaching the students by the supervisor. This study employed desk research to appraise supervision process that could lead to building a person rather than paper.

Academic Project

Student academic project is known as thesis/dissertation which is the culmination of particular degree tracks and completion signals that a student has reached a point in academic career where he/she can stand among other peers as an expert in an area of discipline. It is a classic part of education system and carries with it a tradition of scholarly ability and excellence. It is an extensive writing, a final assignment written by a student toward acquiring and for the fulfilment of the requirement for a particular degree in an academic institution. The assignment is for the student to demonstrate his/her expertise and research skill in a particular discipline. It shows the worth of a student of the degree to be awarded. Before the project is written, it is assumed that a student has undergone different classes where different courses have been taken to open the mind of the student to concepts, theories, and applications to life issues; therefore, research project serves as opportunity for the student to demonstrate how well he/she can integrate all the concepts and theories during the preparatory period. It is important to know that the project writing is an initiation process of a student into the world of research. It prepares students to become lifelong scholars/researchers. The projects allow students to present their

findings in response to a question or propositions that they choose themselves (Martinez-Roget, Esparis, & Vazquez-Rozas, 2020; Rukhsora, 2019). It is a writing process in which students take a lead as being guided by the supervisor.

Academic project writing is beyond filling pages with words, it is a demonstration of how much a student has learned and skill acquired through years of academic engagement. It is a process of displaying oneself for others to read; and beyond that, it presents how much a student is ready to identify and work to mitigate the societal ills and find solution to the day-to-day problems of society or organization (Kolade, Uzougbo, Kayode & Rashidat, 2024), based on the student's area of specialty or discipline.

Academic Project Supervision

There are different understands people, especially in academic, have about supervising student academic project. The understanding is essential to how supervision is carried out by those who have opportunity to supervise. Academic project supervision is a systematic procedure of guiding student to identify the best methods and execute research project in education process under the guidance of faculty members who are experts in the area of discipline of the student who serve as the supervisors. It is perceived as complex and multi-layered process that operates at a variety of academic levels and learning spaces with the purpose of supporting learners along a path of sustained, independent academic work (Griffiths & Warren, 2016). It is a kind of relationship that is evaluative, extends over time, and has simultaneous purpose of enhancing the professional functioning between a supervisor and a supervisee that is designed to equip students with competences like skills, generalist skills, self-reliance skills, and team skills in research areas (Asogwa, Mathenjwa & Dlamini, 2024). Supervision assists students at every stage from the formulation of topic through reviewing of literature, data collection, analysis, report writing and presentation of the report. It is an official obligation, a contract between supervisee and the supervisor (department) to journey with students through the period of academic research project process until the desired degree is earned.

A successful supervision engagement focuses not on only academic development but equally on moral, reputational, spiritual and financial development of the students and the institution (Asogwa, Mathenjwa & Dlamini, 2024). The success of the student in carrying out the research project is

determined by the type of relationship that occurs between the student and the supervisor and other factors like student and supervisor commitment, time given to the supervision and the level of cooperation.

The supervisor is not just an expert but also a mentor to the student. The mentoring aspect of supervision is a major factor in academic project supervision process (Magnusson & Zackariasson, 2025). The core of the entire process lies in the hands of the student; the goal is to provide the student with the support needed throughout the academic project journey and to complete the planed requirement. The experience is to help student develop the attitude and ability to become independent and confident researcher. In essence, supervision is the procedure through which trained lecturers are formally assigned to support, supervise, oversee, mentor and regulate the activities of students in executing their research work to successfully complete the desired degree.

Mentoring

Understanding mentoring as part of academic supervision process presents a holistic roles and characteristics of supervisor even the student. Though supervision and mentoring are two different terms and should be understood differently, their principles, approaches and regulations work together to achieve expected goal in academic supervision; any misunderstanding of the terms could lead to misapplication of their principles, models, styles, and strategies (Asogwa, Mathenjwa & Dlamini, 2024). One of the definitions of mentoring presents a mentor as a person who oversees the career and development of another person, who many times is perceived as junior in that career. The overseeing is done through teaching, counseling, providing psychological support, projecting and sponsoring (Abolarin, 2015). It can also be seen as a relationship between an experienced person and a less experienced one for the purpose of helping the less experienced to attain a higher level, to develop and to achieve; it entails supporting and encouraging the mentee to manage learning in order to maximize potential and develop skills, improve performance and become the person he/she desires to be. The relationship is voluntary aimed at advising, assisting, managing, monitoring, building, supporting, and/or controlling the activities of the mentee for confidence, competence and professional growth in research and transitioning to further research (Asogwa, Mathenjwa & Dlamini, 2024). Mentoring helps to minimize researcher's isolation, encourages social support for both mentor

and mentee to cope with and overcome research challenges and provides different psychosocial and academic benefits from interacting with learning from mentor.

Mentoring in research facilitates knowledge sharing, confidence building, encouragement, skill development, academic milestones and program support (Johnson, 2007). It assists mentee to improve problem-solving skills, networking skills, self-confidence, socialization abilities, organizational awareness, self-reflection, putting difficult experiences into perspective, behavior management skills, capacity to adapt to the norms and expectations of research and its specific context output. Mentoring in academic research project supervision is beneficial to both the student and supervisor (Asogwa, Mathenjwa & Dlamini, 2024). The protégé or mentee, a student in this case, seeks the advice and support of the more experienced person who is the supervisor. The mentor asks questions that will help the mentee to deepen critical thinking skill, that by discovery, the student understands the project and the process of carrying it out. The mentor also answers questions concerning the project in which the protégé should succeed. The mentor provides wisdom and guidance as mentee advances in academic project writing and in life during the project period.

Mentoring process takes place in a deliberate and friendly environment that makes student feel comfortable to relate and open up his mind not just about the academic project but also about other issues in life (Abolarin, 2015). Human beings have always lived life through mentoring process; this is more needed in an intentional way through supervisor to student in academic writing process. Mentoring requires investment of time and wisdom by the mentor in the life of student and this is vital for successful academic project writing experience. Supervision and mentoring require a close and supportive relationship between supervisor (mentor) and student (mentee) with the aim of helping the mentee achieve academic and personal goals (Asogwa, Mathenjwa & Dlamini, 2024). Supervising and mentoring lead to increased research productivity, career advancement and personal growth for both parties. Supervision is more than drop-and-pick approach where supervisor tells the student to go and drop project paper and whenever the supervisor feels he/she is done with the project, the student is told to go and pick it up. Supervisor spends significant time, possibly scheduled, with the student when both meet and interact,

questioning, explaining, answering questions, engaging student in thinking through interaction. When a mentor is committed, student perceives it; and it influences student's development not only in academic project writing but also in character development and growth towards maturity. Mentoring principles in supervision is worthwhile for both the mentor and student because of shared experience, benefit of synergy, involvement in perpetuating positive action and participation in the natural transition of life. Mentoring is a kind of relational experience through which a supervisor empowers student by sharing wisdom and possibly resources.

Effective communication and mutual respect are important factors in establishing mentoring and supervisory relationship (Asogwa, Mathenjwa & Dlamini, 2024). Supervisor as a mentor motivates, advices, trains, coaches, direct and leads to successful goal. According to Johnson (2007) the characteristics that are common to both supervisor and mentor include, being proactive, keeping commitments (meeting deadlines), striving for excellence, demonstrating openness to feedback, demonstrating responsiveness to coaching, communicating honestly and directly, accepting increasing responsibility and autonomy, accepting imperfection and admitting mistakes, being mindful of goal, keeping expectation reasonable, maintaining a sense of humor, and building mentoring constellation.

Relationship

Supervision is not an isolated activity that has no close connection between and among those involved in it. Accepting to be a supervisor is an agreement to enter into positive, healthy and productive relationship with students because learning is relational and a form of social practice (Halse, 2011). Generally, positive relationship between teachers and students is an important factor for student performance and development; teachers are to be friends to students. It is an integral part of academic community; a continuation of kinship relationship (Abolarin, 2015). Palmer, as presented by Abolarin (2015), expressed the kind of deep relationship that should exist between a supervisor and a supervisee by stating that he projects the condition of his soul onto that of his students and their way of being together. In essence he projects what his students could be and works to ensure the actualization of that. This type of relationship is needed between supervisor and supervisee for effective supervision process. A sense of community makes students to flourish.

Those who are involved in such relationship have each other in mind and influence each other positively. Supervision is an ideal avenue through which relationship that can enhance personal discovery, development and achievement should be experienced. The duties of a supervisor include carrying supervisee upon the heart to work diligently in encouraging him/her to reach the maximum of his/her potential. The supervisor initiates the relationship and set the boundary for each member of the relationship to understand and adhere to personal principles and policies. Anytime the relationship becomes unhealthy, the goal and objective will be compromised.

This relationship is not focused on only the academic project of student; it is to as well influence students' character, moral and spiritual being of students. Many times, only academic project paper is the business of supervisors; whereas, it is the least of the responsibility of the supervisor. It is a lifting up. Supervision is the initiation into lasting relationship beyond academic between a supervisor and a supervisee.

It is a self-replication process

Self-replication is a process by which an entity, in this paper, supervisors, autonomously produces copies of themselves in supervisees who operate, function and ready to supervise, at least, at the level of the supervisors. The challenge here is when the supervisor does not have what it takes to be a supervisor. Supervision of academic project is an avenue for supervisors to self-replicate themselves, producing another supervisors of their kinds. Hm, Mudhofir and Gusmian (2023) opined that supervisor works to produce future supervisors. This is done by intentionally learning ways of being more adaptive and responsive to the needs of supervisees. Supervision is a specialized form of advanced teaching (Halse, 2011) that extends to intentional process of self-replication. In this process, supervisors learn from the supervisees on how to better carry out their roles as supervisors that will make positive and lasting impact on their candidates. The supervisors understand that they are different from their candidates, therefore, they value what the candidates are presenting and then work with that to lift the candidates up to that which they ought to be, equipping them to become supervisors. Supervision is a means of supervisors producing and at the same time relating with academic colleagues. The supervisors do this by translating their intuitive knowledge and understanding into a concrete forms in order to communicate them in ways that are comprehensible and productive for students. This is done using

simple technology and other means that students can easily understand and practice.

Table: *Lee's model of successful supervision*

Practice	Description
Model the way: clarify values and set the example	Clarify values by finding your voice and affirming shared values. Set the example by aligning actions with shared values.
Inspire a shared vision: envision the future and enlist others	Envision the future by imagining exciting and ennobling possibilities Enlist others in a common vision by appealing to shared aspirations.
Challenge the process: search for opportunities and experiment and take risks	Search for opportunities by seizing the initiative and looking outward for innovative ways to improve. Experiment and take risks by consistently generating small wins and learning from experience.
Enable others to act: foster cooperation and strengthen others	Foster collaboration by building trust and facilitating relationships. Strengthen others by increasing self-determination and developing competence.
Encourage the heart: recognize contributions and celebrate the values and victories	Recognize contributions by showing appreciation for individual experience. Celebrate the values and victories by creating a spirit of community.

Source: Adapted from Lee (2012)

Requirements for Being an Effective Supervisor

Supervisor serves as the facilitator of a process that comprises intellectual, methodological and pastoral; all these are crucial supervisor characteristics. The significance of each changes during the course of research process. Supervisor is expected to be nurturing, and supportive, friendly, patient, honest, trustworthy, culturally sensitive, understanding, open, approachable, flexible, tolerant, clear communicator, generous, a leader in their field of research, a promoter of healthy work, and unbiased individual (Hothi, 2020; Lindgreen, et al., 2002; Rensburg, Mayers & Roets, 2016; Yengo, 2023). Supervisor should have appropriate research qualifications and experiences. Acquiring skills in research, effective communication, interpersonal skills, problem-solving skills, critical thinking skill, organizational skill, referral skills, technological proficiency, empathy, active listening, data analysis, and academic writing skills are all crucial requirements of a supervisor (Bouchrika, 2025; Hayton, 2024). It is counterproductive to students, institution and society to allocate student to unqualified individual as supervisor.

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Supervision is not to honor individual because when it happens, the destiny of student and society is being truncated. In a situation of mentoring other academics, experienced supervisor should work with less experienced ones to assist their development as supervisors.

Many times, there is a tendency to only focus on the writing without any concern about the person. Supervision according to Rensburg, Mayers and Roets (2016) requires a concern beyond the academic; supervisor ought to show concern and commitment, not only for the intellectual development and discovery of students' academic potential, but also for the development of an understanding of the student as a whole person with other roles and responsibilities such as family, work, challenges of life, and other non-academic activities. Students are deprived of balanced development when supervisor focuses on only research project and academic is to lead to a balanced development of students.

Another important thing to understand in supervision is that it is two-way shared responsibility. Supervisor is not expected to be the only one bringing ideas to give to the student; rather both supervisor and student simultaneously lead and learn depending on each other for emotional as well as other support (Rensburg, Mayers & Roets, 2016). This approach emphasizes the need for a nurturing and protective partnership for supervisor and student. The successful execution of this approach is depending on the relationship built between the supervisor and student; which is also a product of personal and professional characteristics of the supervisor and student (Rensburg, Mayers & Roets, 2016). Scholars have suggested what the roles of a supervisor should be. From his experience, Crammond (2024) summarized the roles to be that supervisors should learn to be authentic mentors, as well as sharing their experience and knowledge and that is to those who have ideal supervision experience. Supervisors ought to take primary responsibility for assisting students learn the craft of research and proceed successfully to the degree. The implication is that the supervisor too is grounded in the craft of research. The following are some of the specific roles of supervisors in academic research writing process.

Roles of a Supervisor

1. Help students to plan their research.
2. Provide students with feedback on their written work and/or presentations.
3. Help them to progress their academic studies.

4. Hold regular tutorials and research/lab group meetings.
5. Work with your student(s) to develop their research and professional skills. Supervisors are to identify and train students in the use of new research tools
6. Ensure they have sufficient resources to implement the mutually agreed research plan.
7. Help them resolve difficulties they encounter and/or direct them to others who can assist.
8. Provide students with career advice, noting however that some students may not wish to pursue an academic career.
9. Set realistic goals with students.
10. Communicate to gain context from student. Interact with students in way that their minds are opened to deeper understanding of their research. Supervision is beyond "drop and pick" process.
11. Be the mentor and not a research robot.
12. Emphasize exposure and impact to students by encouraging them to attend conferences and present papers, write and publish.

An effective supervisor does not remain on the spot in supervision procedure. He/she always learns and works to improve in the process.

Students' Expectation of Supervisors

Students do have some expectations of their supervisors, and it is important to highlight the expectations in order to make supervisors understand that supervision is not one way but two way. Just as the supervisors have expectations of students, students too have expectations of supervisors. From an empirical study carried out, Bashar, et al., (2023) and Doğan and Bıkmaz (2015), found important expectations of students from supervisors. The expectations include:

1. Abiding by plan made with student
2. Not limiting student in his/her comments and opinions
3. Encouraging academic studies of the student and preparing student to enter the future study and research positions anywhere
4. Collaboration with other professors and research institute both inside and outside
5. Creating communication between students and other professors to advance students' work
6. Be concern not only about the academic of students bot also of other aspect of their lives

7. Powerful resume of supervisor
8. The supervisors' relationships with industry and the possibility of creating future job opportunities for the students
9. Guidance into applicable research work
10. Improving students' self-confidence
11. Academic rank of the supervisor
12. Giving feedback to the studies of the student on time
13. Easy to be communicated with
14. Having comprehensive knowledge of research methods and techniques
15. Being problem solving in academic studies
16. Having comprehensive knowledge in his/her field
17. Friendly behavior of the supervisor
18. Honesty in every dealing

Supervision and Technology

Supervision has become more interesting with the advancement in technology. Using some media platforms like, Google class, Microsoft Team, Zoom, and WhatsApp has made supervision location bondless. Irrespective of the location of supervisor and/or the supervisees, supervision and mentoring can still take place. Academic project writing and supervisors making comments and observations with student responding have become paperless because of technology. Student can be trained on writing and analysis skills through technology (e.g. YouTube). All that is needed from the supervisor is to guide and support student to learn and apply the skills. Astuti, Sutiah, Hidayatulloh, and Nisak (2024) in their study found that digital technology facilitates supervisory implementation and effectively improves competence. It also improves supervisor's professionalism especially when the supervisor is adequately trained. But the reality is that instead of technology to improve supervisory work, it has posed challenges for supervisors because many do not improve themselves through training to meet up with the use of technological devices.

The use of technology in supervisory work ought to be a solution to overcome the burden and weakness of conventional supervision (Astuti, Sutiah, Hidayatulloh, & Nisak, 2024). Because of the importance of technology in academic and specifically in supervision process of academic project, Fatimah (2022) advised that educational institutions develop according to the times, especially in the field of technology and that supervisors need to develop themselves to have competence in mastering new technology and be able to implement technological devices so that the project

supervision process can be easier and fruitful producing useful projects and individuals equipped to competently supervise. Using technological media and devices for supervision is important in eliminating barriers or obstacles to supervision process and procedure. It helps to achieve rapid communication between supervisor and supervisee. This can also assist institutions of higher learning to limit the issues of lack of supervisor by working with supervisors remotely (Genedy, 2025). The importance of supervision is presented in the figure below.



Figure: *Purpose of supervision* (adopted from Sa'id, nd.)

Ethics of supervision

Ethics in academic is the compliance with ethical and professional principles, standards, practices and consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship. Integrity is a critical element in academic ethics. Academic integrity is a commitment, even when there is adversity or pressure, to some

fundamental values which include honesty, trust, fairness, respect, responsibility and courage. Discipline is part of academic and any academic process that lacks discipline is no longer academic. All these are applicable to supervision process from both students and supervisors. Focus has always been on data falsification and fabrication, and plagiarism; there are other serious ethical issues going on in the supervision of academic project.

On the one hand, it is unethical for supervisor to take advantage of students in any means whether monetary, service, sexual, or material. On the other hand, students are not to take advantage of supervisors in any means. The focus of the supervision process, which is building students' life through academic project writing, should never be undermined or sacrificed for any immediate gratification. Students are to carry out their responsibility with diligence, not transferring their responsibility to another person. For instance, students are to keep appointment with their supervisors, whether physical or virtual.

It is unethical for vendors to represent students anywhere students are to be by themselves. It is unethical to induce supervisor in cash, sex, or material (gift), from doing diligence in their supervisory roles. Students are to be polite and respectful at all times. Supervisors are not expected to only evaluate documents submitted by students, rather, every aspect of the life of students are to be evaluated for proper and holistic development through the supervision process. In essence, fidelity, justice and non-maleficence are essential ethical issues in supervision process (Löfström & Pyhältö, 2019).

This section is written with an assumption that other ethical issues regarding research and academic writing—plagiarism, data falsification, data fabrication, treatment of research participants—are commonly presented in many research publications. The emphasis here is the interpersonal relationship between supervisors and supervisees. Proper boundary is to be established between supervisor and supervisee throughout the process. Supervisors are to be example of ethical uprightness to students through discussion, teaching and conduct.

Suggestions for Improvement and Actions

This paper has addressed different issues regarding ideal supervision. Some of the challenges identified as confronting supervision of academic projects include a

general misunderstanding of what education is about, wrong orientation about supervision, carryover of an unideal experience by supervisors from when they wrote their academic project, encouraging students to contract their project writing, supervisors not having adequate time with students, perceiving students as means for self-satisfaction (money, material and sexual), not upholding ethics of academic practices, students not having proper understanding of the role and expectation of supervisors, supervisors not having adequate understanding of the role and expectation of students, and short term consideration by both students and supervisors.

In addressing these challenges some suggestions are hereby made for improvement and possible actions. Universities need to organize training workshops for supervisors and prospective supervisors on academic project supervision. There is an assumption that anyone who acquires a PhD degree (as example) should be able to supervise; but evidences have proved otherwise. Anyone serving as lecturer in a university ought to have the right orientation about supervision process and the rudiment of academic writing. This is not to be one-time event but a regular training workshops in academic institutions. Every lecturer should know that supervision is about building the students and not the paper they submit. The paper serves as the medium for reaching and building the students to become the future supervisors and researchers. Supervisors are to imagine what students could be—governor, senator, president, doctor, lawyer, an executive leader, a marketer, researcher, manager of organization, a lecturer, supervisor, a head of department, vice-chancellor, or any professional or an individual that the supervisors would need too after their academic program—and whatever they produce is what they would have at the time. It is with this mindset that supervisors are to carry out their roles as supervisors knowing that they are determining the future of a nation. It is true that whatever someone sows that or more than that he/she would reap. Supervision therefore, is more than drop-and-pick process, it requires interaction, efforts and sacrifice to build students from non-skilled individuals to skilled professionals in their disciplines.

Supervisor's workload should be what could allow for giving the required time and efforts in supervision process. Where a supervisor has the capacity to supervise one students successfully, there should not be more than the one student. Technology has

made inter-university supervision easy; a university can have capable supervisors from another university using technological devises without compromising the ideal process and quality of supervision.

Universities should have policy that will discourage supervisors perceiving students as self-satisfaction medium instead of educational leaders and future solution agents for national problem. And any supervisor that violates the policy should be reprimanded. The policy should help students build trust in the institution's academic practices and standard. Students that go through wrong process would have the tendencies to practice what they experienced. This is why there is a need to break the current trend if there would be a better future for the academic and its products in Nigeria. There should be an end to the "recycling of the ignorance" in academic and specifically in the supervision process. Improvement in supervision honorarium may be a needed thing to reduce if not totally eliminate supervisors perceiving students as money making machines.

The ethics of academic should be promoted and upheld by everyone who engages in academic or has dealing with students in all academic institutions. Healthy relationship should exist between supervisors and students in which the development of the students is the goal of the supervisors. Even when supervisors are charmed by students to violate ethical standard, supervisors should work with the students to understand and imbibe the ideal ethical academic practice. Supervisors should see themselves as reproducing themselves and as the determinants of the societal ethos. Students come into academic institutions with different mindsets and worldviews, some are right while some are not partially or totally wrong. Academic institutions are to lead students to evaluate their worldview and either hold to it if right, modify it if partially right or totally change it if wrong. There are questions that supervisors need to sincerely answer when supervising students; the question are, "Will I be comfortable having my child supervised by my supervisee?" "Will I be happy if my supervisee do exactly what I did to him/her to my child as his/her supervisee?" "Am I building life and society or destroying them?"

Supervisors are to understand that supervision is a journey with student through an uncharted path in which both explore to discover something new to add to the body of knowledge. Therefore, supervisors are not to force what they

already know to students to work on; rather both should be ready to go through the journey of exploration and both learning through the process. Supervisors should be open-minded and be ready for new discovery just as students discover new things. Supervisors are to update themselves in academic writing skills and analytical strategies and techniques using different statistical software. Supervisors should have rudiments of data interpretation in order to guide and mentor students. Academic institutions should ensure that doctoral students have the basic skills of data analysis and interpretation. Academic research towards degree acquisition is an initiation of students into the world of research. The experience they have while in the academic institution is to prepare and motivate them into conducting research after they acquired their degrees and left the academic institutions.

Conclusion

If there is anything that is essentially needed to be properly understood and practiced appropriately and adequately in academic institutions is supervision. Supervision is not just about paper but persons (students). Supervision is the process of building students' life, equipping them with skills and integrity to function in the society as the problem identifiers and solvers, making the society a conducive place for people to live. Supervisors are experts who always improve themselves to be relevant in building other supervisors. In order to have academically fulfilling future and an educated society—a society where the social ills are abated—supervision should be taken serious and the current situation of supervision in the institutions of higher learning currently should change positively by re-orienting supervisors and upholding academic discipline.

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