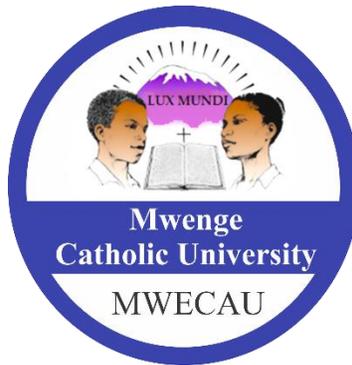


PhD Public Defense (2nd May, 2025 at 2.00 pm)



**Directorate of Postgraduate Research Innovation and Consultancy
Faculty of Education
Department of Educational Psychology and Curriculum Studies**



Evastella Oddo Kaponga

Public Defence: VIVA VOCE – Doctor of Philosophy in Education

Candidate: **Evastella Oddo Kaponga (T/PhD/2021/0003)**

Evastela Kaponga is a Catholic nun affiliated with the Franciscan Sisters of Charity (FSC) in the Catholic Diocese of Mahenge. She has previously served as both a teacher and headmistress in several secondary schools. Since 2021, she has been part of the academic staff at Mwenge Catholic University. Through her professional experience, she has developed a broad range of skills and knowledge in academic administration and student mentorship, particularly in educational foundation courses. In 2021, she enrolled in the PhD program at Mwenge Catholic University, initially within the Department of Educational Management, Planning, Finance and Lifelong Learning (DEMPFL), which is now known as the Department of Educational Psychology and Curriculum Studies (DEPCS).

Thesis Title: Contribution of Selected Supervisory Skills in Enhancing Completion of Post-Graduate Students' Research Process in Universities, Northern Zone, Tanzania

Supervisors: Rev. Dr. Eugene Lyamtane
Prof. Evans Ogoti

Date and Time: Friday, 2nd May, 2025: time 02:00 pm

Venue: Conference Room 2

Mode of defence: Face-to-face and online (Zoom):

Link: Faculty of Education (MWECAU) is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://us02web.zoom.us/j/86138681914?pwd=ANOPvtIEPXpbZflPDa76jxZUFEq9zz.1>

Meeting ID: 861 3868 1914

Passcode: 368353

Summary of Dissertation

This study investigated the contribution of selected supervisory skills in enhancing the completion of postgraduate students' research processes in universities in the Northern Zone in Tanzania. The study was guided by six research questions and employed Katz's theory, which was developed by Robert Katz in 1955. The study employed a convergent design under a mixed-methods research approach. The study's target population to make a total of 1454. Proportionate stratified and simple random sampling techniques were used to sample a total of 214 respondents. Questionnaires, interview guides and a document analysis schedule were used to collect data. The validity of research instruments was determined by using three research experts in education who supervise postgraduate students from MWECAU. The reliability of questionnaire instruments was determined using the Cronbach Alpha method ($r = 0.936$ for postgraduate students' questionnaires and $r = 0.933$ for supervisors' questionnaires). The reliability of qualitative research instruments was determined through peer debriefing. Descriptive and inferential statistics were used to analyse quantitative data, while qualitative data were transcribed, coded, and put into themes and, narrations. Hypotheses were tested by using one-way ANOVA at 0.05 level of significance.