ISSN: 0975-833X

Available online at http://www.journalcra.com

International Journal of Current Research
Vol. 18, Issue, 10, pp. 38617-38622, October, 2026
DOI: https://doi.org/10.24941/ijcr.51023.10.2026

INTERNATIONAL JOURNAL OF CURRENT RESEARCH

RESEARCH ARTICLE

SUPERVISION OF DISSERTATIONS AND THESES IN AFRICAN UNIVERSITIES: CHALLENGES AND SOLUTION APPROACHES

[1]Akimou TCHAGNAOU, [1]Yacoubou ALOU and [2]Rose Aimée PANDI MABILA IDE

[1]Université André Salifou/Laboratoire Lettres Éducation et Communication (Labo LEC); [2]Université Marien Ngouabi/Ecole Normale Supérieure

ARTICLE INFO

Article History:
Received 24th July, 2026
Received in revised form
20th August, 2026
Accepted 15th September, 2026
Published online 30th October, 2026

Key words:
Dissertation and thesis supervision, doctorate, difficulties, solutions, African university.

***Corresponding author:**
Akimou TCHAGNAOU

ABSTRACT

This article aims at analyzing the difficulties encountered by dissertation and thesis supervisors before it proposes some approaches to face the challenges posed by supervision in 13 African countries. The study targets university professors who have the required credentials to supervise dissertations and theses. Questionnaire is used to collect data and mixed method is used to analyze the collected data. The main results show that most of the respondents are not aware of the tools used in supervising dissertations and theses; only few supervisors have received training on how to supervise; almost all of the respondents acknowledge that they encounter difficulties in supervising dissertations and theses and they express the need to implement training programs in their institutions.

Copyright©2026, TCHAGNAOU Akimou et al. *This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.*

Citation: ***TCHAGNAOU Akimou, ALOU Yacoubou and PANDI MABILA IDE Rose Aimée,*** **2026.** "Supervision of dissertations and theses in african universities: challenges and solution approaches*". International Journal of Current Research*, 18, (10), 38617-38622.

INTRODUCTION

The supervision of dissertations and doctoral theses is a scientific activity devolved to university professors, it consists of coaching a professional Bachelor's, Master's or Doctoral student in the development of his/her dissertation or thesis. It is an activity that is carried out in compliance with the requirements of the postgraduate school or the institution in which hosts the training. The writing and supervision of dissertations and theses abide by the rules and regulations of the institution. However, it becomes obvious that supervising students presents some difficulties which vary from one institution to another since universities and other higher institutions do not have the same equipment. The paper aims at analyzing the difficulties that supervisors of dissertations and theses encounter while overseeing their students' research activities before it proposes some approaches to solve the problem. Many scholars have looked into the difficulties associated with supervising students' research work (Beaud, 1991; Prégent, 2001; Moguérou, 2003; Redon, 2008; Tchagnaou, 2009; Tchagnaou, 2017; Begin, 2018; Tchagnaou *et al*., 2019; Constance, 2019; Tchagnaou, 2024; Tchagnaou et *al*., 2024 ; etc). According to Tchagnaou (2017), one of the difficulties associated with supervising dissertations resides in the ratio supervisor/supervisee. He observes that: Another important aspect that deserves to be mentioned is the lack of qualified supervisors. Not all university teachers are qualified to supervise all types of theses. But at all levels, there is insufficiency of teachers which makes supervision increasingly difficult. In 2012, the FLESH and INSE of the Université de Lomé (UL) had a total of 161 permanent teachers. This number of teachers is insufficient to supervise nearly 11, 881 Bachelor's, DEA, and Master's students during the 2011-2012 academic year, i.e. a total supervision rate of one teacher for 74 students. The supervision rate by level of study is one teacher for 102 Bachelor's students, one teacher for 9 DEA students and one teacher for 20 Master's students. All this contributes to slowing down supervision activity regardless of the will of the teachers and that of the students to perform well their duties. (p. 236). Thus, to resolve this problem of lack of supervisors, some institutions resort to co-supervision of dissertations and theses. This co-supervision, Tchagnaou (2017) finds, does not come out without difficulties:

This lack of dissertation supervision staff sometimes means that schools or universities seek the support of foreign human resources through the system of co-supervision. Furthermore, teachers are overloaded with courses and their own research. That is why they devote little time to supervising dissertations. (p. 237).

Furthermore, Tchagnaou *et. al.* (2019) have identified some difficulties inherent in the supervision of theses at the Université de Lomé.

These include the supervision system which refers to the institutional conditions for the supervision of theses established by the university authorities to help the various stakeholders, namely thesis directors and doctoral students in the process of developing and supervising dissertations and theses. According to a thesis supervisor, The high number of theses to supervise affects the supervision effectiveness. The lack of qualified professors and co-supervision also hinders the supervision of theses. In addition, thesis supervision allowances are low and this does not likely help motivate teachers compared to the allowances in universities in the sub-region (Tchagnaou *et. al*, 2019, pp. 121-122).

The same authors highlighted the negative impact of the lack of rules and regulations governing the roles of thesis supervisors and those of students; as well as the absence of a mechanism for resolving conflicts related to supervision. This lacuna explains the reason why some students spend more time than expected to finish their thesis. A sociology student sadly testifies:

So I started doing the research to write the first part, but I must admit that I did not do it with the rigor that was required. Although I am employed at the Université de Lomé, my limited income pushed me to look for something to survive, especially since I have a family. Nevertheless, I was able to write the analysis of the situation that I submitted to my thesis director. Since he was not available, he asked me to give the document to his assistant. So it was together with the latter that I was able to write the first part, which took some time. But since he was not my thesis supervisor, he did not want to go any further with me unless he was officially designated as my thesis supervisor. This is a situation that took time to clarify. In the end, I went back to my supervisor, with whom I can say that it is only after 5 years that I really work. (Tchagnaou *et. al*, 2019, p. 122).

In the aforementioned study, two students at the School of Education School tell their problems linked to supervision. The first one regretfully assserts: “in my case, it is first of all the problem of supervision of my thesis because the supervisor retired while I have not defended” (p. 122). The second student laments:

I finished writing my thesis in 2013 after three years of my first registration. But the supervisor never read my work. He gave it to his assistant who made observations. Two years later, my thesis supervisor was admitted to retirement and it was 4 years later in 2017 that he agreed to continue the supervision. This made me lose several years. (ibid).

Another difficulty is linked to the absence of thesis supervision bonuses in some university institutions; this constitutes a handicap in the supervision of research work, as a thesis supervisor claims:

When a director supervises students from several universities, they favor students from universities where they receive better allowance while they neglect students from universities where they get less money" (interview with a thesis director, 2026). A director adds: "we notice the lack of laboratories or research structures as in developed countries. Teachers are much overloaded with teaching courses, administrative work, and also the supervision of dissertations and theses. There is also the lack of documentation. (Tchagnaou *et. al*, 2019, p. 122).

In a similar vein, Prégent (2001) believes that most of doctoral students abandon their studies during their thesis writing stage because of the problem of supervision; but he fails short to specify the nature of the said problems. In view of all that has been mentioned above, it appears that there are a certain number of problems in the supervision of dissertations and theses in many African universities. The paper aims at identifying these problems before it suggests some solutions to help mitigate the issue.

METHODOLOGY

The study is conducted in 13 African countries namely: Benin, Burkina Faso, Ghana, Niger, Cote d’Ivoire, Senegal, Cameroon, Congo Brazzaville, Chad, Burundi, Togo, Mali and DRC. It is a study conducted online and the inclusion criteria are the status, experience in supervising the respondent’s dissertations or theses and the availability to answer a questionnaire. To collect the data, a large number of questionnaires has been sent to professors who are used to supervising theses and dissertations.

We share the questionnaire via WhatsApp groups of researchers and professors; and with local coordinators of the African Academy of Research and Francophone Studies (ACAREF) along with members of the African Network of Researchers and Teacher-Researchers in Educational Sciences (RACESE). University professors who are qualified to supervise theses and dissertations constitute the target population. In total, 205 responses were collected from 13 African countries. Questionnaire is used to collect data. Data collection was conducted from June 23 to August 30, 2026. Excel and SPSS software were used for data processing. Both quantitative and qualitative data were analyzed.

RESULTS

The main results focus on the tools used for supervising theses and dissertations, the received training on supervising theses and dissertations, the problems encountered in supervising theses and dissertations, the need for training supervisors, and the suggested approaches to solve the aforementioned problems.

Dissertations and Theses Supervision Tools: For a proper supervision of dissertations and theses, each university institution provides supervisors and students with documents such as dissertation and theses supervision guides, thesis charters, dissertation and theses presentation guides, etc. From the qualitative data collected, it appears that many supervisors do not have supervision tools/guide, as this respondent attests:

We do not have any official tool for supervising theses and dissertations. However, the dissertation and historical text commentary techniques that we have been teaching students in our in-class assignment groups since semester 2 allow us to supervise research work, by emphasizing on how to write the research problem statement, the formulation of working hypotheses, and on how to present the introduction and the conclusions (whether general, part or sectional). (Survey data, June-August, 2026). Some respondents do not understand what we mean by supervision tools, as evidenced by the comments of this respondent:

Table n° 1. Respondent Distribution Based on their Rank and Country of Origin

Respondent's University Rank / Respondent's Country of Origin	Assistant	Assistant Professor	Research Associate	Associate Professor	Associate Professor (MD, Law, Economics)	Full Professor	Total
Bénin	0	4	2	4	0	9	19
Burkina Faso	0	0	0	2	2	0	4
Ghana	0	2	0	0	0	0	2
Niger	6	16	0	4	0	0	26
Côte d'Ivoire	4	6	0	2	0	4	16
Sénégal	0	10	0	6	0	4	20
Cameroun	6	0	0	0	0	0	6
Congo Brazzaville	0	0	0	2	0	0	2
Chad	0	0	0	4	0	2	6
Burundi	0	2	0	0	0	0	2
Togo	2	42	0	20	12	16	92
Mali	0	4	0	4	0	0	8
DRC	0	0	0	0	0	2	2
Total	18 8.78%	86 41.95%	2 0.98%	48 23.41%	14 6.83%	37 18.05%	205 100%

For a supervisor, supervising a student requires regular trips to the field for some scientific work when it comes to collecting dissertation and/or thesis data. For others, supervision can be based on a simple dashboard for monitoring the activities scheduled as part of dissertation and/or thesis, from data collection to the writing stage.

The protocol initially established is often the supervision benchmark for a supervisor. Finally, in a remote situation, some means of communication (email, telephone, WhatsApp, etc.) facilitate supervision in case of some disciplines. (Survey data, June-August 2026).

However, there are some universities that have tools/guide for supervising theses and dissertations. This is the case of this respondent who states:

We have a guide for writing dissertation at the Faculty of Psychology and the School of Educational. We use some scientific works in the field of research in psychology, in particular, and in humanities and social sciences, in general. These works are scientific writing guides, the research methodology and the guide on how to use/elaborate citations and bibliographic references following APA styles. (Survey data, June-August 2026).

The aforementioned data show that some university institutions do not have guides for supervising dissertations and theses and some respondents do not know whether these guides exist or not in their institutions.

Trainings on Dissertation and Thesis Supervision: Training is crucial in the supervision of dissertations and theses. Indeed, the supervision of research work requires the mastery and appropriation of rules and regulations by the stakeholders especially the supervisors of dissertations and theses. Sadly, most of African universities (especially, in the French-speaking countries) do not have training sessions on how to supervision a student's research work. This is the case of this respondent who claims that:

We did not receive any specific training on how to supervise a research work. However, as part of the activities of our former Laboratory, the *Centre d'Etude et de Recherche par la Tradition Orale* (*CERTO*), we were able to familiarize ourselves with this activity. Indeed, we were able to discuss methodological and epistemological issues during the quarterly workshops organized by the scientific and pedagogical team. These workshops brought together not only CERTO professors and researchers, but also colleagues from associated laboratories whose involvement enabled students to better define and direct their research projects. Periodically, seminars on thesis progress were organized to assess the progress of doctoral students' work. This is the way we learned how to supervise theses and dissertations. (Survey data, June-August 2026).

There are even some respondents who think that there is no need for training as part of the supervision of dissertations and theses, as this respondent proclaims:

A priori, there is no specific training within the framework of the supervision of research work. I think that each discipline, depending on its object of study, develops its own approach that any researcher who embraces this discipline will have learned and mastered throughout their career. This approach encompasses a set of elements that we refer to as "methodology". The latter consists of declining the approach, the processes, the techniques, the tools and the materials used to achieve the objective to be achieved by the study. However, it is necessary to think about capacity building within the disciplines, it being understood that science evolves quickly and is never static whatever the field. (Survey data, June-August 2026).

If in French-speaking African universities training theses and dissertation supervisors is not yet a priority, this is not the case in some English-speaking African universities where the university authorities take the issue seriously. One of the respondents, who has the experience of teaching and

supervising in a French-speaking university and an English-speaking university, shared his experience as follows:

I was trained at a South African university, specifically at Stellenbosch University. The training was on how to supervise doctoral candidates in African universities on the following modules: Writing Research Project Methodology; Scientific Report Writing Plan; Dissertation for the fulfillment of Engineering Diploma and Master's Degree, and Doctoral Thesis; Scientific Article Writing Methodology, Plagiarism and Self-plagiarism in scientific writing. (Survey data, June-August 2026).

These verbatim claims demonstrate the diversity of supervision practices in African universities. Supervision training is common in some English-speaking countries while many French-speaking African countries do not consider it as one of their priorities.

Respondents' University Rank and Country of Origin

The following table maps out the respondents' university rank and their country of origin. Table 1 shows that 86 assistant professors which represent 41.95% followed by 48 associate professors or 23.41% and 37 full professors or 18.05%. In addition, 106 surveyed teachers are assistants, assistant professors, and research assistants which represents 51.71% while 99 respondents are either associate, or full professors which represents 48.29%.

University Ranks and Encountered Difficulties during Dissertation and Thesis Supervision. This involves assessing the problems encountered by supervisors of theses and dissertations based on their university rank.

Table n° 2: Respondent Distribution Based on their Rank and Problem Encountered during Dissertation and Thesis Supervision

Data in Table 2 reveals that the high supervision rate and the lack of training of supervisors on supervision constitute the top two problems encountered by the supervisors of dissertations and theses; these problems represent an average percentage of 93.94% and 87.38% respectively.

Problems such as the lack of equipment in laboratories, the incompetence of students, the problem of documentation and the absence of scholarships are also mentioned by the respondents. With new information and communication technologies, thesis supervisors can do self-training in supervising dissertations and theses; but, few supervisors do so. According to one respondent:

training exists these days, but very few teachers are aware of the need for training. Many are not prepared to spend money to train themselves. The title of Doctor develops the syndrome of complacency among supervisors; which means that many of them continue their career with some lacuna and they are not able to recognize their limits or need for improvement. (Survey data, June-August 2026).

These data show that the teachers surveyed, regardless their university rank, are aware of the difficulties they encounter in supervising dissertations and theses.

University Ranks and the Necessity for Training Supervisors on How to Supervise Dissertations and Theses

This involves examining the informants' opinion based on their ranks and the need for training supervisors on how to supervise dissertations and theses

Table n°3 : Respondent Distribution Based on University Rank and the Necessity for Training Supervisors on How to Supervise Dissertations and Theses

While 2 (0.98%) out of 205 surveyed university teachers and full professors claim that training supervisors on how to supervise dissertations and theses is not necessary, 203 (99.02%) out of the same target population believe that this training is crucial in supervision task.

Training on how to supervise dissertations and especially theses, appears fundamental. If teaching requires pedagogical, administration, and managerial competence; supervising research work entails scientific, institutional, and relational skills. These skills are normally and formally acquired through training, especially in the system whereby assistants and assistant professors are not supposed to supervise a dissertation unless if it is under the direction of an associate or full professor.

Table n° 2. Respondent Distribution Based on their Rank and Problem Encountered during Dissertation and Thesis Supervision

Problem encountered during supervision Respondent's rank	Problem of documentation	Lack of training in how to do supervision	Students' incompetence	Lack of laboratory euipment	Lack of funding	High supervision rate (high number of students to be supervised)	Others
Assistant	4 22.22%	4 77.78%	16 88.89%	17 94.44%	0 0%	17 94.44%	6 33.33%
Assistant Professor	59 68.60%	81 94.19%	78 90.70%	76 88.37%	45 52.33%	78 90.70%	2 2.33%
Research Assistant	1 50%	2 100%	0 0%	1 50%	0 0%	2 100%	0 0%
Associate Professor	22 45.83%	38 79.17%	24 50%	34 70.83%	30 62.50%	45 93.75%	9 18.75%
Associate Professor (MD, Law, Economics)	6 42.86%	11 78.57%	9 64.29%	12 85.71%	8 57.14%	13 92.86%	2 14.29%
Full Professor	10 27.03%	35 94.59%	24 64.86%	28 75.68%	22 59.46%	34 91.89%	8 21.62%

Source: Survey Data, June-August, 2026

Table n°3. Respondent Distribution Based on University Rank and the Necessity for Training Supervisors on How to Supervise Dissertations and Theses

Necessity for training on how to supervise dissertations and theses		Yes		No		Total	
Respondents' university rank		number	%	number	%	number	%
	Assistant	18	0	100	0	18	100
	Assistant Professor	86	0	100	0	86	100
	Research Assistant	2	0	100	0	2	100
	Associate Professor	48	0	100	0	48	100
	Associate Professor (MD, Law, Economics)	14	0	100	0	14	100
	Full Professor	35	94.59	2	5.41	37	100
Total		203	99.02	2	0.98	205	100

Source: Survey Data, June-August, 2026

Only those who have the rank of associate and full professor are allowed to supervise a thesis or a dissertation. Many assistant and assistant professors have difficulty supervising theses, especially, because they do not master the texts that regulate the supervision of theses (institutional skills), supervision relationships (relational skills) and the mastery of the field of investigation of the supervised (scientific skills). The aforementioned skills can, however, be acquired through training. Even if institutions do not organize these types of training, some teachers train themselves as this respondent opines:

I believe that it would be necessary to do it. However, do we do it in our institution? No; at least not in a structured and formal way. It is mainly the co-supervisions that often serve as training or as forms of mentoring for those who do not have experience in supervising research work. This training was not required for supervising research work, but I sat for them because I felt that it was essentially useful for me in my supervision work. This training (courses, seminars, etc.) covered, among other things: qualitative research, bilingual terminological research, terminological research in African languages, planning, collection and processing of terminological data in African languages, etc. (Survey data, June-August 2026). Training is essential in the supervision of dissertations and theses, even if some university institutions do not prioritize it.

Suggestions for Solutions to Improve Dissertation and Thesis Supervision Conditions

Dissertation and thesis supervision constitutes an educational and institutional activity which while being carried out, the supervisor might encounter some difficulties. Some solutions have been proposed to help curb these difficulties. These proposed solutions target both university institutions and supervisors.

Suggestions for University Institutions

To help curb difficulties encountered during supervision, universities should:

- Make documentation available to supervisors and supervisees and have a quality internet connection.
- Provide thesis financial support (for supervisors and students).
- Organize training sessions on supervision or encourage university professors to do self-training and have certificates as proof.
- Make training on supervision of theses mandatory.
- Reward the best supervisors after they are evaluated (master's and doctoral students, and administration are the evaluators).
- Encourage co-supervision because of its advantages. While it promotes collaboration between supervisors, co-supervision allows students to benefit from the expertise of each of their co-supervisors.
- Establish candidates' selection test to ascertain those who are capable of conducting research work.
- Equip laboratories and provide teachers with offices where they can work with their students.
- Create networks for information and experience sharing within universities; this can promote better supervision of students because beyond the monitoring of their supervisor, students can benefit from the contributions (remarks, suggestions, etc.) of other members of the group.
- Develop supervision tools and make them available to supervisors for a better coordination of the supervision of dissertations and theses.
- Set a reasonable number of students to be supervised by each supervisor.

Suggestions for University Supervisors

Thesis and dissertation supervisors should:

- Train themselves on how to supervise dissertations and theses to make themselves experts in their respective area of specialization.
- Recognize their own limitations, because no one can be an expert in all areas; and students should not be the victims of the supervisor's incompetence.
- Set students at the heart of supervision with mutual respect and consideration and encourage them to work hard. For a greater objectivity, each graduate school should have a grid for research work evaluation. However, this must take into account the specificities of each discipline.

DISCUSSION

The study aims at analyzing the difficulties that supervisors of theses and dissertations encounter in their supervision activities and to propose some solutions to quell the problem. The main results show that either there are no tools for supervising theses and dissertations in most of African institutions under study, or the actors are not aware of the existence of these tools. Similarly, few university institutions take the initiative to train supervisors on how to supervise theses and dissertations. Furthermore, supervisors encounter problems in supervising theses and dissertations and the main problems are the high

supervision rate and the lack of training of supervisors. These results corroborate those of Prégent (2001) who finds that most of thesis abandonments are linked to supervision problems. The management of supervisor-supervisee relationships is not so easy if the supervisor is not trained and if there are no guides for supervising theses and dissertations. This further concurs with Tchagnaou (2017) who observes that the non-existence of research supervision guides in most of university institutions has a negative impact on the development of students' research work. This problem explains the longevity of research that often goes beyond the prescribed deadlines. In addition, these results also support those of Tchagnaou *et al.* (2019) who identified some difficulties inherent in supervising theses at Université de Lomé. They point out that "the supervision rate affects the effectiveness of supervision. The lack of associate and full professors justifies the advent of co-supervision which hinders the supervision of theses. Low thesis supervision bonuses are not likely to motivate supervisors compared to bonuses at the universities in the sub-region" (pp. 121-122). Similar to these findings are the results of Le Bouëdec and La Garanderie (1993) who were interested in the relationships between the student and his/her dissertation supervisor from the beginning of the dissertation till its completion, i.e., the oral defense. They came to the conclusion that students who collaborate well with their dissertation supervisors are more likely to successfully complete their thesis/dissertations.

In a related development, the study results concur with those found by Sheridan and Pike (1994) who highlighted that the causes of doctoral students' failure include their dissatisfaction with the supervision and the support they receive; that is the lack of satisfactory relationship with the supervisor and the faculties, the feeling of isolation, and lack of mutual understanding. A quality relationship that unites the student with his/her supervisor becomes thus paramount. Satisfactory student's project completion largely depends on this aforementioned relationship. Furthermore, the results confirm those of Barbier (2009) who found that students regret that there is a lack of clarification and communication about the "rules of the game" when it comes to thesis writing. All this is linked to the lack of training and professionalization of the supervision of dissertations and theses.

CONCLUSION

The study shows that there is a need to professionalize the supervision of theses and dissertations. In most cases, people believe that having the required university rank is enough to be a good supervisor. As the results delineate, this is not necessarily true because to be a good teacher, you need to have pedagogical skills, whereas to be an excellent supervisor of theses and dissertations, you need to have relational and institutional skills along with the technical knowledge on how to supervise research works. This is not acquired through work experience alone or by trial and error, but through well-organized and implemented trainings. Supervisors could be trained in workshops or seminars; this could help alleviate the difficulties they encounter in their supervising task, since the results showed that many supervisors encounter problems at all levels.

Additionally, supervising research work requires the training of supervisors so that supervision can be done professionally in the interest of both the institution and the students. That is why it is important to have professional supervisors as claimed by Tchagnaou (2024). Professional supervisors put supervisees at the heart of the supervision process. They supervise research activities well and give useful advice while working to maintain supervision relationships with knowledge and scrupulous respect for institutional provisions related to the supervision of dissertations and theses. This will also make it possible to reduce somewhat the longevity of master's and doctoral studies as well as to considerably lessen failure rates.

REFERENCES

Beaud, M. (1991). *L'art de la thèse. Comment préparer et rédiger une thèse de Doctorat, Un mémoire de DEA ou de Maîtrise, ou tout autre travail universitaire*. Paris: La Découverte.

Begin, C. (2018). *Encadrer aux cycles supérieurs. Étapes, problèmes et interventions*. Québec: Presses de l'Université du Québec.

Constance, D. (2019). Encadrer aux cycles supérieurs : Étapes, problèmes et interventions. *Revue Internationale de Pédagogie de l'Enseignement Supérieur*, 35(1), 1-4. consulted on november 18, 2024. https://doi.org/10.4000/ripes.1937

Moguérou, P., Murdoch, J., & Paul, J. **(**2003). Les déterminants de l'abandon en thèse. Communication présentée aux 10e Journées d'études du Céreq. Consulted on August 30, 2012. http://www.pmbz.cereq.fr/pmb/opac_css/index.php?lvl=categ_see&id=10&page=4&nbr_lignes=263&main=&l_typdoc=a%2Cm%2Cl

Prégent, R. (2001). *L'encadrement des travaux de mémoire et de thèse: conseils pédagogiques aux directeurs de recherche.* Montréal : Presses internationales Polytechnique.

Redon, M. (2008). Parcours de doctorants, parcours de combattants ? *EchoGéo.* http://echogeo.revues.org/7523 ; DOI : 10.4000/echogeo.7523

Sheridan, P., & Pike, S. (1994). Predictors of time to completion of graduate studies. *TheCanadian Journal of Higher Education*, *24*(2), 68-88.
http://www.ripes.revues.org/333?lang=en

Tchagnaou, A. (2009). *Les difficultés liées à l'élaboration des mémoires de maitrise à l'Université de Lomé (TOGO). Cas de la Faculté des Lettres et Sciences Humaines.* mémoire de DEA en Sciences de l'Education, Lomé, Université de Lomé.

Tchagnaou, A. (2017). *Analyse comparative des conditions d'élaboration des mémoires de recherche en lettres et sciences humaines dans les universités publiques togolaises : cas de la maîtrise, du DEA et du master*. Unpublished doctoral thesis. Lomé, Université de Lomé.

Tchagnaou, A, Baoutou, A.B., Yaou, T., & Akouete, H. F. (2019). Encadrement des mémoires de recherche : la responsabilité du directeur dans l'état d'avancement des étudiants. *Revue Della Afrique*, 1(4), 134-152.

Tchagnaou, A., Baoutou, A. B., Akouete, H. F., & Assoumanou, W. (2019). Élaboration d'une thèse : un casse-tête pour les étudiants de l'Université de Lomé ? *Revue Mosaïque*, 1(23), 115-128

****