

This study examined challenges of block-release (University part-time students), post graduate and undergraduate students, with their research supervisors in the Faculty of Education at Midlands State University in Zimbabwe. The study also aimed to identify ways of improving the research project practice of the block-release students. The researchers chose a triangulated mixed methods design as the strategy for this study because of its flexibility in the use of both quantitative and qualitative approaches to research. The population comprised 103 block-release post diploma Bachelor of Education students (3 year programme), 52 block-release Postgraduate students (2 year programme), 3 research projects coordinators and 43 lecturers in the Faculty of Education. The sample comprised 35 lecturers, 50 block-release post-diploma Bachelor of Education students (3 year programme), 25 block-release Postgraduate students (2 year programme), and 3 research projects coordinators in the Faculty of Education. The study was carried out in the Faculty of Education at Midlands State University in Zimbabwe between January and December 2013. Stratified random sampling procedure was employed to select a sample of students and lecturers. The methods of data collection used were questionnaire and focus group discussions. The study found that both students and their supervisors were not satisfied with each other's contribution in relation to research work. There were a number of challenges the students were facing such as, the distance and lack of supervisory support due to supervisors' other work load. The study recommends training of supervisors in the following areas; research methodology, technical expertise and managing the supervision relationship