

**DEVELOPING AN ORIENTATION PROGRAMME FOR
POSTGRADUATE SUPERVISEES CONDUCTING RE-
SEARCH IN THE DEPARTMENT OF HOSPITALITY MAN-
AGEMENT**

Thesis coordinator: Dr Jari Luomakoski

Author(s) Joseph Robert Roberson	
Degree programme MBA Education Management	
Report/thesis title Developing an orientation programme for postgraduate students conducting research in the department of hospitality management	Number of pages: 65 Number of appendix pages: 17
<p>Abstract</p> <p>In the annual and financial statements report of 2019 of Tshwane University of Technology (TUT) success rate targets for postgraduate studies of masters and doctorate programmes are stated at 76% and 54% respectively. The actual success rate was 30% and 6% respectively for TUT. That is a -46% and -48% deviation. This deviation is concerning and has prompted the researcher to develop an intervention to try and improve the post graduate success rate.</p> <p>The goals of this study is to develop a orientation programme for postgraduate supervisees based on their needs that will be identified by means of an empirical study. The orientation programme was conducted online and then the researcher asked the participants for suggestions to possible improvements for the future.</p> <p>The study was conducted in an academic department of TUT namely the department of hospitality management. The researcher collected data from master and doctorate students.</p> <p>The study commenced once both the proposal information leaflet and consent form were approved by the relevant research and ethics committees of TUT. Approval was received on 03 May 2020 and the researcher started to collect data immediately.</p> <p>A qualitative methodology was used as the researcher wanted in depth data on the postgraduate supervisees experience. Interviews were conducted, transcribed and analysed by the researcher.</p> <p>The proposal was submitted in November 2019 and the thesis was completed by February 2021. The results were used to identify the topics that need to be included in an orientation programme for postgraduate students.</p> <p>Conclusions as follow: The supervisees identified many challenges e.g. loneliness, poor support from the university support services and being unsure of what they should do. There were also a number of instances where conflicting advice from supervisors and co-supervisors was given. The supervisees will benefit from a sound orientation programme and the support of a committee of supervisees.</p>	
<p>Keywords Orientation, Postgraduate study, Relationship, Supervisee, Supervision</p>	

Table of contents

1	Introduction	1
1.1	Problem objectives and setting.....	1
1.2	Concepts defined.....	2
2	Theory.....	4
2.1	Supervisee	5
2.2	Supervisor & Supervision	7
2.3	Tutor / Collaborative community (TCC).....	12
3	Methodology	15
3.1	Target of research	15
3.2	Research Problem.....	15
3.3	Objectives.....	16
3.4	Methodological choices with justification	17
3.5	Description of implementation or working methods.....	19
3.6	Data and types of analysis used	20
3.7	Results	22
3.8	Summary	23
4	Discussion	24
4.1	Results	24
4.2	Trustworthiness	54
4.3	Ethics.....	55
4.4	Conclusion and future research.....	56
4.5	Personal reflection on learning	64
5	Appendices	66
	Appendix 1: Ethics clearance certificate	66
	Appendix 2: Interview schedule	68
	Appendix 3: Statistician agreement	69
	Appendix 4: Codes and frequency tables	70

Appendix 5: Themes	78
Appendix: 6 Reviewer statement	82
6 References	83

List of tables

Table 2.1: Approaches to supervision	10
Table 3.1: Example of frequency table	22
Table 4.1: Motivation frequencies	28
Table 4.2: Motivation	57
Table 4.3: Benefits as motivators	57
Table 4.4: Expectations	58
Table 4.5: Relationship with supervisor	59
Table 4.6: Supervisor	59
Table 4.7: Support codes	60
Table 5.1: Topic selection	70
Table 5.2: Motivation frequencies	70
Table 5.3: Expectations frequencies	70
Table 5.4: Experience frequencies	71
Table 5.5: Relationship frequencies	72
Table 5.6: Relationship change frequencies	72
Table 5.7: Communication frequencies	73
Table 5.8: Co-supervisors frequencies	73
Table 5.9: Support from family and friends frequencies	74
Table 5.10: Financial support frequencies	74
Table 5.11: University support frequencies	75
Table 5.12: Frustration frequencies	75
Table 5.13: Improvement strategies frequencies	76
Table 5.14: Negative experiences frequencies	77
Table 5.15: Positive experiences frequencies	77

List of figures

Figure 2.1: Research supervision model	4
Figure 2.2: Supervisor roles	9
Figure 3.1: Example of coding on excel sheet.....	21
Figure 4.1: Motivation frequencies	28
Figure 4.2: Topic frequencies	30
Figure 4.3: Expectations frequencies	31
Figure 4.4: Supervisees experience frequencies	32
Figure 4.5: Relationship with supervisor frequencies	34
Figure 4.6: Change in relationship frequencies	35
Figure 4.7: Communication frequencies.....	36
Figure 4.8: Co-supervisor relationship frequencies	37
Figure 4.9: Support from family and friends' frequencies	39
Figure 4.10: Support from TUT services	40
Figure 4.11: Financial support frequencies	42
Figure 4.12: Frustration frequencies.....	43
Figure 4.13: Improvement strategy frequencies	46
Figure 4.14: Most negative experience frequencies.....	47
Figure 4.15: Positive experience frequencies.....	49
Figure 4.16: Combined codes	50
Figure 4.17: Code synonyms.....	51
Figure 4.18: Synonyms frequencies collapsed.....	52
Figure 4.19: Themes deduced from clusters	53

1 Introduction

The Higher Education Management Information System (HEMIS) (2013:5-11) data base statistics showed that in 2011 a total of 48 873 students were enrolled for master degrees in public higher education institutions in South Africa. Of those 1 381 were enrolled at Tshwane University of Technology (TUT), which reflects as a percentage of 2.82%. The average master's degree graduation rate for public higher education institutions in 2011 was 20%. The master's degree graduation rate for TUT during the same period was reported as 13% a concerning 7% below the average and 15% below the best graduation rate reported by University of Cape Town. When compared to the benchmark set in the National Education plan that at least 75% of the cohort that enters a program should complete one gets a sense of the size of the gap between the required and actual graduation rates (HEMIS, 2013).

1.1 Problem objectives and setting

Supervisees do not complete their postgraduate qualifications leading to a low throughput rate at South African universities (Costa, 2018:39). This problem is also evident in the Department of Hospitality Management at Tshwane University of technology.

To provide quality supervision, it is necessary to develop an understanding of research supervisees' experience to develop an intervention that can address their specific needs. The secondary objectives will be set to guide the study to explore aspects such as supervisees' motivation, relationship with supervisors and positive and negative experiences.

Delimitations of this study is that qualitative data was collected from the Department of Hospitality Management at Tshwane University of Technology students and therefore their descriptions of their experiences cannot be generalised to other departments in the university or other universities. Literature that was sourced and included in this study was specific to the issues related to the supervisor, supervisee, and supervision.

1.2 Concepts defined

The following are working definitions for this study:

- Community of supervisees

A community of supervisees is a support and study group of peers that are registered for a postgraduate qualification (research-based) as well as their supervisors that interact regularly to share experiences and knowledge and collaborate in learning (Anderson & Anderson, 2000:5).

- Research experience

Means that an individual has been involved with any professional or academic empirical study or project for a period of time. Ideally, the study or project should have culminated in some form of research output. Definition based on the work of Yerushalmi (2019:255-260)

- Supervisee

An individual that is conducting professional or academic empirical study under the guidance of a supervisor (Researchers own construct).

- Supervisor

Is an expert academic, scholar and scientist in a field of study that passionately guide, mentor assist and lead supervisees to the successful completions of their research projects (Researchers own construct).

- Relationship

Can be defined as the way in which the supervisor and supervisee interact and behave towards one another. A relationship conducive to project completion is depended on personality type match and an ability to be able to cope with one another's norms, value, and morals (Anderson & Anderson, 2000:5).

2 Theory

The Department of Hospitality Management at Tshwane University of Technology (TUT) offers research based masters and doctoral qualifications. There are currently three staff members that qualify to act as supervisors¹. The poor completion rates for TUT of 13% for master degree students mentioned in the introduction of this thesis is also evident in the Department of Hospitality Management. The researcher is of opinion that designing an orientation programme based on information gathered from reviewing existing literature, as well as from analysing data collected from current and alumni research supervisees, can address the problem and allow more supervisees to finish their qualifications in the desired timeframe.

Jassim, Mahmoud and Ahmad (2016:156) proposes a supervision model that they based on their previous experience of supervision.

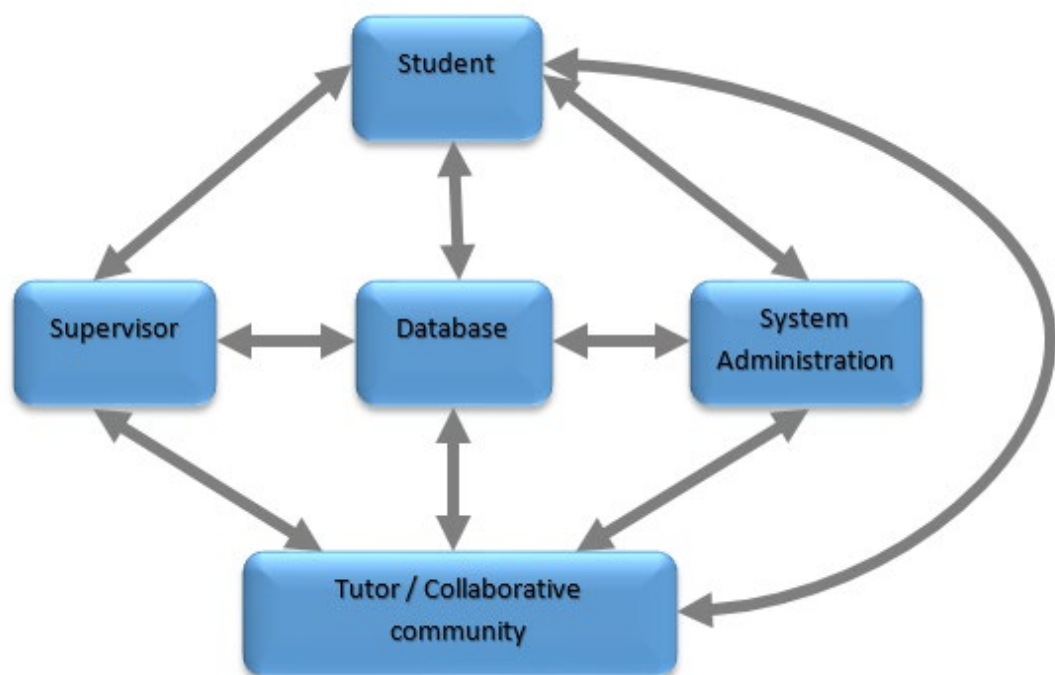


Figure 2.1: Research supervision model

Source: Adapted from Jassim, Mahmoud and Ahmad (2016:156)

¹ Within TUT only academic staff with a PhD/Doctorate may act as first supervisor for postgraduate studies as stated in the PG policy REIPOL of 2006.

The researcher has amended the model (Figure 2.1). In the Jassim et al., (2016:156) model there is reference to an agent that the researcher has replaced with a more familiar term, tutor. The researcher is also of the opinion that a collaborative community could fulfil some of the responsibilities associated with the tutor and therefore included the collaborative community in the module. The researcher further disagreed that some of the interaction is one sided. The arrows that indicate interaction as one sided was changed to indicate the open interactive nature of the relationship between the research supervisee and the other elements in the model.

Some of the elements reflected in this amended model will be followed to structure the discussion in this theoretical section of the thesis. The discussion will start with reporting existing literature on the research supervisee. Afterwards the review will cover the supervisor and supervision followed by a discussion on the tutor and the collaborative community. The last section will be a general section that will focus on a brief overview of the other elements in the model of elements of interest that was discovered during the literature review.

2.1 Supervisee

In a study conducted by Wright (2020:1448) 85% of supervisors were of the opinion that supervisees had no understanding of what it entails to do a research based qualification. During the project supervisees often experience feelings of insecurity, loneliness and guilt that can be attributed to the intensity of the project and pressure from the supervisor or the parents. Additionally balancing work, study and family responsibilities also contributes to their intense experience (Grobler, 2015:258-259). Supervisees also struggle when they have different expectations, ways of thinking, and work methods than their supervisor or when their personality types do not match. Other aspects associated with non-completion of research projects are emotional and psychological problems, environment, lack of understanding and knowledge, insufficient research experience and skill (Masek & Alias, 2020:2496).

The adapted model (Figure 2.1) shows that the supervisee interacts with the supervisor, the tutor / collaborative community (TCC), the systems administrator and the database.

Examples of this interaction are:

- 1) The student applies for the research-based qualification online and receives confirmation of application. This is Interaction with the database.
- 2) The system administrator and student will interact when the student has questions or desires more information. The systems administrator will also assist with the actual registration process.
- 3) The systems administrator will inform both the supervisor and TCC of the newly registered student and they will establish contact with the student. The supervisor will start to supervise and the TCC will tutor and support the supervisee throughout the process (Jassim, Mahmoud & Ahmad, 2016:156-157).

Research by Miller and Dreyer (2012:50), Cornelissen and van den Berg (2014:249), Ali, Watson and Dhingra (2016:239) as well as Cekiso, Tshotsho, Masha and Saziwa

(2019:23) identified the following aspects that the research supervisees expected the supervisor to provide:

- Administrative support
- Be approachable
- Awareness of expectations
- Clear communication
- Constructive timely feedback
- Convey expectations
- Direct access
- Encouragement
- Ethical relationship built on trust
- Expertise
- Emotional support
- Flexibility
- Guidance
- Individualised approach
- Knowledgeable
- Motivation
- Provide examples
- Time

The researchers stated that these aspects were critical in ensuring the success of research supervisees. Success will also be increased by communicating using social network technologies, where social network technology contributes to better problem solving skills and improved critical thinking (Munyoka, Runhare & Dzimir, 2019:1). The other benefits from using social network technology in supervision of supervisees are cost savings on travelling and increased confidence to do the research project. The use of social media networks also

benefits the community of research supervisees (Munyoka, Runhare & Dzimiri, 2019:15). At the start of the online community the supervisees participation was poor (Munyoka, Runhare & Dzimiri, 2019:18). It is therefore important that the supervisors plan and invest time in posting interesting draw cards to get students interest stimulated and then they will start to post and participate.

Kleynhans and Roberson (2018:78), Zaheer and Munir (2020:141) as well as Munyoka, Runhare and Dzimiri (2019:18) recommend that orientation of supervisees is essential especially when distance collaborative learning or a virtual community of supervisees using social network technology (SNT) is part of the learning experience. Students at Tshwane University of Technology that were involved in group learning / working were positive about the experience. Further, the students felt an increasingly meaningful experience when engaging with peers, than when studying on their own. Kleynhans and Roberson (2018:78) state that students further indicated that their performance improved when they had the support of a group of peers. These findings were similar to those reported by Parker (2009:53). The benefits mentioned above become increasingly essential when the high percentage of first- generation learners enrolled at TUT is considered. In a paper by Roberson and Kleynhans (2019:153) on first generation learners at TUT they recommend as follow:

Creative approaches such as participation in collaborative learning should be used to motivate first-generation students who should be mentored. This will ensure that graduates have the necessary generic competency skills which will improve their employability.

2.2 Supervisor & Supervision

It is interesting that from the literature it became evident that the experience of supervisors, when they were supervisees, defined their approach to supervision (Miller & Dreyer, 2012:51). The ones who had positive experiences, try to emulate their supervisors and the

ones that had bad experiences do their utmost best to refrain from the actions that negatively impacted them or they try to oppose the negative actions they experienced (Lee, 2008:11; Wright, 2020:1445).

Researchers have identified numerous practices that are associated with quality supervision. James and Baldwin (1999:154) postulated that there are eleven practices that are followed by good supervisors. Amongst others, they referred to the partnership between supervisee and supervisors. This implies the need to match personalities, leading to an effective partnership. Successful matching of supervisee and supervisor will most likely happen if the supervisor and supervisee had an opportunity to get to know one another. During this process, it is important that both parties get clarity on the needs and expectations of research supervisees. The supervisor needs to clarify supervision and relationship aspects with the supervisee right at the beginning of the journey.

The aspects that can be clarified during the orientation of new supervisees are: self-consciousness and the fear of receiving negative feedback, feelings of rejection, self-doubt, inability to voice an opinion, how to deal with anxiety, afraid of taking risks, looking foolish if mistakes occur and fears of disappointing the supervisor (Marland & Lyttle, 2003:34). Muthanna and Alduais (2011:3) also explained that there is a need to clarify research and relationship aspects at the onset of the research project. They felt that it is important to use the orientation session to build the self-confidence of the supervisee and to clarify norms and values.

Other practices of quality supervision mentioned by James and Baldwin (199:154) are to encourage disciplined writing schedules, regular meetings, involving supervisee in the academic world, inspiring and motivating supervisees, helping when needed, follow the supervisees careers and monitoring that standards are met. Most of these practices are also suggested by Heyns et. al., (2019:4) as well as Munyoka, Runhare and Dzimiri (2019:18), and additionally these studies also included the use of SNT e.g. WhatsApp for transfer of

knowledge, innovation, flexibility, sharing values, providing excellent administrative support, defining roles of participants and to celebrate when interim goals are achieved. However, according to Munyoka, Runhare & Dzimiri (2019:18) supervisees that are involved in the groups using SNT, tend not to be active participants initially instead, they wait for the supervisors to initiate the communication. (Munyoka, Runhare & Dzimiri, 2019:18)

Hill (2007:84) developed a model to depict research supervision. An adapted version of the model is depicted as Figure 2.2.

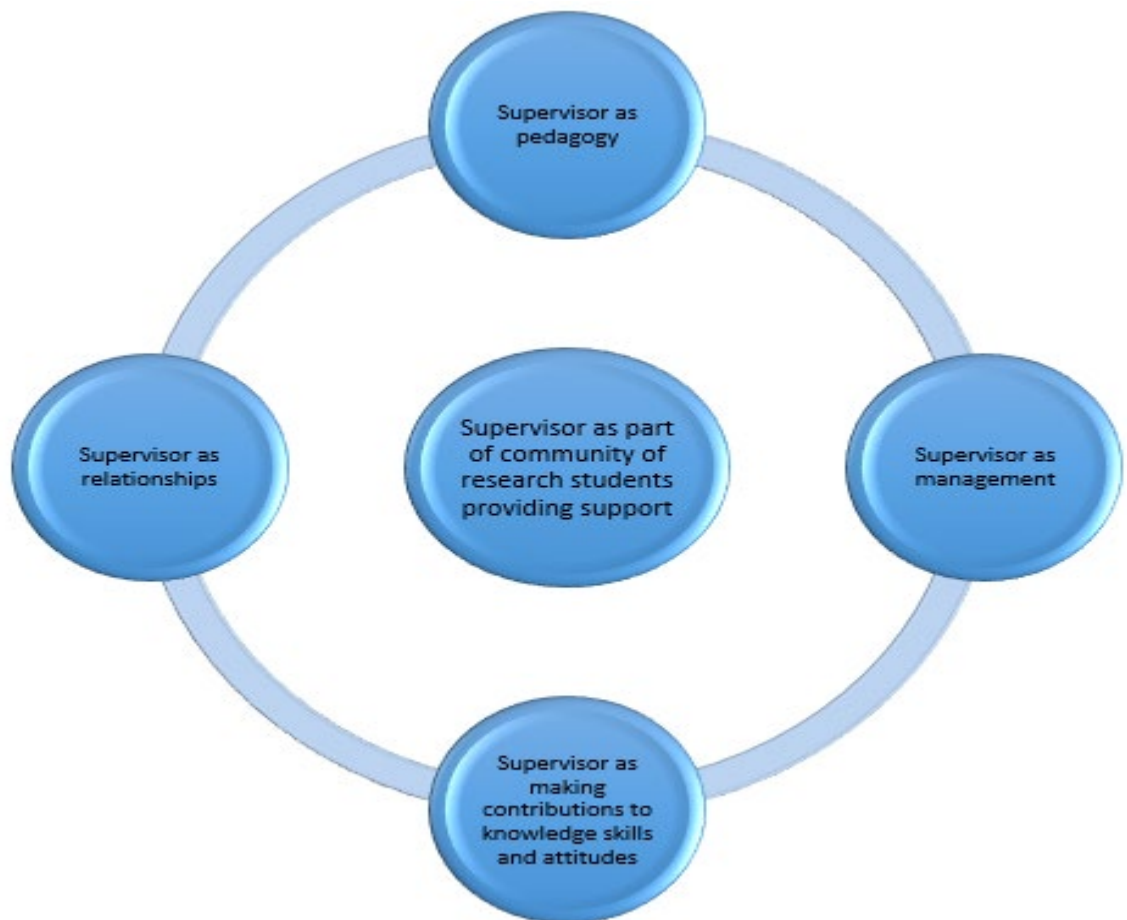


Figure 2.2: Supervisor roles

Source: Adapted from Hill (2007:84)

The researcher added the central concept of a collaborative community of supervisees that will support both the supervisor and supervisee. This is based on the researchers own experience of supervision. The researchers own research supervisees have often expressed their desire to have peers with whom they could discuss their project and prob-

lems. A supervisor that is part of the collaborative community can collect valuable information from discussions and often act proactively to resolve problems that research supervisees' experience. The supervisors as pedagogy represent the teaching that the supervisor does throughout the project. The element that present the supervisor as management refers to the responsibility to ensure that the research project is adequately managed as far as timelines, budget and resources are concerned. The supervisor's contribution to knowledge implies that the supervisor needs to be an expert in the relevant field the supervisee is investigating. The supervisor will also impart skills and attitudes to the supervisee. The last element in the model is focused on the relationship between the supervisor and the supervisee. Often the supervisor acts as a coach to the research supervisee. It important that the supervisor and the research supervisee have matching personality types, shared values, and norms for this relationship to be effective. Lee (2008:4) have identified five approaches to supervision summarised in Table 2.1.

Table 2.1: Approaches to supervision

Approach	Descriptor	Advantage	Disadvantage
1. Functional (Professional role)	Focus is managing the project.	Progress is monitored. There is clarity and consistency in the supervision.	Rigidity that impedes creation of new knowledge
2. Enculturation (Professional role)	Focus is on the student becoming a competent member of the specific discipline academic community.	Encourages the formation of community of supervisees. Less isolation and increased participation and achievement of higher standards.	Conformity as there can be low tolerance for different opinions.
3. Critical thinking (Combination of professional role and personal self)	Students analyse, question, and debate their contribution to the discipline.	Rational enquiry, mistakes and poor conceptualisation exposed.	Creativity stifled, belittle, or de-personalise supervisee.
4. Emancipation (Personal self)	Student who do introspection, identify areas for development.	Adaptable and personal growth manifested.	Toxic if supervisor abuses power.
5. Quality relationship (Personal self)	Community of supervisees that motivate, inspire, listen, advice, care and learn.	Lifelong learning partnership with other members	Feelings of harassment, abandonment, bullying and rejection if values and

		of the community. Positive self-image.	norms are not shared and implemented.
--	--	--	---------------------------------------

Source: Adopted from Lee (2008:4)

In brackets next to each approach, it is indicated whether the approach flows from the supervisors need to assist the student to complete the project (professional role) or the supervisors need that the project must be of excellent quality (personal self). In the article, Lee (2008:10) then also links the approach to supervision, to student dependence and independence describing that all the approaches have room for supervisee to grow from dependant to independent. The supervisor must adapt his supervision to this change in dependence of the supervisee (Wright, 2020:1451).

Supervisees were satisfied when having a professional quality relationship with their supervisors (Jonck & Swanepoel, 2016; Severinsson, 2015:199). In the Severinsson study, the participants were postgraduate students in Norway and in the Jonck and Swanepoel study the participants were from various institutions of higher learning in South Africa. However, these supervisees indicated that they did not know what procedure to follow when the relationship with the supervisor breaks down. The aspects they were most dissatisfied with; access to resources, time constraints and work-life balance. Other difficulties they faced were independence, communication with supervisors and pessimism of supervisors. The level of dependence or independence of the supervisee seems to depend on the approach of the supervisor (Agricola, van der Schaaf, Prins & van Tartwijk, 2020:1030). Supervisors that are eager to teach the supervisee tend to offer a lot of feedback and explanations leading to a passive supervisee. Supervisors that supported supervisees' autonomy more often have supervisees that are active participators in discussions.

Costa (2018:39) also endeavoured to find interventions to improve the quality of supervision and states that South African universities should adapt collaborative models for supervision and have compiled and tested the C.O.S.T.A coaching model for supervision.

This model of supervision is based on collaboration of a community made up of supervisors and supervisees.

Supervision is a social interaction between supervisors and supervisees and this interaction is not only influenced by the personality traits of the two individuals. There are also external factors that exert pressure on the supervisor that influences supervision. Some of the external factors are: expected workload, deadlines, quality of the supervisee, and recognition of the supervisors contribution (Askew, Dixon, McCormick, Callaghan, Wang & Shulruf, 2016:7-8). Not only external factors can be detrimental to the quality of supervision, but also the behaviour and practices of the supervisor herself/himself. Practices such as stereotyping, being controlling, paternalism, distancing, indifference, denial, avoidance and anxiety can all have a negative influence on the interaction between the supervisor and supervisee (Muller, 1998:33-34). Muthanna and Alduais (2011:11) have also identified aspects that negatively impact supervision such as poor knowledge, poor feedback, imposing of opinion, not engaging, poor output and poor administrative support. Additional aspects like unreasonable deadlines, financial problems, problems with proposal approval, unavailability of statisticians, and inconsistency in decisions were also identified as serious obstacles in completing research projects in time (Yousefi, Bazrafkan & Yamani, 2015:92).

2.3 Tutor / Collaborative community (TCC)

It is not only Costa (2018:3) that is critical to current supervision practices. In an article by Pirrie, Manum and Necib (2019:1) they conclude:

We need to maximise opportunities to gather together with friends in the penumbra of darkness (literal or metaphorical) and go through something together in active, responsive mode.

One of the ways a supervisor can create the opportunity for supervisees to gather and support one another in the search of the obscured 'research' light is by, establishing a re-

search supervisee community that collaborate actively and continuously. Numerous benefits were reported when a supervisee online community apply collaborative learning practices (López-Yáñez, Yáñez-Márquez, Camacho-Nieto, Aldape-Pérez & Argüelles-Cruz, 2015:938).

A supervisee community can structure their meetings by making use of the C.O.S.T.A model. The model requires the community of supervisees to join in sessions, aimed at developing a sound understanding of research concepts, literature, protocols, methodology and output amongst other aspects (Costa, 2018:34). Yousefi, Bazrafkan and Yamani (2015:97) also realised the importance of building a “*critical and reflective*” research community. The community of supervisees includes the supervisors and the supervisees. During the meetings / orientation sessions, a student or supervisor will act as the session facilitator.

The C.O.S.T.A. model consists of five steps (Costa, 2018:36-37). In the first step, the connection between the supervisor and supervisee is established as well as an introduction to research language and concepts. Masek and Alias (2020:2498) suggest that supervisees and supervisors meet and get to know one another before they start working together. This first step can therefore be part of an orientation programme, where supervisees and possible supervisors can meet to determine if their personality, way of thinking, behaviour and expectations fit. Step two provides an opportunity to find the objectives of the project. Step three covers the selection of literature and identification of research gaps, development of frameworks to form the skeleton of the project and applying critical thinking. Aspects that should be determined during step three are the following: introduction, background, study objectives, hypothesis, significance limitations and the research question. The developer of the model refers to step four as the tact step. This is when credibility, transferability, dependability, confirmability, validity, and reliability is discussed and decided upon. The last step, step five is an assessment on the strengths and weaknesses of the study (Costa, 2018:36-37).

Because the hospitality supervisees are not residing in proximity to TUT and are scattered across South Africa an online distance community will be the most likely workable approach to implementing the community. The online community of supervisees will decrease the levels of isolation, and dejection some students experience whilst they cannot be in contact regarding campus sessions (Zaheer & Munir, 2020:132). The online participation can increase completion rates as well as the quality of the dissertation or thesis. However Zaheer and Munir (2020:136) warned that there are always the likelihood of communication barriers that could hinder the success of the online community of supervisees. In their research, they identified students' time constraints, official restrictions, irregular contact, technical issues, and legal issues that hinders effective communication with online supervisees.

3 Methodology

In this chapter the researcher will report the empirical approach to the study, how data was collected the analysis and results.

3.1 Target of research

The researcher is aware that a positive relationship between the supervisor and the research supervisee increases the supervisees' chances on successful project completion. This relationship is sensitive, and the supervisor fulfils many roles during different phases of the supervision journey (Howells, Stafford, Guijt & Breadmore, 2017:621). To ensure that this sensitive relationship is not compromised an independent facilitator will select the participants from the population and will ensure that the participants remain anonymous and that they do not mention the names of their supervisors.

The biggest advantage of using qualitative research is that it allows the researcher to investigate, analyse and interpret the experience of the supervisees in the department of hospitality management (Cohen, Manion & Morrison, 2002:79). Other researchers into the topics of supervisors, supervisees and supervision also made use of this methodology such as Zaheer and Munir (2020:131), Costa (2018:8), Grobler (2015:246), Severinsson (2015:196), Yousefi, Bazrafkan and Yamani (2015:91) and Cornelissen and van den Berg (2014:240).

3.2 Research Problem

There are numerous reasons why research supervisees do not complete their degrees. The following factors have been identified that frequently contribute to non-completion namely, personality factors Burnett,(1999:46), motivational factors, feelings of isolation, family demands, financial restraints, communication issues (Osgerby, 2010:85; Arambewela & Hall, 2011:973) and inadequate support from higher education institutions (Arambewela & Hall, 2011:973). The supervisor will find it difficult to resolve most of these problems. This being said the role of the supervisor in contributing to the supervisee's success is readily acknowledged (Garrett, 2012:151; McCormack & Pamphilon, 2004:23).

There is a need for studies on postgraduate experience as studies in higher education have been focused on aspects such as teaching, learning, and services offered by institutions (Symons, 2006:31). Universities are operating in a global environment and are challenged to attract and retain supervisees who complete their qualifications (Arambewela & Hall, 2011:983). In order to provide quality supervision, it is necessary to develop an understanding of research supervisees' experience to develop an orientation program specifically for hospitality postgraduate supervisees. The research question is: What are the experience of current and past postgraduate supervisees, researching hospitality related problems? The possible answer to this question will show the researcher what the students' needs are. The researcher will then be able to develop the content of an orientation Programme that can address some of the identified needs.

3.3 Objectives

The primary research objective for the present study is to develop an understanding of research supervisees' feelings and attitudes in the field of hospitality management, this information will be used to develop an orientation programme for hospitality research supervisees. To reach the primary objective, the sub objectives will be:

- To understand supervisees' intrinsic and extrinsic motivation to improve their qualification.
- To explore the motive behind choosing their research topic.
- To explore the expectations of supervisees.
- To establish the nature and extent of the social support by fellow supervisees, friends, and family.
- To identify the nature and role of the supervisor's relationship and support.
- To understand the type of university support (e.g. administrative and financial) experienced by supervisees.
- To explore the frustrations experienced by supervisees.
- To make some suggestions based on the findings to develop an orientation programme to improve the experience for future supervisees.

It is envisaged that the results of the study will be used to improve supervision and support in general to hospitality supervisees that in turn will serve to improve the success rate as well as the experience of supervisees.

3.4 Methodological choices with justification

In the next section, the empirical theory and the project decisions that were taken will be explained.

3.4.1 Type of research design

A phenomenological approach will be used to uncover and describe the experience of the supervisees. The researcher wanted to develop an understanding of the hospitality management supervisees experience of the supervision they are subjected to be able to design an orientation programme to improve the relationship between the supervisor and student and also to enhance the quality of work by the supervisee. The phenomenological approach was also applied by the following researchers that conducted research into research supervision, Haskins, Hermann-Turner, Pignato, Moses and Olds (2020:2164), Li and Liu (2020:200), Manurung (2020:5), Lonn and Juhnke (2017:82), Grant, Hackney and Edgar (2014:47).

3.4.2 Data types

To explore with greater profundity, in-depth semi structured interviews using an interview guide (Appendix 2) with open-ended questions was used to allow the respondents to convey their experiences. When needed, follow up questions were asked to elucidate more information. Semi-structured interviews were also used by other researchers investigating supervisors, supervisees or supervision such as Lee (2008:3), Severensson (2015:196) and Yousefi, Bazrafkan & Yamani (2015:91)

Semi-structured interviews are used when a researcher wants to understand the facts, know more about perceptions and how subjects experience the phenomena being researched (Coldwell & Herbst, 2004:14). When using semi-structured interviews to collect data the interviewer can immediately clarify areas that the researcher might not understand, by asking additional questions that do not appear on the interview schedule and it allows researcher to 'zoom' in on interesting ideas mentioned by the interviewee as well as to pick up on non-verbal pointers that would have been lost if other data collection

methods were used. To be able to develop an intervention it is important that the researcher delve into the perceptions, feelings and experiences of the postgraduate supervisees that will be participating in this study.

3.4.3 Target group

The purpose of the study is to understand the experience of postgraduate supervisees investigating problems in the hospitality industry so that an orientation programme can be developed. This purpose clearly defines the target group as explained in the next paragraph.

All current Tshwane University of Technology (TUT) hospitality postgraduate supervisees investigating problems by means of research projects as well as hospitality postgraduate supervisees that completed or terminated their studies will be the population. The independent facilitator will be provided with a list of the names and contact details of the population. From this population the facilitator will select participants using convenience sampling.

3.4.4 Sampling method

From the identified population, the facilitator utilised convenience sampling to select participants. The independent facilitator were provided with an ITS list of the registered M Tech supervisees in the department and simply contacted supervisees from the top of the list onwards until 25 participated voluntarily. The independent facilitator was asked not to disclose that names of participants to any third party. The independent facilitator selected participants and conducted interviews with 23 members of the population that were willing to participate. TUT postgraduate hospitality supervisees that meet the requirements were only included in the study once they give written consent.

The selection criteria used to qualify participants was all TUT postgraduate supervisees investigating problems in the hospitality industry by means of a research project. Those that gave their written consent were the population from which the participants were selected

using convenience sampling. The independent facilitator was able to get 23 supervisees from the Department of Hospitality Management to participate.

3.4.5 Data collection instrument

Semi-structured interviews using an interview schedule were used. The questions for the interview schedule were obtained from the literature reviewed.

The questions covered the following topics:

- Supervisee's history, background, and current situation;
- Intrinsic and extrinsic motivation for registering for research-based degree;
- Reasons for selecting research topic;
- Expectations versus reality;
- Supervisory support:
 - Relationship;
 - Roles;
 - Meetings;
 - Communication;
- Social support;
 - Family;
 - Friends;
 - Cohort;
- University support;
 - Financial support;
 - Administrative support;
- Frustrations and suggestions.

Semi-structured interviews were also used by the researcher Severinsson doing research on supervisors, supervisees and supervision. Severinsson (2015:196).

3.5 Description of implementation or working methods

The interviews were conducted, recorded, and transcribed by an independent facilitator. In the semi-structured interview, the interviewer will use an interview schedule. The independent facilitator was used to ensure that the participants are guaranteed confidentiality and so that they will not feel, coerced into participation. Most interviews were conducted via telephone, as most hospitality management postgraduate supervisees are located far away from the researcher and the travel restriction due to covid19 restrictions.

The independent facilitator was a master's degree supervisee from another department at Tshwane University of Technology (TUT), viz. the Business Information Management Systems Department. This facilitator had already completed the Postgraduate Diploma in office management, and had already successfully completed a module on research methodology. However, the researcher also trained the facilitator in the art of conducting interviews during another research project where the facilitator sat in as an observer of the five interviews. The researcher has also conveyed to the facilitator that data saturation is achieved when the interviews do not yield any new information. The researcher remained responsible to ensure that the independent facilitator fully adhered to and complied with the ethical principles applicable to the project. During the collection of data, none of the participants lodged any complaints and all remained anonymous.

3.6 Data and types of analysis used

Semi-structured interviews were conducted by an independent facilitator as was required by the TUT ethics committee to ensure the anonymity of the participants and supervisors. The interviews were digitally recorded and then transcribed. The independent facilitator anonymised the transcripts.

The transcribed interviews were analysed using content analysis. Content analysis was also done by Severinsson (2015:196) who did research into the rights and responsibilities in research supervision. Content analysis was also used in a qualitative study on the challenges and complexities of research supervision by Yousefi, Bazrafkan and Yamani (2015:91).

Content analysis was used as it allows the researcher to reduce voluminous qualitative data to interpretable codes and frequencies (Stemler, 2000:15). In this project, the researcher did content analysis manually. The independent research facilitator made the anonymised transcribed interviews available to the researcher.

The researcher read the transcriptions before approaching an experienced statistician that has an established record in analysing qualitative data. The statistician co-coded question

1 to 3 with the researcher to assist the researcher and guide through the coding process (Appendix 3). Coding was done manually on excel sheets. See excerpt in Figure 3.1.

	A	B	C	D	E	F
1	Participant	Summarised Expectations Process and Supervision	Collaboration with supervisors and other students	Balancing work life and research	Difficult / confused /frustrated / unsure	Guidance / mentorship
20	S	to be more knowledgeable about industry; to be a better academic			1	1
21	T	want to transfer skills to our staff; food handler improve hygiene knowledge and practice				
22	U	passion is teaching; want to be professional academic				1
23	V	interested in field of hospitality				
24	W	like research activities; shortage in body of knowledge in hospitality field				1
25		Totals per code	8	2	9	11

Figure 3.1: Example of coding on excel sheet

Source: Researcher's own construct.

Once the researcher coded all the responses and then reviewed and refined the coding for a second time (Appendix 6). Upon completion the interviews and excel sheets with coding were reviewed by a researcher with over 15 years of research and supervision experience. The researcher identified an additional 35 codes. After discussions between the researcher and the expert reviewer, it was agreed to add 24 codes to the analysis.

The frequency of the mentioning of concepts that could be categorised under a code was totalled and used to draw up a frequency table. See example Table 3.1. The frequencies of codes will give the researcher an indication of the focus of the participants and will allow for inferences to be made (Elo & Kyngäs, 2008:108). The process described above is consistent with content analysis applied as the transcribed interviews were analysed by coding it, and then identifying themes.

Table 3.1: Example of frequency table

	Responses		
	N	Percent	Percent of Cases (n=22)
Guidance / motivation / support	11	21,57%	50,00%
Professional / positive / cool	8	15,69%	36,36%
Available	7	13,73%	31,82%
Timeous constructive feedback	6	11,76%	27,27%
Neglect	4	7,84%	18,18%
Ensuring quality / meticulous / hardworking	3	5,88%	13,64%
Knowledgeable	3	5,88%	13,64%
Supervisor and co-supervisor conflicting advice	2	3,92%	9,09%
Setting due dates	1	1,96%	4,55%
Proactive	1	1,96%	4,55%
Inconsistent feedback	1	1,96%	4,55%
Disappointed	1	1,96%	4,55%
Harsh feedback	1	1,96%	4,55%
Unfamiliar	1	1,96%	4,55%
Unclear expectations	1	1,96%	4,55%
Total	51	100,00%	231,82%

a. Dichotomy group tabulated at value 1.

Source: Researcher's own construct.

The analysis was not done to test existing theories (deductive analysis) but was done to develop an orientation intervention and will therefore be inductive (Creswell & Creswell, 2018:56).

3.7 Results

In total 23 supervisees took part in the study. The recordings of their interviews were transcribed. The researcher used an excel sheet to analyse each question and the codes and frequencies were then used to generate a frequency table. The frequency tables can be viewed in the appendix section of this thesis (Appendix 4). Bar charts were drawn using the information in the frequency tables. In chapter six, these charts are presented and discussed. The content analysis codes and frequencies are also augmented with quotes from the transcribed text to bring the numbers to 'life' and in the context as shared by the participants during the interviews. The results section culminates in a section where all the codes are combined and clustered to reveal the themes. From the themes and literature,

inferences will be drawn to suggest the content of an orientation programme for Hospitality Management supervisees.

3.8 Summary

This chapter explained the methodology used. It was revealed that a phenomenon (Supervision in the Department of Hospitality Management) will be investigated using a qualitative research method. It was also presented that the data will be subjected to content analysis so that themes could be identified that will be included in an orientation programme for Hospitality Management supervisees at TUT.

4 Discussion

The content that follows will show the codes and frequencies determined by doing content analysis on the transcribed interviews. The themes will be revealed and included in the content of an orientation programme for Hospitality Management supervisees.

4.1 Results

In sub-section 4.1.1, the participants will be introduced and then from 4.1.2 onwards the frequencies of codes will be presented in this section in the order in which the questions were listed in the semi-structured interview schedule. The Tables containing the codes and frequencies can be seen in Appendix 4.

4.1.1 Participant introduction

Participant A grew up in the Eastern Cape Province. The participant has completed his master's degree in Tourism and Hospitality Management and is doing a D Tech Food and Beverage management at the time of the interview. The participant is employed part time whilst enrolled for above-mentioned qualification.

Participant B was managing a conference centre before taking up a position as a lecturer. The participant enrolled for further studies for developmental reasons.

Participant C completed the B Tech Hospitality Management and went on to work in the industry for a few years. The participant is not satisfied with working in the hospitality industry and is of the opinion that an M Tech qualification will allow access to employment in the education sector.

Participant D completed the B Tech Hospitality Management. The participant has work experience as an assistant manager at a lodge, recruiter, and consultant. Then participant then became self-employed and opened a restaurant. The participant is registered for M Tech Food and Beverage.

Participant E completed the B Tech Hospitality Management qualification before registering for the M Tech qualification. The participant indicated that working in the hospitality industry "*is not for me*" and hopes the master's degree will lead to a career in the education sector.

Participant F completed the B Tech Hospitality Management qualification and is now in the final stages of the M Tech Food and Beverage Management. The dissertation is being assessed and the participant is awaiting feedback from the examiners. The participant stated that doing the research project was hectic, tiring, hard work, financially demanding and overwhelming.

Participant G started the B Tech Hospitality Management in 2012 and completed the qualification in 2014. The participant registered for the M Tech Food and Beverage management qualification but did not complete because of getting married and starting a family.

Participant H completed the B Tech Hospitality Management and then wanted to continue with postgraduate studies by registering for the M Tech Food and Beverage Management beginning 2011. Due to personal circumstances, the participant took a leave of absence from studies for a few years but at the time of the interview, the participant was awaiting results as the dissertation was being examined.

Participant I graduated with the B Tech Hospitality Management in 2012. Participant I got part-time employment as student assistant, registered for the M Tech Food and Beverage Management, and graduated in 2015. Participant I registered the D Tech in Food and Beverage Management and at the time of the interview was in the 2nd year of the project.

Participant J took a gap year after completing the national diploma Hospitality Management before completing the B Tech Food and Beverage Management. Participant J is employed part-time as a student assistant and are registered for the M Tech Hospitality Management. At the time of the interview, the participant is busy with the pilot study of the project.

Participant K is doing Chapter 3 of the dissertation at the time of the interview. Participant K declared a passion for studying and reading and studying articles.

Participant L is completed the M Tech and are now registered for the D Tech in Food and Beverage Management at Tshwane University of Technology. Participant L is employed as a part-time lecturer whilst registered for the D Tech qualification. The participant is in the early stages of the D Tech and is writing the literature review at the time of the interview.

Participant M finished the national diploma in hospitality management in 2015, enrolled for and completed the BTech Food and Beverage Management in 2016, and enrolled for the M Tech in Food and Beverage Management the next year. Participant M is employed part-time as a tutor for undergraduate students during the time of doing the M Tech.

Participant N has completed the N Dip hospitality management and then continued with the B Tech Food and Beverage Management. Participant N then found employment at a hospital, working as a food service manager before taking up a position as a lecturer. Participant N had already graduated with the M Tech Food and Beverage Management at the time of the interview.

Participant O started with the M Tech in the year that the interview was conducted and was busy writing the literature review chapter. The participant was employed full time as a lecturer at the time of the interview.

Participant Q is employed as food service manager in a public hospital. Participant Q has completed the Postgraduate Diploma in Hospitality Management and are currently registered for the M Tech Food and Beverage Management. The participant is aspiring to have a career in education.

Participant R have graduated with an M Tech from Tshwane University of Technology and at the time of the interview is studying towards a D Tech Food and Beverage Management. Participant had full-time employment at the time of the interview.

Participant S is 34 years of age and qualified in Hospitality Management holding a B Tech in Food and Beverage Management. Participant S registered for the M Tech Tourism and Hospitality Management.

Participant T is registered for M Tech Food and Beverage Management but did not give any further background information.

Participant U completed the National Diploma Hospitality Management at the University of Mpumalanga. The participant then did a B Tech in Hospitality Management at University of Johannesburg and was employed as an assistant teacher. At the time of the interview, Participant U is registered for an M Tech Tourism and Hospitality with Tshwane University of Technology.

Participant V completed the D Tech Food and Beverage Management and is a post doc staff member, supervising research students and is also conducting own research projects.

Participant W carried out a research project for the M Tech Tourism and Hospitality Management in 2014-2016 and a master's degree in Higher Education in 2016-2018. Participant W is now pursuing studies in a D Tech Food and Beverage Management at Tshwane University of Technology.

From the short introductions, it is evident that the participants represent supervisees at M Tech and D Tech level and supervisees at different stages of the research project process. There are alumni supervisees and one that chose to terminate the study. It can therefore be assumed that their descriptions of their experience will provide rich data from varying perspectives.

4.1.2 Motivation

The responses to the question on what motivated the supervisees to register for a post-graduate qualification was summarized and then categorized into the following categories (Table 4.1). The researched compiled an excel sheet table of frequencies for every topic

that was discussed. However, following this section only the graph will be presented that was drawn up using the information in the frequency tables. The code and frequency tables appears in Appendix 4.

Table 4.1: Motivation frequencies

		Responses		Percent of cases (n = 23)
		N	Percent	
	Intrinsic motivation / love studying	15	25,00%	65,22%
	Improve as academic / want to be an academic	10	16,67%	43,48%
	Wanted to improve my qualification level	10	16,67%	43,48%
	Passionate about skills development / tutoring	5	8,33%	21,74%
	Wanted to do research / add to knowledge	5	8,33%	21,74%
	Academic institution / tutor inspiration	4	6,67%	17,39%
	Improve my employability	4	6,67%	17,39%
	Wanted to leave the industry	4	6,67%	17,39%
	Motivated by family / friends	3	5,00%	13,04%
Total		60	100.0%	260,87%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

This is a multiple response result with the groups not being independent. The percentages therefore adds up to more than 100%. On average, the respondents were classified into 2.61 different categories.

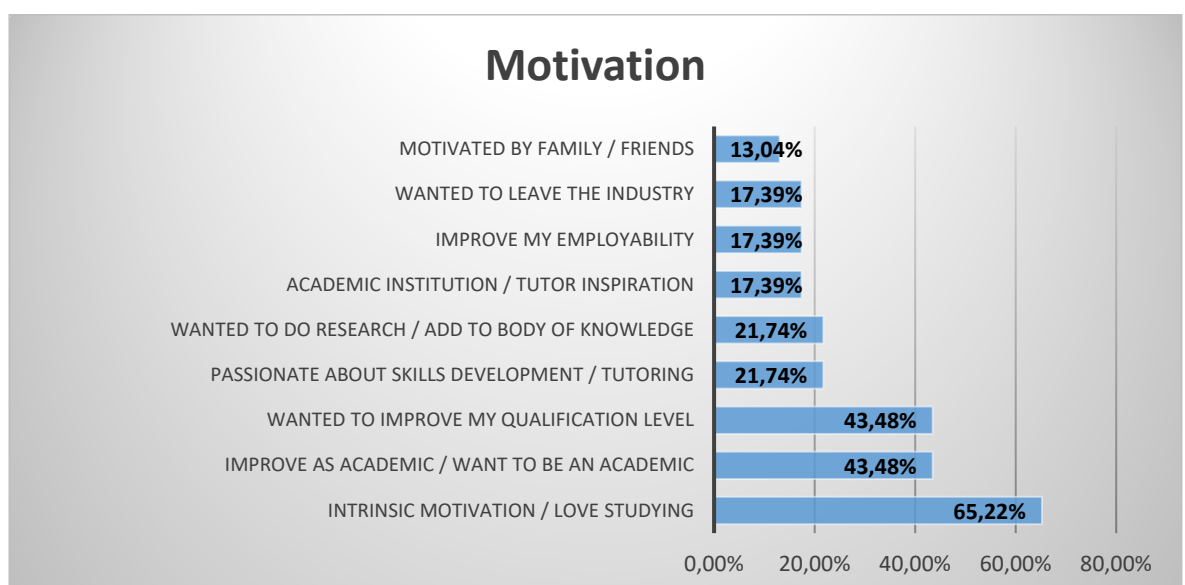


Figure 4.1: Motivation frequencies

Source: Researcher's own construct.

Almost two thirds (65,22%) of the respondents seem to have been intrinsically motivated to register for a postgraduate qualification (Figure 4.1). The most popular of the other motivations include *Improve as an academic / want to be an academic* (43.5%) and *improving my qualification level* (43.5%).

The extrinsic motivators were not often mentioned by participants and motivation by family and friends were mentioned only three times. Improved employability, inspiration by tutors or the academic institution and wanting to leave the hospitality industry were each mentioned four times.

4.1.3 Topic

The responses during the discussion on why the supervisees selected a certain research topic was summarized and then categorized into the following categories (Figure 4.2).

This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 1.23 different categories each. Only 13.6% did not personally select their topic (*Influenced by academic department / supervisor*).

The most popular of the other explanations include *Industry improvement, employee development, service quality to facilities, customer satisfaction* (40.9%) and *work life quality, incompetent management, high employee turnover, graduates not working in industry* (27.3%). Participant P observed a phenomenon and wanted to learn more about it and said:

As I was doing my experiential learning I noticed that people were leaving within that short period of time and because it was just an internship you couldn't get a lot of information about why people are leaving across the departments in the specific hotel that I went to, it had to do with staff turnover.

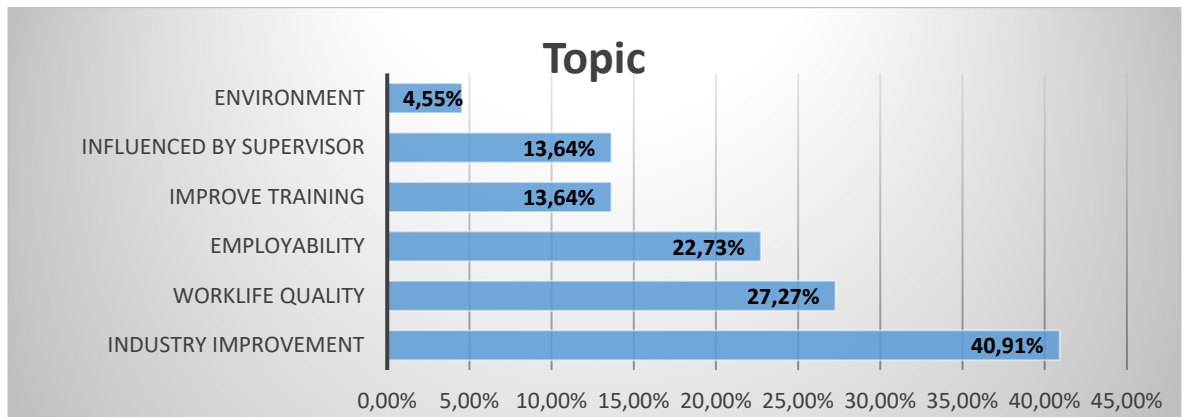


Figure 4.2: Topic frequencies

Source: Researcher's own construct.

Only one supervisee selected a topic because of an interest in the environment (4.55%).

Selecting a topic that could enhance the supervisees employability were mentioned 5 times or 22,73% of all the reasons mentioned. This might be an indication that supervisees are finding it difficult to find the ideal employment they desire.

4.1.4 Expectations

The responses to the question on what expectations the supervisees had were summarized and then categorized into the following categories (Figure 4.3). This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 2.21 different categories each, as far as the data on expectations were concerned. Nearly half of all the expectations mentioned by supervisees were that of guidance and mentorship from supervisors (48%).

Supervisees also often mentioned words that indicated that they were unsure of what to expect as can be seen by the *difficult*, *confused*, and *frustrated* cluster that were mentioned 39% in the discussions of participants. The need for collaboration with other students and supervisors is evident as it was mentioned 35%.

Figure 4.3 shows ten concepts that were only mentioned once. Six of them had to do with contact with the supervisor *meeting*, *constant contact*, *lectures*, *feedback*, *did not have*

time and open communication. Participant M had expectations on supervision and sated the flowing:

My expectations from my supervisors is timely meetings, timely feedback. I expect guidance and most of all I expect a clear understanding and not having to struggle with something that a person has experience with.

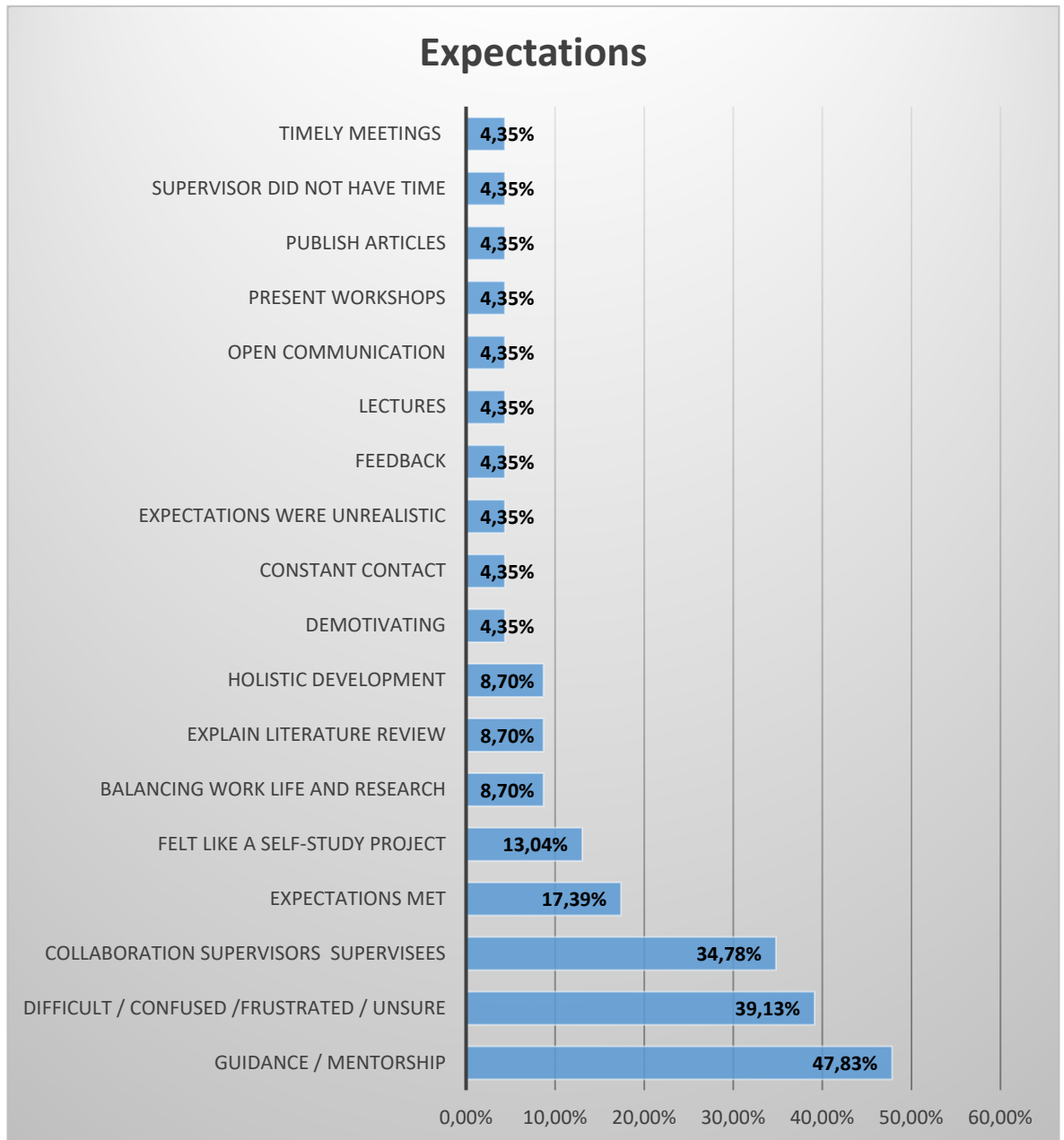


Figure 4.3: Expectations frequencies

Source: Researcher's own construct.

Relationship issues related to contact between supervisor and supervisee are therefore also notable. Concerning is that only 17% supervisees mentioned that their expectations were met.

4.1.5 Supervisees experience of supervisor

The responses during the discussion on how the supervisee experienced the research supervisor were summarized and then categorized into the following categories (Figure 4.4). This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 2.32 different categories each.

From the aspects mentioned during the discussions, some participants experienced quality supervision. Participants mentioned *guidance, motivation or support* eleven times (50%).

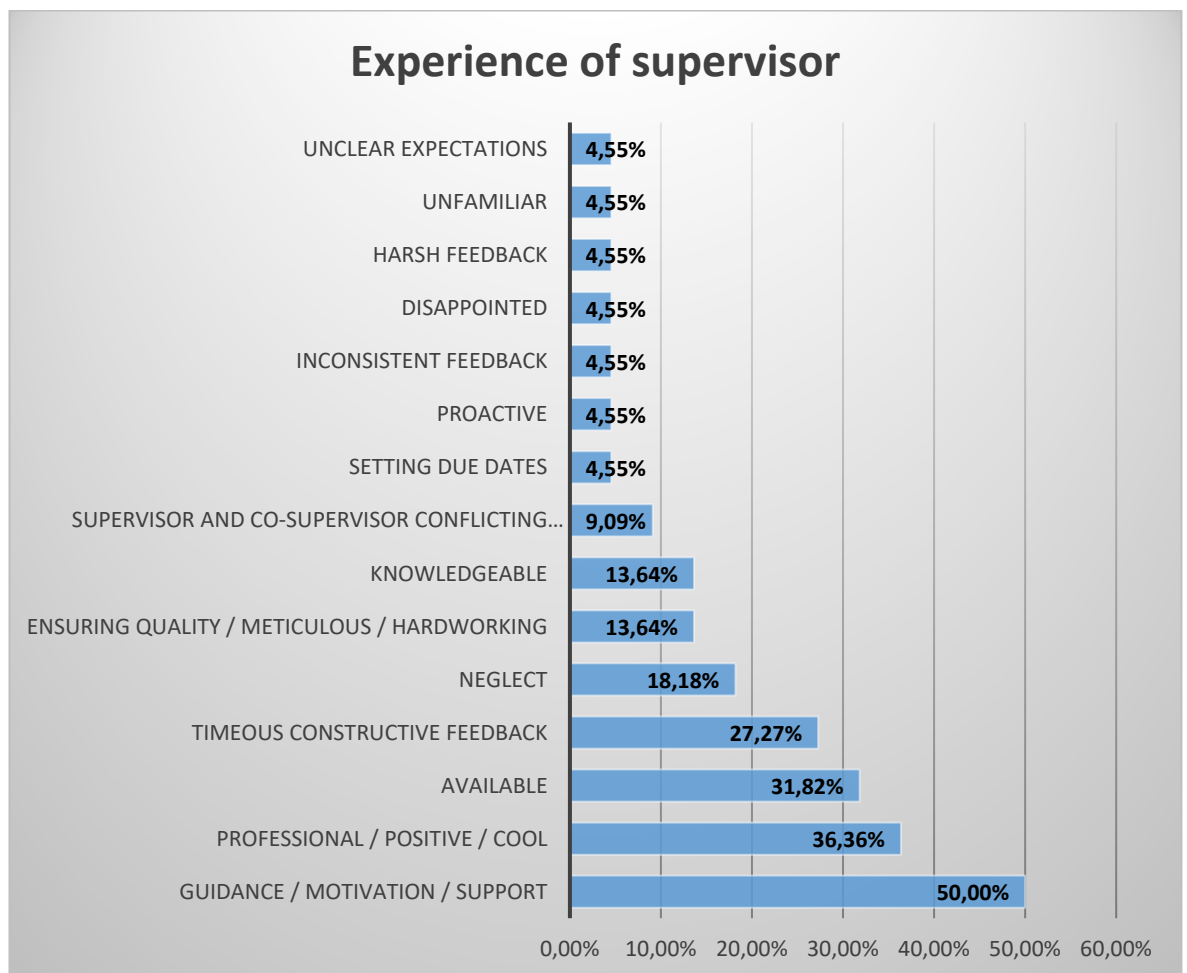


Figure 4.4: Supervisees experience frequencies

Source: Researcher's own construct.

Other concepts that are associated with quality supervision that were mentioned was *professional, positive, and cool* (36%), *available* (32%), *timeous or constructive feedback*

(27%). If added together all the positive experiences were 145.46% of the 231.82% codes. It can therefore be assumed that most students had a positive experience of their supervisors. Participant L had a very positive experience and explained it as follow:

...very helpful, I must say. Like someone who is supposed to help you and give you guidance honestly, a great help. Awesome relationship. Enough time created for discussions and feedback was helpful and swift. During difficult moment x motivated me as student.

The concepts mentioned by participants that are associated with a negative experience of supervisors are *neglect* (18%), *conflict between supervisor and co-supervisor* (9%) and *inconsistent feedback, disappointment, harsh feedback, unfamiliar and unclear expectations* all at 5%. All these negative experiences can be managed by having quality communication with supervisees.

4.1.6 Supervisees relationship with supervisor

The responses during the discussion on how the supervisee experienced their relationship with their research supervisor were summarized and then categorized into the following categories (Figure 4.5). This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 2.04 different categories each. Supervisees used positive concepts pertaining to the relationship with their supervisors in the discussion as follows: *positive or open* (73%) *motivator or guide* (18%) *professional* (18%) *trust* (14%) and *feedback gave direction* also 14%.

Positive expressions that were only mentioned once include *bonded over and above academic work* (5%) and the mention of the relationship that *grew* over time (5%).

Participant A had a very good relationship with the supervisor as explained the relationship as:

...develop a relationship because you are going to miss certain things so this person becomes a motivator, a guide, like almost an academic pastor...

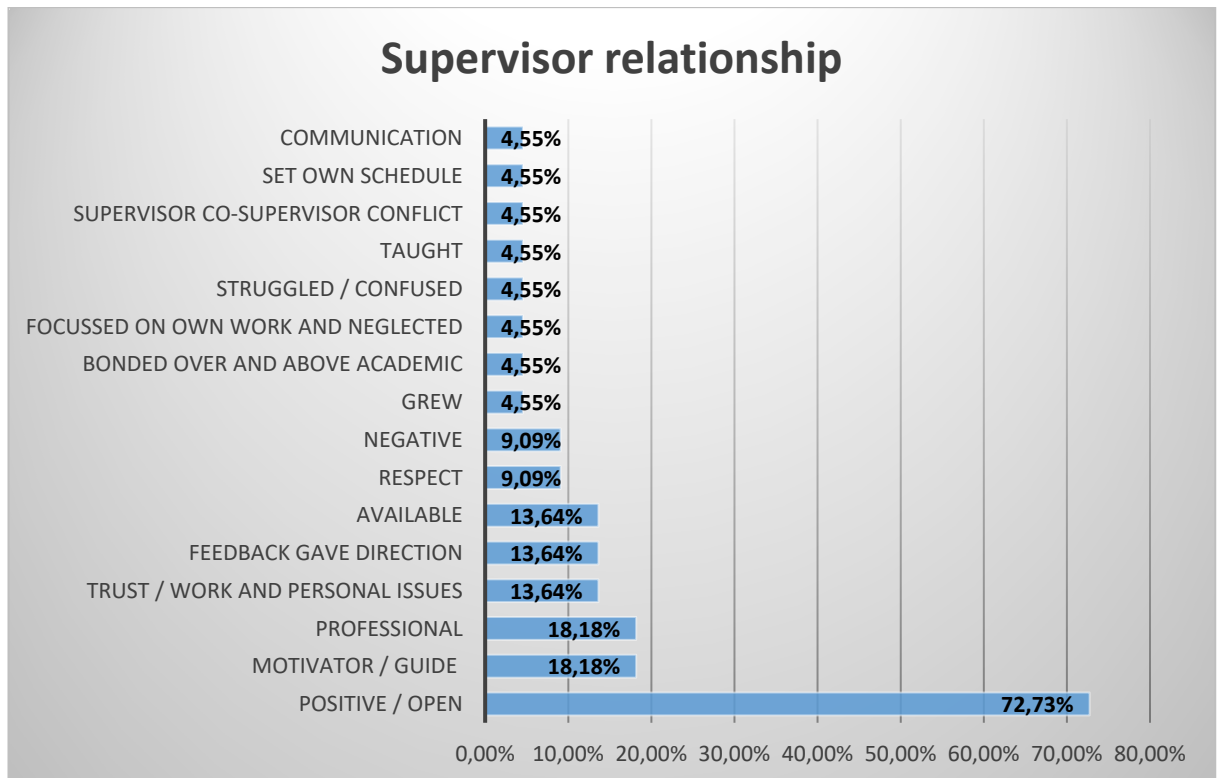


Figure 4.5: Relationship with supervisor frequencies

Source: Researcher's own construct.

There were however also negative concepts mentioned as far as the relationship with the supervisor is concerned. The terms that show that relationships were not functioning optimally were: *supervisor and co-supervisor giving conflicting advice*, *struggled*, and *confused*, *neglect* all at 5% and *negative* at 9%.

4.1.7 Relationship change

The responses during the discussion on how the supervisee experienced the research supervisor was summarized and then categorized into the following categories (Figure 4.6). This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. The participants revealed the following regarding the change in the relationship:

Participants B – *It did change with my frustrations being unable to produce what they wanted I felt like I am failing them, I felt like sometimes they regret why they chose me for that topic but we never had instances where x would say that loud*

Participant R – *It is an early stage of my research so my relationship is developing continuously in terms of what our work relationship.*

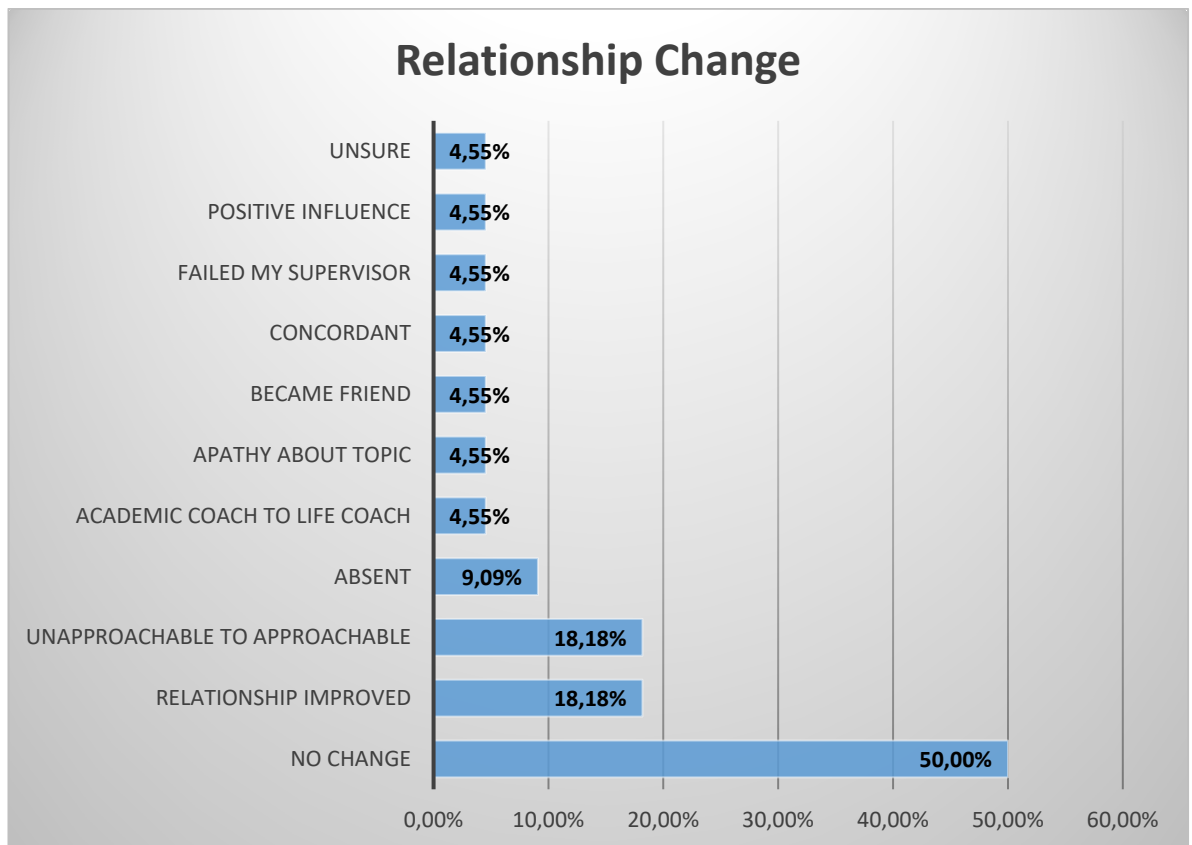


Figure 4.6: Change in relationship frequencies

Source: Researcher's own construct.

On average, the respondents were classified into 1.27 different categories each. In the discussion, most mention was made of the fact that there were no changes to the relationship (50%). Terms that showed that there was a positive change as time passed are: *improved* (18%), *approachable* (18%), *academic to life coach* (5%), and *became a friend* (5%). There were also some words that indicated a negative relationship. One supervisee stated the supervisor had apathy towards the topic of the project (5%) and two supervisees felt that the supervisor was absent (9%).

4.1.8 Communication with supervisor

The responses during the discussion on how the supervisee experienced the communication with the research supervisor was summarized and then categorized into the following categories (Figure 4.7).

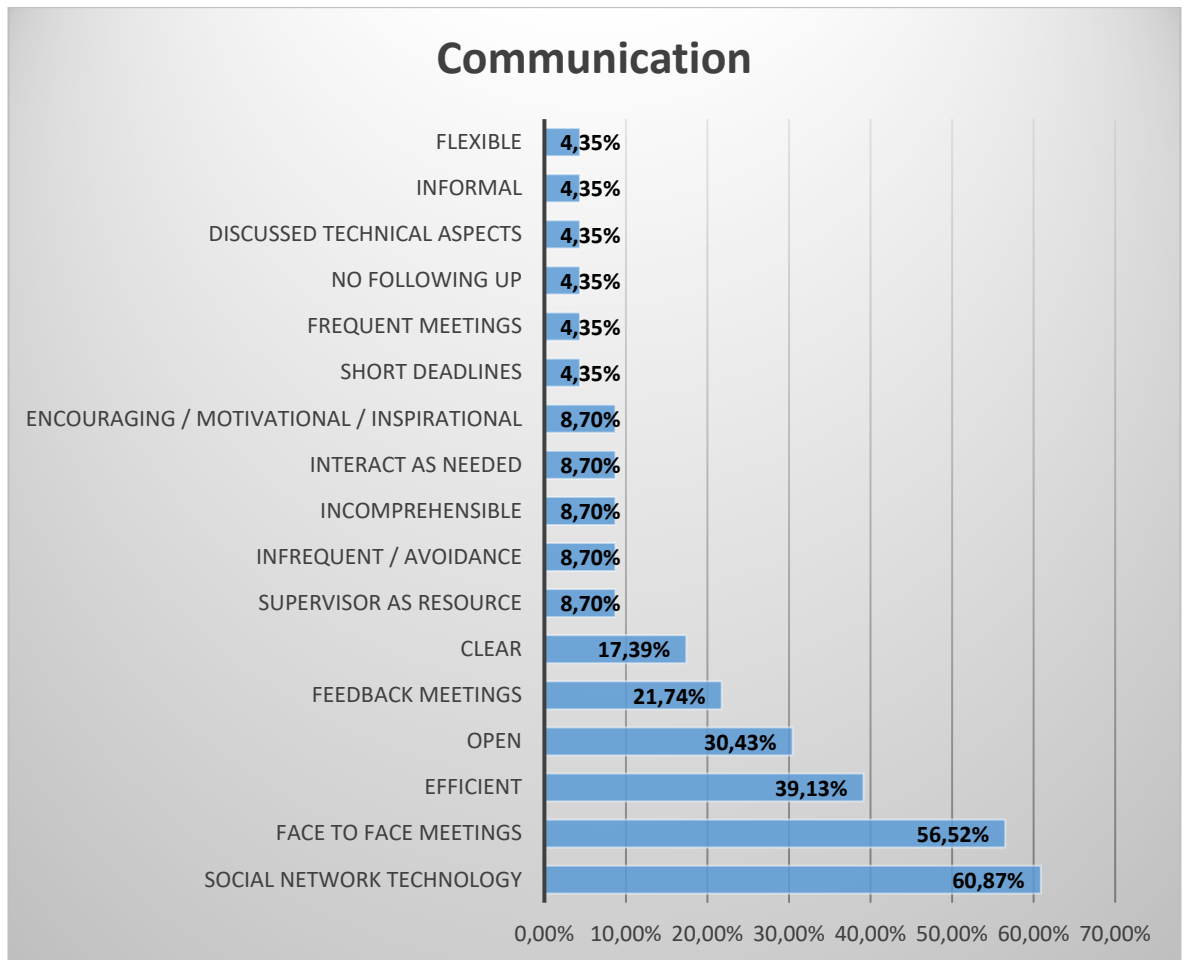


Figure 4.7: Communication frequencies

Source: Researcher's own construct.

This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 2.95 different categories each.

The number of references to *social network technology* and *face-to-face meetings* was very similar at 61% and 57% respectively. Concepts that convey positive sentiment regarding the communication from the supervisors were: *efficient* (39%) *open* (30%) and *clear* (17%).

Mention was also made of communication that was not followed up (4%), short deadlines (4%), incomprehensible (9%) and avoidance (9%). These are all communication practices that should be avoided by supervisors that strive towards providing quality supervision.

Participant B was not happy with communication and revealed how the supervisees' situation influences communication:

...too many gaps in between, from my side there was a time where I put everything on the side because I had some personal issues. I had personal problems. I got divorced, things happened, you know, a lot of issues, I could not focus. I would take me time to be productive so with the communication also I think it was maybe on my side. Sometimes there was instances where there is no communication at all.

4.1.9 Relationship with co-supervisor

The responses during the discussion on how the supervisee experienced their relationship with their research supervisor was summarized and then categorized into the following categories (Figure 4.8). This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 1.71 different categories each.

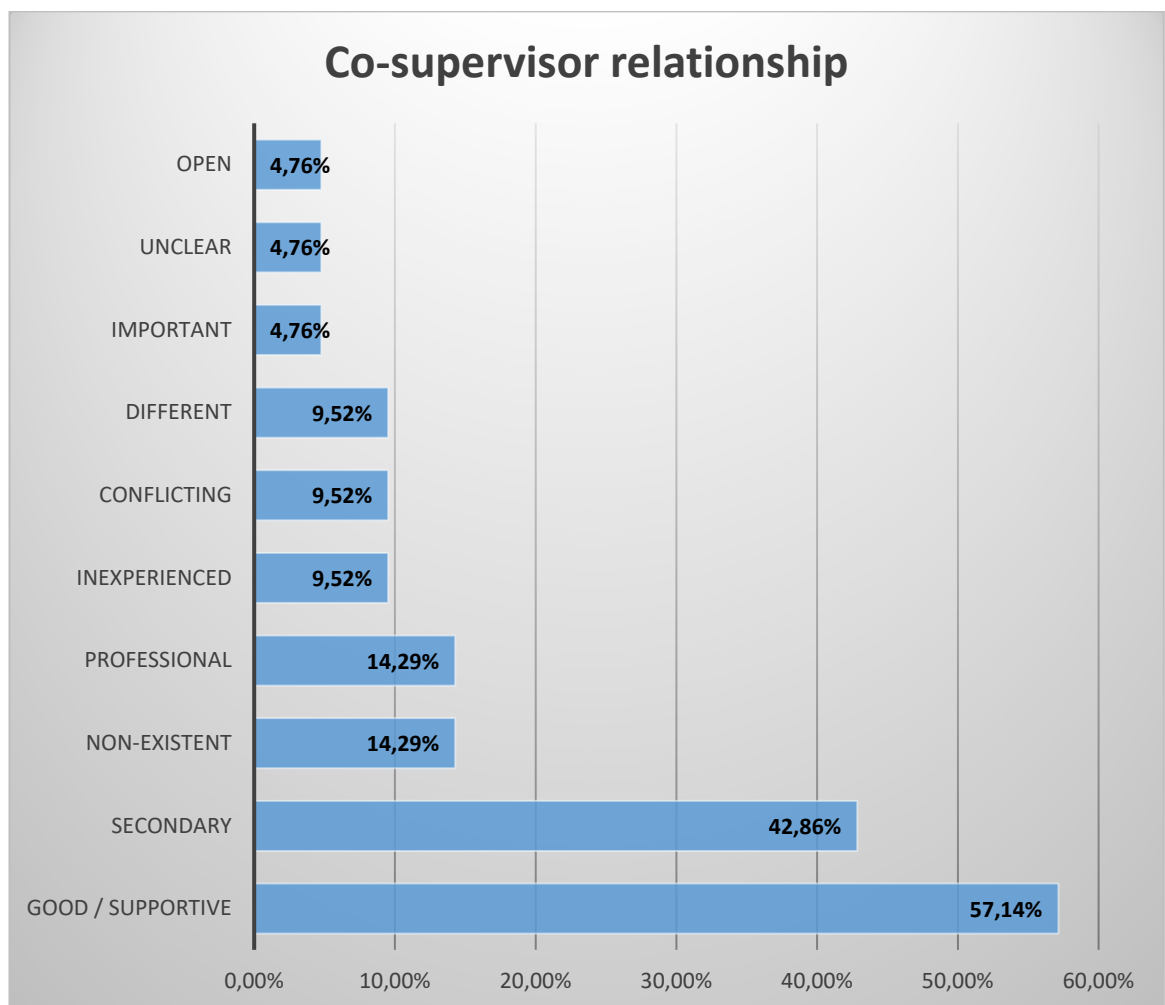


Figure 4.8: Co-supervisor relationship frequencies

Source: Researcher's own construct.

Even though several supervisees mentioned that their relationship was good/supportive, it is a *secondary* relationship that they have with the co-supervisor (43%), most of the concepts mentioned regarding this relationship were positive for example *good* and *supportive* (57%).

Professional (14%) *important* (5%) and *open* (5%) were also positive remarks made during the discussions. There were also several participants that were dissatisfied with the relationship with the co-supervisor. This can be seen in the use of words like *non-existent* (14%), *inexperienced* (10%), *conflicting* (10%) and *unclear* (5%). Participant H was unhappy that the roles of the supervisor and co-supervisor was not sorted out in the beginning and stated the following:

You know I think the biggest mistake we made when we started is that we did not sit with the supervisor and the co and the student and talk about what are the things that the supervisor is supposed to do and what the co must do.

4.1.10 Support from family, friends, and community of supervisees

The responses during the discussion on how the supervisee experienced the support from family, friends, and community was summarized and then categorized into the following categories (Figure 4.9).

This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 2.5 different categories each.

Participants spoke of *family support* frequently (68%) during the interview. Unfortunately, there were also supervisees that mention *minimal* family support (31%). Support from supervisee community was mentioned the second most (55%). Support from friends was mentioned as *friends' support* (27%) and *friends in awe* (13%). Support from family and friends was reported as being *motivational* (9%). Regarding the supervisee community, Participant A stated the following:

The community of learners that meets twice a year was a huge help. The community were even better because you had not only the students together but also the supervisors and other interested parties and they share different ideas and then you pick up something that you can implement on your study from somebody else and then you have their contact number and email address so the community were very helpful and I think it is an initiative that we should continue.

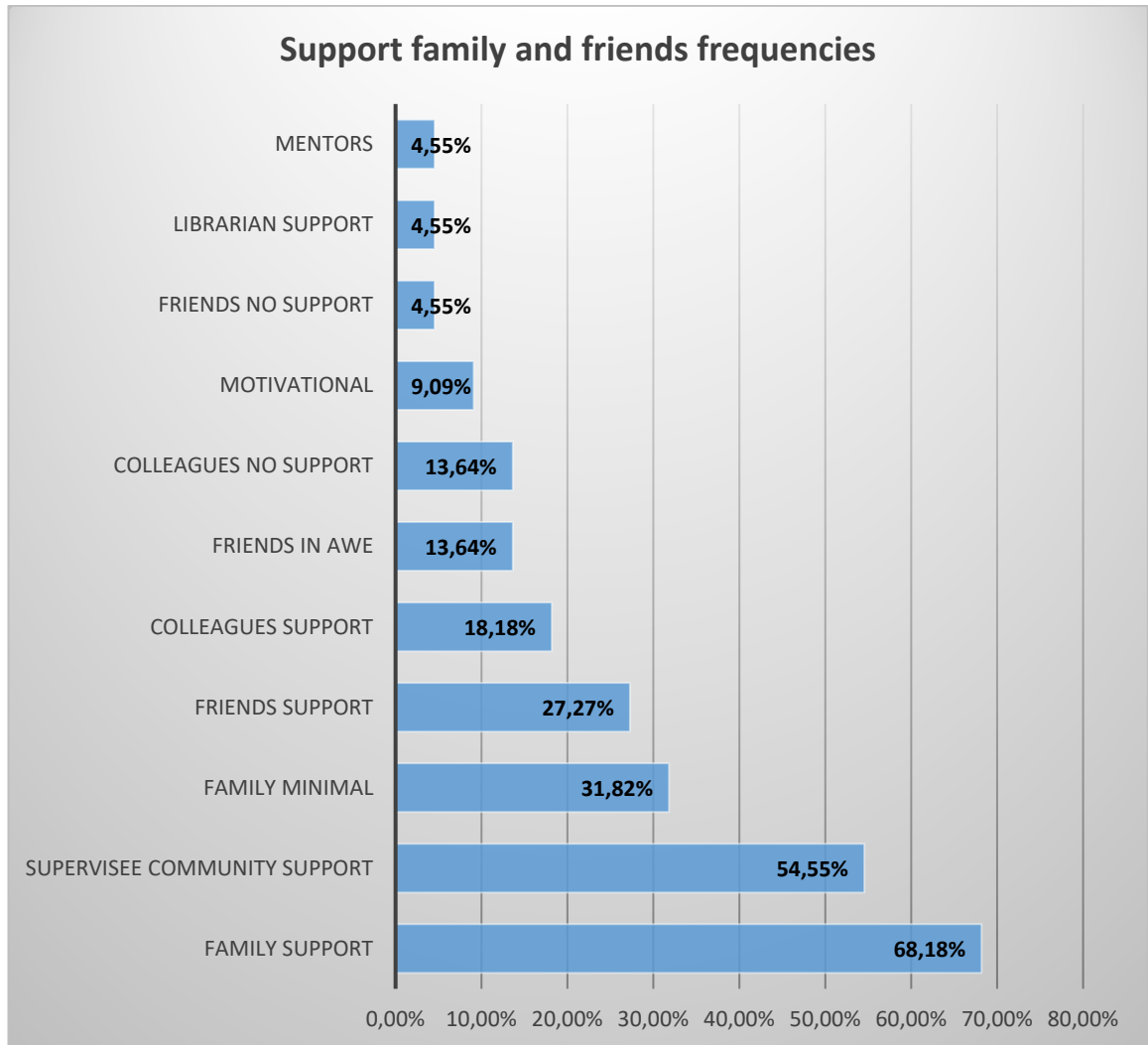


Figure 4.9: Support from family and friends' frequencies

Source: Researcher's own construct.

It is sad to note that some supervisees had no support from *colleagues* (18%) and *friends* (5%). Participant G explained the problems with balancing relationships with friends and doing a postgraduate qualification in the following words:

Friends did not really understand because I would spend so many hours at work doing weekend double shifts, and when I put time separate for study they wanted to socialise ... of course to socialise after a long week sounds much better than sitting in front of a book.

4.1.11 Support from TUT services

The responses during the discussion on how the supervisee experienced the support from TUT services was summarized and then categorized into the following categories (Figure 4.10).

This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 2.45 different categories each.

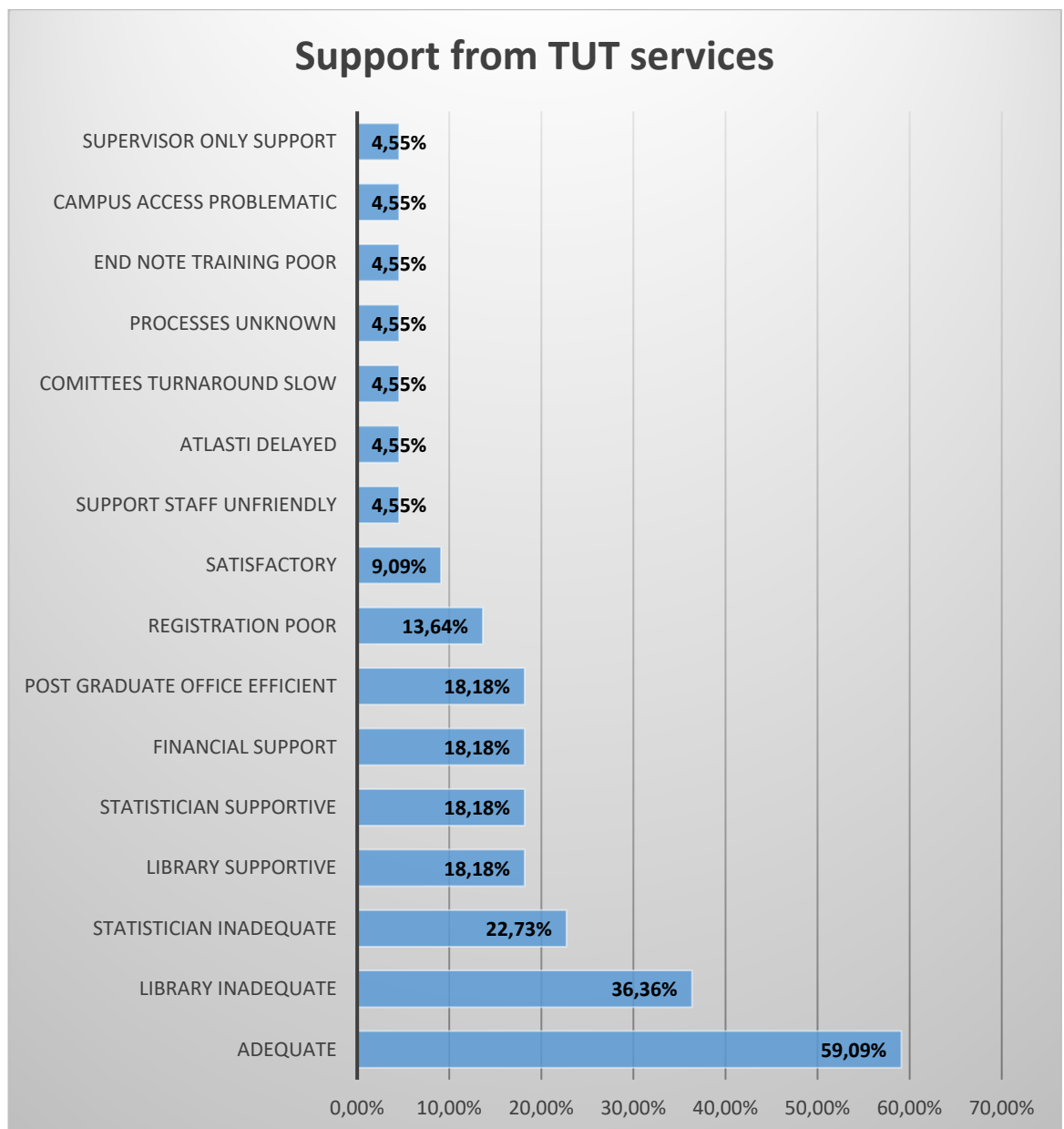


Figure 4.10: Support from TUT services

Source: Researcher's own construct.

Participants experienced satisfaction with the service they received from TUT as 70% of all the codes identified during the interviews can be classified as such if one combines all the times *adequate* (59%) and *satisfactory* (9%) were mentioned. There were also 4 times each of the following positive experiences were mentioned, *library supportive* (18%), *statistician supportive* (18%), *financial support* (18%) and *post graduate office support* (18%). However, it was mentioned during the interviews that *library support* was *inadequate* (36%). Participant J was left frustrated by the library service and made the following statement:

...library sometimes it is frustrating ... I do not know if they do not read their emails or what is happening.

Participant I praised the statistician but had the following to say regarding the provision of statistical service:

The statistician was so very helpful and I learned a lot from the in house statistician even this year I am still using the very same statistician however the only problem is that there is only two in the whole university, the person has a lot of work although they try to put a smile on their faces you can see that they try by all means they have lot of work so I think they get overwhelmed with work.

From what this participant stated, it is evident that the number of statisticians is inadequate to provide a quality service to supervisees.

4.1.12 Financial support

The responses during the discussion on how the supervisee experienced the financial support was summarized and then categorized into the following categories (Figure 4.11). This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 1.59 different categories each.

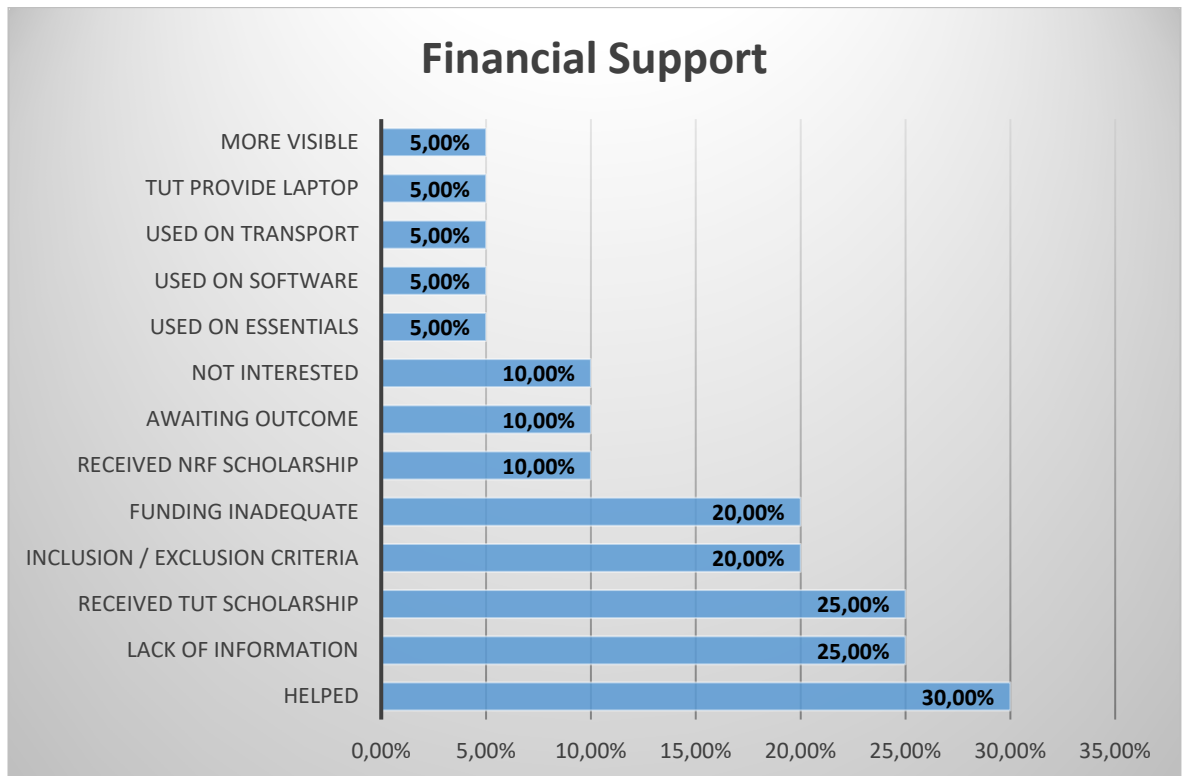


Figure 4.11: Financial support frequencies

Source: Researcher's own construct.

The participants stated what could be categorised as *helped* 30% of all the issues they mentioned on financial support. Participant D was very satisfied as can be seen in his statement during the interview:

It is wonderful, I think it is great. If you qualify to get the financial support then you are going to get it. I remember the person that works there that hands out grants said to me "oh I see you are almost done with your master degree, you should come back so that you can apply for a grant for your doctorate" so it made me feel very good to know that the financial support is there

One of the reasons why 'helped' appeared on 30% of all categories during the interviews are that not many of the participants applied for financial support. One of the possible reasons might be *lack of information*, this was said 25% of all the financial support aspects reported in the interviews. Some supervisees are not aware of the financial support offered by TUT as evident what Participant G said:

I never fully understood the process of getting an aid to help pay my studies. That was not clear. X (supervisor) did mention I can apply but I was not sure on how to move forward with the process.

Five of the participants received financial support from TUT. Participant A said the following regarding the financial support that is meant to be used to pay for research related activities “... *if you are hungry you will buy food*”. The statement emphasizes that there is a need for a proper evaluation of each supervisee's situation so that proper support can be given. Clearly, it will not help giving a student money for printing costs when there is a primary need for food.

4.1.13 Frustrations experienced

The responses during the discussion on how the supervisee experienced the frustrations experienced were summarized and then categorized into the following categories (Figure 4.12).

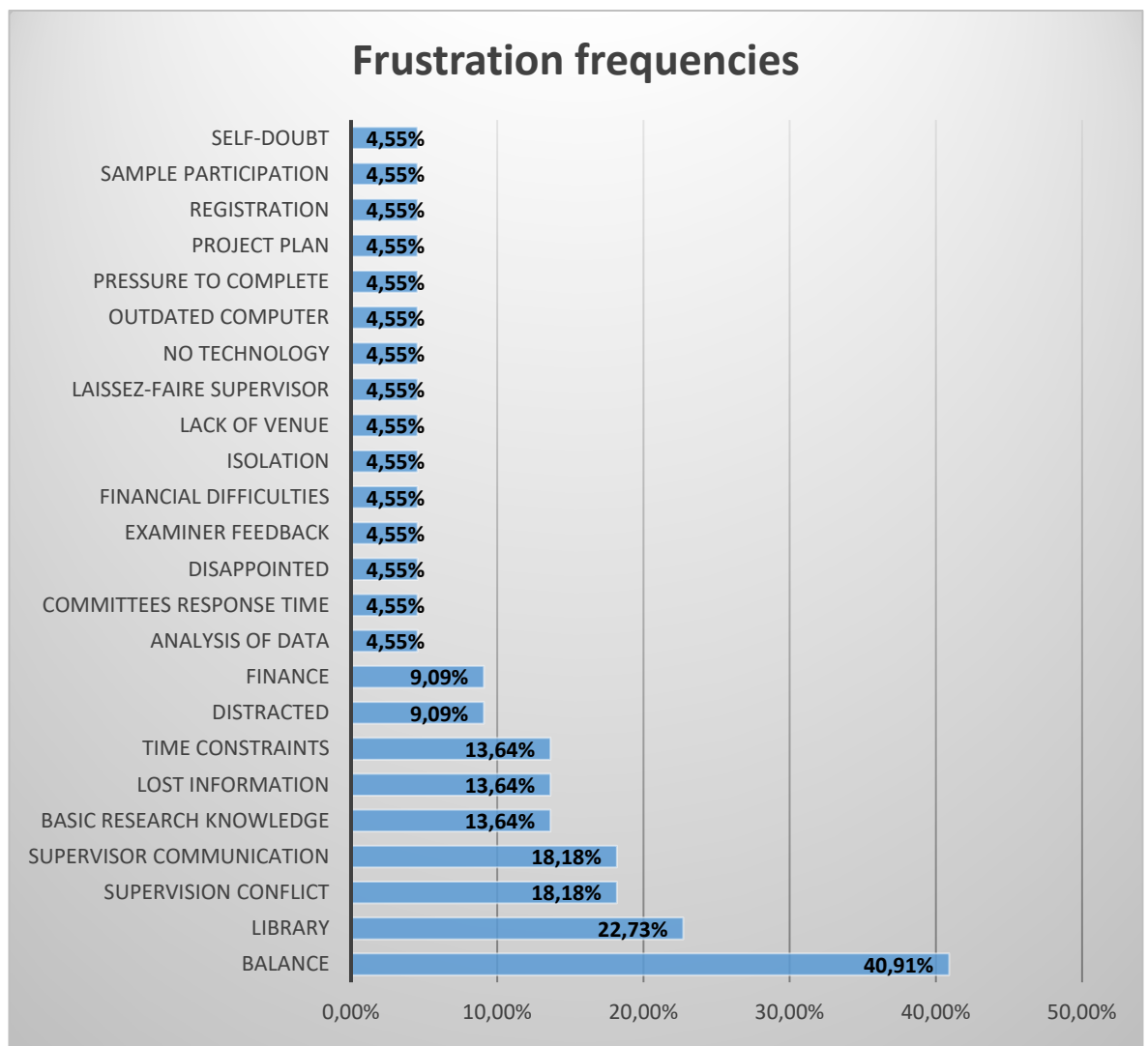


Figure 4.12: Frustration frequencies

Source: Researcher's own construct.

This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, the respondents were classified into 2.27 different categories each. In total twenty-four codes were identified in the interviews where supervisees frustrations were discussed.

Work life study *balance* was often mentioned during the interviews (40%). An example of such struggles is Participant J that said:

I have just been really challenged by everything that has been happening to me this year. I am part time lecturer so I need to teach myself whatever I am teaching there; I am also doing another course with Unisa so there is quite a lot that I am trying to juggle so I am doing pieces of everything at the same time.

Participants' frustration with the *library* was 23% of all the frustrations described. Participant D describes the *library* experience as follow:

The library is not there for you because you see that this article I need then the library does not come on board.

Throughout the interviews, participants, in this section on frustrations it was again mentioned 18% of all frustration categories discussed, highlighted the conflicting advice that the supervisors and co-supervisors offered students and their lack of supervision. Participant T refers to this lack of supervision:

Our supervisors and co-supervisors does not have time for us and forgetting that they did agree that they will assist us and you end up doing masters for many years' (I) think they have to change their mind set and assist us.

Another frustration that was mentioned by participants was coded as *supervisor communication* (18%). Aspects of supervisor communication that frustrated supervisees was: "*if there is no communication between you and you supervisor a month ... you can lose a lot*" (Participant A) "*the fear that if I ask they will say I wasn't listening*" (Participant D) "*they must tell you after your framework you write your literature review, when it's approved do your questionnaires ... now you go and learn as you go*" (Participant H) "*don't get back to you on time*" (Participant S).

4.1.14 Improvement strategies

The responses during the discussion on how the supervisee experienced the improvement strategies were summarized and then categorized into the following categories (Figure 4.13). This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%.

On average, each participant mentioned 1.61 different improvement strategies. In total fifteen codes / improvement, strategies were identified in the interviews where supervisees' improvement suggestions were discussed. In total 15 codes were identified in this section of the discussion and in total these codes were used 34 times.

Participant R who said, *"Encourage conference attendance and presentations"*, was one of the eleven supervisees that mentioned that opportunities to present their research would enhance their experience (52%). Two codes appeared second most of the codes and they were *collaborative goals* and *structured* both at 14%. The words of Participant K explains the code *collaborative goals* as: *"if they find a new article (or) new information they could give us or advise on where to find it"*. Participant G recommendation is *"Have group activities to enhance the interaction between postgrad students."* Have group activities. To enhance the interaction between postgrad students. Comments made about structure were as follows: *"... (set) short term goals and be stricter with deadlines. it's a big snowball effect of not clearly understand the next step and postponing the work and getting behind that results in negative attitude"* (Participant G).

Collaboration with supervisees (10%) was referred to by Participants G and R that both feel that the supervisor should encourage collaboration and that such collaboration would be beneficial to the quality of supervision.

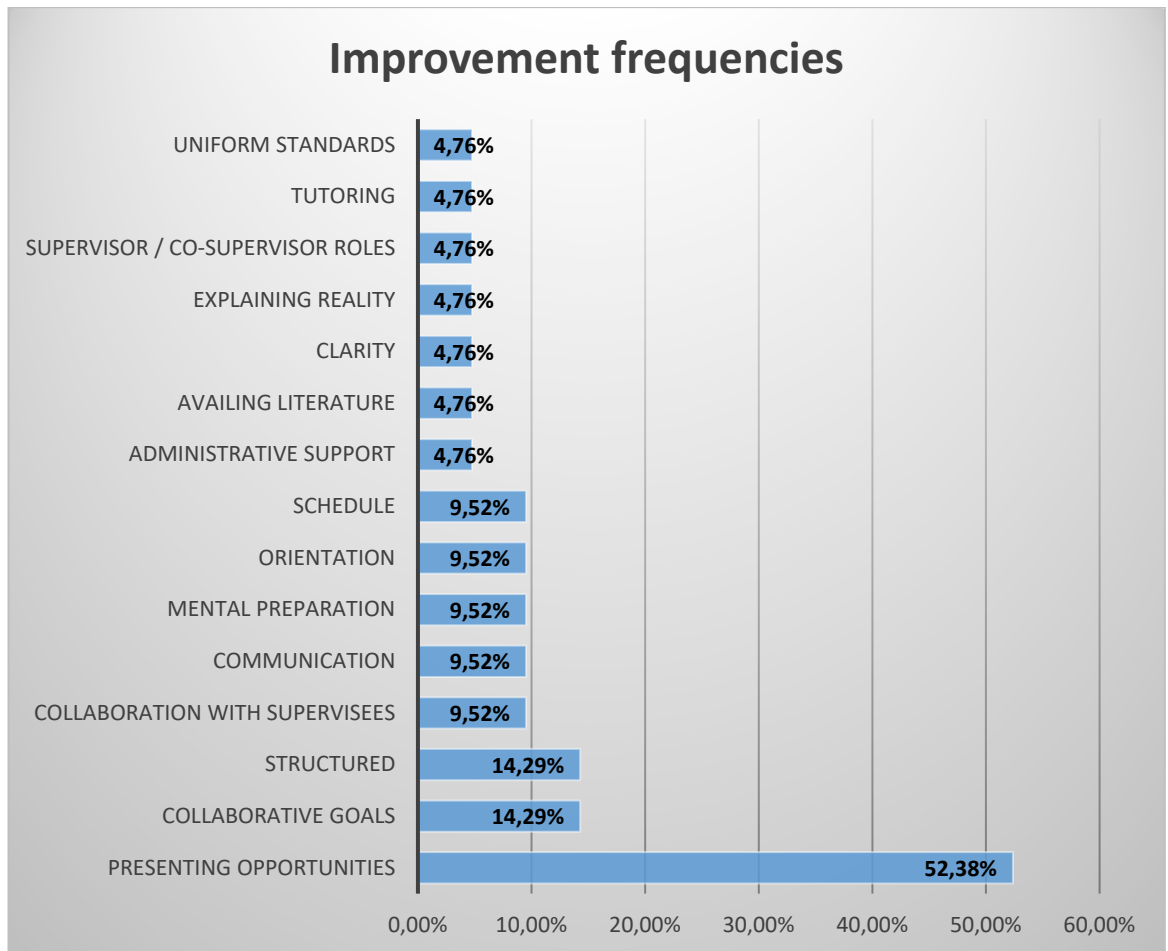


Figure 4.13: Improvement strategy frequencies

Source: Researcher's own construct.

Amongst other the following interventions were suggested; having *uniform standards*, *tutoring*, clarifying supervisor co-supervisor roles, explain the *reality* of doing post graduate studies, providing *clarity* on the research process, assisting students in sourcing relevant *literature*, provide *administrative support*, setting a *schedule* and doing *orientation*.

4.1.15 Most negative experience

The responses during the discussion on how the supervisee experienced the most negative experience was summarized and then categorized into the following categories (Figure 4.14). This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, each participant mentioned 1.41 different improvement strategies. In this section of the interviews, 19 codes became evident after reading and re-reading the participants contributions.

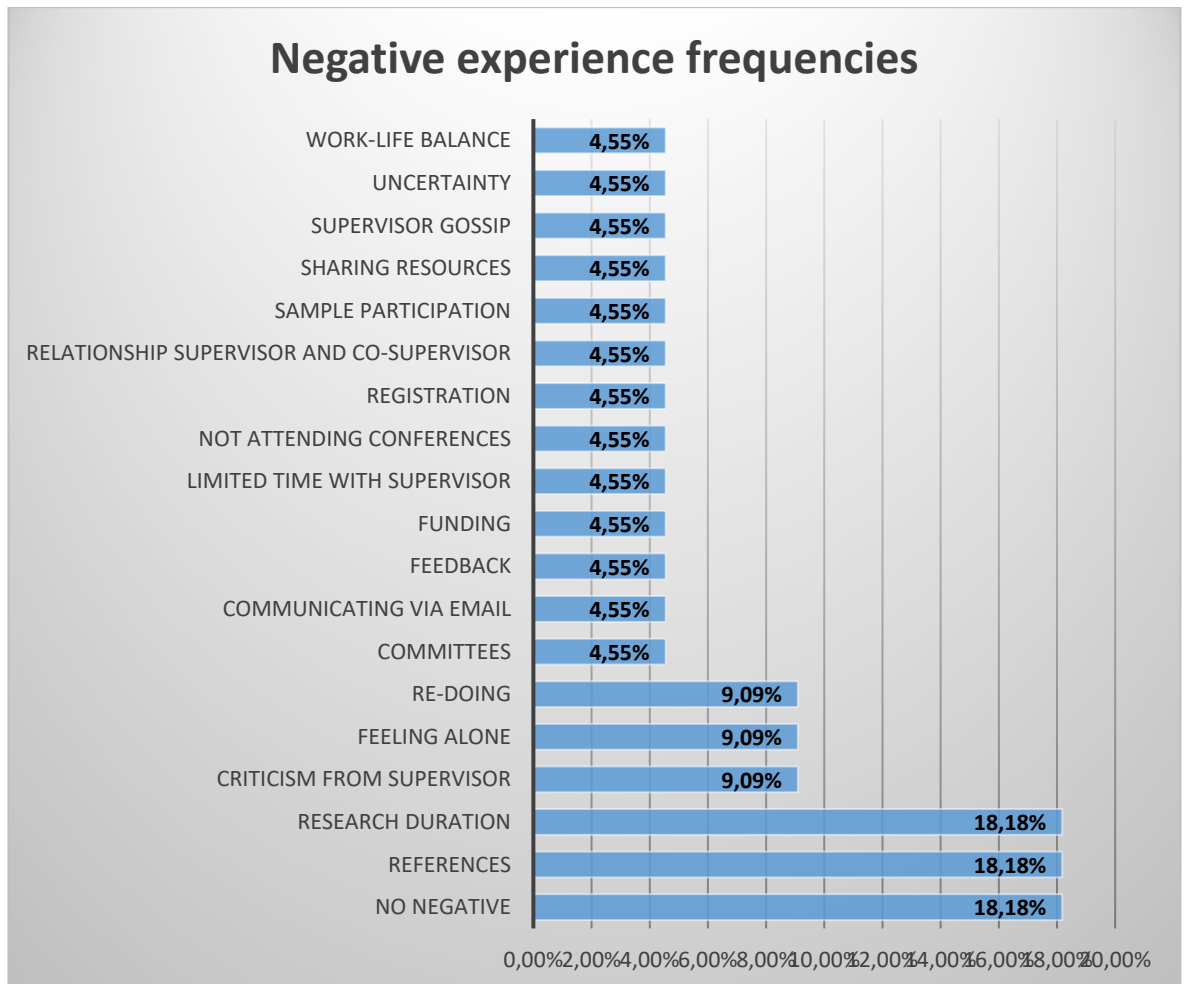


Figure 4.14: Most negative experience frequencies

Source: Researcher's own construct.

Three codes or categories of negative experiences were equally prominent in the participants' discussion of their most negative experience during their postgraduate study. One that was assigned to 18% of negative experiences related to *no negative* experience. Participant I was one that could not recall a negative experience and stated:

Nah... no, I had a good experience, with our department its very small our students get more attention than the other students in ... they are frustrated, you find that one person (supervisor) has 15 students, the supervisor takes a long time to give you feedback. That is what I hear from other departments.

This quote was not only included to show the students satisfaction but it also shows that supervisees at TUT are talking to their cohort in other departments and they are comparing supervision and deciding on the quality of the guidance they receive.

The most negative experience *references* (18%) was raised in the discussion by Participant P:

The frustrating part was not being able to get all the articles ... because you lose this one article where you wrote something wonderful about it and right now, you cannot remember what the article is.

All experienced researchers can relate to above experience. Note the frustration regarding references experienced by participant G:

References ... references ... references ... writing my research was a big challenge. I struggled and did not fully grasp it. Also, getting the case studies and information on these journals on different platforms, I even charged some subscription to some or other journal with my credit card having to pay the fee not realising I'm paying R800 per month for something I didn't understand.

Some of the supervisees said that the *research duration* (18%) was their most negative experience. Participant D was upset that the project took more time than anticipated:

I feel like I would have finished by now, I was anticipating that I would be graduating by now. I could not even sleep because I was so upset.

Supervisees recalled that *criticism from the supervisors* was upsetting and used relayed the following few words from Participant Q: "*discouraging comments from supervisor*" and Participant B that related the shocking incident her friend experienced: "*the supervisor said (to her) you are not a research material*". Any one of these negative experiences can have a demoralising effect on the supervisee and supervisors should be made aware of what the students experience so that these occurrences can be prevented.

4.1.16 Most positive experience

The responses during the discussion on how the supervisee experienced the most positive experience were summarized and then categorized into the following categories (Figure 4.15). This is a multiple response result with the groups not being independent. The percentages therefore add up to more than 100%. On average, each participant men-

tioned 1.63 most positive experiences. Eleven codes were identified to analyse the positive experiences of supervisees in the Department of Hospitality Management. Most frequent comment made regarding positive experiences was *collaboration* (55%).

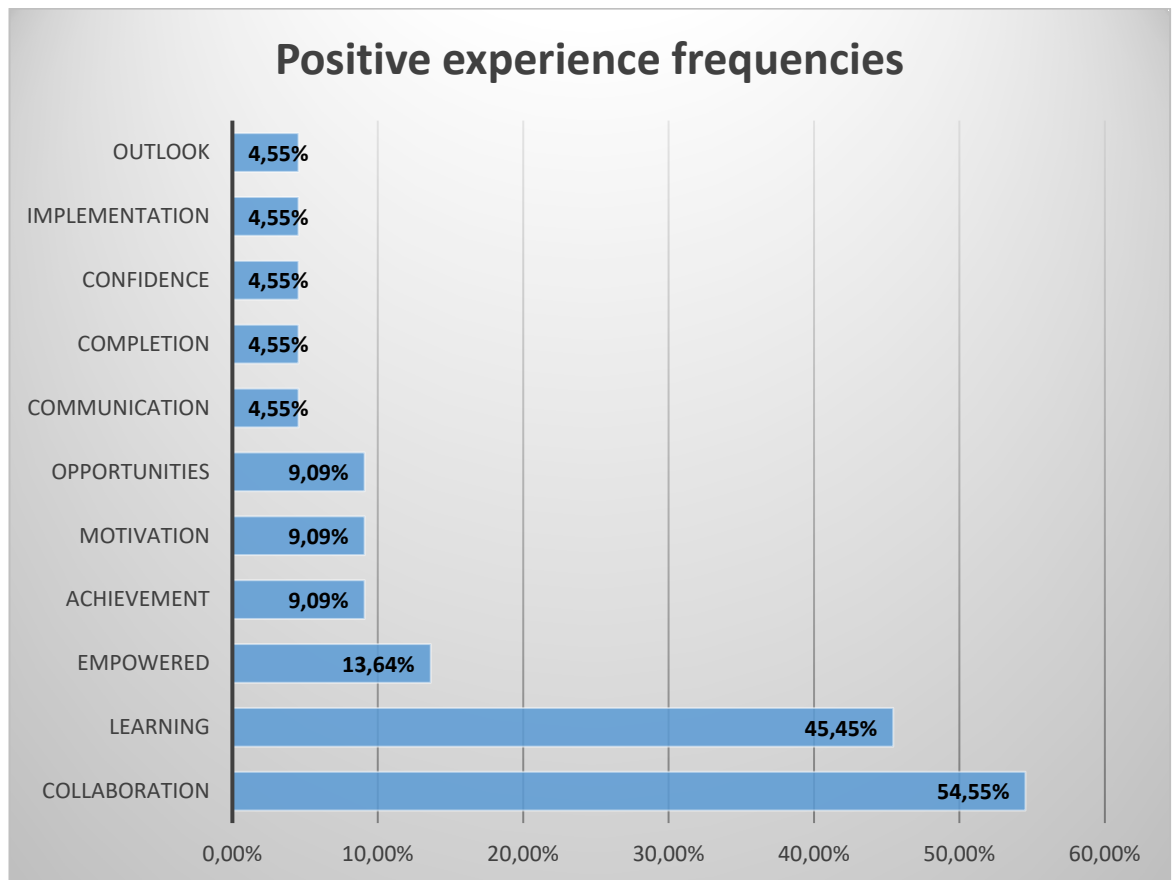


Figure 4.15: Positive experience frequencies

Source: Researcher's own construct.

The participants had the following to say regarding collaboration:

...the relationships that you build because you are actually dependant on people so you become as self-sufficient as you are, you learn to depend on other people to get your things done - Participant A.

...you learn from different people, you learn different characteristics of people - Participant B.

I would not go for the same approach it's really because it's quite a lot of work, (if) you do everything yourself - Participant C

...now I get a lot of calls ...to help them with it (proposal writing) - Participant D

I have really learnt from interacting ... in the masters' class (collaborative learning session) from supervisors and people you see and admire. It is different when we are in the same room it does not feel like I am here and you

are there. We are all in the same room taking about one thing that we have in common in an environment that is safe and you are able to talk about your views and beliefs and thoughts about research. It has opened my horizon because I used to articles and be like who writes this, who are these people but now I get to sit and talk to these people - Participant J

Second most often, *learning* was linked to their most positive experience (45%). Participant L felt as follow about this category:

It is the skill that I have acquired; it puts you in a different space from others. It differentiates you from others. Research is a niche because not everyone is doing it so it is empowerment.

As quoted above there was also feeling of empowerment reported (13%).

4.1.17 Themes

To discover the themes from the data the researcher listed the codes on all questions plus their frequencies on an excel sheet as shown in excerpt in Figure 4.16.

	A	B	C
1			
2	Motivation Q2	Intrinsic motivation / love studying	15
3		Improve as academic / want to be an academic	10
4		Wanted to improve my qualification level	10
5		Passionate about skills development / tutoring	5
6		Wanted to do research / add to body of knowledge	5
7		Academic institution / tutor inspiration	4
8		Improve my employability	4
9		Wanted to leave the industry	4
10		Motivated by family / friends	3
11	Topic Q3	Industry improvement	9
12		Worklife quality	6
13		Employability	5
14		Improve training	3
15		Influenced by supervisor	3
16		Environment	1
17	Expectation Q4	Guidance / mentorship	11
18		Difficult / confused / frustrated / unsure	9
19		Collaboration supervisors supervisees	8
20		Expectations met	4
21		Felt like a self-study project	3
22		Balancing work life and research	2
23		Explain literature review	2
24		Holistic development	2

Figure 4.16: Combined codes

Source: Researcher's own construct.

All the codes combined were 212 and the total frequency of the appearance of the codes in the transcripts were 633. Following on the compilation of the list the order of the words

in the codes were revised to put the noun first and adjectives to follow for example the code improve training was changed to training improved (Figure 4.16, Row 14 Column B).

An effort to assist in identifying duplicates and synonyms was done, thereafter the codes were sorted using the sort and filter function of excel. The excerpt in Figure 4.17 shows the excel sheet after sorting. In cell 14B and 15B the duplicated code communication appears.

	A	B	C
10		Collaboration with supervisees	2
11		Collaborative goals	3
12		Committees	1
13		Communicating via email	1
14		Communication	2
15		Communication	1
16		Communication flexible	1
17		Communication good	1
18		Communication informal	1
19		Communication open	1
20		Communication open	1
21		Community collaboration supervisors supervisees	8
22		community support supervisee	12

Figure 4.17: Code synonyms

Source: Researcher's own construct.

In the next step, the duplicates, and synonyms were collapsed and then the sheet showed 183 codes with a total frequency of 663 that confirms that no frequency score was lost during collapsing (Figure 4.18).

Next step was to group the codes that belong together to reveal the themes present in the supervisees' discussions. The codes belonged together were clustered and labelled and the label is the themes that be informing the content for the orientation programme for Hospitality Management Supervisees.

173	Technology outdated computer	1
174	Technology sharing resources	1
175	Technology social network	14
176	Technology TUT provide laptop	1
177	Training improve	3
178	Trust	2
179	Tutor inspiration	5
180	Uncertainty	3
181	Work life distracted	2
182	Work-life balance	18
183	Workshops present	1
184	Total number of codes synonyms collapsed 183	663
185		

Figure 4.18: Synonyms frequencies collapsed

Source: Researcher's own construct.

Note the grouping and labelling shown in Figure 4.19.

In total nineteen themes became apparent from the analyses of the supervisees' interviews (In brackets is the number of times the theme was identified in the transcripts of the interviews) (Complete excel sheet in Appendix 5).

- 1) Communication with supervisee. (16)
- 2) Community of supervisees. (37)
- 3) Challenges supervisees faced. (17)
- 4) Expectations supervisees had of being a postgraduate student. (7)
- 5) Feedback as experienced by the supervisees. (27)
- 6) Feelings the supervisees experienced. (27)
- 7) Financial support supervisee perceptions. (30)
- 8) Interaction of supervisee with supervisor. (25)
- 9) Motivation of supervisee. (35)
- 10) Orientation related issues. (21)
- 11) Expected benefits that supervisees foresee from having Master or Doctoral qualification. (58)
- 12) Research output expectation of supervisees. (35)
- 13) Relationship of supervisee with supervisor. (53)
- 14) Scheduling of research activities. (16)
- 15) Supervision as experienced by supervisee. (31)
- 16) Supervisor roles in the supervision of supervisee. (103)
- 17) Support provided to the supervisee. (82)
- 18) Technology and supervisee needs. (23)
- 19) Supervisee work life study balance. (20)

	A	B	C	D
58	8 Interaction with supervisor	Meetings face to face	13	
59		Meetings feedback	5	
60		Meetings frequent	1	
61		Meetings Infrequent / avoidance	2	
62		Meetings interact as needed	2	
63		Meetings timely	1	25
64	9 Motivation	Motivation	4	
65		Motivation / inspirational / encouraging	2	
66		Motivation / love studying / intrinsic	15	
67		Motivation / support / guidance	11	
68		Motivation family / friends	3	35
69	10 Orientation	Orientation	3	
70		Orientation inclusion / exclusion criteria	4	
71		Orientation literature use	4	
72		Orientation mental preparation	2	
73		Orientation processes unknown	1	
74		Orientation reality explaining	1	
75		Orientation tutor inspiration	5	
76		Orientation workshops present	1	21
77	11 Benefit	Benefit implementation	1	
78		Benefit industry improvement	9	
79		Benefit industry wanted to leave the	4	
80		Benefit knowledge wanted to do research / add to body of	5	
81		Benefit knowledgeable	3	
82		Benefit learning	10	
83		Benefit opportunities presenting	13	
84		Benefit qualification level Improve as	10	
85		Benefit training improve	3	58

Figure 4.19: Themes deduced from clusters

Source: Researcher's own construct.

If one can attach weight to how often a theme appears in the analysed, then the themes can be arranged in order of the emphasis the participants placed on these themes. The top five mentioned themes were then:

- 1) Supervisor roles in the supervision of the supervisee. (103)
- 2) Support provided to the supervisee. (82)
- 3) Expected benefits that supervisees foresee from having Master or Doctoral qualification. (58)
- 4) Relationship of supervisee with supervisor. (53)
- 5) Community of supervisees. (37)

The inference that the researcher drew from the frequencies above is that the participants had a more intense focus on these themes during their discussions and that these themes inclusion in an orientation programme for Hospitality Management supervisees will contribute to improved research quality and throughput rates. The orientation programme appears in the conclusion section (refer to 4.4.).

4.2 Trustworthiness

Key quality issues are reported in the sections that follow on how trustworthiness was ensured. The trustworthiness included credibility, dependability, transferability, and confirmability.

4.2.1 Credibility

Credibility refers to the degree to which the findings can be trusted or believed by the participants of the study (Petty, Olivier & Stew, 2012:380). The researcher used appropriate research methods that are widely accepted to achieve the established objectives. The participants were constantly reminded that their honest opinion is required and that the information they share will remain confidential. Credibility will be further enhanced by the fact that more than one researcher (another peer group member) will scrutinise the projects progress as well as data collected (Shenton, 2004:73).

4.2.2 Dependability

Dependability (consistency, auditability) is defined, as the extent to which the study could be repeated and variations be understood (Petty, Olivier & Stew, 2012:381). The study's methodology was described in detail in the dissertation to ensure that it can be repeated. A clear audit trail was established by recording all interviews; the recorded interviews were transcribed and kept with all relevant other documentation. Emerging influences on data collection as well as identified themes were recorded and reported (Morrow, 2005:252).

4.2.3 Transferability

Transferability refers to the extent to which the findings can be applied in other contexts or with other participants (Petty, Olivier & Stew, 2012:381). Given the small sample size, the qualitative data and findings for this study will not be generalised. However the in-depth interviews will allow the researcher to develop an understanding of what future students in similar circumstances will experience (Morrow, 2005:252).

4.2.4 Confirmability

The researcher acknowledges that research is never objective, and that personal experiences and beliefs taint the process and findings. In an effort to overcome this problem other researchers (statistician, colleague and peer group member) will be involved in scrutinising data collection and data analysis to aid adequacy of data and findings (Morrow, 2005:252).

4.3 Ethics

Ethically correct behaviour is of utmost importance when working with human subjects. The researcher ensured that all participants were treated with respect and dignity as well as courtesy and their privacy was respected. To prevent bias an external facilitator will conduct interviews with supervisees. All records compiled or collected during this research project will be kept by the Department of Hospitality Management for a period of five years after the completion of this study. The recordings will be deleted once the transcriptions have been done and the transcribed records will be deleted after 5 years.

Specific attention will be paid to the following matters:

4.3.1 Fairness

As the researcher is the Head of Department and a supervisor of some of the research students it was essential that measures were put in place to protect trust between students and supervisors to ensure that the information collected is as objective and factual as possible. The researcher used an independent facilitator that was trained in conducting research interviews, to collect and transcribe data. The independent facilitator was made aware of the sensitive relationship between supervisor and student. The independent facilitator ensured that the participants were aware that they must not mention their supervisor, co-supervisor or title of their research as that information has no bearing on the study. The researcher will have constant caution as to the influence of own beliefs and experiences so as not to interpret facts in a biased manner. The researcher will not use any of the information obtained for performance appraisal or disciplinary actions. Even though

there were risks attached to this project, the researcher managed the risk and the knowledge gained from this project assisted in enriching the research students experience and success.

4.3.2 Distortion

The independent facilitator fully transcribed the interviews ensuring that the context within which statements were made remained available to minimise the likelihood of distortion of what participants said. The independent facilitator made the transcribed interviews available to the participants to ensure that transcription was done correctly and to make sure that all statements that could possibly lead to identification of participants were removed. Thereafter the independent facilitator deleted the recordings.

4.3.3 Confidentiality

The success of this research depended on the relationship of trust that the facilitator built with the respondents. The researcher implemented several actions to aid privacy and anonymity of respondents as the researcher is aware of the sensitive relationship between supervisor and student. The researcher used an independent facilitator that was made aware that it is of utmost importance that students remain anonymous. The independent facilitator selected the participants from list of the population without consulting or informing the researcher. The independent facilitator used pseudonyms for the participants in transcribing the interviews and removed any mention of supervisors or content that can lead to identification of the project the students were/are busy with. The researcher was willing to provide participants the transcribed records and research report before final submission but did not receive any such request. Participation in this project was voluntary (Mouton, 2005:243).

4.4 Conclusion and future research

The objectives of this study will be reviewed in the following section to see what conclusions the results revealed.

4.4.1 Intrinsic and extrinsic motivation

The objective was to understand supervisees' intrinsic and extrinsic motivation to improve their qualification. Content analysis of the data did reveal what motivated the participants to study. Motivation was the ninth theme identified. Extrinsic motivators that were mentioned by supervisees include motivation by family and friends, support, inspiration, encouragement and guidance from supervisor (Table 4.2).

Table 4.2: Motivation

Theme	Code	Frequency = N	Total frequency for theme = N
Motivation	Inspirational / encouraging	6	35
	Intrinsic / love studying	15	
	Supervisor support / guidance	11	
	Family friends	3	

Source: Researcher's own construct.

Other themes that also reveal supervisees motivation are presented in Table 4.3.

Table 4.3: Benefits as motivators

Theme	Code	Frequency = N	Total frequency for theme = N
Benefit	Implementation of findings	1	58
	Industry improvement	9	
	Change employment	4	
	Create knowledge	5	
	Learn	10	
	Present research	13	
	Improved qualifications	10	
	Be knowledgeable	3	
	Improve training	3	

Source: Researcher's own construct.

Some intrinsic motivators are to be knowledgeable, improve industry and to be able to implement research findings.

4.4.2 Motive for selecting research topic

Even though the objective, to explore the motive behind choosing their research topic cannot be clearly identified in the themes the coding on topic selection did reveal that students selected topics so that their research would have value to society. Some of the motives were to improve industry, work life quality, protect the environment and to increase employability.

4.4.3 Expectations of supervisees

The third objective was to explore the expectations of supervisees. Although expectations were identified as a theme only a few codes on expectations emerged from the transcribed interviews (Table 4.4).

Table 4.4: Expectations

Theme	Code	Frequency = N	Total frequency for theme = N
Expectations	Lectures	1	7
	Were met	4	
	Unclear	1	
	Unrealistic	1	

Source: Researcher's own construct.

Some of the supervisees that mentioned expectations were satisfied that their expectations were met. Therefore, the inference can be made that their expectations was realistic. However, there were expectations of receiving lectures and ambiguous and unrealistic expectations.

4.4.4 Social support

The researcher set the objective to determine the nature and extent of support from cohort friends and family.

The support of the collaborative community of supervisees was mentioned 12 times indicating that there was in fact cohort support. Family support was mentioned 15 times and friends nine times. The participants described the support as asking how far they are or encouragement to finish. One even said that the friends were in awe.

4.4.5 Supervisor relationship

This was to identify the nature and role of the supervisor's relationship and support. The participants shared a lot of data on these issues and the relationship and supervisor were identified as themes.

The relationship theme encapsulated the codes shown in Table 4.5. Most of the comments was positive as far as the relationship is concerned.

Table 4.5: Relationship with supervisor

Code	Frequency = N
Relationship academic coach to life coach	1
Relationship became friend	1
Relationship bonded	6
Relationship concordant	1
Relationship developed	1
Relationship different	2
Relationship improved	4
Relationship isolation	3
Relationship negative	1
Relationship no change	11
Relationship positive	1
Relationship respect	7
Relationship secondary (co-supervisor)	9
Relationship supervisor and co-supervisor	1
Relationship unapproachable to approachable	4

Table 4.6 gives information on how the supervisees experienced the supervisor. The participants often referred to the fact that their supervisor provided guidance (11), direction (9) and that the supervisor was efficient (9).

Table 4.6: Supervisor

Code	Frequency = N
Supervision structured	3
Supervisor / motivator / guide	3
Supervisor absent	2
Supervisor apathy about topic	1
Supervisor as resource	2
Supervisor available	8
Supervisor communication	4
Supervisor conflict	7
Supervisor constant contact	1
Supervisor did not have time	1
Supervisor provided direction	9
Supervisor efficient	9
Supervisor failed my	1
Supervisor gossip	1
Supervisor inexperienced	2
Supervisor Influenced by	3
Supervisor laissez-faire	1
Supervisor limited time with supervisor	1
Supervisor literature review explain	2
Supervisor mentorship guidance	11

Code	Frequency = N
Supervisor neglect	7
Supervisor only support	1
Supervisor positive influence	1
Supervisor proactive	1
Supervisor professional	3
Supervisor professional / positive / cool	8
Supervisor quality / meticulous / hardworking	3
Supervisor taught	7

It is of concern that participants referred to the confliction feedback they received from supervisors and co-supervisors (7) and that they felt neglected by supervisors (7). There was also mention that supervisors are teaching even though teaching (7) is often frowned upon at this level of study.

4.4.6 University support

The objective was to establish what support the supervisees received from the university. Although there were complaints regarding some of the support services the following services were listed under the theme support (Table 4.7).

Table 4.7: Support codes

Code	Frequency = N
Support administrative efficient	1
Support librarian efficient	1
Support library efficient	9
Support library inadequate	8
Support mentors	1
Support post graduate office efficient	4
Support registration efficient	1
Support registration inadequate	3
Support statistician inadequate	5
Support statistician efficient	4

Most of the services were more often mentioned in the negative and described as inadequate by the supervisees. The negative experiences can contribute to student frustration and will have an effect on the quality of the supervisees' experience.

4.4.7 Frustrations experienced

The objective to explore the frustrations experienced by supervisees was met and the frustrations with the highest frequencies reported in the results were; re-doing, feeling alone, criticism, research duration and references.

4.4.8 Suggestion on improvement

The participants indicated amongst other things, that structure, collaboration and getting opportunities to present their work would improve their experience and the quality of their work. The orientation programme that follows in the next section would endeavour to incorporate somewhat what was reported from the literature, but it will also try to address the student needs that can be inferred from the themes and codes revealed in the results and conclusions so far.

4.4.9 Orientation programme.

The researcher will first identify the requirements and content needed as inferred from the learning that took place during this project.

In section 3.2 where concepts were defined, it is apparent that a **community of supervisees** can support a supervisee and that there need to be a match of personality between supervisor and supervisee to enhance the likelihood for quality research. In the theory section of this thesis an adapted research model of Jassim, Mahmoud and Ahmad (2016:156) was presented that shows how important it is that all the various support structures work together to aid the supervisees. Once again, an inference can be made that the **community of supervisees** can play an important role in the success of the supervisees' studies. The community of supervisees can be **virtual** as revealed by the literature on social network technology (Munyoka, Runhare & Dzimiri, 2019:1). The use of social media networks will benefit the community supervisees (Munyoka, Runhare & Dzimiri, 2019:15). The literature made it evident that a supervisor that is part of the collaborative

community can collect valuable information from discussions and often act proactively to resolve problems that research supervisees' experience. A supervisee community can structure their meetings by making use of the C.O.S.T.A model where supervisees have sessions, aimed at developing a sound understanding of **research concepts, literature, protocols, methodology** and **output** amongst other (Costa, 2018:34).

Another revelation from the theory was that Wright (2020:1448) stated that 85% of supervisors were of the opinion that supervisees had no understanding of what it entail to do a research based qualification. This is fact on its own is enough motivation for the implementation of an **orientation programme** for supervisees where it must be clarified exactly what it entails to be a postgraduate student. Kleynhans and Roberson (2018:78), Zaheer and Munir (2020:141) as well as Munyoka, Runhare and Dzimiri (2019:18) recommended that orientation of learners is essential.

The literature and the results from the content analysis revealed that supervisees experience a myriad of feelings (most often negative). During the orientation programme, the **emotional** and **psychological** stress aspects associated with being a supervisee should be discussed. Linked to the psychological stress aspects are: **balancing work, study and family** responsibilities (Grobler, 2015:258-259) **expectations, personality types** match. Some of the expectations revealed in literature that must be discussed during orientation is levels of support, communication, time schedules, due dates, feedback, and ethics.

Administrative processes that appeared to be of importance in the literature is **application registration, allocation of a supervisor** to the supervisee. These aspects should be explained in the orientation and there should be activities that allow the potential supervisees to **interact** with the three available supervisors so that the supervisees can at least indicate a **preference for supervisor** although it might not always be possible to assign the supervisee to the supervisor they preferred. During the orientation, the supervisors

and supervisees can do **personality tests** so that at least they will have an idea of personality compatibility. For this purpose, the enneagram test can be used. Personality types impact on the relationship between the supervisors and supervisee. Muthanna and Alduais (2011:3) explained that there is a need to clarify research and **relationship** aspects, at the onset of the research project. Supervisees were satisfied when having a professional quality relationship with their supervisors (Jonck & Swanepoel, 2016; Severinsson, 2015:199). Supervisees did not know what procedure to follow when the **relationship** with the supervisor **breaks down**.

From the data analysis, the themes that emerged (most already appeared in the literature review) will also be included in the virtual orientation programme.

HOSPITALITY MANAGEMENT SUPERVISEE ORIENTATION PROGRAMME

1. Welcome and introduction to the programme (HOD Hospitality Management)
2. Warmup exercise (Tutor with emphasis on learning more about the supervisees and supervisors)
3. Discussion on expectations (Break up in three groups with each of the three supervisors participating in a group. One of the supervisees in the group will present summary of discussion to all)
4. Panel discussion on support provided by TUT. Discussion to be an introduction of service provided followed by a general discussion on what quality service entail and then a question and answer session (Panel consisting of registrar, librarian, financial advisor, statistician and psychologist)
5. Enneagram and relationships (Business psychologist to discuss the enneagram styles and how it can help the supervisees and supervisors to have quality working relationships. The participants will have to do the enneagram tests at least two weeks before orientation programme)
6. Balancing work life and research (Alumni student to relay own experience as in introduction into a group discussion)

7. Empirics made easy (Faculty research professor to share hints on how to approach the research project followed by question answer session)
8. Establishing the community of supervisees and agreeing on what technology to use e.g. WhatsApp and rules (Group discussion)
9. Supervision (Supervisors co presenting e.g. Pecha kuccha presentation on, feelings, challenges, feedback and scheduling)
10. Presenting examples of research output of the department and listing opportunities for attending research seminars etc. (HOD Hospitality Management)
11. Explaining how supervisor's allocation will take place once supervisees preferences have been received (Departmental research committee chairperson)
12. Goodbye group activity (Select an activity that will boost self-confidence and socialisation of supervisees).

This programme will address all the issues raised in literature as well as the themes that became evident during the content analysis of the data.

4.5 Personal reflection on learning

What a journey. There were times during the covid19 pandemic that I were simply too depressed to do any work. I learned that it very difficult to invest your best into a project when you hear of ill or diseased relatives and friends on regular intervals.

I have also had to be very innovative to maintain contact with the appointed research facilitator during lockdown level 5. Just as difficult were for the facilitator to get hold of the supervisees for interviews as a number of them stay in very rural areas where telephone and electrical services often break down. Most of the interviews had to be changed from sit down to telephonic or skype interview.

I have learned to do content analysis of transcribed text. I have never done it before, and I want to thank both the statistician Ms Dina Venter that taught me how to do it and then co-

coded the first few sections with me just to be sure, I was not making a mess. It was also a new experience to send my analysis to a colleague that is an experienced researcher to review. I did not expect the beneficial contribution that review can have on the quality of a project and will in future incorporate such a step even when not using this research methodology. There is also great value in having my peer from my Haaga Helia collaborative group reading and advising on improvements.

As far as the research project itself is concerned, I expected students to discuss the empirical aspects of the projects and I expected that those issues would form the crux of the orientation programme. However, I have taken note of the social, psychological, support, relationship issues that are really of concern to the students. I have different opinions regarding my role as a supervisor and will definitely maintain an open line of communication with the students and create an opportunity to discuss the non-empirical issues they deal with.

Lastly and on a lighter note. I now know why very few people, close to retirement, enrol for educational programmes.

During this research project it was very difficult to remain motivated and I have promised my long-suffering wife, (I have done most of my studies while we were married in the evenings). That this was definitely the last time. I thought I saw a smile ... or was it a smirk.

5 Appendices

Appendix 1: Ethics clearance certificate



Research Ethics Committee

The TUT Research Ethics Committee is a registered Institutional Review Board (IRB 00005968) with the US Office for Human Research Protections (OHRP# 0004997) (Expires 14 Jan 2023). Also, it has Federal Wide Assurance for the Protection of Human Subjects for International Institutions (FWA 00011501). In South Africa it is registered with the National Health Research Ethics Council (REC-160589-21).

May 3, 2020

REC Ref #: REC2020/02/002
Name: Roberson JR
Staff #: 804189
Faculty Ref#: FCRE2019/FR/10/001-MS (2)

Dr JR Roberson
C/o Dr J Luomakoski
Department of Hospitality Management
Faculty of Management Sciences

Dear Dr Roberson,

Decision: Final Approval

Name: Roberson JR

Project title: Developing an orientation programme for postgraduate Students conducting research in the department of hospitality Management.

Qualification: Mini Dissertation, Haaga Heila

Supervisor: Dr J Luomakoski

Thank you for submitting the revised project documents for review by the Research Ethics Committee (REC), Tshwane University of Technology (TUT). In reviewing the documents, the comments and notes below are tabled for your consideration, attention and/or notification:

- **Proposal**

➤ The revised proposal is in order and duly noted.

We empower people

Tel. 0861 102 422, Tel. (012) 382-5911, Fax (012) 382-5114, www.tut.ac.za • The Registrar, Private Bag X880, Pretoria 0001

The Deputy Chairperson of the Research Ethics Committee, Tshwane University of Technology, reviewed the revised project documents on April 1, 2020. **Final Approval with a comment** is granted to the study.

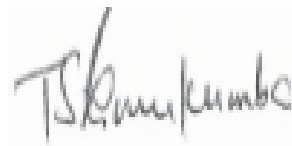
The proposed research project may now continue with the proviso that:

- 1) The researcher/s will conduct the study according to the procedures and methods indicated in the **approved proposal**, particularly in terms of any undertakings and/or assurances made regarding the confidentiality of the collected data.
- 2) The proposal will be submitted to the Committee for prospective ethical clearance if there are any substantial **deviations** and/or changes from the approved proposal.
- 3) The researcher/s will act within the parameters of any applicable **national legislation, professional codes of conduct**, institutional guidelines and scientific standards relevant to the specific field of study. Strict adherence to the following South African legislation, where applicable, is especially important: Protection of Personal Information Act (Act 4 of 2013), Children's Act (Act 38 of 2005) and the National Health Act (Act 61 of 2003).
- 4) The researcher will inform the REC as soon as possible of any **adverse events** involving research participants that may have occurred during the course of the study. It includes the actions and/or processes that were implemented to mitigate and/or prevent any further injuries and/or adverse outcomes.
- 5) The researcher will inform the REC of any **new or unexpected ethical issues** that may have emerged during the course of the study, as well as how these ethical issues were addressed. The researcher must consult with the REC for advice and/or guidance in any such event.
- 6) The current ethics approval expiry date for this project is **April 30, 2022**. No research activities may continue after the ethics approval expiry date. An application for the extension of ethics approval must be submitted for projects that need to continue beyond the expiry date.

Note:

The reference number [top right corner of this communiqué] should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants.

Yours sincerely,



TS Ramukumba (Prof)

Deputy Chairperson: Research Ethics Committee

[TUTRef# 2020-02-002-Roberson]R

We empower people

Appendix 2: Interview schedule

PROJECT TITLE DEVELOPING AN ORIENTATION PROGRAMME FOR POSTGRADUATE SUPERVISEES CONDUCTING RESEARCH IN THE DEPARTMENT OF HOSPITALITY MANAGEMENT

INTERVIEW SCHEDULE

Primary investigators: Dr JR Roberson

Date: _____

Participant (Code e.g. A): _____

1. Tell me about your history, background and current situation.
2. In your opinion, what motivated you to register for a postgraduate qualification?
3. How would you explain the reasons for selecting your research topic?
4. Describe your expectations about the process and the supervision that you had when you started with your postgraduate studies.
5. Can you tell me about your experience of your supervisors?
6. How would you describe your relationship with your supervisor?
7. How did the relationship with your supervisor change during the process?
8. Describe your experience of communication with your supervisor.
9. How did you experience your relationship with your co-supervisor/s?
10. According to your experience how would you describe the support that you receive from family, friends and community of learners?
11. How would you describe support from the University? (Library, statistician, postgraduate office and faculty research officer)
12. What is your perception about financial support for postgraduate students?
13. Can you tell me about the frustrations that you experience as a postgraduate student?
14. What strategies do you think can be implemented to improve the experience of postgraduate students?
15. What would you describe as the most negative aspect of your postgraduate journey?
16. What would you describe as the most positive aspect of your postgraduate journey?

Appendix 3: Statistician agreement

Confidentiality agreement of statistician

This is to certify that I, Dina Maria Venter, the statistician of the research project, **DEVELOPING AN ORIENTATION PROGRAMME FOR POSTGRADUATE SUPERVISEES CONDUCTING RESEARCH IN THE DEPARTMENT OF HOSPITALITY MANAGEMENT**, agree to the responsibilities of the statistical analysis of the data obtained from participants (and additional tasks the researcher(s) may require in my capacity as statistician).

I acknowledge that the research project is conducted by Dr JR Roberson, supervised by Dr J Luomakoski Haaga Heilia University

I understand that any information (written, verbal or any other form) obtained during the performance of my duties must remain confidential and in line with the TUT Policy on Research Ethics.

This includes all information about participants, their employees/their employers/their organisation, as well as any other information.

I understand that any unauthorised release or carelessness in the handling of this confidential information is considered a breach of the duty to maintain confidentiality.

I further understand that any breach of the duty to maintain confidentiality could be grounds for immediate dismissal and/or possible liability in any legal action arising from such breach.

Full Name of Statistician: Dina Maria Venter

Signature of Statistician:  Date: 30/01/2021

Full Name of Primary Researcher: Dr JR Roberson

Signature of Primary Researcher:  Date: 30/01/2021

Appendix 4: Codes and frequency tables

Table 5.1: Topic selection

Topic frequencies				
		Responses		Percent of Cases (n = 22)
		N	Percent	
	Industry improvement	9	33,33%	40,91%
	Work life quality	6	22,22%	27,27%
	Employability	5	18,52%	22,73%
	Improve training	3	11,11%	13,64%
	Influenced by supervisor	3	11,11%	13,64%
	Environment	1	3,70%	4,55%
Total		27	100,00%	122,73%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.2: Motivation frequencies

Motivation frequencies				
		Responses		Percent of Cases (n=23)
		N	Percent	
	Intrinsic motivation / love studying	15	25,00%	65,22%
	Improve as academic / want to be an academic	10	16,67%	43,48%
	Wanted to improve my qualification level	10	16,67%	43,48%
	Passionate about skills development / tutoring	5	8,33%	21,74%
	Wanted to do research / add to body of knowledge	5	8,33%	21,74%
	Academic institution / tutor inspiration	4	6,67%	17,39%
	Improve my employability	4	6,67%	17,39%
	Wanted to leave the industry	4	6,67%	17,39%
	Motivated by family / friends	3	5,00%	13,04%
Total		60	100.0%	260,87%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.3: Expectations frequencies

Expectation frequencies				
		Responses		
		N	Percent	Percent of Cases (n=23)
	Guidance / mentorship	11	21,57%	47,83%
	Difficult / confused /frustrated / unsure	9	17,65%	39,13%
	Collaboration supervisors supervisees	8	15,69%	34,78%

Expectation frequencies				
		Responses		
		N	Percent	Percent of Cases (n=23)
	Expectations met	4	7,84%	17,39%
	Felt like a self-study project	3	5,88%	13,04%
	Balancing work life and research	2	3,92%	8,70%
	Explain literature review	2	3,92%	8,70%
	Holistic development	2	3,92%	8,70%
	Demotivating	1	1,96%	4,35%
	Constant contact	1	1,96%	4,35%
	Expectations was unrealistic	1	1,96%	4,35%
	Feedback	1	1,96%	4,35%
	Lectures	1	1,96%	4,35%
	Open communication	1	1,96%	4,35%
	Present workshops	1	1,96%	4,35%
	Publish articles	1	1,96%	4,35%
	Supervisor did not have time	1	1,96%	4,35%
	Timely meetings	1	1,96%	4,35%
Total		51	100,00%	221,74%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.4: Experience frequencies

Experience frequencies				
		Responses		
		N	Percent	Percent of Cases (n=22)
	Guidance / motivation / support	11	21,57%	50,00%
	Professional / positive / cool	8	15,69%	36,36%
	Available	7	13,73%	31,82%
	Timeous constructive feedback	6	11,76%	27,27%
	Neglect	4	7,84%	18,18%
	Ensuring quality / meticulous / hardworking	3	5,88%	13,64%
	Knowledgeable	3	5,88%	13,64%
	Supervisor and co-supervisor conflicting advice	2	3,92%	9,09%
	Setting due dates	1	1,96%	4,55%
	Proactive	1	1,96%	4,55%
	Inconsistent feedback	1	1,96%	4,55%
	Disappointed	1	1,96%	4,55%
	Harsh feedback	1	1,96%	4,55%
	Unfamiliar	1	1,96%	4,55%
	Unclear expectations	1	1,96%	4,55%
Total		51	100,00%	231,82%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.5: Relationship frequencies

Relationship frequencies				
		Responses		
		N	Percent	Percent of Cases (n=23)
	Provided direction	9	19%	41%
	Respect	7	15%	32%
	Taught	7	15%	32%
	Bonded	6	13%	27%
	Motivator / guide	3	6%	14%
	Neglect	3	6%	14%
	Confused	2	4%	9%
	Own schedule	2	4%	9%
	Trust	2	4%	9%
	Available	1	2%	5%
	Conflicting advice	1	2%	5%
	Good communication	1	2%	5%
	Negative relationship	1	2%	5%
	Positive relationship	1	2%	5%
	Relationship developed	1	2%	5%
	Total	47	100,00%	214%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.6: Relationship change frequencies

Relationship change frequencies				
		Responses		
		N	Percent	Percent of Cases (n=22)
	No change	11	39,29%	50,00%
	Relationship improved	4	14,29%	18,18%
	Unapproachable to approachable	4	14,29%	18,18%
	Absent	2	7,14%	9,09%
	Academic coach to life coach	1	3,57%	4,55%
	Apathy about topic	1	3,57%	4,55%
	Became friend	1	3,57%	4,55%
	Concordant	1	3,57%	4,55%
	Failed my supervisor	1	3,57%	4,55%
	Positive Influence	1	3,57%	4,55%
	Unsure	1	3,57%	4,55%
	Total	28	100,00%	127,27%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.7: Communication frequencies

Communication frequencies				
		Responses		
		N	Percent	Percent of Cases (n=23)
	Social network technology	14	20,59%	60,87%
	Face to face meetings	13	19,12%	56,52%
	Efficient	9	13,24%	39,13%
	Open	7	10,29%	30,43%
	Feedback meetings	5	7,35%	21,74%
	Clear	4	5,88%	17,39%
	Supervisor as resource	2	2,94%	8,70%
	Infrequent / avoidance	2	2,94%	8,70%
	Incomprehensible	2	2,94%	8,70%
	Interact as needed	2	2,94%	8,70%
	Encouraging / motivational / inspirational	2	2,94%	8,70%
	Short deadlines	1	1,47%	4,35%
	Frequent meetings	1	1,47%	4,35%
	No following up	1	1,47%	4,35%
	Discussed technical aspects	1	1,47%	4,35%
	Informal	1	1,47%	4,35%
	Flexible	1	1,47%	4,35%
Total		68	100,00%	295,65%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.8: Co-supervisors frequencies

Co-supervisor relationship frequencies				
		Responses		
		N	Percent	Percent of Cases (n=23)
	Good / supportive	12	33,33%	57,14%
	Secondary	9	25,00%	42,86%
	Non-existent	3	8,33%	14,29%
	Professional	3	8,33%	14,29%
	Inexperienced	2	5,56%	9,52%
	Conflicting	2	5,56%	9,52%
	Different	2	5,56%	9,52%
	Important	1	2,78%	4,76%
	Unclear	1	2,78%	4,76%
	Open	1	2,78%	4,76%
Total		36	100,00%	171,43%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.9: Support from family and friends frequencies

Support family and friends frequencies				
		Responses		
		N	Percent	Percent of Cases (n=22)
	Family support	15	27,27%	68,18%
	Supervisee community support	12	21,82%	54,55%
	Family minimal	7	12,73%	31,82%
	Friends support	6	10,91%	27,27%
	Colleagues support	4	7,27%	18,18%
	Friends in awe	3	5,45%	13,64%
	Colleagues no support	3	5,45%	13,64%
	Motivational	2	3,64%	9,09%
	Friends no support	1	1,82%	4,55%
	Librarian support	1	1,82%	4,55%
	Mentors	1	1,82%	4,55%
Total		55	100%	250%

a. Dichotomy group tabulated at value 1.

Source: Researcher's own construct.

Table 5.10: Financial support frequencies

Financial support frequencies				
		Responses		
		N	Percent	Percent of Cases (n=20)
	Helped	6	17,14%	30,00%
	Lack of information	5	14,29%	25,00%
	Received TUT scholarship	5	14,29%	25,00%
	Inclusion / exclusion criteria	4	11,43%	20,00%
	Funding inadequate	4	11,43%	20,00%
	Received NRF scholarship	2	5,71%	10,00%
	Awaiting outcome	2	5,71%	10,00%
	Not interested	2	5,71%	10,00%
	Used on essentials	1	2,86%	5,00%
	Used on software	1	2,86%	5,00%
	Used on transport	1	2,86%	5,00%
	TUT provide laptop	1	2,86%	5,00%
	More visible	1	2,86%	5,00%
Total		35	100,00%	159,09%

a. Dichotomy group tabulated at value 1.

Source: Researcher's own construct.

Table 5.11: University support frequencies

University support frequencies				
		Responses		
		N	Percent	Percent of Cases (n=22)
	Adequate	13	24,07%	59,09%
	Library inadequate	8	14,81%	36,36%
	Statistician inadequate	5	9,26%	22,73%
	Library supportive	4	7,41%	18,18%
	Statistician supportive	4	7,41%	18,18%
	Financial support	4	7,41%	18,18%
	Post graduate office efficient	4	7,41%	18,18%
	Registration poor	3	5,56%	13,64%
	Satisfactory	2	3,70%	9,09%
	Support staff unfriendly	1	1,85%	4,55%
	Atlas TI delayed	1	1,85%	4,55%
	Committees turnaround slow	1	1,85%	4,55%
	Processes unknown	1	1,85%	4,55%
	End note training poor	1	1,85%	4,55%
	Campus access problematic	1	1,85%	4,55%
	Supervisor only support	1	1,85%	4,55%
Total		54	100,00%	245,45%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.12: Frustration frequencies

Frustrations frequencies				
		Responses		
		N	Percent	Percent of Cases (n=22)
	Balance	9	18,00%	40,91%
	Library	5	10,00%	22,73%
	Supervision conflict	4	8,00%	18,18%
	Supervisor communication	4	8,00%	18,18%
	Basic research knowledge	3	6,00%	13,64%
	Lost information	3	6,00%	13,64%
	Time constraints	3	6,00%	13,64%
	Distracted	2	4,00%	9,09%
	Finance	2	4,00%	9,09%
	Analysis of data	1	2,00%	4,55%
	Committees response time	1	2,00%	4,55%
	Disappointed	1	2,00%	4,55%
	Examiner feedback	1	2,00%	4,55%
	Financial difficulties	1	2,00%	4,55%
	Isolation	1	2,00%	4,55%

Frustrations frequencies				
		Responses		
		N	Percent	Percent of Cases (n=22)
	Lack of venue	1	2,00%	4,55%
	Laissez-faire supervisor	1	2,00%	4,55%
	No technology	1	2,00%	4,55%
	Outdated computer	1	2,00%	4,55%
	Pressure to complete	1	2,00%	4,55%
	Project plan	1	2,00%	4,55%
	Registration	1	2,00%	4,55%
	Sample participation	1	2,00%	4,55%
	Self-doubt	1	2,00%	4,55%
Total		50	100,00%	227,27%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.13: Improvement strategies frequencies

Improvement strategies frequencies				
		Responses		
		N	Percent	Percent of Cases (n=21)
	Presenting opportunities	11	32,35%	52,38%
	Collaborative goals	3	8,82%	14,29%
	Structured	3	8,82%	14,29%
	Collaboration with supervisees	2	5,88%	9,52%
	Communication	2	5,88%	9,52%
	Mental preparation	2	5,88%	9,52%
	Orientation	2	5,88%	9,52%
	Schedule	2	5,88%	9,52%
	Administrative support	1	2,94%	4,76%
	Availing literature	1	2,94%	4,76%
	Clarity	1	2,94%	4,76%
	Explaining reality	1	2,94%	4,76%
	Supervisor / co-supervisor roles	1	2,94%	4,76%
	Tutoring	1	2,94%	4,76%
	Uniform standards	1	2,94%	4,76%
Total		34	100,00%	161,90%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.14: Negative experiences frequencies

Negative experiences frequencies				
		Responses		
		N	Percent	Percent of Cases (n=22)
	No negative	4	12,90%	18,18%
	References	4	12,90%	18,18%
	Research duration	4	12,90%	18,18%
	Criticism from supervisor	2	6,45%	9,09%
	Feeling alone	2	6,45%	9,09%
	Re-doing	2	6,45%	9,09%
	Committees	1	3,23%	4,55%
	Communicating via email	1	3,23%	4,55%
	Feedback	1	3,23%	4,55%
	Funding	1	3,23%	4,55%
	Limited time with supervisor	1	3,23%	4,55%
	Not attending conferences	1	3,23%	4,55%
	Registration	1	3,23%	4,55%
	Relationship supervisor and co-supervisor	1	3,23%	4,55%
	Sample participation	1	3,23%	4,55%
	Sharing resources	1	3,23%	4,55%
	Supervisor gossip	1	3,23%	4,55%
	Uncertainty	1	3,23%	4,55%
	Work-life balance	1	3,23%	4,55%
Total		31	100,00%	140,91%
a. Dichotomy group tabulated at value 1.				

Source: Researcher's own construct.

Table 5.15: Positive experiences frequencies

Positive experiences frequencies				
		Responses		
		N	Percent	Percent of Cases (n=22)
	Collaboration	12	33,33%	54,55%
	Learning	10	27,78%	45,45%
	Empowered	3	8,33%	13,64%
	Achievement	2	5,56%	9,09%
	Motivation	2	5,56%	9,09%
	Opportunities	2	5,56%	9,09%
	Communication	1	2,78%	4,55%
	Completion	1	2,78%	4,55%
	Confidence	1	2,78%	4,55%
	Implementation	1	2,78%	4,55%
	Outlook	1	2,78%	4,55%
Total		36	100,00%	163,64%
a. Dichotomy group tabulated at value 1.				

Appendix 5: Themes

1 Communication	Communicating via email	1	16
	Communication	3	
	Communication flexible	1	
	Communication good	1	
	Communication informal	1	
	Communication open	9	
2 Community of super- visees	Community collaboration supervisors supervisees	8	37
	Community of supervisees collaboration with supervisors and supervisees	17	
	Community support supervisee	12	
3 Challenges	Challenge campus access problematic	1	17
	Challenge clarity	1	
	Challenge clear	4	
	Challenge demotivating	1	
	Challenge information lack	5	
	Challenge knowledge analysis of data	1	
	Challenge registration	1	
	Challenge sample participation	2	
4 Expectations	Challenge standards uniform	1	7
	Expectations lectures	1	
	Expectations met	4	
	Expectations unclear	1	
	Expectations were unrealistic	1	
5 Feedback	Feedback	2	27
	Feedback awaiting outcome scholarship	2	
	Feedback committees' response turnaround slow	2	
	Feedback committees slow	1	
	Feedback conflicting	3	
	Feedback criticism from supervisor	2	
	Feedback examiner feedback	1	
	Feedback harsh	1	
	Feedback incomprehensible	2	
	feedback inconsistent	1	
	Feedback no following up	1	
	Feedback re-doing	2	
	Feedback timeous constructive	6	
	Feedback unclear	1	
6 Feelings	Feeling achievement	2	
	Feeling confidence	1	
	Feeling confused / frustrated / unsure / difficult	11	
	Feeling disappointed	2	
	Feeling important	1	
	Feeling satisfied	4	
	Feeling self-doubt	1	

7 Financial Support	Feeling trust	2	27
	Feeling uncertainty	3	
	Financial difficulties	3	
	Financial difficulties	1	
	Financial helped	6	
	Financial inadequate	4	
	Financial not interested	2	
	Financial scholarship received NRF	2	
	Financial scholarship received TUT	5	
	Financial support	4	
	Financial used on essentials	1	
	Financial used on software	1	
	Financial used on transport	1	
	Meetings discussed technical aspects	1	30
8 Interaction with supervisor	Meetings face to face	13	
	Meetings feedback	5	
	Meetings frequent	1	
	Meetings Infrequent / avoidance	2	
	Meetings interact as needed	2	
	Meetings timely	1	
9 Motivation	Motivation / inspirational / encouraging	6	25
	Motivation / love studying / intrinsic	15	
	Motivation / support / guidance	11	
	Motivation family / friends	3	
10 Orientation	Orientation	3	35
	Orientation inclusion / exclusion criteria	4	
	Orientation literature use	4	
	Orientation mental preparation	2	
	Orientation processes unknown	1	
	Orientation reality explaining	1	
	Orientation tutor inspiration	5	
	Orientation workshops present	1	
	Benefit implementation	1	
	Benefit industry improvement	9	
11 Benefit	Benefit industry wanted to leave the	4	21
	Benefit knowledge wanted to do research / add to body of	5	
	Benefit knowledgeable	3	
	Benefit learning	10	
	Benefit opportunities presenting	13	
	Benefit qualification level Improve as	10	
	Benefit training improve	3	
	Output academic / want to be an academic / improve as	10	58
12 Research output	Output articles publish	1	
	Output conferences not attending	1	
	Output develop basic research knowledge	3	
	Output development / tutoring / passionate about skills / holistic	7	

13 Relationship	Output employability Improve my	9	35
	Output empowered	3	
	Output environment	1	
	Relationship academic coach to life coach	1	
	Relationship became friend	1	
	Relationship bonded	6	
	Relationship concordant	1	
	Relationship developed	1	
	Relationship different	2	
	Relationship improved	4	
	Relationship isolation	3	53
	Relationship negative	1	
	Relationship no change	11	
	Relationship positive	1	
	Relationship respect	7	
	Relationship secondary	9	
	Relationship supervisor and co-supervisor	1	
	Relationship unapproachable to approachable	4	
14 Scheduling	Schedule completion	3	16
	Schedule due dates setting	1	
	Schedule own	2	
	Schedule pressure to complete	1	
	Schedule project plan	1	
	Schedule research duration	4	
	Schedule short deadlines	1	
	Schedule time constraints	3	
15 Supervision	Supervision adequate	13	31
	Supervision good / supportive	12	
	Supervision non-existent	3	
	Supervision self-study project felt like a	3	
	Supervision structured	3	
16 Supervisor	Supervisor / motivator / guide	3	
	Supervisor absent	2	
	Supervisor apathy about topic	1	
	Supervisor as resource	2	
	Supervisor available	8	
	Supervisor communication	4	
	Supervisor conflict	7	
	Supervisor constant contact	1	
	Supervisor did not have time	1	
	Supervisor Direction Provided	9	
	Supervisor Efficient	9	
	Supervisor failed my	1	
	Supervisor gossip	1	
	Supervisor inexperienced	2	
	Supervisor Influenced by	3	

	Supervisor laissez-faire	1	
	Supervisor limited time with supervisor	1	
	Supervisor literature review explain	2	
	Supervisor mentorship guidance	11	
	Supervisor neglect	7	
	Supervisor only support	1	
	Supervisor positive influence	1	
	Supervisor proactive	1	
	Supervisor professional	3	
	Supervisor professional / positive / cool	8	
	Supervisor quality / meticulous / hardworking / ensuring	3	
	Supervisor taught	7	103
17 Support	Support administrative	1	
	Support librarian	1	
	Support library	9	
	Support library inadequate	8	
	Support mentors	1	
	Support post graduate office efficient	4	
	Support registration	1	
	Support registration poor	3	
	Support statistician inadequate	5	
	Support statistician supportive	4	37
18 Technology	Technology AtlasTI delayed	1	
	Technology end note training poor	1	
	Technology lost information	3	
	Technology no	1	
	Technology outdated computer	1	
	Technology sharing resources	1	
	Technology social network	14	
	Technology TUT provide laptop	1	23
19 Work life study balance	Work life distracted	2	
	Work life balance	18	20
	Total number of codes synonyms collapsed 183	618	

Appendix: 6 Reviewer statement

Dear Dr Roberson

Thank you for the opportunity to review your coding of your research project on the perceptions of postgraduate students. I found the interviews very interesting and thought that you managed to identify suitable codes for the interviews. I added a few codes which I thought could add value to the study.

Good luck with the final write up of the dissertation.

Kind regards

Carina Kleynhans
Associate Professor
Department of Hospitality Management
Tshwane University of Technology

(012) 3826503



6 References

- AGRICOLA, B.T., VAN DER SCHAAF, M.F., PRINS, F.J. & VAN TARTWIJK, J. 2020. Shifting patterns in co-regulation, feedback perception, and motivation during research supervision meetings. *Scandinavian Journal of Educational Research*, 64(7):1030-1051.
- ANDERSON, H. & ANDERSON, H. 2000. Supervision as a collaborative learning community. *American Association for Marriage and Family Therapy Supervision Bulletin*:7-10.
- ANONOMOUS. 2013. *Statistics on post-school education and training in South Africa: 2011*. Pretoria: Department of Higher Education and Training.
- ASKEW, C., DIXON, R., MCCORMICK, R., CALLAGHAN, K., WANG, G. & SHULRUF, B. 2016. Facilitators and barriers to doctoral supervision: A case study in health sciences. *Issues in Educational Research*, 26(1):1-9.
- BURNETT, P.C. 1999. The supervision of doctoral dissertations using a collaborative cohort model. *Counselor education and supervision*, 39(1):7.
- COHEN, L., MANION, L. & MORRISON, K. 2002. *Research methods in education*. London: RoutledgeFalmer.
- COLDWELL, D. & HERBST, F. 2004. *Business research*. Lansdowne: Juta.
- CORNELISSEN, F. & VAN DEN BERG, E. 2014. Characteristics of the research supervision of postgraduate teachers' action research. *Educational studies*, 40(3):237-252.

- COSTA, K. 2018. A systematic review of challenges in research supervision at South African universities. Global Centre for Academic Research,
- ELO, S. & KYNGÄS, H. 2008. The qualitative content analysis process. *Journal of advanced nursing*, 62(1):107-115.
- GARRETT, P.S. 2012. Toward a more explicit doctoral pedagogy. 3505668, Ann Arbor, Arizona State University.
- GRANT, K., HACKNEY, R. & EDGAR, D. 2014. Postgraduate research supervision: An 'agreed' conceptual view of good practice through derived metaphors. *International Journal of Doctoral Studies*, 9:17.
- GROBLER, H. 2015. A supervision tool guide postgraduate students during research supervision. *The Social Work Practitioner-Researcher*, 27(2):246-263.
- HASKINS, N.H., HERMANN-TURNER, K., PIGNATO, L., MOSES, A. & OLDS, K. 2020. Phenomenological Experiences of Masters Students with University-Based Supervisors using a Cognitive Development Process. *The Journal of Counselor Preparation and Supervision*, 13(2):8.
- HEYNS, T., BRESSER, P., BUYS, T., COETZEE, I., KORKIE, E., WHITE, Z. & MC CORMACK, B. 2019. Twelve tips for supervisors to move towards person-centered research supervision in health care sciences. *Medical Teacher*, 41(12):1353-1358.
- HILL, G.W. 2007. *Investigating research supervision practice*. Tweed Heads, Australia: Southern Cross University.

JAMES, R.H. & BALDWIN, G. 1999. *Eleven practices of effective postgraduate supervisors*. Centre for the Study of Higher Education and The School of Graduate Studies

JASSIM, O.A., MAHMOUD, M.A. & AHMAD, M.S. 2016. AN EFFECTIVE RESEARCH SUPERVISION MANAGEMENT VIA A MULTI-AGENT SYSTEM. *Journal of Theoretical & Applied Information Technology*, 89(1).

JONCK, P. & SWANEPOEL, E. 2016. Quality of Postgraduate Research Supervision and Training: A Mixed-Method Student Perspective. *Mediterranean Journal of Social Sciences*, 7(2):11.

KLEYNHANS, C. & ROBERSON, J. 2018. Students' experience of collaborative learning methods employed in Hospitality Financial Management 1. *Proceedings of International Academic Conferences*. International Institute of Social and Economic Sciences.

LEE, A. 2008. How are doctoral students supervised? Concepts of doctoral research supervision. *Studies in Higher education*, 33(3):267-281.

LI, D. & LIU, Y. 2020. International counseling doctoral students' teaching preparation: A phenomenological study. *Counselor Education and Supervision*, 59(3):200-215.

LONN, M.R. & JUHNKE, G. 2017. Nondisclosure in triadic supervision: A phenomenological study of counseling students. *Counselor Education and Supervision*, 56(2):82-97.

LÓPEZ-YÁÑEZ, I., YÁÑEZ-MÁRQUEZ, C., CAMACHO-NIETO, O., ALDAPE-PÉREZ, M. & ARGÜELLES-CRUZ, A.-J. 2015. Collaborative learning in postgraduate level courses. *Computers in Human Behavior*, 51:938-944.

MANURUNG, S.T. 2020. SECOND SUPERVISORS' EXPERIENCE IN SUPERVISING UNDERGRADUATE THESIS WRITTEN IN ENGLISH. *ELSA*, 1(1):5.

MARLAND, G. & LYTTLE, C. 2003. Research supervision. *Nursing standard*, 17(25):5.

MASEK, A. & ALIAS, M. 2020. A Review of Effective Doctoral Supervision: What Is It and How Can We Achieve It? *Universal Journal of Educational Research*, 8(6):2493-2500.

MCCORMACK, C. & PAMPHILION, B. 2004. More than a confessional: Postmodern groupwork to support postgraduate supervisors' professional development. *Innovations in education and teaching international*, 41(1):14.

MILLER, P. & DREYER, W. 2012. *Doctoral research in management and business in New Zealand*. Southern Cross University Press.

MORROW, S.L. 2005. Quality and trustworthiness in qualitative research in counseling psychology. *Journal of counselling psychology*, 52(2):10.

MOUTON, J. 2005. *How to succeed in your masters and doctoral studies*. Pretoria: Van Schaik

MULLER, A. 1998. A model for research supervision. *Health SA Gesondheid*, 3(2):31-35.

MUNYOKA, W., RUNHARE, T. & DZIMIRI, P. 2019. Using Social Networking Technologies for Postgraduate Research Supervision at a South African Rural-Based Historically Disadvantaged Institution. *Africa Education Review*, 16(6):128-150.

MUTHANNA, A. & ALDUAIS, A. 2011. A Thematic Review on Research Integrity and Research Supervision: Relationships, Crises and Critical Messages. *Journal of Academic Ethics*:1-19.

PARKER, R. 2009. A learning community approach to doctoral education in the social sciences. *Teaching in Higher Education*, 14(1), 2009/02/01:43-54.

PIRRIE, A., MANUM, K. & NECIB, S.E. 2019. Gentle Riffs and Noises Off: Research Supervision Under the Spotlight. *Journal of Philosophy of Education*, 5409/10.

ROBERSON, J. & KLEYNHANS, C. 2019. First Generation Learners' Experience of Collaborative Learning. *International Journal of Learning and Teaching*, 5(2):4.

SEVERINSSON, E. 2015. Rights and responsibilities in research supervision. *Nursing & health sciences*, 17(2):195-200.

SHENTON, A.K. 2004. Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(1):12.

STEMLER, S. 2000. An overview of content analysis. *Practical assessment, research, and evaluation*, 7(1):8.

WRIGHT, A.S. 2020. The Challenge of Research Supervision: The Experience of Lecturers in Various Academic Disciplines. *Sixth International Conference on Higher Education Advances*.8.

YERUSHALMI, H. 2019. Supervisory experiences and their context. Springer.

YOUSEFI, A., BAZRAFKAN, L. & YAMANI, N. 2015. A qualitative inquiry into the challenges and complexities of research supervision: viewpoints of postgraduate students and faculty members. *Journal of advances in medical education & professionalism*, 3(3):7.

ZAHEER, M. & MUNIR, S. 2020. Research supervision in distance learning: issues and challenges. *Asian Association of Open Universities Journal*, 15(1):12.