

More Masters' Students Enrolled, Few Graduated: Inclusive Supervision And Pedagogical Gender Discourses Could Be A Solution? A Case Study Laying Campus, University Of Swaziland

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Abstract: This study examines Supervisors experiences on inclusive supervision of Masters research students at Luyengo Campus, University of Swaziland. It reflects on the related processes of inclusive supervision and its implications on students' success. The objectives: What are the Supervisors' experiences on the supervision of Masters' theses at Luyengo Campus?; What professional practices that could be emulated by "young" Supervisors ?. The "Block model" code of ethics was used to unpack the related concepts. 12 participants were purposively sampled from the 48 Supervisors. Semi structured interviews and documentary evidence were used to collect data. Discourse analysis was used to analyse the data. The study revealed that Masters Students' success in a thesis partly depends on Supervisors' and students' willingness to manage the research process, power relationship and co-supervision dynamics, supervision is influenced by the process of choosing the Supervisor and Co-supervisor, students and Supervisors' cultures and of their institutions and by bringing in their cultural baggage and gender matter to the research which may breed inequalities in the research process. Such experiences could be emulated by "young" researchers. It is concluded that supervision is a delicate professional activity. It is recommended that supervision should be guided by the culture of professionalism.

Key words: Inclusive supervision, Students' supervision, Reflection, Supervisors

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I. INTRODUCTION

Students have been concerned about their academic supervision, particularly unprofessional supervision in academic research activities in different countries including Swaziland (De wet, 2001; Grant, 2003). Students have been calling for inclusive supervision, which is an aspect of inclusive education, aiming at the achievement of an inclusive professional development in educational institutions and society.

Unprofessional or exclusionary supervision has been a concern because of its detrimental effects in students' learning, emotional wellbeing and social cost to the individual students', families, institutions' image, communities and wider societies (see Institute of Post Graduate Studies list of registered students as at 21st August, 2015), which implicitly revealed the social cost of students for staying long on the research programme.

This key concern is centred on different factors such as students and supervisors failure to map the pleasures and risks of supervision (Grant, 2003). In addition, this concern is also anchored on the lack of the culture of an inclusive supervision, characterised by mutual respect, transparency, accountability, humility and the spirit of partnership between supervisor and research student (Grant, 2003).

In most educational institutions, it is taken for granted that inclusive supervision is a pedagogical matter to be presented as an issue to be felt, experienced rather than as a theoretical phenomenon. Inclusive supervision is a pedagogical matter because it involves social learning processes within the supervision academic space that influences both the supervisor and research students' actions and inactions, and thinking regarding the research educational project and wider implications of the research programme.

II. INCLUSIVE SUPERVISION

Inclusive supervision is an educational project expected to support and welcome research students' diversity (Vitello and Mithang, 1998), it aims at eliminating social exclusion, overcoming barriers to the participation and learning of research students during the research process itself. Inclusive supervision is the key aspect of research because it is a product of the supervisor and research students' practices, attitudes and responses to diversity in race, social class, gender and ability (Vitello and Mithang, 1998).

The issues of eliminating social exclusion, overcoming barriers to the participation need to be embraced within the supervisor's professional practices (behaviours, attitudes) and be firmly located within the institutional policies and supervisors' commitment to inclusive supervision. Supervisors' disciplined commitment to inclusive supervision is crucial because inclusive supervision blend the pedagogical and supervisor's personal relationship skills; it encourages learning and professional development through reciprocity. It is a participatory educational process, emphasising on opportunity for both research student and supervisor to participate, be active involved in the research project as opposed to be passive receipt of instructions, ideas and knowledge. It aims at transforming supervision environment and this depends on specific set of conditions. Florian (1998) stated that there are a set of conditions which form part of inclusive supervision. These conditions include the following: an opportunity for an individual research student's participation in the decision making process regarding his/her research project; supervisor's positive attitude about the learning abilities of the research students; supervisor's professionalism or professional behaviour; supervisor's knowledge about research related problems.

More often, than not inclusive supervision of thesis and its necessary conditions are poorly understood pedagogy discourses (Grant, 2003), yet it is the key in successful graduate work. This is one of the reasons supervision is perceived by most students as problematic, yet supervision per se is not problematic but complex because of its unstable pedagogical processes (Grant, 2003), which need to be understood by both supervisors and supervisee. The unstable pedagogical process involves embracing the research dynamics as learning space for both supervisor and supervisee, which facilitates construction of ideas, knowledge and learning through reciprocity, which allows supervisors and research student to construct knowledge which is appropriate to their research activity, professional development and understanding societal challenges. This notes that research is the basis for understanding the key sustainable development challenges and for providing the evidence-based solutions, different pathways of knowing and innovations for addressing societal problems. This suggests that supervision is not only concerned with the production of a good thesis, it also involves transformation of the students into an independent professional and researchers capable of bringing sustainable societal changes.

III. SUPERVISOR AND STUDENT TRANSFORMATION

The transformation is in two ways or a two way process (both student and supervisor are being transformed) to become effective researchers and professionals. As grant, (2003 p 76) stated that her interest on supervision was kindled by the desires to understand her own supervision practices better and to work more creatively and effectively as an academic developer. This notes that supervision aims at bringing positive transformation and is also a form of professional development, thus needs to be guarded by professional values and ethics on the part of both supervisor and supervisee. As Grant, (2003) stated that supervisors does not only discipline the students by directing them; she also encourages them, motivate them and develop the culture of professionalism among the research students. In so doing, the supervisor tries to engage the students' desire to the research task or to develop passion of the research project. Grant, (2003, P 187) also noted that encouraging and disciplining the students is a delicate zone for supervision, it needs to be managed with sensitivity and it makes the larger part of supervision. The directing, encouragement of students and disciplining them needs to be handled with great care because it may provide fertile grounds for misreading's, resentments, confusions and to withdrawals into stereotypes, such as all women are like this (Grant, 2003). This notes that inclusive supervision is a critical pedagogy process of engaging differences or managing peoples' differences (supervisors' differences, attitudes and students' differences, attitudes or cultures). It puts more emphasis on all research students, particularly those who may be at risk of marginalisation and exclusion, dropping out from the research project. This suggests that supervision of research students is a moral responsibility of supervisors and it becomes their moral responsibility to ensure the research students presence; participation and achievement in the research project are embraced. This suggests that supervisors must possess the interpersonal skills to facilitate collaborative culture.

The supervisor plays critical part in determining the social relationships under which supervision occurs. Supervisors are placed in position of power, trust, and authority by their institutions, and perceived as a role model of the students and "face" of the institutions (Ross, 2002). It is therefore, critical that the "face" of the institution through supervision is seen visibly and explicitly, and supervisors should appear representing and upholding the research ethics and the culture of professionalism (Moon, 1999; Atkins and Murphy, 1993). This suggests that supervision it's an educational project of personal and intimate character, with potential risks and pleasures, to be guided by research ethics and professionalism.

Upholding research ethics also help the research students to recognise that they too can and should aspire to be good future supervisors. To achieve this requires supervisors to undergo self-reflection, defined by Yip, (2006) as a continuous process of self-analysis, self-evaluation, self-dialogue and self- observation. Yip, (2006) also stated that critical reflection has the potential of transforming practice, including unprofessional exclusionary supervision. It also helps in challenging the existing social conditions, added by the individual's

educational memories and experiences. Moon, (1999) also emphasised that reflection is anchored on or draws its strengths on individual's past experiences, triggered by an awareness of uncomfortable feelings and observations on supervision related matters. This suggests that a reflection is a self-involvement process, where supervisors' personal experiences, feelings are intermingled in recalling past experiences in resolving current supervision related difficulties (Mattison, 1992; Hughes and Pengelly, 1997).

Power relations in constructing knowledge

Inclusive supervision also provides a platform for both the supervisor and students to understand how power relations operate in the construction of knowledge through reflective thinking. Supervision is also a reflective pedagogical matter, where supervisors and supervisee are required to reflect on their cultural practices in order to engage in an effective supervision and cope with the challenges and align their cultural practices with the research educational practices. This is what Eckel and Rezar, (2002), refers to as culture of self-reflection which pays attention on self-reflection and professional transformation. Self-reflection which aims at professional transformation and challenges professionals or supervisors to "get on the balcony" to view their practices, patterns on the dance floor below in order to develop a pedagogical gender perspective in supervision which promotes inclusive supervision and inclusive practices in education and society (Eckel and Rezar, 2002). "Getting on the balcony" is helpful in managing the power relationship which exists between the supervisor and the research student in a research activity and avoid the pitfall of according all powers to the supervisor, as it is important to recognise that both supervisor and student have the capacity to act (Grant, 2003 P 180). This recognition is important because social power relationships have several effects on supervision if not well managed. For example, it affects meaningful communication; students' ability to express his/her desires on the research project and provides fertile grounds for unsubstantiated allegations such as sexual harassment.

Pedagogical gender perspective

Pedagogical gender perspective in supervision is the process of assessing and evaluating the implications of supervisors' actions and inactions in all areas of students' research activities. It is a strategy for making all (both supervisor and supervisee) to benefit equally and equitably from the research project and to ensure that inequality is not perpetuated through supervision. The pedagogical gender perspective requires supervisors to become cultural outsiders in order to observe their personal patterns of behaviours and how their behaviours impact the research process or project. Becoming a cultural outsider helps supervisors and students to view supervision as an arena of instability, conflict of idea and opinions, which presents an opportunity for constructive supervision process to occur (Zimmerman, 2008).

Pedagogical gender perspective in supervision have to be given more emphasis in higher institutions given that supervision and training involves social relations which are products of complex gender, racial and class relations of power (Grant, 2003). Social relations and social learning are also products of the prevailing supervision dynamics of supervisor-research student relationship, institutions' policies and supervisors' practices (Yin, 2006) and the way supervisors understand and overlooked Pedagogical gender perspective in research students' supervision academic project.

The importance of inclusiveness and pedagogical discourse in supervision affirms the rights of research students to equal opportunities and treatment in their supervision processes or professional development. Inclusive supervision could not be achieved without pedagogical discourses, which involves the how aspect of promoting training and professional development through supervision.

Inclusive supervision is pedagogical matter, a form of teaching and learning, characterised by its peculiarly intense of and negotiated character, centred on professional relationship skills and professionalism. Supervision has to be viewed from pedagogical discourse and gender lens because research students and supervisors respond to each other as more than student and supervisor but embedded beings who are seen as gendered, aged, ethnic, sexual and thought to be different, same and others (Grant, 2003; Young, 1990). This notes the instability, complexity of inclusive supervision (Grant, 2003).

Supervision culture

Inclusive supervision does not occur in a vacuum, it is influenced by the supervision culture of the supervisor, supervisee, dynamics of power relations and the educational organisation (Grant, 2003). The dynamics of power relation is part of the social constraints which often than not are embedded in unquestioned norms, habits of supervisors and institutions policies and practices (Young, 1990). This notes the failure of educational institutions to openly and adequately address the existence of the dynamics of power relation and its effects on students' supervision and on their professional development (Young, 1990), yet most institutional policies are based on the notion of equity and equality of opportunities. These concepts (equity and equality) are in existence in policies with good intentions but with no expression in practice (Young, 1990). This has implications for students' supervision and professional development, bearing in mind that supervision and other

institutional practices are expected to be characterised by sensitivity to the notion of equity and equal opportunity (Young, 1990). Graham and Robinson, (2004) stated that equity and equal opportunity are important in supervision because all research students need to be supported and respected to ensure their success.

Most research students enter their research programmes with full of promise, eager to learn and achieve and their supervision experiences should not tingled with disappointment, and resentment about the way there were treated by their supervisors(Grant, 2003).This suggests that students' treatment by their supervisors is one of the key factors determining students' successes in their research work or thesis.Young, (1990) noted that research students' supervision does not occur in a vacuum but influenced by the supervisors' culture and of their organisations. Inclusive supervision goes beyond supervision as pedagogy to the terrain of the university pedagogical practices which include management of supervision at Departmental and Post Graduate Office level and this has risks and pleasures (Grant, 2003). The risks and pleasures of supervision occur where research students, supervisors and other related officials (Director of research, Coordinator of research) interact and when research related policies are implemented and audited (Grant, 2003).

IV. HISTORY OF MASTERS' PROGRAMME UNIVERSITY OF SWAZILAND

The University of Swaziland (Luyengo Campus) have been offering the Masters' programme since 1993/94 academic year. The Master of Science in Agricultural Education (M.Sc. Agric. Ed.) was the first programme to be offered at Luyengo campus in 1993/94 academic year. It was offered by the Agricultural Education department, as noted within the special regulation for the Degree of Master of Science in Agricultural Education (University of Swaziland Calendar, 1993/94.The Luyengo campus was the pioneer in initiating the offering of Masters Programmes across the University's faculties.In addition, the Luyengo campus was also the first campus to introduce the PhD programme at the University of Swaziland.

The first cohorts of the Master programme (Master of Science in Agricultural Education (M.Sc. Agric. Ed.), Graduated in 1997/98 academic year. Four students were awarded with M.Sc. Agric. Ed.in 1998/99 academic year. The year 1998/1999 was a special year for the University because more departments the Luyengo campus and faculties across the University started to introduce Masters Degrees and the number of Masters Graduates increased across disciplines (see Table 1 A and B, showing number of Masters Degrees Graduates by Faculty and Programme from 1997/99-2018/2019 University of Swaziland Academic year).

Table 1 A, showing number of Masters Degrees Graduates by Faculty and Programme from 1997/99-2018/2019; University of Swaziland Academic year).

Faculty	Programme	Academic year	No: of Graduates
Agriculture	M.Sc. Agric. Ed.	1997/98	4
Agriculture	M.Sc. Agric. extension	1999/2000	1
Agriculture	M.Sc. Agric. Ed	1999/2000	1
Education	Foundation	1999/2000	4
Social Science and Engineering	M.Sc. Chemistry	1999/2000	2
Humanities	M.A. History	2000/2001	1
Education	Foundation	2000/2001	1
Humanities	M.A. History	2001/2002	2
Agriculture	M.Sc. Agric. Ed	2001/2002	2
Agriculture	M.Sc. Agric. extension	2001/2002	1
Humanities	M.A. History	2002/2003	1
Agriculture	M.Sc. Agric. Ed	2002/2003	2
Humanities	M.A. History	2003/2004	1
Agriculture	M.Sc. crops Science	2003/2004	1
Agriculture	M.Sc. Agric. Ed	2003/2004	2
Education	Foundation	2004/2005	3
Education	Curriculum	2004/2005	3
Agriculture	M.Sc. crops Science	2004/2005	2
Agriculture	M.Sc. Agric. Ed	2004/2005	2
Social Science and Engineering	M.Sc. Chemistry	2004/2005	1
Education	Foundation	2005/2006	9
Agriculture	M.Sc. Agric. Ed	2005/2006	1
Agriculture	M.Sc. ERM	2005/2006	6
Humanities	M.A. History	2005/2006	1
Agriculture	M.Sc. ERM	2006/2007	7
Education	Foundation	2006/2007	4
Agriculture	M.Sc. Agric. Ed	2006/2007	3
Humanities	M.A. History	2007/2008	5
Education	Curriculum	2007/2008	2
Agriculture	M.Sc. ERM	2007/2008	6

Table 1 B, showing number of Masters Degrees Graduates by Faculty and Programme from 1997/99-2018/2019; University of Swaziland Academic year).

Faculty	Programme	Academic year	No: of Graduates
Agriculture	M.Sc. Agric. Ed.	2007/2008	2
Education	Foundation	2007/2008	3
Agriculture	M.Sc. Agric. Ed	2008/2009	4
Education	Foundation	2008/2009	4
Education	Curriculum	2008/2009	1
Agriculture	M.Sc. ERM	2008/2009	2
Agriculture	M.Sc. ERM	2009/2010	2
Agriculture	M.Sc. Agric. Ed	2009/2010	1
Agriculture	M.Sc. Agric. applied Econ	2009/2010	2
Education	Curriculum	2009/2010	1
Education	Foundation	2009/2010	1
Humanities	M.A. History	2010/2011	1
Education	Curriculum	2010/2011	2
Agriculture	M.Sc. Applied Econ	2010/2011	3
Agriculture	M.Sc. Agric. Ed	2010/2011	2
Agriculture	M.Sc. ERM	2010/2011	3
Education	Foundation	2010/2011	2
Agriculture	M.Sc. Applied Econ	2011/2012	1
Agriculture	M.Sc. Agric. Extension	2011/2012	1
Agriculture	M.Sc. ERM	2011/2012	5
Education	Foundation	2011/2012	4
Education	Curriculum	2011/2012	8
Humanities	M.A. History	2011/2012	2
Agriculture	M.Sc. Agric. Ed	2012/2013	4
Agriculture	M.Sc. Applied Econ	2012/2013	4
Education	Foundation	2012/2013	6
Education	Curriculum	2012/2013	3
Humanities	M.A. History	2012/2013	1
Agriculture	M.Sc. ERM	2012/2013	8

Table 1 C, showing number of Masters Degrees Graduates by Faculty and Programme from 1997/99-2018/2019; University of Swaziland Academic year).

Faculty	Programme	Academic year	No: of Graduates
Humanities	M.A. History	2013/2014	3
Education	Foundation	2013/2014	4
Agriculture and Consumer Sciences	M.Sc. Agric. Ed	2013/2014	1
Education	Curriculum	2013/2014	8
Education	Adult Ed	2013/2014	1
Agriculture and Consumer Sciences	M.Sc. ERM	2013/2014	8
Agriculture and Consumer Sciences	M.Sc. Applied Econ	2013/2014	7
Agriculture	M.Sc. Agric. Ed	2014/2015	4
Agriculture and Consumer Sciences	M.Sc. Agric. applied Econ	2014/2015	6
Education	Curriculum	2014/2015	5
Education	Foundation	2014/2015	6
Humanities	M.A. History	2014/2015	4
Agriculture and Consumer Sciences	M.Sc. ERM	2014/2015	6
Social Science and Engineering	M.Sc. Chemistry	2014/2015	1
Education	M.A. Adult ED	2014/2015	1
Agriculture and Consumer Sciences	M.Sc. ERM	2015/2016	7
Education	Foundation	2015/2016	5
Agriculture and Consumer Sciences	M.Sc. Applied Econ	2015/2016	8
Education	M.A. Adult ED	2015/2016	4
Humanities	M.A. History	2015/2016	5
Education	Curriculum	2015/2016	10
Agriculture and Consumer Sciences	M.A. History	2015/2016	11
Humanities	M.A. History	2016/2017	3
Agriculture and Consumer Sciences	M.Sc. Agric. Ed	2016/2017	4
Agriculture	M.Sc. Applied Econ	2016/2017	7

Education	Foundation	2016/2017	7
Education	Curriculum	2016/2017	3
Agriculture and Consumer Sciences	M.Sc. Horticulture	2016/2017	1
Agriculture and Consumer Sciences	M.Sc. ERM	2016/2017	6
Education	M.A. Adult ED	2016/2017	3

Table 1 D, showing number of Masters Degrees Graduates by Faculty and Programme from 1997/99-2018/2019; University of Swaziland Academic year).

Faculty	Programme	Academic year	No: of Graduates
Agriculture and Consumer Sciences	M.Sc. Animal Science	2016/2017	2
Agriculture and Consumer Sciences	M.Sc. Crops Science	2016/2017	3
Social Science and Engineering	M.Sc. Chemistry	2016/2017	1
Education	Curriculum	2017/2018	7
Education	Adult Ed	2017/2018	1
Agriculture and Consumer Sciences	M.Sc. ERM	2017/2018	8
Agriculture and Consumer Sciences	M.Sc. Applied Econ	2017/2018	5
Agriculture and Consumer Sciences	M.Sc. Agric. Ed	2017/2018	5
Agriculture and Consumer Sciences	M.Sc. Animal Science	2017/2018	2
Education	foundation	2017/2018	7
Social Science and Engineering	M.Sc. Chemistry	2017/2018	3
Agriculture and Consumer Sciences	M.Sc. crop Science	2017/2018	1
Agriculture and Consumer Sciences	M.Sc. Hort culture	2017/2018	2
Education	M.A Curriculum	2018/2019	10
Education	M.A. Adult ED	2018/2019	4
Agriculture and Consumer Sciences	M.Sc. ERM	2018/2019	4
Education	Foundation	2018/2019	19
Agriculture and Consumer Sciences	M.Sc. Applied Econ	2018/2019	5
Agriculture	M.Sc. Agric. Ed	2018/2019	1
Agriculture and Consumer Sciences	M.Sc. Agric. Extension	2018/2019	2
Social Science and Engineering	M.Sc. Chemistry	2018/2019	1
Humanities	M.A. History	2018/2019	2
Agriculture and Consumer Sciences	M.Sc. crop Science	2018/2019	1

Source: University of Swaziland Calendars 1997/99-2018/2019; Academic years

The masters' programmes were firstly diversified by the Faculty of Agriculture, the initiator and promoter of the Masters and PhD programme. PhD. programmes were firstly offered in Agric. and Appl. Econ., and Agric. Educ. and Ext. (see University of Swaziland Vice Chancellor Report, 2015-2016).

The new masters' programmes were introduced in the academic year of 1999/2000 include the M.Sc. in Crop Science, M.Sc. Agriculture Extension, M. Sc. Agriculture and Applied Economics, M.Sc. in Crop Science, M. Sc. Environmental Resources Management and M. Sc. in Horticulture (University of Swaziland Calendars 1999/2000-2018/2019; Academic years).

There were few masters' programmes housed outside the Faculty of Agriculture. These include the M.Sc. in Chemistry from the Social Science and Engineering, M.Ed. Curriculum and Teaching, M.Ed. from Education and M.A. from Humanities (University of Swaziland Vice Chancellor Report, 2015-2016). The Luyengo campus remains the leading faculty in programmes producing masters graduates (see table1, a, b, c, d above and Vice Chancellor Report, 2015/2016), though the graduate out remains low compared to the input.

V. METHODOLOGY OF THE STUDY

In this study, a qualitative approach was used because of the focus of the study, which examines the process of inclusive supervision of post graduate student (Masters Students), through the lens of supervisors at University of Swaziland, Luyengo campus. As noted earlier, the Luyengo campus was the pioneer in initiating the offering of Masters Programmes across the University's faculties and the first campus to introduce the PhD programme at the University of Swaziland.

Qualitative approach was used in this study because it was considered as helpful and relevant when researching complex matters in education and in other social related studies. Supervision of students' thesis needs to be anchored on qualitative approach because it is a complex educational matter. As Grant, (2003) noted that students' experiences supervision as a complex and unstable process because it involves complex academic and interpersonal skills. Qualitative approach has the potential of capturing the dynamics and realities of inclusive supervision (Yin, 2006).

Study design

The study was designed to be descriptive in nature, using qualitative data collection procedures. A descriptive survey was used as a design because of its capability to respond to this problem statement: more students are registered for research focus (without course work) but few graduates (see Institute of Post Graduate Studies list of Registered Students as at 21st August, 2015 and University of Swaziland 37th Graduation Ceremony for the Conferment of Degrees, 2017).

Qualitative approach was adopted for the empirical work because it allowed complex research questions and concepts to be investigated in depth. Students' supervision is a complex matter because of its peculiarly intense and negotiated character (Grant, 2003).

The "Block model" Code of ethics (code of conduct and code of practice) as nexus of concern in an education context of students thesis supervision (see figure 1) is used as a theoretical framework in this study. Students' thesis supervision is an academic process expected to be characterised by high standard of professionalism.

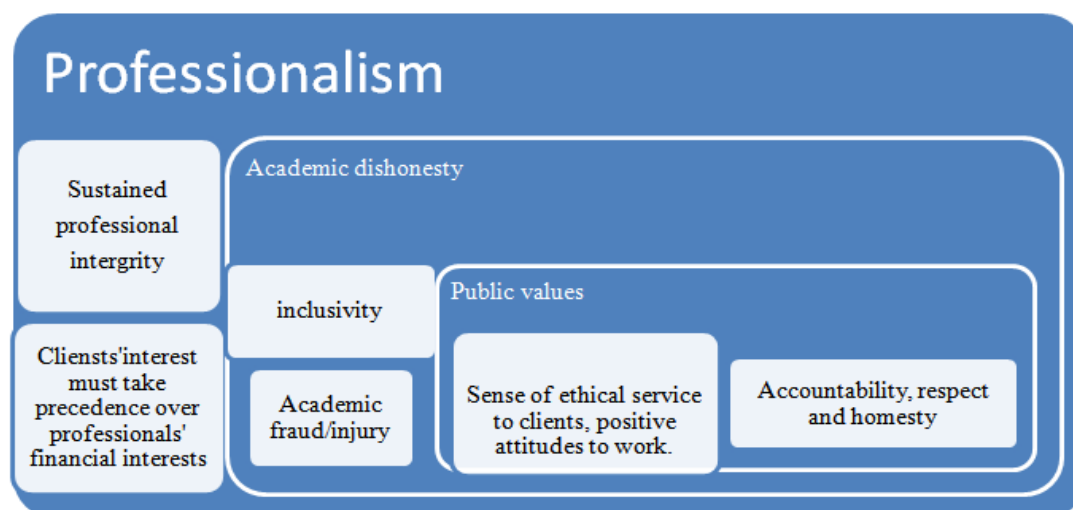


Figure 1: The "Block model" Code of ethics (code of conduct and code of practice) as nexus of concern in an education context of students supervision and academic related practices.

Code of conduct is more about how a professional conducts himself or herself in an ethical manner and code of professional practices (how a professional carries out his or her specific tasks and responsibilities). Professional conduct and professional practices are more concerned about honesty, accountability, transparency and integrity in research students' supervision and management. These principles are also clearly pronounced as the key values and principles of the University of Swaziland. University's academic and non-academic staff are expected to show integrity and honesty in the delivery of service, including the supervision of students at both undergraduate and post graduate levels.

The "Block model" in figure 1 is helpful in unpacking professionalism in relation to other key issues such as values, attitudes and ethical practices in educational organisations' professional business (research students' supervision). Professionalism is a key aspect for quality research students' supervision, research students' professional development and training. As noted earlier, research students' supervision is not only concerned with the production of a good thesis, it also involves transformation of the students into an independent professional and researchers capable of bringing sustainable societal changes. This depends on supervisors' professional attitudes, values such as respect of work, valuing the students and respecting time. These values are key aspects of professionalism. More often, than not, values inform the behaviour of individual professionals and students within the institution as they influence their professional lives through different academic activities including research. Research institutions and schools are microcosm of society and the

complexities of difference and diversity are reflected in the supervision processes and in both supervisors and students practices (Ghosh, 2013).

Research students' willingness to be responsible professionals, to be negligent, to be sympathetic or selfish is usual driven by professional values acquired through professional training and supervision and in other related educational experiences. More often, than not individuals or professionals develop their values through socialisation and interactions with their educational environment and societies. It is thus, important for this study to focus on code of ethics, which also touches on organisational values and practices during supervision processes (see figure 1: the "Block Model" of code of ethics). This block model helps in responding to these research questions:

- (a) What are the Supervisors experiences on the supervision of Masters' thesis at University of Swaziland Luyengo Campus Faculty of Agriculture?
 - (b) What professional practices that could be emulated by "young" supervisors from senior Supervisors?
- These questions were achieved by examining supervisors' experiences on supervision from the Luyengo Campus, Faculty of Agriculture.

Sample

In this research 12 participants (Supervisors) were purposively sampled from the targeted population at Luyengo Campus (see Table 1 below). The Supervisors (who had supervised Masters Students' thesis were sampled through the snow ball sampling procedure. The 12 sampled participants were from different departments within the Faculty of Agriculture and most of them were at a professorial rank (9). The 12 sampled participants were drawn from 48 members of the targeted population from relevant departments (see Table 1, Departments and number of professionals). Each department was represented in the sample.

Departments	No: of professionals per Department
Agric. Bio systems Engineering	8
Agric. Economics and Management	11
Agric. Education and Extension	8
Animal Science	8
Crop Production	9
Horticulture	4

Total 48

Source: Vice Chancellor Report, 2015-2016.

The represented departments include the department of Horticulture, Crop production, Agriculture in Education, Agriculture and Applied Economics (see table 1). No participants were sampled from the Faculty of Consumer Science because by the time the research was conducted there were no Masters' students who had graduated. The Masters' programme in Consumer Science was still at its infant stage.

Semi-structured interviews and documentary evidence were used as research data collection instruments. The 12 sampled participants were interviewed. The interviewer spent about 20 – 25 minutes in each interview. Semi-structured interviews helped in teasing out the key information related to key concepts such as inclusive supervision, supervision processes: students- supervisor professional working relationship, communications, the culture of inclusivity in the research process. Inclusive supervision should be characterised by meaningful participation of the research students on the research process and non-existence of prejudice, racism and exclusionary practices.

Documents such as University calendars and Vice Chancellors' reports and other registration related documents were used as sources of data. These documents were used because it provided the data necessary to examine the use of University related policies and procedures by departments regarding students' supervision. The latter emphasises the appropriateness of discourse analysis as a research analysis tool in studies such as students' supervision which are more often than not embedded in prejudice and exclusionary practices. Van Dijk, (1997) stated that discourses analysis plays an important role in understanding the production and reproduction of prejudice and racism in different contexts (such as students' supervision) through texts or documents. Terre Blache and Durrheim, (1999, P 154) define discourse analysis as the act of showing how certain discourses (practices) are deployed to achieve particular effects in a specific projector mission. This relates to this study because students supervision aims at achieving particular effects (producing independent researcher and professionals). The discourse analysis was helpful in showing how certain discourses or practices were deployed by both supervisors and students during the research process. The discourses and practices involved the choosing of a topic, a supervisor and handling of research oriented matters by relevant offices (Head of Departments and Coordinator of research and Director of the post graduate research).

The discourse analysis is helpful in understanding how a particular effect (such as working relationship between and among supervisors and students is achieved or not achieved) and the broader context in which the

supervision process occurs (De wet, 2001). In this study discourse analysis was also helpful in understanding how discourses relate to other discourses during the students' supervision processes.

It was important for the researcher to engage in detailed readings of different texts (University reports, institutional culture through policies and interview texts) to show implicit and explicit patterns of practices of the students' supervision process. Terre Blanche and Durrheim, (1990) emphasised that more often than not, everything is part of everything else, so isolating students' supervision from the institutional, supervisor and students' cultures is of necessity already to misunderstand it. To understand students' supervision it should be placed in both institutional, supervisor and students' cultures such as professionalism (see Figure 1). Terre Blanche and Durrheim, (1990) further stated that discourse analysis assists researcher to reflect on research contexts and textual activities or interview activities: looking for binary ideas, opposing ideas on supervision, identifying recurrent terms, phrases on the texts, picking ideas from what is said and how it is said about students' supervision (see Table 2 Participants' Voices on supervision related matters). Stevens (1998) emphasised the appropriateness of discourse analysis as a research instrument in studies usually affected by prejudice and racism. Study on students' supervision are usually affected by prejudice and racism (Grant, 2003), discourse analysis plays a key role in understanding the production and reproduction of unbalance power relationship, prejudice and racism in research supervision. Students and supervisors are usually engaged in subtle communication practices characterised by sex related matters (female and male) relations. In this way they acquire the mental models, the social knowledge, attitudes that eventually control their actions and inactions during the students' supervision process.

Table 2 Participants' Voices on supervision

<p>Participant 1: Theme: supervision processes-managing the research process</p> <p>Theme: Co-supervision dynamics</p> <p>Theme: Power relationship</p>	<p>-idea of research comes from the students, supervisor guide the students on the idea or an idea generated from a funded project, it is not imposed on students, he/she has a say on it so to have a passion on the research, research activities are driven by passion;</p> <p>-Students choosing their topics and supervisors, according to their area of specialisation;</p> <p>-supervisors assess the viability of the topic;</p> <p>-based on the topic, students are told to choose a supervisor, but if there are too many they could be assigned.</p> <p>-if need be, the co-supervision is discussed by the student and the core supervisor;</p> <p>-supervisor, co supervisor and students meet and discuss matters rather than avoiding the discussion;</p> <p>-co-supervision dynamics are discussed by the supervisors without the student in a professional way;</p> <p>-No imposition of supervisors to students by head of departments or any one; this has a potential of spoiling power relationship during the research process;</p> <p>We ensure the student is free, at the beginning of the research, we explain clearly his/her role and time line is drawn, we deal with issues in professional way;</p> <p>-power relationship between/among the supervisor and students are addressed by explaining issues in a professional way;</p> <p>-Gender matters are dealt with –through supervisors' culture of professionalism.</p>
<p>Participants 2 Theme: Supervision processes-managing the research process</p> <p>Theme: Co-supervision dynamics</p> <p>Theme: Power relationship</p>	<p>-processes of research involve designing the research project book, which contains these matters: consultation, signing of meetings. This help to trace events.</p> <p>-Areas of specialisation and some key aspects of the influences the co-supervision process, we share supervision on key aspects.</p> <p>-power relationship issue is managed by listening more, complementing them, encouraging them, welcoming them, opening up at an early stage, email related literature to one another;</p> <p>-holding one to one meetings;</p> <p>-reflecting on our meetings;</p> <p>-Interact with each other-through coffee;</p> <p>-Gender sensitivity: bring Professionalism on board;</p> <p>-Go extra miles-helping the students;</p> <p>-Disciplining-use positive reinforcement to correct, don't be blunt, discourage negative energy.</p>
<p>Participants 3 Theme: supervision processes-managing the research process</p>	<p>-Managing a research project is a big responsibility;</p> <p>-a project it's a task which needs to be accomplished;</p> <p>-it needs mutual trust and commitment;</p> <p>-it's like a marriage and it should succeed;</p> <p>Its process which involves asking peoples' areas of interests, if the interest is not for the lecturer-say sorry;</p>

<p>Theme: Power relationship</p>	<ul style="list-style-type: none"> -students views should be respected, the students may not be interested on the topic; -supervision is not like lecture, or more than a lecture the two must be compatible and agree on the topic and modify it mutual if possible; -take into account the cost involved on students for staying too long. This should be based on the agreed topic-it should be what the students want to do-it should come from the students, to avoid situation where the students will look for all information from the supervisor. -supervisor should make follow ups, do not wait until. - key concepts on the topic help in dealing with co-supervision. - agreeing on what to do-through working schedule-involving what to be done-how, when; -both parties should stick to the schedule-this is done in writing; -Supervisors should always be available for consultation-either through phones, whatsapp or physical. -state clearly that research is a two way process, we learn from each other, -create space for discussion, give an ear to the student; -both should control the power relationship, not a one way. It should be built by sharing related literature to students; -supervisor should project the potential in the students, see the potential and be prepared to nurture and discover the potential.be gender sensitive. -we try to keep away from sharing challenges, if it emerges, we address in a professional way: keep it to ourselves, not sharing them with others. Students always share if there is a good professional relationship. supervisors should built trust and students should have trust about the supervisor; -state clear student is the master of the work, supervisor just guide.
<p>Participants 4:</p> <p>Theme: supervision processes-managing the research process</p> <p>Theme: Co-supervision dynamics</p> <p>Theme: Power relationship</p>	<ul style="list-style-type: none"> -students select a topic in his/her area of specialisation; -the interest of the student is the key and should be respected; -students have a right to choose supervisors, but others should be allowed to contribute to build the post graduate culture of working in teams; -students choose their supervisors and topics to be within the area of specialisation -the student has right to consult the relevant supervisor and discuss the matter. This right sometimes is violated; -Co supervision builds the post graduate culture –which promotes super visionary team; co supervisor can come from any department depending on the nature of the topic concepts. Both supervisors have to meet and discuss the working logistics; -the interest of the students are taken on board, put aside supervisors differences; - professionalism and personalities, experiences helps in addressing the power relationship; things are explained at the beginning of the work, nature of supervision-both have rights to negotiate-this level the research play field; project the participatory approach-research is participatory matter; -sensitivity to gender matters-persons should be respected; -we give an ear, as a strategy to create the environment for inclusive discussion; -both learning from each other; -we respect each other; focus on the task; -power relationship is build is built on understanding the fundamental expectations that are not questioned; -culture of give and take-everybody is learning in the process; -Sometimeswe relinquish power to students-this built trust, respect and mutual respect; -try to understand the individual circumstances and focus on the work in a professional manner.

VI. DISCUSSION OF THE FINDINGS

Findings are discussed in relation to the research questions. Findings related to research question one: What are the Supervisors' experiences of Masters' thesis at Luyengo Campus Faculty of Agriculture?;

The Supervisors' supervision experiences were centred on these themes: supervision processes which consist of managing the research process, Power relationship dynamics in supervision and the management of co-supervision dynamics. The findings of the study indicated that 11 (92%) of the participants noted that key factor for facilitating sustainable management of a research is allow to the research students to come out with the research idea. While 1(8%) of the participants stated that sometimes the idea could come out from a funded research project but it should be the student's idea. The issue of generating a research idea by research students is noted in these statements:

idea of research comes from the students, supervisor guide the students on the idea or an idea generated from a funded project, it is not imposed on students, he/she has a say

on it so to have a passion on the research, research activities are driven by passion. Managing a thesis is responsibility, a task which needs to be accomplished, and this depends on mutual-trust and commitment (Participant 1).

The agreed topic or idea should be what the students want to do, that should come from the student to avoid a situation where the student will look for all information from the supervisor (Participant 4).

The findings of the study also revealed that 10 (83%) of the participants stated that managing the power relationship research activities is another key aspect of managing research students thesis for a successful outcome. As noted in these statements or participants voices:

power relationship is managed through mutual agreement on what needs to be done-working schedule on what to be done, when and how and when. Both student and supervisor should stick to that schedule and it should be done in writing. The supervisor should be available for consultation. Supervisor should make some follow ups, not wait for long (Participant 6).

Professionalism and experience help in addressing the power relationship. Research matters are explained at the beginning of the research process in a professional manner. Both have rights to negotiate how the work should be done. The participatory approach is used-research is a participatory matter. Supervisors should not lose sight that he/she is there to guide, not impose ideas, if there is something wrong he/she guides the student. Both are learning from one another. Respect each other and prepared to learn from each other (Participant 8).

Understanding the fundamental expectations in research, that are not questioned is one of the key factors in managing power relationship in research. Give and take –everyone is learning in the process. Supervisor should be prepared to relinquish power to the students, be engaged to co-learning. Opening the space for students built mutual trust, respect (Participant 10).

This finding is in line with Eckkel and Rezaar, (2002) study findings which indicated that relinquishing power to students and engaging into co-learning helps supervisors to become cultural outsiders in order to observe their personal patterns of behaviours. This has a potential of helping them to be aware of how their distinct personal or professional cultures impact on the process of supervision.

On the complexities of power relationship in research, 2 (17%) of the participants noted that:

both the supervisor and the research student should control the power relationship by being sensitive to their actions and inactions and being sensitivity to their work and being aware that being sensitive has a potential of building trust, accountability and good work ethics in research, both supervisor and research student should keep on reflecting on the practices for learning purposes (Participant 2).

This findings concurs with Grant (2003) claim that critical reflection and supervision are intertwined because both advocate questioning and problematizing the present conditions of work and practices of supervisors and students and the supervision itself. His study findings further revealed that supervision involves thinking about the effects of supervisors and students actions and inactions on the research process and on others. This is about questioning one's practices during the supervision process, questioning what has been taken for granted in the supervision and their implications on students and society. As Participant 3 noted that:

Both, the student and supervisor should bear in mind that there are Costs involved in student staying too long on the programme, these include emotional costs and financial costs (Participant 3). Supervisor and students' willingness to work together should not be ignored and should come first. The student may not like to work with the lecturer or not interested on the topic. Students views should be respected, supervision is not like a lecture. Supervisor and student, the two must be compatible and agree on the topic and modify it mutual if possible. Both, the student and supervisor should bear in mind that there are costs involved in student

staying too long on the programme (**Participant 3**).

*The supervisor and co-supervisor should not be imposed on the research student, these should be chosen by the student the relevant departments should guide the student. As noted on the University of Swaziland calendar 2016/2017 academic general regulations, section 016.80, subsection 016.81, which reads thus: each student may choose a Supervisor and Co-supervisor (if required) in consultation with the relevant department, who shall guide the student's work (**Participant 6**).*

This finding concurs with Bruce and Austin, (2000) work which alleged that supervisor –student relationship tend to be more successful when students have the opportunity to select their supervisor rather than being assigned an supervisor.

The findings of the study also indicated that gender matters influenced the supervision of student research thesis and should be managed in a professional manner. For example, 11 (92%) of the participant stated that gender matters are not an issue in their supervision process because they are always gender sensitive in their professional work. **Participant 5** stated that: *gender matters in research need maturity and professionalism.*

Gender matters in research are anchored on how much the supervisor project the student's potentials or sees the potentials and capabilities of the students and be prepared to discover his/her potentials and deal with her/his weakness. We are guided by professionalism and social ends or products of the research process-developing future researchers and professionals.

This finding which put more emphasis on professionalism in supervision concurs with (Petcheva and Warren, (2011) study findings which revealed that Academics' or Supervisors actions are expected to be consistent with professional, educational and societal values, such as preserving, sustaining, promoting public trust in education and acting with integrity in the face of conflict of interest. This finding also concurs with Grant (2003) study which indicated that supervision of student thesis is one of the springboards for developing necessary professionalism related skills needed in the work place. These skills include negotiation skills, communication skills, tolerance, and time management skills. These skills form part of a research process because the research student has to find his/her way through a complex maze where things are sometimes uncertain, where a student can never be entirely certain that he/she will gather the data on that specific time, day planned for the data gathering.

The findings also revealed that 1 (8%) of the participants indicated that gender matters are not an issue in their department because of the nature of our research thesis, where there is less supervisor student interaction. The interactions and meetings are managed in a professional manner.

The findings of the study indicated that the management of supervision of research thesis is influenced by the process of choosing the supervisor and co-supervisor. For example **Participant 8** stated that:

for the success of co-supervision the main supervisor, co-supervisor and the research student are expected to meet and discuss their working format, rather than avoiding the working processes. In co-supervision the interest of the student and supervisors differences should be taken on board.

The co-supervisor can come from any department and this permitted by the regulations and it is done to enhance the supervision process and outcome of the thesis.

Question 2: What professional practices that could be emulated by “young” supervisors?

Management of Power relationship dynamics

The findings of the study indicated that management of power relationship dynamics between the students and supervisor through developing the culture of listening more to each other (supervisor and students), complementing each other, encouraging and persuading the students, welcoming them, opening up at an early stage of the research process is considered as one of the key factors for a successful supervision (see table 2). This finding is in line with Grant (2003) study findings which indicated that supervision should be considered a sensitive educational project with different implications to students' life and society. His findings further revealed that most research students enter their research programmes with full of promise, eager to learn and achieve and their supervision experiences should not tinged with disappointment, and resentment about the way there were treated by their supervisors.

Viewing supervision as complex but simple pedagogical matter to be viewed from a pedagogical gender discourse

The findings of the study indicated that research student supervision needs to be understood as a pedagogical matter because it involves social learning processes within the supervision academic space that influences both the supervisor and research students' actions and inactions, and thinking regarding the research educational project and wider implications of the research programme. As Participant 5 noted earlier that:

sensitivity to gender matters-persons should be respected; -we give an ear, as a strategy to create the environment for inclusive discussion; -both learning from each other; we respect each other; focus on the task on student's potentials and weakness with a focus on making supervision winning project.

The finding of the study concurs with Young, (1990) study findings which indicated that research students' supervision does not occur in a vacuum but influenced by the supervisors' cultures and of their organisations. Grant, (2003) research findings also revealed that inclusive supervision goes beyond supervision as pedagogy matter to the terrain of the university pedagogical practices which include management of supervision at different departmental levels characterised with risks and pleasures.

Not losing sight of University regulation on supervision related matters

The findings of the study indicated that the risks of supervision usually occur when research students, supervisors and other related officials (Director of research, Coordinator of research, departments' officials') interactions not guided by University regulations. As noted in **Participant 6** voice:

The supervisor and co-supervisor should not be imposed on the research student, because of the complexity nature of the supervision process. Both should be chosen by the student the relevant departments should guide the student. As noted on the University of Swaziland calendar 2016/2017 academic general regulations, section 016.80, subsection 016.81, which reads thus: each student may choose a Supervisor and Co-supervisor (if required) in consultation with the relevant department, who shall guide the student's work.

Supervisor and student prize, value and appreciate each

The findings of the study also revealed that the culture of supervision where both supervisor and student prize, value and appreciate each other and the supervisor's preparedness to view the research students as individuals with potentials to succeed in their research thesis could be the best practices to be emulated.

The findings of the study indicated that both supervisor and students should be sensitive to the culture of supervision. As noted earlier (see table 2) that supervision is more than lecturing in a university theatre room. Supervision takes place in an environment where both supervisor and students influences the process by brings in their cultural bag ages, gender matter to the process with capabilities of breeding inequalities in the research process. This finding concurs with Booth et al. 1997 study findings which indicated that inequality in any educational programme such as supervision leads to major differences in educational successor students' supervision success.

VII. CONCLUSION AND RECOMMENDATIONS

The study concluded that supervision is a delicate professional activity, because it involves persuading the student to discipline himself/herself, and this tend to create a delicate zone and fertile grounds for both the students and supervisor's misreading's, stereotypes and eventually students withdrawals from the research activity;

It also concluded that choosing supervisors and co-supervisors are key process for students' success in their research thesis educational project. The student's supervisor and the supervision process itself should be viewed by professionals engaged in supervision and other administrative professionals as sensitive educational matters, not expected to be imposed on the students, because of the complicities of the supervision process;

The study also concluded that supervision is critical pedagogical process of engaging supervisors' differences, attitudes and students' differences) and it is a complex educational project with complex cost related implications, because it involves social cost and financial costs, particularly for the students and their families and society.

VIII. RECOMMENDATIONS

It is recommended that supervision as a pedagogical discourse should be guided by the culture of professionalism, be respected and practiced by both the research student and supervisor. Their cultural practice

(students and supervisors should be embedded on the code of ethics and of practice, not be based on "Racialised" supervision discourses and institutional racism.

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