Challenges, opportunities and achievements of nurses’ research supervision across language borders

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Introduction

- Need for Master’s and Doctoral prepared nurses
- Deficient in numbers and quality research
- Diversity place exceptional demands
- Adds challenges
- Master’s program in DRC
- Franco fan country
- 68 million people
- Swahilli and French
- GHENMA
Setting: Lubumbashi
Design

Qualitative, single descriptive case study

- **Purpose:**
  In-depth understanding of the challenges and opportunities faced by students, supervisor and interpreter in the open distance learning context.
Ethics

- Ethics approval
- Informed consent
- Voluntary participation
- Confidentiality of data
Unit of analyses

- 16 registered masters degree students
- Supervisor
- Interpreter
Unit of analyses cont.

- All students and the interpreter were black and French speaking
- 7 female students
- 9 male students
- 1 interpreter
- 1 White Afrikaans speaking female supervisor
Trustworthiness

- Credibility
- Applicability
- Dependability
- Confirmability
- Authenticity
Data collection

- 16 narrative reports
- 16 study records
- 2 debriefing interviews with the supervisor
- One interview with the interpreter
Data analyses

Inductive thematic approach
Findings
Findings

- Masters degree: 10 students
  - Average module mark: 67%
  - One supplementary for 1 paper

- Advanced diploma: 6 students
  - Average module mark: 61.7%
  - 14 supplementary papers in 6 modules
Quotational data: challenges

- Language
- Resources
- Knowledge
- Emotion
Language was a big problem. I had different systems of knowing.

It was so difficult to understand.

Words were badly picked up.

I totally underestimate the language problem.
Translation left me exhausted

I did not have the subject knowledge to translate correctly

There was a problem of interpretation and understanding of technical words
This lack of means was a big disability

I had a problem with human and material resources

I could not believe how poorly resourced the environment was

Research books were unavailable
Quotational data: challenges

The problem is the incomprehension of language and subject (research)

We only use quantitative research in our system

We need additional training after or studies

Students all passed the methodology course, but could not apply the knowledge
I saw myself unsettled, leaving my feelings disentangled.

I was ill-prepared for the realities that I faced.

I felt alone and vulnerable.

I felt stressed.
Quotational data: opportunities

• Learning climate
• Supervisor
• Personal attributes
• Focussed perspective
The problem was solved by a serene climate, a harmony of service
Quotational data: opportunities

Credit to the facilitators who showed good workmanship and knowledge in the study domain
I realised that a masters degree training requires a lot of enthusiasm and abilities.

I have never experienced students more eager to obtain a degree.

I am passionate about research.
The situation taught me that it is sometimes necessary to endure in life

I drew inspiration to get me close to the goal
Quotational data: opportunities

I learn to surpass myself

I truly experienced what willpower and motivation really means
Quotational data: opportunities

I bought my own laptop

I put in units to have internet with me

I mobilised my own funds personal smartness was needed

Self-responsibility

Personal attributes
Quotational data: opportunities

Personal attributes

Self-responsibility

I had to improvise

I needed to adjust
Quotational data: opportunities

We want to develop
To continue to develop and have “upper” knowledge
To acquire knowledge
Help me to capture my knowledge
Most challenging experience in my academic life

This is my personal contribution to scholarship development

I wanted these students to succeed
Discussion

- Affective and attitudinal aspects outweigh all challenges

- Knowledge of the supervisor not enough

- Ability to improvise and adapt

- Change strategies and supervisory practices

- Skills encouraged through targeted instructional strategies
Role of non-cognitive factors
Limitations

- Small sample

- Two French speaking co-supervisors could not contribute