EMOTIONAL LABOUR IN THE SOUTH AFRICAN POSTGRADUATE SUPERVISORY PROCESS: A STUDENT PERSPECTIVE

by

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DECLARATION REGARDING PLAGIARISM

I, Nadia Jannet Davel, declare that Disciplinary Enquiries in Terms of Schedule 8 of the Labour Relations Act 66 of 1995 is my own unaided work both in content and execution. All the resources I used in this study are cited and referred to in the reference list by means of a comprehensive referencing system. Apart from the normal guidance from my study leaders, I have received no assistance, except as stated in the acknowledgements.

I declare that the content of this thesis has never been used before for any qualification at any tertiary institution.

Nadia Jannet Davel   Date: September 2012

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Signature

I *WANT TO DEDICATE THIS MINI-DISSERTATION TO ALL POSTGRADUATE STUDENTS IN THE SUPERVISORY PROCESS, WHOM, FROM TIME-TO-TIME, MIGHT EXPERIENCE EMOTIONAL LABOUR*

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I am blessed with truly the greatest friends in the world. Thank you all for your understanding, support, comfort and prayers the last two years. Thank you for all the phone calls, dinners and e-mails of encouragement.

Last, but not least, I want to thank my family. Trynie, your unfailing love shaped me into the woman I am today, and will continue to do so. Carin, being your sister is truly an honour – thank you that I can look at your willpower and success and be encouraged. Gerhard, thank you for believing in me. Nico, thank you for your support and love, and the willingness to walk this path with me.

With much gratitude and appreciation to you all.
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ABSTRACT

EMOTIONAL LABOUR IN THE SOUTH AFRICAN POSTGRADUATE SUPERVISORY PROCESS: A STUDENT'S PERSPECTIVE

To a student, postgraduate research is often characterised as a very emotional process, more often associated with negative emotion that may hinder successful and speedy completion of the postgraduate degree. The supervisory relationship may impact greatly on the emotion the student experiences. Emotional labour is the induction or suppression of emotion in order to sustain an outward appearance. Being bound in a professional and often subordinate relationship, the student may not be willing, or able to, outwardly display their emotions. Yet, the existence of, and experience of emotional labour on students in a postgraduate supervisory relationship have not been studied to date. The purpose of the study is to explore the meaning and existence of emotional labour within the postgraduate supervisory relationship from a student's perspective. By using a qualitative, descriptive approach, in-depth information has been gathered by means of three focus groups. The focus groups consisted of students at different stages of the postgraduate supervisory process. The study resulted in the linking of a student's perspective of the supervisory process to the emotional labour process. It was found that emotional labour is indeed present in the postgraduate supervisory process, but is dependent on the relationship between the supervisor and the student. Since emotional labour has limitedly been explored in the academic environment, it is believed that supervisors as well as students can benefit from this exploration in this fresh context. This linking of emotional labour to the supervisory process is only the first stage in this research and seeks only to describe the process.

Key Words: *Emotional labour, Postgraduate research supervision, Supervisory Process, Qualitative descriptive study, Focus groups.*

CHAPTER 1: INTRODUCTION AND BACKGROUND

"For usually and fitly, the presence of an introduction is held to imply that there is something of consequence and importance to be introduced"
Arthur Machen

1.1 INTRODUCTION

The goal of this chapter is to provide an introduction to the research. This will be achieved by discussing the background to the study, identifying the problem and providing a purpose statement, stating the research objectives and explaining the strategy of inquiry and research objectives set out to achieve in the research. The academic value and contribution, the delimitation made, the definition of key terms and the structure of the rest of the research study will conclude this chapter.

1.2 BACKGROUND

In the work context, events bearing the greatest emotional impact for workers are those associated with exchanges and communications with co-workers, customers and supervisors – with the supervisor's behaviour overbearingly huge (Basch & Fisher, 2000; Dasborough, 2006). Accordingly, Mignonac and Herrbach (2004) reported from a large scale survey study that the most frequent positive event in the workplace is praise from supervisors and the most negative event is interpersonal conflict with supervisors. It seems that events bearing the greatest impact for workers occur in communication with their supervisors.

In the academic environment supervision of postgraduate research is one of the factors associated with the highest impact on the completion of postgraduate degrees, especially the relationship and open and honest communication between the supervisor and student (Armstrong, 2004). Searches in leading electronic journal databases, including EBSCOHost, Emerald, Google Scholar, Proquest and ScienceDirect delivered no results in terms of emotional labour in tertiary learning institutions and it can thus be deduced that little to no research has been conducted

on emotional labour in relation to the supervisory process. The question therefore remains whether or not emotional labour is present at all.

Hochschild (1983, p. 7) defined emotional labour as the "induction or suppression of feeling in order to sustain an outward appearance that produces in others a sense of being cared for in a convivial, safe place". In her groundbreaking study she conceptualised emotional labour as an unseen element of work in the service sector, largely undertaken by women. However, according to a study by Glomb, Kammeyer-Mueller and Rotundo (2004) emotional labour is included in both stereotypically female and male positions. It can therefore be concluded that all positions, whether stereotyped as male or female, have an emotional labour element.

The supervision process of postgraduate students can be classified as a position in academia concerned not only with producing good dissertations and theses, but also with producing independent learners. "Good supervision is central to successful graduate research" (Grant, 2003) and an important consideration of a postgraduate student's timely completion of a Masters or Doctoral degree (Ahern & Manathunga, 2004). However, it can be said that what differentiates supervision from other types of teaching and learning in higher education is the unusually concentrated and negotiated character thereof. Supervision can be described as learning combined with personal relationship skills (Grant, 2003).

Previous research has addressed several contexts and aspects of emotional labour such as, emotional labour in bank workers (Erickson & Wharton, 1997), medical care (Näring, Briët & Brouwers, 2007) and particularly emotional labour as part of the service sector (Henning-Thurau, Groth, Paul & Gremier, 2006; Elfenbein, 2007). Isenbarger and Zembylas (2006) also noted that emotional labour in teaching and the emotional labour demanded in a learning environment have not received much attention. Although emotional labour seems to be over popularized and researched (Elfenbein, 2007) it has to our knowledge never been explored in the context of an educational programme.

1.3   PROBLEM STATEMENT

The problem statement of this study is twofold. Firstly, popularization of the topic of emotion has lead to confusion because many researchers in management divide the topic into emotional versus non-emotional, which leads to the conclusion that nearly everything falls under the banner of emotion. "But for emotion to mean anything, it cannot mean everything" (Elfenbein, 2007, p. 316). So in order to explore emotional labour in this study one must first seek to describe the concept, for as Elfenbein (2007) rightfully stated, the term cannot encompass all emotion felt in the supervisory process.

Secondly, the supervisory process and relationship between the student and the supervisor needs to be explored because there is pressure on tertiary institutions and therefore academic supervisors to deliver as many postgraduate students as possible in the shortest possible time frame, and in turn the pressure builds on the students to perform and deliver a quality dissertation in a short period of time (Grant; 2009, Ginns, Marsh, Behnia, Chang & Scalas; 2009). Ahern and Manathunga (2004) reports that since the 1970's, universities and government raised concerns about the declining rates of timely completions among research postgraduate students. However, it seems, the emotional labour in the process has never been researched. The question now proposed is whether emotional labour is at all present in the postgraduate supervisory process, and if so, where in the process does it predominate and how does it apply to students.

1.4   PURPOSE STATEMENT

The purpose of the study is to explore the existence as well as the meaning of emotional labour within the postgraduate supervisory relationship as it is experienced from a student's perspective. Should it exist, the study further aims to highlight where in the process it is predominant.

1.5   RESEARCH OBJECTIVES

The study will aim to achieve the following specific research objectives:

- To conceptualise emotional labour within the postgraduate supervisory process through review and synthesis of literature.
- To determine whether emotional labour is present in the postgraduate supervisory process through focus groups with students at various tertiary institutions in South Africa.
- To explore where in the supervisory process emotional labour is present through focus groups with students.

1.6 STRATEGY OF INQUIRY AND RESEARCH METHODOLOGY

As already mentioned, emotional labour has not been explored or described in the academic sector. Osborne (1994) stated that the prominence of qualitative research lies in finding, explaining and describing. Patton (1990) added that qualitative methods produce a wealth of detailed information about a small number of people which increase the depth of understanding. Therefore, qualitative research will assist in constructing a new way of understanding emotional labour in the academic environment.

One of the main benefits of the qualitative method of research is that it allows the researcher to go into the world of the respondent and understand the context within which choices and accomplishments take place. The material can help the researcher to understand people, their actions, motivations and the broader context of the world they live in. In the case of this study, the researcher wishes to understand emotional labour and its effect on student actions within the supervisory process.

For the purpose of this study post-graduate students who are currently functioning in a supervisory relationship and people who have completed their mini-dissertation over the past five years will be used according to the judgement of the researcher. The rationale for choosing this particular sample is to obtain different perceptions and perspectives on emotional labour from students at different stages of the supervisory relationship. The sample will include students who have just begun to

engage in the supervisory relationship, students who have been part of the relationship for a while, and others reflecting on completed supervision. All of these participants have completely different, nevertheless valuable, perspectives. The researcher applies her discretion as to which students to include and who would be the most representative and useful for the intended study of the emotional labour experienced in this supervisory relationship.

Focus groups are an increasingly common research tool that will be employed in this research to obtain the opinions, values and beliefs about the supervisory relationship of an identifiable group of students. Data was generated through the opinions expressed by the participants individually and collectively (Halcomb, Gholizadeh, DiGiacomo, Phillips & Davidson, 2007). In this research focus groups provided an important venue where students were given the opportunity to provide direct information on their emotional labour in the post graduate supervisory relationship. These focus groups will allow for fertile discussion between participants who build on one another's comments and hold each other accountable for the veracity of what is said, based on their experience (Franz, 2011).

The focus groups was facilitated by the researcher who acted as a data collection instrument, by creating an atmosphere in which group members felt free to share his or her own knowledge, attitudes and past experiences of supervision and emotional labour in the process. The aim of the focus group in this research was not to reach consensus, but rather to pose questions to other participants or respond to comments by others, including the moderator (Ferreira & Puth, 1988 Schurink, Crafford and Schurink, 2011; Twinn, 1998). Schurink et al. (2011) suggest that a focus group will suite the type of research this study entails, because in this focus group the researcher can learn more about how people talk and think about emotional labour in the supervisory process.

1.7   ACADEMIC VALUE AND CONTRIBUTION OF THE STUDY

Emotional labour has not been explored in the context of the supervisory relationship, found between postgraduate students and supervisors. This study will,

therefore, explore a new context of emotional labour and can contribute to research and theory by describing a different setting thereof. The exploration of the postgraduate supervisory relationship and the emotional labour it can potentially hold for a student in this relationship can contribute to a better understanding of the process and relationship from a student's perspective.

The method used to research emotional labour is usually the quantitative approach, for example, by using questionnaires (Glomb & Tews, 2002; Chu & Murrmann, 2006; Näring et al., 2007). This study, however, utilised a qualitative method to explore emotional labour, which will add contextually rich information to the existing body of literature. If emotional labour is identified within the supervisory process, supervisors and students can learn how to manage it for the benefit of this process.

1.8   DELIMITATIONS OF THIS STUDY

The study has numerous delimitations related to the context, constructs and theoretical perspectives of the study. Firstly, the proposed study will be limited to the academic learning environment in tertiary institutions.

Secondly, the study only focuses on emotional labour in the supervisory relationship of the postgraduate programme and consequently emotional labour in course work modules in postgraduate studies will not be explored.

Thirdly, only postgraduate students currently busy with their research and in a supervisory relationship, or who have completed their dissertations in the course of the last three to five years, will be included in the study. This will allow participation of students from various stages in the supervisory process. This is important because emotional labour may be experienced differently in the different stages of the supervisory process. All of these participants have different, however valuable, perspectives to relate.

1.9   DEFINITION OF KEY TERMS

This study involves a number of key concepts, namely *Emotion, Emotional Labour, Supervisory Process, and Supervisory Relationship.* The manner in which these key terms are defined for the purpose of the study is considered below.

Emotion: The term *emotion* can be understood by adaptive responses to the demands of the environment (Elfenbein, 2007).

Emotional Labour: Hochschild (1983, p. 7) defined emotional labour as the "induction or suppression of feeling in order to sustain an outward appearance that produces in other a sense of being cared for in a convivial, safe place".

Supervisory Process: The supervisory process can be defined as a process where the provision of guidance and feedback is given to a student on matters of personal, professional and educational development (Kilmenster, Cottrell, Grant, Jolly, 2007).

Supervisory Relationship: "This relationship is understood to be a special, often quite private, pedagogical relationship between two (or more, as in the case of joint supervision) adults" (Grant & Graham, 1999, p.79) aimed at not only producing good quality dissertations, but also developing students into independent learners (Grant, 2003).

1.10   STRUCTURE

Chapter 2 will provide an outline of the literature pertaining to emotional labour. Firstly, literature regarding emotional labour will be reviewed, with the seminal work of Hochschild (1983) as the starting point. Specific reference will be made to relevant definitions, streams of research, the emotional labour process and sectors in which emotional labour has been explored.

Chapter 3 will continue the literature study and will seek to explore the literature with regards to the supervisory process. Reference will be made to definitions, diverse characteristics of post graduate supervision, the nature of the supervisory relationship, supervision as a relationship, the roles of both the supervisor and

student, the needs of both parties in this relationship and the stakeholders in the supervisory process.

Chapter 4 will outline the research method used in this study. The research method will be explained in detail with regards to the inquiry strategy, research participants and design, sampling method, data collection though focus groups, data analysis, research quality and rigor, as well as research ethics.

Chapter 5 will present a discussion of the research findings. This chapter will present the themes that emerged during the analyses of the material. Direct citations from participants are used to confirm identified themes.

Chapter 6 is a reflection of my emotions and emotional labour in the supervisory process. This chapter does not merely serve as a reflection after a research study, but this chapter also contributes to the data, for I am also a student in the postgraduate supervisory process who also might experience emotional labour.

Chapter 7 seeks to integrate the discussion in the previous chapter and to explore the meaning behind the research findings. This is the concluding chapter and will provide summaries of emotional labour in the post graduate supervisory relationship and research findings on emotional labour. Previous and present research on emotional labour will also be integrated. This chapter will also present the limitations of the study as well as recommendations for future research.

1.11   CONCLUSION

This study allows students to share their experiences so that a better understanding of emotional labour in the postgraduate supervisory relationship is generated. This chapter is the introductory chapter to the study outlining the context, the research question, general and specific goals as well as the structure. The following chapter will explore literature pertaining to emotional labour.

CHAPTER 2: EMOTIONAL LABOUR

What I envy you, sir, is the luxury of your own feelings. I belong to a profession in which that luxury is sometime denied us.

(Mr. Rugg, accountant and debt collector, speaking in Little Dorrit, Charles Dickens, 1857)

2.1   INTRODUCTION

The first objective of this study is to conceptualise emotional labour within the postgraduate supervisory relationship through an extensive review and synthesis of literature. The goal of this chapter is to explore the recent and relevant research pertaining to emotional labour. The first study objective will therefore be partly achieved in this chapter by addressing related research on emotional labour and exploring the various definitions and the process thereof. The process of gathering information for inclusion in this research consisted of searching the Sabinet, PsycInfo, JStor, EbscoHost, and Eric databases. I will now briefly look at the broad areas I have come across in research such as the history of emotional labour research, the definition of emotional labour, the process of emotional labour, the consequences thereof and who experience emotional labour.

2.2   THE HISTORY OF EMOTIONAL LABOUR RESEARCH

The concept of emotional labour was first developed almost 30 years ago by Arlie Russell Hochschild in 1983 in her pioneering study of flight attendants. Hochschild's research ignited curiosity in how employees actively control the feeling and appearance of emotion as a vital prerequisite of their work role, and how this is done in accordance with organisational rules concerning the feeling and display of emotion (Holman, Martinez-Inigo & Totterdell, 2008). The seminal work of Hochschild (1983, p. 7) defined emotional labour as "the induction or suppression of feeling in order to sustain an outward appearance that produces in each other a sense of being cared for in a convivial, safe place".

Since Hochschild's (1983) research, interest in emotional labour has accelerated rapidly. The theoretical development of emotional labour originated in case studies of flight attendants (Hochschild, 1983), fast-food employees (Leidner, 1993), wait staff (Paules, 1991; Rose, 2001), amusement park employees (Van Maanen & Kunda, 1989) and supermarket cashiers (Rafaeli & Sutton, 1987). The early research on emotional labour was qualitatively done, describing the nature and outcomes of emotional labour in different occupations. In recent years, researchers (Brotheridge & Lee, 2003; Grandey, 2000; Glomb & Tews, 2002; Morris & Feldman, 1996; Schaubroeck & Jones, 2000) have used a more systematic, quantitative approach to operationalise and conceptualise emotional labour. One example of this systematic, quantitative approach on emotional labour is the conceptually grounded psychometric instrument of Glomb and Tews (2002), designed to focus on the experience of discreet emotions in the emotional labour process.

Over the years research on emotional labour has developed from a mere exploration of the service sectors and the occupations pertaining to emotional labour (James, 1992; Paules, 1991; Smith, 1992; Sutton & Rafaeli, 1988 & Sutton, 1991), to the in-depth analysis of the simultaneous alliance between emotional labour and affective reactions (Dasborough, 2006) and the question as to whether emotional labour is more personally straining from one person to the next (Judge, Woolfe & Hurst, 2009). Almost 30 years subsequent to the seminal work of Hochschild (1983), research now shows a certain trend in the perspectives and streams of research on emotional labour. The three different perspectives of emotional labour can be seen in the early work of Hochschild (1983), the later viewpoint of Ashforth and Humphrey (1993) that emotional labour constitutes visible behaviour rather than the inner management of feelings, and then Morris and Feldman's (1996) definition, which are similar to the Hochschild's (1983) perspective.

These different trends and perspectives of emotional labour and emotion in the workplace can easily grey out and clutter the definition of emotional labour, because for "emotion to mean anything, it cannot mean everything" (Elfenbein, 2007, p. 316).

The next section will aim to conceptualise and define emotional labour with a view to a better understanding thereof.

2.3   DEFINING EMOTIONAL LABOUR

Ashforth and Humprey (1993, p. 90) merely stated that emotional labour is "the act of displaying the appropriate emotion". However, more recent literature proved this statement to be too concise. Wharton (1999) stated that emotional labour refers to the attempt involved in exhibiting organisationally endorsed emotions by those whose jobs require interaction with clients or customers and for whom these interactions are an important component of their work, while Hennig-Thurau, et al. (2006) simply defined emotional labour as the exertion, preparation and organization needed to express organisationally required emotions during interpersonal contact and communication. Hsieh and Guy (2009, p.44) neatly summarise the concept of emotional labour by stating that "[e]ven though emotional labour takes on slightly different meanings across researchers, there is a consensus that emotional labour is the effort made by employees to conform to organisational norms and expectations for appropriate emotional displays".

Hsieh and Guy (2009) also noted that the concept of emotional labour developed over the course of time and in the wake of literature reflecting three different perspectives. The three perspectives include the ground breaking work of Hochschild (1983), the later viewpoint of Ashforth and Humphrey (1993) that emotional labour is a visible behaviour rather than the inner management of feelings, and then Morris and Feldman's (1996) definition which accords with the perspective of Hochschild (1983).

Hochschild (1983) focussed on exploring related factors of service delivery and addressed "feeling rules". In this perspective emotional labour presupposes that emotions can be controlled and that "thinking", "perceiving" and "imagining" is involved in the emotional management process. Having to show emotions while not actually feeling them, or having to suppress one's emotion when the expression of

that emotion does not seem appropriate, is the basis of the feeling rules that the ground work of Hochschild (1983) elaborates on.

In contrast, as already mentioned, Ashforth and Humphrey (1993) treat emotional labour as an obvious behaviour, rather than the internal administration of feelings. This perspective states that the employee conforms to a display rule and therefore "prefer(s) to focus on behaviour rather than on the presumed emotions underlying behaviour" (Ashforth & Humphrey, 1993, 90). Consequently, from this perspective, an employee who genuinely feels enthusiastic and appropriately expresses this, is still performing emotional labour, although he or she is not experiencing dissonance (Glomb & Tews, 2002). Hsieh and Guy (2009) are of the belief that the advantage of this approach is that it focuses on the correlation between apparent expressions of emotion and the service environment. However, Bono and Vey (2003) stated that when the spotlight is only on behaviour, it might leave a gap in the theoretical connection between emotional labour and the consequences of the management of emotion on individual and organisational welfare.

Morris and Feldman (1996, p. 987) returned to the roots of Hochschild (1983) and defined emotional labour as "the effort, planning, and control needed to express organisationally desired emotion during interpersonal transactions". Chu and Murrmann (2006) noted that this perception from Morris and Feldman (1996) conceptualise emotional labour from a job-related approach. Hsieh and Guy (2009) are of the belief that it is due to this perspective that the construct of emotional labour was expanded by the identification of four dimensions that affect emotional display in organisational settings. These dimensions are "the frequency of appropriate emotional display, attentiveness to required display rules (duration and intensity of emotional display), variety of emotions to display, and the emotional dissonance (discrepancy between felt and displayed emotions" (Hsieh & Guy, 2009, p. 43).

Although different literature and diverse perspectives employ different terms to define emotional labour, there is a general consensus that emotional labour is the effort made by employees to conform to organisational norms and expectations for

appropriate emotional displays. Emotional labour assumes that emotions can be managed and that thinking, perceiving, and imagining are involved in the emotion management process (Hochschild, 1983). This emotion management process includes affective events, emotion rules, emotion rule dissonance, emotion regulation and emotion displays. The process of emotional labour will now be discussed, followed by a short description and exploration of these elements.

2.4   THE PROCESS OF EMOTIONAL LABOUR

Emotional labour assumes that emotions can be managed. In a study by Holman, Martinez-Inigo and Totterdell (2007) they mapped out the essential concepts and components of emotional labour as a process. The vital components of emotional labour in this process is affective events, emotion rules, emotion rule dissonance, emotion regulation and emotion displays, effort, self-efficiency, self-authenticity and employee well-being. This process can be mapped out as in Figure 2.1:

Figure 2.1: Emotional Labour Process. Adapted from "Emotional Labour and Employee Well-being: An Integrative Review, by D. Holman, D. Martinez-Inigo and P. Totterdell, 2007*, Research Companion to Emotions in Organisations,* 18, p. 302.
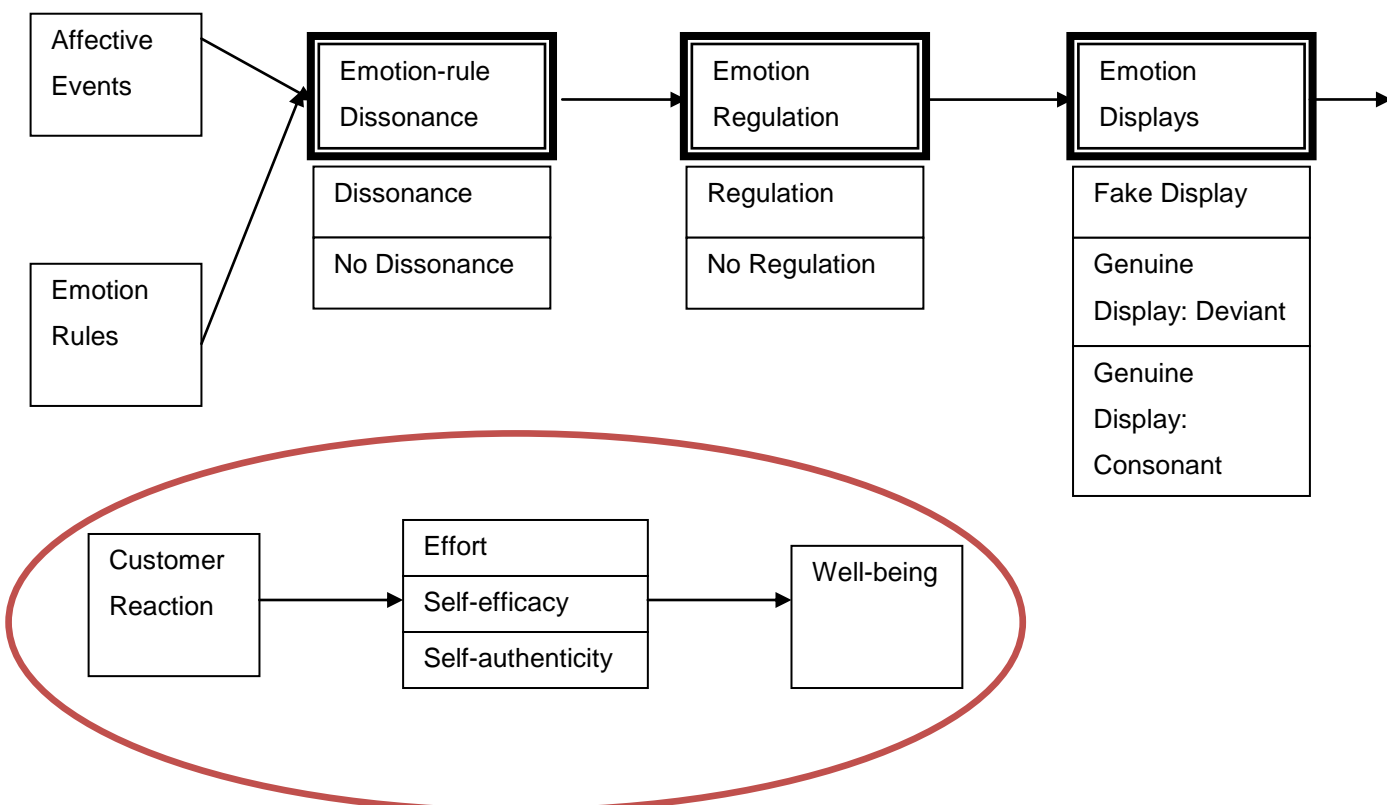
The emotional labour process adapted from Holman et al. (2007) is derived from the premise that affective events and the emotion rules of an organisation is the cause of emotion-rule dissonance, or then no-dissonance. From this dissonance an employee can choose to employ regulation strategies. These regulation strategies cause a person to show either fake or genuine deviant emotions. If an employee does feel dissonance but chooses to employ no regulation strategy, a genuine legitimate emotion will be displayed. The emotional labour process according to Holman et al. (2007) continues with the customer reacting to the emotional display, whereupon the employee needs to utilise his or her resources, i.e. efforts, self-efficacy, self-authenticity and rewarding social relationships to respond to the customer's reaction. The process concludes with the impact it has on the well-being of the employee. However, this study by Holman et al. (2007) was to determine the impact of emotional labour on well-being. Hence, customer reaction, effort, self-efficacy, self-authenticity and well-being were added to the theoretical concepts of emotional labour. For the purpose of this research study, only the theoretical components, namely affective events, emotion rules, emotion-rule dissonance, emotion regulation and emotion displays of the abovementioned process will be utilised. Each theoretical component of this process will now be defined and discussed in terms of relevant research.

According to Basch and Fisher (2000) and Hennig-Thurau, Groth, Paul and Gremler (2006), affective events in the emotional labour process can be defined as those interpersonal events between the co-worker and the customer that impact an individual's emotions (Diefendorff & Gosserand, 2003). Guy, Newman and Mastracci (2008) are of the belief that affective events are structured, social interactions between two people.

Emotion rules are concerned with beliefs, true or not, about the role and effect of emotion (Holman, Martinez-Inigo & Totterdell, 2008). From the definition of emotional labour Glomb and Tews (2002, p. 2) derived the conceptualisation of emotion rules: "It is a common underlying assumption that emotional labour involves managing emotions and emotional expression to be consistent with the

organisational or occupational emotion rules" which then can be defined as the expectations about appropriate emotional expression. Goffman (1959) defined these rules as the expectations about appropriate emotional expression even before Hochschild defined the term 'emotional labour'. Emotion rules can reflect assumptions about how the feeling and expression of emotion can be used to influence others (Rafaeli & Sutton, 1987). Jones and Rittman (2002) plainly state that emotion rules exist to make social interactions smooth. These rules dictate the form, content and appropriateness of students' emotional displays to supervisors (Brook, 2009).

There will be instances when a person's felt emotion differs from that prescribed by emotion rules and this discrepancy between the felt emotion and the emotion required by the emotion rules leads to emotion dissonance (Holman, Martinez-Inigo & Totterdell, 2008). Emotion dissonance occurs when one's displayed emotions differ from one's felt emotion (Glomb & Tews, 2002). Emotional dissonance, like cognitive dissonance, generates an unbalanced position within a person and might lead to unconstructive outcomes, such as separation between self and true feelings (Hochschild, 1983).

Glomb and Tews (2002, p.2) pinpointed the essence of the literature of emotion dissonance as part of the emotional labour process: "Researchers agree that dissonance is a component of emotional labour, but there is disagreement over whether it is a necessary condition." Mann (1999) argued that emotional labour is present only when an individual fakes or suppresses an emotion; she excludes genuinely felt displays in her conceptualisation. Ashforth and Humphrey (1993) argued that "emotional labour is performing in accordance with display rules; an employee who genuinely feels enthusiastic and appropriately expresses this is still performing work, although he or she is not experiencing dissonance". As seen in the emotional labour process adapted from Holman, Martinez-Inigo and Totterdell (2008) it can be seen that the conceptualisation of Ashforth and Humphrey (1993) was reiterated by including genuinely felt emotions. In this research study I want to continue from that perspective rather than disregard the genuinely felt emotions.

Emotional labour entails following the emotion rules, which, depending upon how the student feels, may require application of emotion regulation strategies: faking the unfelt emotion or suppressing the inappropriate felt emotion (Gross, 1998). Discrepancies between emotional displays and display rules are typically narrowed through the use of emotion regulation strategies (Diefendorff & Gosserand, 2003). Emotion regulation consists of the specific strategies required to regulate emotion in self and others (Hunter & Smith, 2007). Having to show emotion one is not actually feeling, or having to suppress one's own emotions when their expression does not seem appropriate, were brought together in this concept of regulation in emotional labour (Näring et al., 2006).

Like emotional labour, emotional regulation seems to be a topic popular amongst scholars (Cote, Moon & Miners, 2008). Ashkanasy and Cooper (2008) also noted that emotional regulation is currently a topic of discussion in organisational behaviour. Emotional regulation refers to "the behaviours aimed at increasing, maintaining or decreasing one or more components of an emotion" (Ashkanasy & Cooper, 2008), while Barber (2010) defined emotional regulation as the attempt an individual applies to observe and adjust the experience and expression of emotional states. The question now remains how emotional regulation differs from emotional labour. Organisational researchers have focused on a specific subset of emotion regulation acts that involve managing public displays of emotion during interpersonal encounters to comply with the demands from the organisation (Morris & Feldman, 1996) and these acts have been termed 'emotional labour'.

As a golden thread running through all emotional labour literature, two emotion regulation strategies can be identified: surface acting and deep acting. Hennig-Thurau et al. (2009) stated that in surface acting an employee attempts to alter only his or her outward expression or noticeable behaviour to exhibit the required emotions. They further elaborated that surface acting therefore refers to the act of exhibiting an emotion that is not experienced and possibly will involve both inhibition of felt emotions and faking of unfelt emotions. Holman et al. (2008) is of the belief that surface acting produces a faked emotional display and this may be the reason

why Judge, Woolfe and Hurst (2009) explained some correlation between surface acting and the increase of emotional exhaustion and the decrease in job satisfaction.

On the other hand, through deep acting, employees express expected or required emotions by attempting to create these emotions within themselves. A deep acting strategy attempts to change felt emotion in order to alter emotional display and creates a true emotional display (Holman et al., 2008). Judge, Woolfe and Hurst (2009) stated that deep acting consists of trying to modify felt emotions in order to bring both behaviour and internal experience into alignment with expected displays. Chu and Murrmann (2006) is of the belief that deep acting occurs when employees change not only their physical expression, but also their inner feelings by using imagination or recalling past cheerful experiences to generate appropriate positive emotions.

Glomb and Tews (2002) are of the belief that emotion display is the most proximal component of emotional labour. Emotional displays can be genuine or faked expressions of felt emotions (Holman et al., 2008). Hunter and Smith (2007) added that emotional labour could also be used as a theoretical device to investigate the feeling rules within an organisation required to sustain relationships in situations that are often challenging and difficult.

Therefore, according to the process of emotional labour, an affective event and the existence of emotion rules can lead to emotion dissonance. When emotion dissonance occurs, a person can choose to employ a regulation strategy, or no regulation strategy. These regulation strategies differ on terms of deep acting and surface acting. These regulation strategies lead to the display of a specific emotion. When the person experience an emotion dissonance and choose to regulate this emotion, fake emotion displays are presented. On the other hand, if a person experiences emotion dissonance, but choose not to regulate the emotion, genuine deviant emotion manifests. However, if a person feels no emotion dissonance, there is no need to regulate emotion and therefore the display will be genuinely legitimate.

2.5   CONSEQUENCES OF EMOTIONAL LABOUR

It appears superficial to discuss the history, definition and process of emotional labour without touching on the consequences thereof. Seeking to understand the consequences of emotional labour in the case of employees has been ongoing since the emergence of the body of literature. As early as the shaping work of Hochschild in 1983, warnings of the consequences of emotional labour have been voiced, researched and debated on.   The early identified psychological consequences involve an interference with the performer's capacity to strike a balance between the requirements of the self and the demands of the work role (Wharton, 1999). Frijda (1986) clearly stated that all emotion has a "discharge function", so it seems that a need or impulse to express the felt emotion is a given. What happens when this emotion cannot be expressed in the circumstances? Emotional labour accounts for economic and non-economic costs and rewards. Pugliesi (1999) stated that the performance of emotional labour appears to have diverse consequences for the performers – both negative and positive.

Hochschild (1983) suggested that when jobs involve emotional labour, high levels of job involvement might be hazardous to workers. Wharton (1999), on the other hand, stated that performers of emotional labour with a high self-monitoring score (the ability to monitor and react to the social environment) are better capable to evade burnout. Wharton (1999) also supports Hochschild's (1983) claim that emotional labour is challenging for workers when employers manage their performance. Although job autonomy is an important predictor of satisfaction among workers (Kalleberg & Berg, 1978), Wharton (1999) suggests that it is particularly important for workers whose jobs require emotional labour to have autonomy.

Wharton (1999) is also of the belief that negative consequences of emotional labour stems from the loss of control over emotion that occurs when employers begin to regulate the feelings workers display. Several other studies indicate a significant relationship between emotional labour and the emotional exhaustion element of burnout (Brotheridge & Lee, 2003; Grandey, 2003; Näring, Briet, Brouwers, 2007; Pugliesi, 1999). Wharton (1999) continues by stating that negative psychological consequences also include the interference with the workers' ability to strike a

balance between the desires of the self and the demands of the work role. The fusion of self and work role increases the risk of burnout (Hochschild, 1983).

Maslach (1976) defined burnout as the numbing of the inner signals of emotional feelings, reflected in the inability to create or feel emotion. Wharton (1999) furthered the consequences of emotional labour by adding emotive dissonance as another by product thereof. This shows a disjuncture between different aspects of a person (Wharton, 1999). Students, for example, may experience a certain emotion during their interaction with supervisors, but feel compelled to display another emotion. Ashforth and Humphrey (1993, p. 96) explain, "Ultimately, such dissonance could lead to personal and work-related maladjustment, such as poor self-esteem, depression, cynicism, and alienation from work".

Pugliesli (1999) listed the consequences of emotional labour as the increase of job stress, decrease of job satisfaction, the increase of distress, a sense of inauthenticity, loss of feelings, a weakened self-esteem and burnout. Judge et al. (2009) noted that surface acting emotional labour can be detrimental - both in emotional exhaustion and a lack of job satisfaction. Although Hochschild (1983) suggested that both surface and deep acting types of emotional labour could be detrimental to a person's well-being, subsequent research has consistently found more deleterious effects of surface acting than deep acting (Judge et al., 2009). It seems as if Hochschild (1983) noted that the long-term effects of deep acting emotional labour would be a sense of alienation from your own feeling, and that this would certainly contribute to job dissatisfaction. Brothering and Lee (2002) and Judge et al. (2009) agree that deep acting emotional labour and the conditions that necessitate it might decrease job satisfaction in the long run, but in everyday circumstances people should feel more satisfied when they deep act because it buffers them against negative moods, gives a sense of accomplishment and preserves their sense of authenticity. Judge et al. (2009) suggested that emotional labour is a dynamic process, wherein the use and consequences of emotional labour vary between-individuals and with-in individuals.

2.6 WHO EXPERIENCE EMOTIONAL LABOUR: EMOTIONAL LABOUR AND THE SERVICE SECTOR

Hochschild (1983) estimated that 38.1% of all occupations involve substantial emotional labour. Pugliesi (1999) echoed Hochschild's (1983) research which indicates that workers in a diversity of occupational positions engage in emotional labour. Wharton (1999) noted that there is an increase in the amount of research on emotional labour and Näring, Briet and Bouwers (2007) confirmed that there is a difference in the degree of emotional labour in different occupational groups. This research includes the exploration of emotional labour in convenience store clerks (Sutton & Rafaeli, 1988), waitresses (Paules, 1991), bill-collectors (Sutton, 1991) and Leidner's 1993 study of fast-food and insurance workers.

Other occupations where emotional labour had also been explored include supermarket check-out assistants, police detectives, nurses (Smith, 1992; James, 1992; Bolton, 2000) and midwives (Hunter, 2005). Hsieh and Guy (2009) explored emotional labour within the retail setting. The golden thread through all these studies is that most of the occupations explored are in the service sector.

Previous studies on emotional labour focused on the service sector. However, in this research I want to argue that the academic sector can also be viewed as a service sector. There is pressure on supervisors to deliver as many postgraduate students as possible in the shortest possible time frame. In turn the pressure on the students to perform and deliver a quality dissertation in a short period of time increases. In this sense the supervisor has to render the service of guidance and providing recurring feedback to the student who, in turn, has to produce a good quality dissertation. Watts (2010) also noted that the materially greater attention to responsibility within academia had the consequence of students progressively assuming the status of consumer more and more within the broader commercial higher educational context.

2.7 CONCLUSION

The goal of this chapter was to look at recent and relevant reported research pertaining to emotional labour. This was achieved by looking at related research and exploring the history of research on the topic, the various definitions linked to emotional labour, the process thereof, and who the persons experiencing emotional labour are. The consequences were also briefly discussed. The next chapter focuses on literature relating to the supervisory process.

CHAPTER 3: POSTGRADUATE RESEARCH SUPERVISION

"Supervision is an opportunity to bring someone back to their own mind, to show them how good they can be."

Nancy Kline

3.1   INTRODUCTION

As mentioned the first objective of this study is to conceptualise emotional labour within the postgraduate supervisory relationship through an extensive review and synthesis of literature. The first part of this objective was achieved in the previous chapter, which focussed on literature pertaining to emotional labour. However, in this research study emotional labour in the postgraduate supervisory process will be investigated. Therefore, to achieve the first objective as a whole, this chapter will focus on the relevant and recent literature related to the postgraduate supervisory process. The areas in research under discussion in this chapter will be the definition and conceptualisation of the supervisory process, the nature of supervision, supervision as a relationship, the different supervisory roles in this process, needs in the supervisory process and the stakeholders of the supervision process.

In defining and conceptualising postgraduate research supervision, the supervision of postgraduate research students can be classified as a position in academia concerned not only with producing good dissertations, but also with producing independent learners. "Good supervision is central to successful graduate research" (Grant, 2003, p. 175) and is a vital consideration in a postgraduate student's timely completion of a Masters or Doctoral degree (Ahern & Manathunga, 2004). What differentiates supervision from other types of teaching and learning in higher education is its unusually concentrated and negotiated character. Supervision is learning combined with personal relationship skills (Grant, 2003). Supervision is a demanding, interpersonally focussed one-on-one relationship between the supervisor and the student (Hodza, 2007). The supervisory process not only seeks to empower students to

do a dissertation and obtain a postgraduate degree, but the process is interested in developing a student through pedagogy and relationship to become a competent researcher. However, in this process and relationship literature draws a picture with different definitions, colours it with diverse analogies and adds detail about the power relations involved in this process.

Grant and Graham (2009) stated that supervision is not necessarily a relationship of domination and subordination between a powerful supervisor and a powerless student, although occasionally it does take this turn - for the worse. They defined supervision as a pedagogical "power relation" between two (or more) people who are both capable of acting in a sense that neither of them is literally overpowered by the other. While Grant, (2003, p. 175) defined supervision in such a manner that the distinction between supervision and other forms of learning in higher education is apparent, "supervision differs from other forms of teaching and learning in higher education in its peculiarly intense and negotiated character, as well as in its requirements for a successful blend of pedagogical and personal relationship skills".

As depicted above, supervision can be defined as pedagogy, (Grant, 2003; Grant, 2009) as well as a relationship (Grant & Graham, 1999; Grant, 2003) that can consume a student: "It gets right in there – in your brain, your body, your heart, in your sense of self, of the world, of others, and possibilities and impossibilities in all those realms" (Ellsworth, 1997, p. 6). When supervision is defined as a relationship, the student and the skilled researcher engages in an individualised working relationship in creative, productive power relations. Grant (2009) noted that supervision is a "puzzling pedagogy requiring a thoughtful response from its practitioners". Grant (2009) duly noted that the postgraduate supervisory process is a unique, lived experience differing from one student to another.

3.2   NATURE OF SUPERVISION

The nature of supervision can be branded as complex, unpredictable and unstable (Grant, 2003). Zeegers and Barron (2012) indicated that postgraduate supervision is often misunderstood. They also noted that many supervisors are inadequately trained. Therefore, in this study, it should be noted that the student is not the only party experiencing emotional labour. In a study conducted by Grant (2003, p. 176) supervisors voiced their negative experiences of the supervisory process. One supervisor in this study noted that for her, there was no emotional or intellectual support, while another typified the supervisory relationship as "wrenching" and "emotionally demanding". Nevertheless, the student will be the focus in this research study, for the emotional labour in the supervisory process is described from the perspective of the student.

However, in the same study conducted by Grant (2003, p.176) a student typified the supervisory process as "fun" and another student noted that the supervisor also enjoyed the process. In the abovementioned experience the diverse and unstable nature of supervision and the tension in the relationship are evident. This is proven by Grant (2009, p. 125) when stating that "supervision is an intriguingly ambiguous object of research and practice". This confirms that the supervision process is unique to every party involved. Olivier (2007) merges the apparent contradictions by stating that supervision is an unsure and complex practice. This can prove to be a problematic issue in this otherwise enjoyable activity, being discouraging and demanding at the same time.

The complex nature of supervision can lie behind the dissatisfaction with the process (Watts, 2010). Harman (2003) noted that reasons for dissatisfaction in the supervisory relationship from the students' perspective may be the lack of unhindered contact with supervisors due to towering workloads and other limitations in the supervision practice, as well as the lack of necessary research and interpersonal skills. Grant and Graham (1999) elaborated: the categories of student discontent are found in personality factors,

professional factors as well as organisational factors. Personality factors include differences in language, work styles and personality clashes, while professional factors include a supervisor or student who is ignorant or misinformed or entertains different research interests. Organisational factors include too many students with one supervisor, competing responsibilities and inadequate departmental provision.

While dissatisfaction with the supervisory process is under the magnifying glass in literature, some authors also express a concern for the quality and effectiveness of supervision (Harman, 2003). Harman shockingly noted in a study that only about 57% of students rated their overall experience of supervision satisfactory. Recommendations such as compulsory training (Harman, 2003), accreditation of supervisors (Watts, 2010) and clearer guidelines about the responsibilities of supervisors and students (Hodza, 2007) are made in literature to decrease the dissatisfaction experienced and increase the quality of the supervisory process.

3.3   SUPERVISION AS A RELATIONSHIP

In defining and conceptualising the supervisory process, it is evident that some researchers include the relationship between the supervisor and the student in the basic definition and core of supervision. Hodza (2007) confirmed that it is well documented in literature that one of the greatest challenges of postgraduate supervision is the administration of the student-supervisor relationship. Although Connell (1985) suggested that the relationship may easily be administered through the setting of boundaries and explicit expectation, literature such as Zeegers and Barron (2012) proved that some students referred back to the memory of supervision with references of isolation and agony. Watts (2010) highlighted that the relationship between the student and the supervisor, either positive or negative, will affect the supervisory experience.

Supervision is a two-way interactional process that requires both the student and the supervisor to consciously engage each other within the spirit of professionalism,

respect, collegiality and open-mindedness. Hodza (2007) also revealed in a study that one way to positively manage the student-supervisor relationship is to ensure that both parties have and express respect for each other's views. The study further revealed that there are various social factors that influence the student-supervisor relationship. Accordingly, one can argue that supervision does not occur in a social void. Social factors pertaining to the supervisory relationship were identified as consistency, communication, fairness and openness. Olivier (2007) goes so far as to state that daily verbal and non-verbal communication from the supervisor, as well as written and verbal programme descriptions, is two critically important forms of communication. In a study undertaken by Fazackerley (2005) it was found that one of the greatest complaints postgraduate students have is about the communication skills of their supervisors.

Watts (2010) stated that communication in the supervisory relationship is the foundation for success. Students in a study undertaken by Hodza (2007) stated that a strong student-supervisor relationship is reliant upon the level at which the student and supervisor function. It was also highlighted that authentic care must be shown towards the student by the supervisor for an optimistic and industrious relationship to be preserved. Olivier (2007) noted the importance of the student-supervision relationship by stating that a supportive relationship is not only conducive to fulfilment of the student, but also to the success of the research project as a whole. In this study the author agreed that the building of such a relationship needed patience, willpower and spirit.

Olivier (2007) raised an interesting point with regards to the values in the supervisory relationship. He is of the belief that with only compassion forming part of the relationship, success will still be elusive. However, if the compassion in the relationship (such as guidance, trust, professional love and fairness) is accompanied by commitment, which includes values such as motivation, independence, scholarship, critical thinking, self discipline and dedication, the relationship will not only be successful, but also liberate the student. Watts (2010) concurred by stating that the need in the supervisory relationship is to strike an appropriate balance between emotional and rational elements of the relationship. Watts added a warning in the light

of the supervisory relationship by stating that "although relationships between students and supervisors are principally supportive and collegiate business relationships, because of the often emotionally charged nature of the undertakings, these relationships can break down" (p. 338).

However, due to the relationship being influenced by interface and lived experiences (Hodza, 2007) and the fact that it appears as if the supervisor possesses the expertise and knowledge (Frawley O'Dea, 2003), there can be little doubt that differential power relations exist between the supervisor and the student (Grant, 2009). "The supervisor role is the privileged one; the postgraduate research student role is that of some sort of deficient character who needs to undergo some sort of remediation of the deficiency" (Zeegers & Barron, 2012, p. 25). The above quote reveals the common idea of the power struggle and imbalance often perceived in the supervisory relationship. Frawley-O'Dea (2003) goes to the extent of pinpointing power and authority in the supervision process as one of the dimensions thereof.

It should be borne in mind that in this relationship, supervision is a space in which the student can develop trust, hone skills and explore and discover new research and practices. For this reason the supervisor should not operate as the overlord that renders the student powerless. Instead, the supervisor should nurture a culture of inquiring into the student's position, releasing the latter to venture into unexplored areas of interest. The supervisor, therefore, should take care not to consciously or unconsciously disempower the student in any way (Hodza, 2007).

Brown and Bourne (1995, p. 52) summarised the power struggle in the student-supervisor relationship as follows:

> Supervision should not only promote a student to adopt and use knowledge that has been produced by another. Students are not just empty vessels to be filled with someone else's ideas and they are not merely consumers of past research.

On the basis of this observation, research supervision is a vehicle for inquiry and experimentation aimed at knowledge generation, not simply knowledge adoption.

They further argued that the supervisor should relinquish the burden of serving as arbitrator, adjudicator and manager of the supervisory process and permit the student to feel secure, to think out loud, articulate anxiety and take risks.

A supportive and facilitative supervisory environment is critical for the effective management of the student-supervisor relationship (Hodza, 2007; Holtzhausen, 2005) and both the supervisor and the student should through the relationship counter loneliness. Zambo (2005) stated that loneliness causes supervisors and postgraduate students to oftentimes experience alienation and frustration. The study by Hodza (2007) revealed that the supervisor-student relationship will succeed when both the student and the supervisor understand their roles. They should know where they need to complement and help one another. It is therefore important to understand the supervisory roles of both the supervisor and the student.

3.4   SUPERVISORY ROLES

Roles in the supervision process are the set of responsibilities, obligations and duties (Hodza, 2007) that are associated with the position of both the student and the supervisor. "Successful post-graduate supervision is also predicated upon an understanding of the role of the supervisor by both the student and the supervisor" (Hodza, 2007). The roles in the supervision process need to be predefined. Smith (1996) stated that confusion strikes when roles are not properly defined and the question may arise 'In whose interest does supervision work?' Olivier (2007) pointed out that co-ownership should be taken for the study, in terms of personal interest, time, accountability and responsibility. The respective roles of the supervisor and the student will now be discussed.

3.4.1   THE ROLE OF THE SUPERVISOR

The supervisor is designated to facilitate the student's academic development (Hodza, 2007). Hodza elaborated on the role of the supervisor by stating that "the supervisor should always attempt to stretch the mind of the student through encouraging the student to think deeply and outside the box. This entails that the supervisor has the role of ensuring the educational development of the student in a manner calculated to evoke him/her to fully realise his/her possibilities of usefulness" (Hodza, 2007, p.1157). It is important that a supervisor is not only concerned about the output of the process, but also the development of the student to become a capable and competent researcher.

The supervisor is expected to be sensitive to the developmental characteristics and needs of the student, such as support with specific skills like critical thinking, problem-solving, time management, conceptualisation and writing, and respond to them as and when necessary (Hodza, 2007; Olivier 2007). Hodza's (2007) studies also identified supervisory roles as supporting, challenging, consulting, evaluating and mentoring. However, Watts (2010) added the sharing of knowledge and experiences in order for the students to be enabled to cope in the turbulent environment of postgraduate supervision, but also where the student stands developmentally and assures that enough guidance is given to fulfil the needs of the particular student.

A practical role of a supervisor should be to simply inform the student about periods of unavailability and the expectations for the student in that period of time, otherwise the student's study will be delayed. Also, to provide the student with suggestions of readings and relevant resources (Olivier, 2007). Grant (2003, 179) summarises the role of a research supervisor by stating that "its goal is that the supervisor teaches the student something – a set of research skills, an appropriate disposition with respect to the production of academic work, the skills of writing a sustained and mature piece of academic work which is appropriate in style and substance to the values and mores of the discipline".

3.4.2   THE ROLE OF THE STUDENT

The process of being attached to a specialist, the learning through doing, permits the student to expand knowledge, develop skills and foster commitment. It also allows students to step into a particular community and body of knowledge (Lave & Wenger, 1991). However, the student has the responsibility of ensuring that he or she commits him of herself fully to the demands of postgraduate research. In a study undertaken by Hodza (2007) one supervisor noted that there is nothing quite as humiliating as a supervisor feeling like a punisher when only encouraging a student to do the required work. In other words, the student needs to display the readiness to read and assess critically suggested texts and other relevant material.

Olivier (2007) noted that the supervisor is not the only party in this relationship that needs to fulfil the role of feedback. It is expected from the student to reflect on each contact session with the supervisor and give feedback to the supervisor in terms of objectives and prospects of the next contact session. At the end of the day, the dissertation still remains the responsibility of the student. Although the supervisor assists in developing the student and the betterment of the output, the student is ultimately responsible for the learning. It is evident that amid all, the relationship and supervisory roles between student and supervisor, certain needs exist.

3.5   NEEDS IN THE SUPERVISORY PROCESS

Each party in the supervisory process has different needs and it is important to balance these needs with the roles in the process. Literature highlights different needs of the student and the supervisor, however, Hodza (2007, p. 1160) cautions against the conflict that may arise when the needs are not fulfilled or are not compatible in the relationship between the supervisor and the student: "Conflict may build as they attempt to balance these needs. One suggestion for easing conflict is for the supervisor to talk with the student about multiple roles and then, together, to process their impact on the supervisory relationship".

As noted in literature (Frawley O'Dea, 2003), it is evident that discussing the supervisory relationship beforehand fulfils a great need of both the supervisor and the student. Grant (2009) is of the belief that the greatest need students have in the supervisory process is guidance. A student does not have the knowledge a supervisor possesses and therefore the goal of this process is to teach the student research and writing skills in order to produce a sustained and reputable piece of academic work. However, Grant (2009) added that the goal of the supervision process is not only to teach the student to "do" a dissertation, but also to "be" someone – a researcher in his/her own right.

Unswerving rules and measures were also identified as very critical in the nurturing of a strong and dependable relationship for successful postgraduate supervision (Hodza, 2007). Regular, prompt and positive, verbal as well as written feedback can be seen as one of the greatest needs of the students in the supervisory process (Eley & Jennings, 2006; Olivier, 2007). Feedback is a very real need in the supervisory process. Harman (2003) noted that about 75% of students are satisfied with timely and good quality feedback given by supervisors. However, Grant and Graham (1999) noted that supervisors have a rosier picture of their supervision practices than their students do. Great care should also be given to time management and both parties should keep to the schedule (Eley & Jennings, 2006; Olivier, 2007).

The process of choosing a supervisor is an important consideration when the needs of the parties are under discussion. "Students should be given a say in who supervises them, especially where a positive trust relationship has already been established with the supervisor through earlier studies. A student who is unhappy with the personality or approach of the supervisor will not make sufficient progress. The supervisor needs a proper understanding of the issue under study; otherwise a disservice will be done to the student" (Olivier, 2007, p. 1139).

It is important that the roles of both parties in the supervisory relationship are a direct outflow of the needs in the process. It should also be remembered that the parties in the relationship, in other words the student and the supervisor, are not the only stakeholders of the process.

3.6   WHO IS INVOLVED IN THE SUPERVISION PROCESS

Harman (2003) identified various stakeholders in the postgraduate supervisory process including industry, employers, student associations and academics. Grant and Graham (1999) stated that while good supervision is the responsibility of an individual academic, it is also an institutional responsibility. Therefore, the University is a very important stakeholder in any supervisory process. Grant and Graham (1999) also noted that the completion of a high quality graduate thesis enhances the reputation of the student. The student, therefore, is also clearly a stakeholder in the process.

The Government can be seen as the first stakeholder in the supervisory process. Swanepoel (2010) noted that it has become of strategic importance for Higher Educational Institutions in South Africa to deliver research outputs. The second stakeholder identified in this process is the University. Armstrong (2004) was not the only scholar who raised concerns about the completion rates of research in higher education institutions, if the bigger picture is considered as well as the fact that Universities invest in students, who go out and invest in organisations. A study conducted by Lovitts and Nelson (2000) implied that more than one third of postgraduate students do not even complete the first year of their studies. Bearing this in mind, public funding has decreased since 1968, hereby putting more pressure on the training capacity and infrastructure of the Universities as regards postgraduate studies (Swanepoel, 2010).

The third stakeholder in this process is the supervisor. Haksever and Manisali (2000) stated plainly that the role of the supervisor in any postgraduate supervision is vital and critical for the success of the process as a whole. If students experience poor

supervision, unsupportive environments and inadequate infrastructure in this supervisory process, they will be less likely to complete their degree (Ginns et al., 2009). In the abovementioned statement the role of the supervisor as a stakeholder in the supervisory process is evident. The supervisor provides the students with the needed guidance and support.

The last stakeholder, and also from the perspective employed in this research study, is the student. Postgraduate studies comprise a long and difficult process that requires working alone and in uncertain environments (Haksever & Manisali, 2000). The supervision process of postgraduate students can be classified as a position in academia concerned not only to produce good dissertations, but also to produce independent learners. "Good supervision is central to successful graduate research" (Grant, 2003) and an important consideration in a postgraduate student's timely completion of a Masters or Doctoral degree (Ahern & Manathunga, 2004). The supervisory relationship equips the student with the attributes to become a successful researcher and an independent learner.

3.7 CONCLUSION

In this chapter relevant literature pertaining to supervision, the postgraduate supervisory process and relationship have been reviewed. The goal of this chapter was achieved by defining and conceptualising the supervision process, considering different analogies of supervision, the nature of supervision, supervision as a relationship, the roles of both the supervisor and the student and the needs in the supervisory relationship. A brief look at the various stakeholders of the supervision process concluded this chapter. Chapters two and three combined represent the literature study on both emotional labour and the supervisory process. The first objective of this study is to conceptualise emotional labour within the postgraduate supervisory relationship through an extensive review and synthesis of literature. The combination of chapters two and three achieves this objective.

CHAPTER 4: RESEARCH METHODOLOGY

"Somewhere, something incredible is waiting to be known"

Dr Carl Sagan

4.1 INTRODUCTION

The goal of this chapter is to address the methodology used in this research study. This will be achieved by firstly discussing the research approach used and then focussing on the sampling strategy. A discussion of the data collection method and analysis process and the quality and rigour of the research will also be considered. Research ethics will conclude this chapter.

4.2 RESEARCH STRATEGY AND DESIGN

The conceptual framework of a study refers to the system of concepts, assumptions, expectations, beliefs and theories that informs the research. Schurink et al. (2011) are of the belief that the first relevant question that a researcher should ask when designing a study is how social reality is seen. The qualitative answer they propose to that question is that reality is subjective and can only be constructed through the empathetic understanding of the research participant's meaning of his or her world.

Constructionists believe that reality changes continuously. "Reality can therefore only be socially and personally constructed and the subject should be actively involved in this process. Reality is thus seen as the result of constructive processes" (Schurink et al., 2011, p. 17). The research design followed in this research is that of a qualitative field research study, for Ahrens and Chapman (2007, p. 299) agree that for qualitative field researchers "social reality is emergent, subjectively created, and objectified through social interaction". In this study this approach to the research design was followed, since the students in the supervisory process constructed their reality of the

supervision process socially. Qualitative field research can simply be defined as studies that use qualitative methodology to collect data in the domain of a field (Ahrens & Chapman, 2007). These studies allow the researcher to focus on the pursuit of knowledge in order to seek a connection among the dimensions of a social experience (Ahrens & Chapman, 2007). As already mentioned, for a qualitative field researcher, reality is not objective and "out there" simply to portray, and therefore the qualitative study of a field requires the researchers to engage closely with the field (Hastrup, 1997). I am a student, researching students and therefore I will be able to engage closely with the field of research.

Therefore, qualitative research assisted in constructing a new way of understanding emotional labour in the academic environment. Terre Blanche, Durrheim and Painter (2006) noted that one of the strengths of qualitative research is that it is generative – that is, it generates new possibilities, and pathways to describe and understand. Payne and Payne (2005) noted that qualitative research does not only construct new ways of thinking, but is also especially interested in how ordinary people observe and describe their lives. They elucidated by stating that qualitative methods of inquiry build detailed accounts of small groups and seek to interpret the meanings people make of their lives. Qualitative research functions from an underpinning assumption that social interactions from an integrated set of relationships are best understood by inductive procedures.

Qualitative inquiry may be analysed as the blending of scientific rules and artistic imagination (Sandelowski, 1986). More recently, Maree et al. (2010) defined qualitative research as research that attempts to gather rich, descriptive information in respect of a specific phenomenon, in this case, the emotional labour experienced by students in the postgraduate supervisory relationship. Qualitative research has the intention of developing an understanding of what is being observed. Flick (2009) also highlighted the use of qualitative research in social studies due to the pluralisation of life worlds. Meyers (2009, p. 5) agreed by saying that "qualitative research methods are designed to help researchers understand people and what they say and do". The researcher examines and verifies actions and relationships through text and spoken word. In this

study the perceptions of students in the supervisory process were observed, recorded and explored in order to understand the emotional labour in this process.

One of the main benefits of this method of research is that it allows the researcher to enter into the world of the respondent and understand the context within which choices and accomplishments take place.   The material can assist the researcher in understanding people, their actions and motivations and the broader context of the world in which they live in.   In the case of this study, the researcher wanted to understand the emotional labour and its effect on student actions within the supervisory process.

Social science and psychology use descriptive research design to obtain a general overview of a specific subject. Schurink et al. (2011, p. 11) captured the essence of a qualitative research design by stating:

> Designing a qualitative study is not like following a set recipe for a chocolate cake requiring specific ingredients, directions and prerequisites like an oven set to a specific heat, in order to get a required result. Designing qualitative research is much more like making a salad to your own liking where you keep analysing the dish adding different amounts and kinds of ingredients until you are satisfied with it.

Qualitative research explores human behaviour and the search for understanding through people's behaviour and actions. I decided on a qualitative approach for my research project as it intends to present an in-depth and inferred understanding of the social world of people by gaining insight into their circumstances, their understanding of the world around them, their relationships, and their perceptions. Next, the sampling strategy used to select a proportion of the population to collect the qualitative data for this research study will be discussed.

4.3   SELECTION OF RESPONDENTS

Sampling refers to the process used to select a portion of the population for a study (Babbie, 2005).   Samples in qualitative research are often not representative in the quantitative sense, however, in qualitative research any subject belonging to a particular group is deemed to represent that group (Sandelowski, 1986). Owing to the qualitative approach followed in this study, purposive sampling methods were used. Babbie and Mouton (2006) defined purposive sampling as a type of non-probability sampling that collects data sufficient for the researcher's purposes. The aim of this research was to provide an in-depth investigation of the insights and understanding of the particular group (i.e. students busy with their postgraduate research receiving research supervision).   This is opposed to making generalised assertions about a larger population; therefore, the sample was purposefully drawn (Huws & Jones, 2008).

Purposive sampling implies that the participants are selected because of some significant characteristic that causes them to be the proprietors of the data needed for the study (Maree et al., 2010). In the case of this study, the significant characteristic is that they are busy with their postgraduate research degrees and therefore receive some form of research supervision from faculty. In the process of selecting participants, the researcher judged who should participate in the study (De Vos, Strydom, Fouché & Delport, 2005) but this judgement was based on the purpose of the study from which criteria for selection is derived (Babbie & Mouton, 2006). The criteria for selection in this study are that the participants should be:

   a. Busy with, or have completed in the past five years, a postgraduate research degree;
   b. The degree should be in one of the following areas: Industrial or Organisational Psychology, Research Psychology, Clinical Psychology, Counselling Psychology or Educational Psychology; and
   c. The relevant postgraduate degree should be a master's degree.

In terms of criterion a., it allows participation of students from various stages in the supervisory process. This is important because emotional labour may be experienced differently in the different stages of the supervisory process. All of these participants have different, albeit valuable, perspectives. Criterion b. is specifically designed to ensure similarity in the process of postgraduate studies of all the students, since it may influence the emotional labour experienced. It is peremptory for students completing the stated degrees to complete a mini-dissertation in their second year before registration at the Health Professions Council of South Africa. They do not choose to do a dissertation (as is the case in some other masters' postgraduate degrees for instance an MPhil in HRM). It is a mandatory part of the process. Criterion c. is set out to ensure that all the students are on the same postgraduate level. The expectations of different postgraduate degrees differ, for instance, for a PhD the level of originality is not the same as that for a Master's Degree, and therefore the supervisory process may differ and hence have an influence on the emotional labour the student experiences.

Patton (1990) stated that the logic and power of purposive sampling derive from the emphasis on in-depth understanding. The sample was selected in such a manner so as to contain participants with information on the post graduate supervisory relationship, and the emotional labour it entails, and also to obtain in-depth understanding about the phenomenon.

The quality of data determines the amount of useable data obtained. Patton (1990) stated that there are rules for sample size in qualitative inquiry. On the other hand, Morse (2000) noted that there is an inverse relationship between the amount of usable data obtained from each participant and the number of participants. The greater the amount of useable data obtained from each person, the fewer the number of participants. This principle links the number of participants with the research method used. The exact number of participants cannot be predetermined, as it is dependent on the amount of information gathered per participant. However, using guidelines as stated by Morse (2000) it is evident that one tends to have a large amount of data for each participant and therefore needs fewer participants in the study.

A list of current postgraduate students, either at the beginning or in the middle of the supervision process was obtained from the administrative assistants of the Industrial Psychology department from various tertiary institutions. A supervisor in the Psychology department was contacted and asked if he would forward an email explaining the study to students that finished their dissertations under his supervision. In the email requesting their participation the research was explained in detail and ethics were highlighted. With the lists of email addresses and telephone numbers obtained with the help of the administrative assistants and supervisors, I contacted over 40 possible participants. The possible participants were contacted telephonically and via email. In this conversation or email, the purpose of the study was explained, and confidentiality was assured. The participants who agreed to this research study were given the logistical detail of the data collection per email and received a reminder email a week before the data collection.

4.4   DATA COLLECTION

The type of research was discussed as well as who participated in this research. The question that now remains is how the data from these individuals was collected. Osborne (1994) noted that the data sources for a practical research study are usually spoken or written accounts of personal experience. It is only by talking to people, or reading what they have written, that we can find out what they are thinking, and understanding their thoughts goes a long way towards explaining their performance (Meyers, 2009). In this research, qualitative research will assist the researcher to talk to students and find out what they are thinking about the supervisory process and understand their thoughts on emotional labour and the relationship. Consequently, to explore the concept of emotional labour in the postgraduate supervisory relationship, the researcher had to collect in-depth and rich information and focus groups were used to create a platform for achieving this.

Focus groups interviewing as a method to collect qualitative data is not a new way of data gathering. It originated in the 1940's with a study taken on by Merton (1946). Schurink et al. (2011) noted that there is a rising predisposition amongst applied social scientists to recognise the significance of focus groups interviewing as a means of expounding information. Focus groups are helpful in collection of in-depth information regarding outlooks and convictions, encouraging discussion about a particular topic and providing opportunities for the researcher and participants to learn more about the topic (Del Rio-Roberts, 2011; Halcomb et al., 2007). Focus groups are built on the underpinning assumption that individuals are valuable sources of information and they are capable of expressing their own feelings and behaviours (Halcomb et al., 2007).

"Focus groups are based on the assumption that group interaction will be productive in widening the range of responses, activating forgotten details of experience and releasing inhibitions that may otherwise discourage participants from disclosing information" (Maree et al., 2010, p. 90). Berg (2006) simply defined a focus group as an interview style designed for small groups of unrelated individuals led in a group discussion on a particular topic. In this study, focus groups can be described as a purposive discussion and verbal and non-verbal group interaction of a specific topic taking place among a number of individuals (Schurink, et al., 2011). Focus groups construct information rich in detail that is challenging to accomplish through other research approaches (Babbie, 2005; Maree et al., 2010).

According to Babbie (2005) the size of the focus group is determined by the fact that it should be small enough for all the participants to have the opportunity to share insights, and large enough to provide diversity of perceptions. Berg (2006) is of the belief that the size of a focus group should be kept to no more than seven participants. Del Rio-Roberts (2011) elaborated that the size of a focus group should be kept between six to twelve participants, the reason being that less than six participants may not generate sufficient discussion and more than twelve participants may make it difficult to follow the discussion. However, Halcomb et al. (2007) argue that the optimum size of a focus

group sample is between five and ten participants. The focus group in this research study therefore comprises five to ten participants.

The focus groups were facilitated by the researcher who acted as a data collection instrument by creating an atmosphere in which each group member felt free to share his or her own knowledge, attitudes and past experiences of supervision and emotional labour. The aim of the focus group in this research was not to reach consensus, but rather to ask questions to other participants or respond to comments by others, including the moderator (Ferreira & Puth, 1988; Schurink et al., 2011; Twinn, 1998). Schurink et al. (2011) suggested that a focus group will fit the type of research of this study, because in this focus group the researcher can learn more about how people talk and think about a phenomenon of interest - in this case emotional labour in the postgraduate supervisory process.

Three focus groups were held before data saturation. In the first focus group seven respondents indicated that they were willing to participate and responded positively on the reminder email that was sent out a week beforehand. However, only five out of the seven participants attended the focus group on the scheduled day and time. The second focus group consisted of six participants and the last focus group had seven participants. The focus groups ranged in duration from almost 45 minutes to an hour and a half.

The focus groups were structured with the first consisting only of participants at the beginning of their supervisory relationship. These respondents were only now embarking on the process of supervision and had just handed in their topic statements. This would have given them initial exposure to the supervisory relationship and their new supervisor. The second focus group comprised of students in the middle of their supervisory relationship. This entails that the students were well away with their dissertation and already finished at least two or three chapters of their mini-dissertations. This would have given them at least a year's exposure to the process and accordingly sufficient time for the initial unfamiliarity in their relationships with their

supervisors to evolve into a comfortable relationship. The last focus group included people who had completed their mini-dissertation within the last 5 years (since 2008) and who are now reflecting back on the relationship and experiences.

The questions varied between the three different focus groups due to the nature of the focus groups. The data collected in the focus groups were recorded digitally in order to provide for verbatim transcriptions during the analysis phase.

Krueger (1988) noted that advantages of using this method of data collection are that the technique is a socially orientated research method capturing real-life data in a social environment. Focus groups also have high-flexibility (Berg, 2006), high face-validity (Halcomb et al., 2007), speedy results (Schurink et al., 2011), are limited in cost and can be conducted in a relatively brief time (Edmunds, 2000; Salkind, 2003). Conducting only one focus group is not advised when seeking alternative perspectives and rich, in-depth detail on emotional labour in the supervisory process (Maree et al., 2010), necessitating therefore, three or more focus groups. Another advantage of focus groups is that it provides for a dynamic way that can generate important insights on this topic in a new context (Berg, 2006). The advantage of focus groups most beneficial to this particular study is that it will allow the researcher access to a wide range and number of participants, and discussion in the group allowing for synthesis and validation of ideas and experiences of postgraduate supervision (Halcomb et al., 2007).

Berg (2006) is of the belief that focus groups do not require complex sampling strategies and Guarte and Barrios (2006) admitted that purposive sampling remains very popular among researchers in social sciences in spite of possible shortcomings. A limitation of focus groups is that the samples are typically small and may not be representative and that all participants must be able to congregate in the same place at the same time (Maree et al., 2010). Krueger (1988) added that a disadvantage of focus groups is that they afford the researcher less control than individual interviews. Another stumbling block is that the quality of the data is deeply influenced by the skill of the facilitator to motivate and moderate and that the group dynamics may potentially

influence the level of disclosure and comfort of the discussion (Halcomb et al., 2007). To counter this stumbling block the researcher provided the participants with breakfast, coffee and tea before the focus groups commenced so that all the participants could be at ease with one another. The researcher also explained the research study so that the participants understood their part in the research. Focus groups empowered the researcher with the capacity to capitalise on the interaction of the students to bring forth the richness of data on the supervisory relationship and the emotional labour it entails.

4.5 DATA ANALYSIS

Once the focus groups were conducted all the transcribed data had to be analysed to extract the information. Maree et al. (2010) defines data analysis as the approach, process, or system whereby researchers extract some form of rationalisation, understanding or elucidation from the qualitative data supplied by the respondents. The purpose of data analysis is to preserve the uniqueness of each lived experience while permitting an understanding of the meaning of the phenomenon itself (Banonis, 1989). The key challenge in managing data and undertaking analysis in focus groups is capturing the group dynamics and interactions between the students (Halcomb et al., 2007). It is for this reason that Berg (2006) states that focus groups lend themselves to a different kind of analysis than in the case of surveys. Parker and Tritter (2006, p.22) noted that:

> Focus group data has long been recognised as a product of both the agenda and presentation of the facilitator and the interaction with and between other members of the group. Similarly, far more than in traditional interview context, focus group data includes incomplete and interrupted speech. Focus group generates both individual and group level data and it is often difficult to disentangle one from the other. Focus group discussions rarely generate consensus but the focus groups tend to

create a number of views which different proportions of the group supports.

The quotation from Parker and Tritter (2006) illustrates the dilemma faced with when analysing focus group data. Halcomb et al. (2007) highlighted another important factor to be considered that differentiates the focus group method from other interview techniques by stating that the group is the unit of data analysis and not the individuals who comprise it. Therefore in this research a systematic and gradual model of data analysis will assist the researcher to capture and analyse the recorded data using systematic means (Berg, 2006).

Creswell (2009) presented a gradual model of data analysis in qualitative research. Firstly, all the data collected was organised and prepared. In the research study conducted this included the transcription of the focus groups conducted from students in the postgraduate supervisory process. This is a verbatim transcription of every question asked by the moderator and each individual answer given by the focus group participants. Taken together, this transcript presented an inclusive record of the discussion that unfolded during the focus group interview and assisted in the analysis of the data (Berg, 2006).

The second step as presented by Creswell (2009) is to read through all the transcriptions to gain a broad-spectrum sense of the information and to reflect on the general significance thereof. The researcher familiarised herself with the data, reconsidered every aspect of each focus group, highlighted important aspects and re-read it.

The third step of this gradual model of data analysis was then undertaken. This involved the presentation of quotations, the generation of codes as well as the identification of themes (Jasper, 1994). Bartholomew, Henderson and Marcia (2000) explained that coding focuses on internal psychological processes of interpretation and representation of life experiences. Coding in this research is not deductive – using a

coding manual based on literature surveys - but rather inductive. This means that the codes are generated through a repetitive emerging process which starts initial thoughts in the focus group process and is revisited and polished through the re-listening of audio tapes and transcriptions (Smith, Jarman & Osborne, 1999). Open coding was utilised in the analysis of the material. Mertens (1998) classified open coding as the naming and categorising of the phenomena in the data through close examination. Data were broken down in discreet parts, differences and similarities examined and the questions of emotional labour and the supervisory process were considered. Although there are computer aided programmes to assist with data analysis, the open coding of this study took place in the Microsoft Word and Microsoft Excel workspace. Maree et al. (2010, p. 117) provided the essence of why no computer-aided data analysis programmes were utilised in this study:

> Computer-aided data analysis can, on face value, appear deceptively easy... When all is said and done, there are no short cuts to the demanding process of reading and rereading the data, and searching to unfold the meanings constructed by the participants to your study. Only the human mind can begin to see and understand the world through the eyes of the participants.

After the transcriptions, the analysis of the data and material formed a vital part in this research and all the responses in the focus groups were examined for underlying themes. Creswell (2009) stated that the last step in this gradual model of data analysis is to write up all the research results as a complete text that includes quotations from the material to support each statement made. Figure 4.1 illustrates this gradual model of data collection used in this research study.

Figure 4.1: Gradual Model of Data Analysis
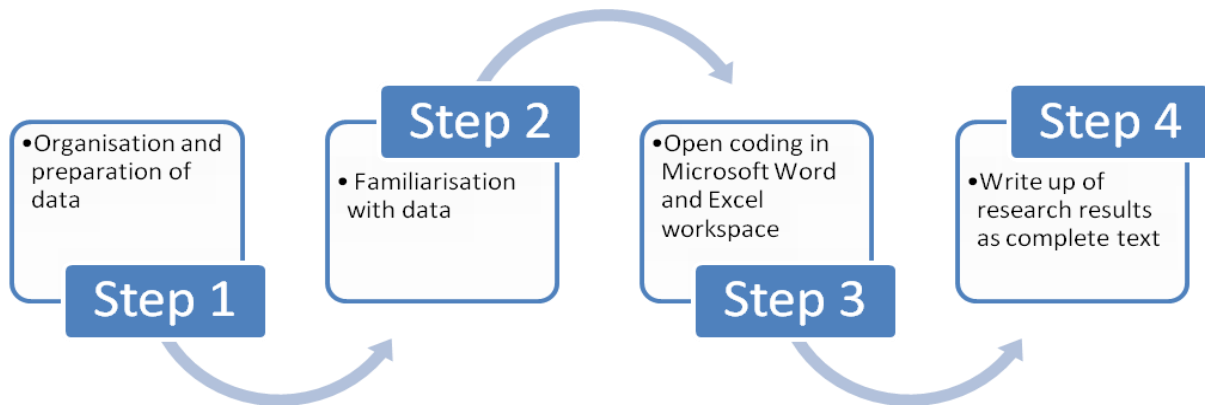
4.6 ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE PROPOSED RESEARCH DESIGN

Research quality is fundamental to establishing trust and reliance in the conclusion of the project. Creswell (2009) stated that validity is one of the strengths of qualitative research. With a thorough inspection on the 'validity' of qualitative data, it seems as though relevant literature proposes that qualitative researchers refer to it as the credibility, trustworthiness, auditability and confirmability of the data (Beck, 1993; Creswell, 2009; Krefting, 1991; Maree et al., 2010; Sandelowski, 1986; Silverman, 2010). According to Saunders, Lewis and Thornhill (2009) there are three main quality issues related to focus groups, namely reliability, forms of bias, and validity and generalisability. Creswell (2009) defined qualitative validity, or then credibility, as the way that the researcher ensures the exactness of the findings by utilising certain procedures, while qualitative trustworthiness signifies that the researcher's approach is consistent across different researches, projects and situations.

Credibility of a study also refers to the match between research participants' views and the researcher's reconstruction and representation of it. Sandelowski (1986) suggested that a qualitative study is credible when it presents reliable descriptions of human understanding that the people having that experience and understanding would instantaneously identify those descriptions as their own. The credibility of qualitative research is improved when investigators describe and interpret their own actions and

understanding as researchers in relation to the behaviour and experiences of the participants (Krefting, 1991). In this qualitative research study the researcher is the instrument. Therefore, the credibility relies to a great degree on the ability, capability and rigour of the researcher. Patton (1990) also stated that things going on in the life of the researcher can also prove to be a distraction. In this study regarding the emotional labour of students in the postgraduate supervision relationship, the researcher is currently a postgraduate student in a supervisory relationship and her own experiences may influence the data.

In this research study the truth value of the qualitative findings was increased by decreasing the distance between the researcher and the informants. I am a postgraduate student functioning in a supervisory relationship and therefore the distance between the researcher and the informants is decreased even more than in other qualitative studies. The subjectivity of the researcher in qualitative research has been a topic of discussion in literature (Bradbury-Jones, 2007; Creswell, 2009) and is important in this study because, as mentioned, I am a student functioning in postgraduate supervision, researching students in the postgraduate supervisory process. In qualitative research subjectivity is compared to an article of clothing which cannot be separated from who we are and it is constantly present in both our daily lives and research studies (Peshkin, 1988). Bradbury-Jones (2007) suggested that in qualitative research one should systematically identify your subjectivity throughout the course of the research study. To address the concern of possible subjectivity in this research study, a research journal was kept and updated during the course of the study. This journal includes thoughts, feelings and emotions of the researcher and helped to identify possible subjective feelings. This research journal was utilised when the reflection of this research was done. The reflection is included as part of the study in aid of credibility and to counter subjectivity in this research study. Also to counter subjectivity, an independent party coded the data.

Dependability, or (as some researchers refer to it) auditability (Beck, 1993), relates to the systematic process and audit trail of the data. Auditability in this study is enhanced

by the construction of an audit trail (Brandbury-Jones, 2007). Therefore, find enclosed herewith a CD with all the transcriptions, coding, themes and process of data analysis in Appendix B. To ensure consistency in the approaches of this study, (Creswell, 2009) suggests that all the procedures of this study, with the various steps followed, be documented. Credibility and consistency procedures in this study (Creswell, 2009) will include the inspection of the transcripts and representation of the focus groups as a whole and of the coding categories to ensure that no obvious mistakes were made. As already mentioned, an independent coder also coded the data from the transcriptions to ensure great quality of research. Data needs to be constantly compared to the analysis method used.

4.7   RESEARCH ETHICS

Ethical approval for this project was obtained from each student in the focus groups through an informed consent form. Neumann (2000, p. 22) summarised an ethical approach in research in the following quotation:

> Ethics begins and ends with the researcher. A researcher's personal moral code is the strongest defence against unethical behaviour. Before, during and after conducting a study, a researcher has opportunities to, and should, reflect on research and actions and consult his or her conscience... Ethical behaviour arises from sensitivity to ethical concerns that researchers internalize during their professional training, from a professional role and from a professional contract with other researchers. Moreover, the norms of scientific community reinforce ethical behaviour with an emphasis on honesty and openness. Researchers who are orientated toward their professional role, who are committed to the scientific ethos, and who interact regularly with other researchers are likely to act ethically.

Ethical considerations are defined by the *Concise Oxford Dictionary* as "the moral principles governing or influencing conduct". Qualitative research adds that ethical considerations form a moral stance that involves respect and protection for the people

actively consenting to be studied (Payne & Payne, 2005). Meyers (2009) stated that the most fundamental principle in research is that you do onto others as you would have them do unto you. According to Trochim (2006) ethical considerations involve the researcher, the participant, data collection, data analysis and the writing up of the results. The University of Pretoria's Code of Ethics for Research (n.d.) states that, firstly, the researcher should be competently trained in the research methods used. Secondly, that participation in the study should be voluntary and based on informed consent. The researcher should also be sure that the study itself does no physical, emotional or psychological harm any of the participants and that the anonymity and confidentiality of the participants are ensured. Thirdly the data analysis procedure must be recorded and reported on accurately and with integrity.

The ethical considerations of this study will be discussed in terms of voluntary participation, confidentiality and anonymity, informed consent as well as absence of discomfort and harm.

4.7.1 VOLUNTARY PARTICIPATION

Whitley (2001) stated that the freedom of choice associated with voluntary participation is twofold in nature. Firstly, it includes the freedom to decide whether to participate in the study or not and, secondly, the freedom to withdraw from the research without penalty once it has begun. In order to guard the participants' identity, confidentiality (Babbie & Mouton, 2006; Whitley, 2001) and anonymity (Babbie & Mouton, 2006) are of the utmost importance. The students used in this research study were requested to participate in the study, however the final decision whether or not to participate, and the freedom to withdraw from the study at any given moment is entirely up to the student.

4.7.2 INFORMED CONSENT

Consent is possibly the most essential ethical principle. Babbie (2005, p. 64) defined informed consent as "a norm in which subjects base their voluntary participation in

research projects on a full understanding of the possible risks involved". Whitley (2001) named the components of an informed consent as a statement of the purpose of the research, a description of any foreseeable risks, a description of benefits to the participant, a disclosure of appropriate alternative procedures, a statement of confidentiality, any compensation given, an explanation of whom to contact for answers and a statement that participation is voluntary. Langdridge (2007) stated that the norm is to provide the participants with full knowledge about the nature of the research. Therefore the researcher provided detailed information and assurances on ethical protocol, and explained what would happen to the data once the report had been submitted. The researcher elucidated on who would have access to the research project and how the participants would be able to access copies of the final report (Parker & Tritter, 2006).

All the participants understood the ethical considerations, as well as their consequences. The researcher provided the participants with a consent form discussing the voluntarily nature of the research, the manner in which confidentiality would be ensured as well as stating that this study did not intend to harm the participants, physically or psychologically, in any manner. A copy of the consent form used in this research study is found in Appendix A. The consent form also included information such as the purpose of the study, the process in which the research would be conducted as well as other relevant detail. Participants will have access to all relevant information regarding the research study they contributed to.

4.7.3   CONFIDENTIALITY

The method of data collection also suggests a platform to examine ethical considerations. Experienced researchers report that the disclosure of excessive information in the focus group setting frequently creates greater distress than the lack thereof. This raises ethical issues related to the privacy and confidentiality: the researchers cannot guarantee confidentiality as they have no control over what happens to information outside the group setting (Halcomb et al., 2007).

Meyers (2009) stated that with focus groups as the data collection method, the researcher has to clearly state the purpose of the study and confidentiality and anonymity before the focus group commences. Ensuring confidentiality is significant in order to attain truthful and free-flowing discussion during the focus group interview. In this study every member of the focus group signed a statement of confidentiality included in the informed consent. However, the difference is that the contractual conformity is between the researcher and all the members of the focus group (Berg, 2006).

During the focus group discussions in this study the participants were given the opportunity to be known by pseudonyms, if preferred. This lessens the ability of members of the group to identify others, unless they are known by sight. Truly informed consent was attained by stressing the potential for breaches in privacy and strategies to be used to reduce such incidents (Halcomb et al., 2007). For the sake of confidentiality in this study a coding system will be utilised. This code will be linked to the identity of the respondent. The respondents' responses will be labelled with case numbers to ensure privacy (eg. FG(1)).

4.7.4   NO HARM OR DISCOMFORT

The researcher took precautions not to harm the participants psychologically (Babbie & Mouton, 2006).

In the focus group it is not an easy matter to guarantee that participants themselves adhere to all ethical considerations. As already mentioned, in this study the researcher informed the participants about the remit and scope of the overall project, named the kinds of issues she was interested in discussing and the processes of data transcription, analysis, and dissemination.

4.8 CONCLUSION

The goal of this chapter was to look at the research method used in this project. This was achieved by exploring the strategy of inquiry, the sampling strategy, the data collection process, the way in which the data would be analysed, research quality as well as research ethics. After reading this chapter, a clear and holistic picture can be formed about the research methods used. The next chapter presents the research findings of the study by describing the themes identified by the researcher during the analysis process.

CHAPTER 5: RESEARCH RESULTS AND FINDINGS

"However beautiful the strategy, you should occasionally look at the results"

Winston Churchill

5.1   INTRODUCTION

The goal of this chapter is to present the findings of the research project. This will be achieved by discussing the themes that emerged during the analyses of the material. The focus of this research is the emotional labour experienced by students in the postgraduate supervisory relationship. However, to explore the emotional labour in the supervisory process, the supervisory process had to be described first. The emphasis was therefore placed on the exploration of the supervisory process.

The themes from the material were deliberately chosen to present a picture of the whole supervisory process from a student's perspective. For instance, the relationship between the supervisor and the student and the emotions of the students in the process, for the emotional labour in the process could not have been discovered before the researcher had a clear and holistic picture of the student's perspective of supervision. The analyses remained loyal to the descriptive nature of the material in order to directly reveal its essential meaning. Themes were not predetermined and were allowed to unfold as the researcher engaged with the transcripts.

For this chapter the themes will be described separately, and the results of all three focus groups will be presented together under the different themes. For the remainder of this chapter colour coding is used to indicate themes, codes or verbatim quotes for the different focus groups. See Table 5.1 for the colour codes and abbreviations.

Table 5.1: Coding system employed

FG(1)	Focus Group 1: Students who are just starting out the supervisory process and just handed in their topic statements
FG(2)	Focus Group 2: Students who have progressed to mid-supervisory process. The research proposals have been approved and the students are settled in the process
FG(3)	Focus Group 3: Students who have already gone through the supervisory process successfully and handed in their dissertation to obtain their Master's degree

5.2   EMERGING THEMES

Nine themes emerged during the study. In this chapter each theme will be discussed separately. A summary of the nine themes appears in Table 5.2:

Table 5.2: Nine Emerging Themes

	Theme
1	Emotion in the Postgraduate Supervisory Process
2	Supervisory Roles
3	Student Needs
4	The Relationship between the Supervisor and the Student
5	Power Relations in the Supervisory Process
6	Student Perception of the Supervisory Process
7	Pressures and Challenges in the Process
8	The Method behind the Madness: Why the Supervisory Process
9	Choosing a Supervisor

5.3   THEME 1: EMOTION IN THE SUPERVISORY PROCESS

The emotion in the supervisory process seems to be an appropriate theme to embark on when noting the results for the study on the emotional labour in this process. As a student rightfully commented (in FG(3)), "*your emotions are kind of tied to one another*".

Like the student's comment, this theme of the study is intertwined and "*kind of tied*" together with different emotions and feelings. To attempt to structure these tied-together emotions, first the negative and then the positive emotions will be discussed. There are emotions commented on in every focus group, such as frustration and the regulation of the emotions. But there are also emotions that were discussed only in one or two of the focus groups, for example alienation, anger and appreciation to name but a few. The different emotions as found in the focus groups will now be presented with a significant quotation from the material. Table 5.3 illustrates the felt emotions and the different focus groups the emotion was experienced in. The emotions in the discussion to follow will be presented according to the different emotions in the table:

Table 5.3: Emotion in the Supervisory Process

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
	Alienation	
	Anger	
Appreciation		
		Change of emotion during the process
		Confidence
Conflict with the supervisor		
Confusion, role confusion		Confusion, role confusion
		Controlling emotion
		Discouragement
		Emotional roller coaster
Excitement		
		Familiarity better emotion in the process
Fear	Fear	
		Drowning
Frustration	Frustration	Frustration
		Highlight: The best emotion in the process

		Hurt feelings
Impact of supervisor motivation on emotion		Impact of supervisor motivation on emotion
Openness		
		Place of strain
		Reflective emotion: Looking back
	Relief	
Showing emotion		Showing emotion
Emotional regulation	Emotional regulation	Emotional regulation
Stress		Stress
Uncertainty		

Alienation as an emotion or feeling experienced in the supervisory process was only present in the students who are now in the middle of the process. Participant 2 in FG(2) mentioned:

> "I think I'm doing (the dissertation) all alone and there's no-one near to help me. So whatever I do as in my Master's will be all on my own and I have no-one to thank for it."

On the other hand, anger is also discussed in only this particular focus group. Participant 2 in FG(2) also mentioned:

> "I've experienced anger because you go there seeking help and help is in the form of 'we'll get to this later', which isn't any assistance because I've asked the question now, which means it's come to my head, which means I would really like to know how to do this. So I get angry."

A *positive emotion* present in only this focus group is *relief*. Participant 5 explained the relief she felt every time she had an appointment with her supervisor:

> "It is a relief by the time I get to see her because then I can solve my problems and hopefully move on a little bit from where I'm currently at."

The *negative emotions* felt by the students who are in the middle of the process can be contrasted with the excitement and the appreciation as depicted in FG(1). The appreciation of the supervisor's effort and the excitement felt in the process was only visible in the discussions of the students just embarking on the process of supervision. Participant 2 and Participant 5 in FG(1) mentioned:

> *"Dis altyd opwindend om daar in te stap" [It is always exciting to walk in there].*

> *"Ek wil ook sê dis 'exciting'... (die studieleier) maak goeters in my wakker" [I also want to say it is exciting...(the supervisor) arise excitement in me].*

These are both illustrations in the transcriptions that although there is *fear* in the beginning of the supervision process, there is also a *sense of excitement* as the process gets underway.

Fear is an emotion present in two focus groups. As already mentioned it is present in the students who are just starting their journey in the supervisory process, but students in the middle of the process also experience fear.

The students at the beginning of the process have the fear for being seen as useless by their supervisor, the fear that the supervisor has all the power in the relationship and the fear for not receiving the needed guidance also clouds their reason. In terms of being seen as useless by their supervisors, Participant 3 of FG(1) mentioned:

> *"Ek's bang ek verloor my 'supervisor' se respek en hy kom agter, 'okay, weet jy wat, sy's 'useless'". [I am scared I may lose the respect of my supervisor and he realises 'okay, you know what, she is useless'"].*

> *"Ek is so bang ek presteer nie en hy gaan agterkom ek is eintlik klipdom so 'ek gaan nie te veel 'weight' aan haar topic sit nie want 'obviously' kan sy nie regtig iets 'valuable' bring nie', en dan sal hy nooit positief na my kyk nie" [I am scared I do not perform and then he realises 'okay, she is actually incompetent and I cannot add too much weight to her topic, because obviously she cannot bring something valuable to the table'].*

Students in the middle of the process fear that they will never be able to submit the final dissertation. And they experience the fear of failure. Participant 1 FG(2) noted:

"I'm scared I'm just never going to be able to finish. I am scared. I think I'm just never going to do it".

It is interesting to note that the fear of students at the beginning of the process is a fear due to the power of the supervisor because according to some of the participants the supervisor is the one with the power to decide the value of the student. The fear of students in the middle of the process is more concerned with their competence.

Uncertainty may be one of the drivers of fear at the beginning of the supervision process. Respondent 6 at the beginning of the process noted being hesitant to meet her supervisor and fearing the initial meeting and first contact session:

"So vir my is dit asof ek bietjie huiwerig is met my studieleier op hierdie stadium, want ons het nog glad nie ontmoet of enigiets nie...[So with me it is as if I am a bit hesitant with my supervisor at this stage, because we haven't met or anything like that...]."

In contrast, the students who have completed the supervisory process noted that the highlight of the process was in the beginning when your proposal is approved. Participant 1 mentioned:

"In the beginning when your topic is approved and you're full of energy and excitement – I think that is quite nice. You needed a little bit of a boost on this to get going".

In the same focus group the student were able to reflect back on the process, which the other two focus groups were unable to. The reflective emotion that was most evident was pride in their work. Participant 5 FG(3) noted that the supervisory process was "a milestone and I think we can go from there".

However, the same focus group used the metaphors of a roller coaster and a see-saw to describe their emotion in the supervision process. Participant 2 in FG(3) mentioned:

"It was like a see-saw, you know, sometimes up, sometimes down. It reminds me of something like this, like a wobbling process."

"It goes up and down the whole time."

The 'roller coaster effect' is evident in this focus group, even though they are able to reflect and mention the pride and overall, a positive emotion. Participant 1 admitted she felt like she was drowning at one point in the dissertation:

"Once all my interviews were transcribed I had 100 pages of transcription data and I think there I felt I was drowning. That took a while to get organised and get myself sorted. It took quite a lot of work to get myself writing again."

Participant 3 described the discouragement felt at another point in the process:

"He asked me what my topic was so I told him and I also told him what it entails and he also immediately shot me down. And that made me feel that I will never... because that was at the beginning of the dissertation and then I also thought, oh if he feels like that with so many years of experience I will never complete my dissertation."

The students at the beginning of the process commented on conflict with their supervisor. Participant 7 mentioned:

"Hy weet ek stamp verskriklik baie koppe met hom, maar ek moes geleer het om my humeur – en ek het 'n lelike humeur – onder beheer te bring... Hy het al gesê hy kan sien ek sukkel om my emosies onder beheer te kry, maar ek kry dit reg. En hy weet hy 'grate my cheese' verskriklik verkeerd" [He knows we sometimes don't see eye to eye, but I had to learn to tame my temper – and I have a bad temper... He told me he noted my struggle to keep my emotions under control, but I that I was succeeding. And he knows he grates my cheese terribly wrong].

Some students who completed the process, on looking back were able to comment on the difficulty sometimes to control the conflict. Participant 4 commented:

> "*I think there were times when I wanted to just say, huh-uh, enough is enough, this can't be right...*"

In FG(3) the participants were able to reflect back on the process as a whole and although everyone agreed that the overall emotion in the supervisory process is positive, they also agreed that the stage in the process where the most strain was felt was in the middle of the process – just before, during and after the data collection:

> Participant 3: "*I think after the literature review and before data gathering – I think there was the most difficult part to continue and just keep going.*"

> Participant 1: "*I actually found it most stressful just after I had collected my data, or just before, somewhere there.*"

Also in this particular focus group the participants commented on familiarity with the process – knowing what to expect and a familiar relationship with their supervisor -

> Participant 5 FG(3): "*makes the emotions a little bit better, a bit more relaxed.*"

> Participant 1 FG(3) added: "*You go through a process where you develop a relationship with this person and it is a lot of work to develop a new relationship with someone and still do all your academic requirements. And there is a trust relationship already established, there is a rapport established. You know how (the supervisor) works, and you know what he's going to expect from you.*"

The focus group consisting of the participants who already went through the whole process were also able to admit the fact that their feelings were hurt at some stage of the process, but at other stages, especially at the beginning of the process, they had the confidence and courage needed to endure the other stumbling blocks.

"(My supervisor) shot me down immediately and I was quite upset by that... He called me in and he said, this is not going to work; you are not changing the world here, you are not writing a book, you're doing your thesis, you just want to get done with it. You have to be more realistic about this." (Participant 1, FG(3).)

However, Participant 3 added that the beginning, after the presentation of the proposal at departmental level, is where she felt the most confident in the whole process:

"After I presented my proposal I was more confident with the topic and I felt like, okay, now I know exactly what to do and how it's going to be done."

The *stress* experienced by students in the process was discussed in two of the three focus groups. The students at the commencement of the process experienced stress and the students who already completed the process were able to recall and comment on the stress felt while they were still in the process.

Participant 6, FG(1): *"Vir my op hierdie stadium is dit ook 'n verskriklike moeilike situasie (referring to doing the research)... en dit is vreeslik stresvol eintlik"* [For me at this stage it is also a very difficult situation (referring to doing the research)... and it is actually very stressful].

Participant 1, FG(3): *"Probably why I look back at it as being difficult, is because the point where it was the most stressful (my supervisor) wasn't around."*

The motivation of the supervisor seems to have a positive effect on the students' emotions:

Participant 4, FG(3): *"And at times he motivates you and tells you, listen, you are on the right track, keep going – which makes a huge difference."*

It seems that the students who just embarked on the process as well as the students who completed the process want their emotions out in the open and do not want to conceal any of their emotions from their supervisor:

Participant 7, FG(1): *"As ek die dag spesifiek baie huilerig voel – wat nie baie gebeur nie... te sit en huil en sy moet net daar sit en vir my sê 'jy weet wat, dit gaan okay wees' en dan kan ek weer opstaan en loop"* [If I get a day I feel quite teary – which doesn't happen often... I just want to sit and cry and then she has to tell me 'you know, it is going to be okay' and then I can get up and go again].

Participant 4, FG(1): *"Ek sal haar twee uur in die oggend kan bel en sê 'luister, ek is nou besig om uit te 'freak' en ek weet sy sal my troos en vir my sê... Ek dink sy sal my laat huil vir twee minute en dan sal sy vir my sê 'ruk jouself nou reg, jy kan hierdie doen"* [I can call her two o'clock in the morning and say 'listen here, I am freaking out' and she will comfort me and say... I think she will let me cry for two minutes and then she will say 'come on, pull yourself together, you can do this'].

Confusion is also an evident emotion in two of the focus groups. Students who just embarked on the supervisory process were confused about the different roles the supervisor and the student need to fulfil and they felt confused because it seems as if they were not informed about the whole process and how the rest of the process should look like. Participant 1 FG(1) mentioned:

"Ek moet sê, ek is bietjie 'confused' oor die rolle tussen my en my supervisor" [I must say, I am a bit confused about the roles between me and my supervisor].

"(Die supervisor) moet ons net inlig. Net vir ons mooi dit meer sê, 'okay, dit is nou wat gaan gebeur en daar gee jy hom in'" [(The supervisor) has to inform us. Just say 'okay, this is what is going to happen and at that point you will be able to hand in'].

Participants who have completed the process admitted that they were confused about the end result of the dissertation.

Participant 1, FG(3): *"You don't actually know exactly how it is supposed to look like, even the proposal was difficult for me to do. And then I started writing and I thought, oh I don't know... I don't have it. I don't have the hang of it. Only when you are busy with the dissertation then you start to realise, oh okay... You start to see how the framework has to look like, but it doesn't come easy. So it's really hard work."*

Although the students who are reflecting back on the process were able to acknowledge the confusion they felt in the process, the confusion in the focus group consisting of the students who were at the beginning of the process was much more evident.

Frustration was an emotion felt at all the stages of the supervision process. Although frustration is a prominent emotion in all of the focus groups, the emotion took on a slightly different form in every stage of the process. With the students at the beginning of the process the frustration was with the contact sessions, frustrations with the cancellations of meetings and inconsistency when the supervisor would be able to assist the student and frustration with the feedback received and frustration with the heavy workload.

Participant 4: *"Meeste van ons werk voltyds, so dit vat baie 'effort' om by die werk toestemming te kry om twee ure af te vat om gou-gou jou 'supervisor' te kom sien en dit is verskriklik frustrerend"* [Most of us have fulltime jobs and it takes a lot of effort to ask permission at work to quickly take time off to come and see your supervisor and it is terribly frustrating].

Participant 6: *"Wat bietjie frustrerend is, ek het (my topic statement) twee weke voor die 'due date' ingestuur vir my 'supervisor' en ek het die dag wat dit moes in, toe hulle 'comments' moes in, moes ek twee keer bel en twee keer 'e-mail'"* [The thing that I found a little frustrating was, I sent my topic statement to my supervisor two weeks before the due date and the day it had to be in and the supervisor's comments made, I had to phone and e-mail twice].

Participant 3: *"Dit is vir my baie frustrerend. Ek sou verkies het as hulle die (skripsie) miskien gehou het vir volgende jaar want dit is nou vir my baie"* [To me, it was very frustrating. I would prefer that they kept the dissertation for next year, because it is a bit much for now].

The students in the middle of the process seem to get frustrated with the fact that they cannot always show what they are feeling. Participant 5 mentioned:

"I think that's why you experience frustration, because when your supervisor goes and does your study and you want to tell him or her, don't go and do my study for me, I won't be a part of it. I think that is difficult. And also, while the frustration of 'I'm working and I need to finish this' and so on. I think there is a barrier between showing and what you really feel at times".

Other frustrations include expectations not being met, frustration with not knowing how to continue with the process, frustration with data collection and frustration with the lack of guidance and structure of the process:

Participant 4: *"It leads up to a thing that you expect, okay now we're going to do this and then nothing happens."*

Participant 2: *"One of the reasons that I feel frustrated with the process is I've never been afraid of hard work, and like Master's it's something that I always wanted, but I'm in this place where I am completely lost. I don't know how to get to the end point. That's what's frustrating me. I want to get there, but I have no idea how."*

Participant 5: *"I'm having problems to try and get a sample together. I've had to change my topic just to get a decent sample."*

Participant 6: *"Most of the time when I have to make an appointment or something, because it feels like you are reporting to him and he approves rather than guides. So it is not a good feeling."*

Participant 6: *"I would say pressure last year (with the proposals), but frustration this year (with the actual research study)."*

While, on the other hand, the participants who have completed the process remembered being frustrated with the parts of the process that were not under the student's control, frustration with the duration and the nature of the process, frustration with the feeling of putting your life on hold and the frustration with not being able to say what you want to say:

Participant 5: *"He said I'm writing too fast. Actually, that's where the frustration that you spoke about a bit earlier came in for me – now I must hold up the whole process."*

Participant 3: *"I think then you get frustrated because you know you had to put so much effort in to get where you are now, and you still have the other half of the process lying ahead. Yeah, so you get frustrated."*

Participant 3: *"I was more frustrated with the process, how it went on. But not with my supervisor."*

Participant 1: *"That was a bit frustrating ... having to put your life on the side and focus on this when everyone else is having fun and you have to sit in front of your computer. It could be a bit discouraging."*

All three focus groups agreed that to a certain extent one has to *regulate one's emotions* when with one's supervisor. Participant 2 FG(1) mentioned:

"*Maar dis ook maar natuurlik seker dat dit in die begin altyd sal 'n bietjie versigtig sal wees*" [*But it is probably natural to be more careful at the beginning*].

However, even a student in the middle of the supervisory process noted that regulation of emotion does not stop at the beginning of the process. Participant 4 noted:

"I think there is still a thing that you can't express everything you feel."

As depicted in table 5.3 two of the focus groups commented on whether they would show all of the above reported emotions when they were with their supervisor. This also forms part of the regulation of emotions as noted previously. Students at the beginning of the supervisory process and the participants who had already completed the process were in agreement that they would not show all their emotions in front of their supervisors.

Participant 3, FG(1): *"Ek is nog nie seker wat die reaksie sal wees nie, maar ons het 'n redelike goeie verhouding, maar ek sal sê op die oomblik is dit nog te nuut so ek 'sugar-coat' nog baie van my vrae en my reaksies om hom" [I am not sure what his reaction will be, but we have a rather good relationship. But I would say at this moment, everything is still new so I sugar-coat rather a lot of my questions and reactions when I'm with him].*

Participant 3, FG(3): *"I have to agree with that about the trust thing and I sometimes felt emotional, but I wouldn't have outbursts in front of my supervisor."*

The emotions of the students in the postgraduate supervisory process were positive as well as negative. The three focus groups all experience frustration and role confusion, but some emotions were only experienced by one or two of the three focus groups, such as anger, alienation and confidence. The emotions having been discussed in detail, the second theme identified will now be discussed: the roles in the supervisory process.

5.4   THEME 2: SUPERVISORY AND STUDENT ROLES IN THE PROCESS

A second emerging theme that appeared from the focus groups, is the supervisory and student roles in the process. The roles of the supervisor and that of the student will be discussed as separate sub-themes in this study of emotional labour in the supervisory process. If the needs of the student (theme 3) does not meet the different roles of the supervisor or the student (theme 2), emotional labour might be involved. The different roles found in the focus groups will now be presented with a significant quotation from the material. The supervisory and student roles were thematic across all three focus groups, like that of the theme on emotions in this study.

5.4.1   THE ROLE OF THE STUDENT

The different roles of a student evident in the three focus groups are the role of communicating, informing and updating the supervisor, contributing to the existing body of knowledge, the responsibility of completing the dissertation, groundwork for research, honesty in the supervisory relationship, scheduling meetings and contact sessions with the supervisor, respect for the supervisor, seeking involvement and time management and prioritising. The different roles of the student in the supervisory process, as well as the focus group in which the role was discussed, are summarised in table 5.4. The roles of the student in the discussion to follow will be presented according to the different roles in the table:

Table 5.4: The Roles of the Student

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
Communicating , informing and updating the supervisor		
	Contributing to the body of knowledge	
Responsibility of completing the dissertation	Responsibility of completing the dissertation	Responsibility of completing the dissertation
Groundwork for research	Groundwork for research	
Honesty in the relationship		

Scheduling meetings and contact sessions	Scheduling meetings and contact sessions	
Respect for supervisor		
Seeking involvement		
Time management and prioritising		Time management and prioritising

As depicted from the above table, it can be seen that although the roles of the student were discussed in all three of the focus groups, this theme is much more prominent in the case of the student who has just embarked on the process. Communicating, informing and updating the supervisor on performance and progress as a role of the student is only evident in the focus group where the students are just embarking on the supervisory process. Participant 6 noted:

"Ek moet met hom in kontak kom en vir hom sê dis waar ek is en dis hoe die goed, dis die tydraam waarna ek kyk, kan ek hom daai en daai tyd kom sien, want ek kan nie afkry nie. Dit is nie sy verantwoordelikheid nie, dis myne" [I have to contact him and update him on my progress and give him the timeframe and ask if I can come and see him at this or that time, because I cannot get time off. It is my responsibility, not his.]

Only students in the middle of the process felt it is the role of the student to contribute to the existing body of knowledge. Participant 2 mentioned:

"I also think we are kind of allocated to supervisors based on our topics, so you're kind of contributing to the body of knowledge they are interested in. I think they should have more of a vested interest because we are assisting in their field of interest."

Students at the beginning of supervision, students in the middle of the process and participants who already handed in their dissertation and obtained a Master's degree had the realisation that the major role of the student in the supervisory process is the *responsibility of completing the dissertation*. For example participant 6, in FG(1) noted that:

"Ek stem saam, want dit is vir my jou verantwoordelikheid. Dis jy wat die graad gaan kry. Dis regtig jou verantwoordelikheid. Ek dink net my rol is om vir die 'supervisor' te wys ek doen moeite, ek sit die werk in. Ek maak dit nie sy verantwoordelikheid nie, want dit is nie syne nie". [I agree, because for me that is my responsibility. It is you that is going to obtain the degree at the end of the day. I think it is just my responsibility to show the supervisor I make the effort and I put in the work required. I do not make it his responsibility, because it is not his.]*

Participants 5 and 3 in FG(2) noted:

"*We also need to take responsibility to say, this is my work, you can't be doing the work for me.*"

You can't expect them to spoon-feed us and give us everything. I think it is our role to go out and see what the latest is, but if they do come across anything that they are doing... It must be a joint effort, but I know maybe 80% is our work, because it is our dissertation."

Participant 1 in FG(3), reflecting on the process, noted -

"*To understand that in the end of the day, even though they are assigned as your supervisors that is your dissertation. It's the work that is going to enable you to have a Master's degree, so you need to take primary responsibility for it.*"

The role for the *ground work for research* was identified by both the students in the beginning of the process and by the students who were in the middle of the process:

"*Op die ou einde gaan jy baie goed soos, ek kry baie artikels wat ek moet lees en sulke goeters, dit kom maar van albei kante af. Jy moet nogsteeds op die ou einde gaan sit en navorsing doen en gaan sit en skryf.*" [At the end of the day you are going to get a lot of articles that you should read and stuff like that, it comes from both sides. Still it is you that are going to sit and do the research at the end o the day.] *(Participant 2, FG(1).)

"You need to do your groundwork" (Participant 6, FG(2).)

"I think it is our responsibility to go and read the stuff, I mean, you have your topic, it's interesting to you and go and read the stuff and then take it to them." (Participant 4, FG(2).)

Students in two of the three focus groups saw the *scheduling of meetings and contact times* as the role and responsibility of the student.

"Self wil ek probeer om (my studieleier) te ontmoet, maar soos ek sê ... dis die student se verantwoordelikheid, nie hulle s'n nie" [I want to go and meet my supervisor, like I am saying, it is the responsibility of the student, and not the supervisor.] (Participant 6, FG(1).)

Time management and prioritising as a role of the student in the supervisory process is evident in two of the three focus groups. A student in the middle of the process just stated bluntly that time management was the role of the student. Participant 2 at the beginning of supervision explained:

"Ek moet eerlik wees, en dis net my eie skuld, ek het nog nie genoeg by my (studieleier) uitgekom nie, want soos ek sê, dis nie iets op die oomblik vir my 'n prioriteit nie" [I have to be honest, and it is only my own fault, I still have not made enough time to go to my supervisor, because like I said, it is not a priority at this moment in time].

"Our role in this process, I think we're supposed to see our supervisor once a month, even if you pop him an e-mail to say this is where I am" Participant 1, FG(2).

Although *honesty and respect* in the supervisory process are expected on the student's part, I want to add them to the list of roles in the supervisory process. Honesty and respect make up the foundation for the supervisory relationship to function and without it

none of the roles can be properly fulfilled. Interestingly, only students at the beginning of the supervisory relationship classified honesty in the supervisory relationship as a role of the student during supervision. Participant 5, FG(1) noted:

"My 'supervisor' gaan nie weet waarmee ek sukkel nie. Sy kan nie ruik waar ek is met my proses nie, sy gaan nie ruik wat ek weet en wat ek nie weet nie. So ek is die een wat vir haar moet gaan sê dis waar ek staan, dis waarmee ek sukkel, dis waarmee ek vashaak." [My supervisor would not be able to know what I am struggling with. She would not be able to know from thin air. So I must be the one who tell her this is where I am at and this is what I am struggling with, this is where I bog down.]

Respect for your supervisor and seeking involvement were two roles only discussed in one focus group. Participants 4 and 2 noted:

"Jy moet natuurlik baie respek hê vir jou mentor, maar ek dink ook jy moet agterkom jy's nou in die grootmens wêreld en hy gaan jou nie 'spoon-feed' nie." [Of course you have to have respect for your mentor, but I also think you would have to realise that you are now in the real world and he is not going to spoon feed you anymore.]

"So as jy 'involvement' soek, moet jy die involvement gaan haal." [So if you want involvement, you would have to go and seek involvement.]

5.4.2   THE ROLE OF THE SUPERVISOR

Table 5.5: The Roles of the Supervisor

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
Commitment and buy-in	Commitment and buy-in	
Mentorship	Mentorship	
Emotional support and comfort	Emotional support and comfort	Emotional support and comfort
Approachability		

	Empowering the student	
Encouragement and motivation		Encouragement and motivation
Expert guidance	Expert guidance	Expert guidance
Fighting for the student		
	Leadership	
Pressurising the student		
Sounding board for the student		
Time management		
		Feedback

As seen in Table 5.5 above, the roles of the supervisor were discussed in all three focus groups. However, it was a much more prominent theme with the students in FG(1) just embarking on the supervisory process. Approachability, fighting for the student, pressurising the student, the supervisor as a sounding board and time management as supervisory roles were only discussed in FG(1).

Providing the student with expert guidance and emotional support and comfort were the two roles of the supervisor evident in every focus group and at every stage of the process. A quote from the material portrays the students at the beginning of the supervision process where they regard approachability as a role the supervisor needs to fulfil.

> *"Sy moet 'approachable' wees sodat ek na haar toe kan gaan en sê, okay nou's ek 'stuck', ek weet nie wat om verder hier te doen nie' en sy moet bereid wees om my te help verstaan." [She has to be approachable so that I can go to her and say 'okay, now I am stuck, I do not know what to do here' and then she has to be willing to help me understand]* (Participant 5, FG (1)).

The students at the beginning of the process also saw the supervisor as protector as an important role. Participant 4 described a supervisor who was willing to take on the role of a protector, fighting for his students:

"Wanneer daar 'n student is in wie se studie (die studieleier) glo ... gaan hy regtig die ekstra myl. Ek dink hy is een van daardie dosente wat dubbel sal insit om vir sy student te baklei." [When there is a student doing a study the supervisor believes in, he really goes the extra mile. I think he is one of those lecturers who will put in double the effort to fight for his students.]

In some instances the role of the supervisor to *exert pressure on the student* is illustrated. Participant 7, FG(1), for example mentioned:

"Sy druk my verskriklik. Ek is dankbaar daarvoor ... want ek werk makliker onder druk as wat ek te veel tyd het op hierdie stadium. [She pressurises me. But I am grateful for that ... because I work more efficiently under pressure as opposed to having too much time.]

This quotation is not only an example of the supervisor role to pressure the student, but also an example of a supervisor understanding the needs of the students and meeting it for the betterment of the study. Students at the beginning of the process commented on the role of the supervisor as a *sounding board and practising time management.* Participants 5 and 7 noted:

"Maar ja, die groot ding is, sy moet my druk en op my 'time line' hou, want anders raak ek baie 'side tracked' met my studies." [But yes, the thing is, she has to pressurise me, and keep me to my timeline, otherwise I get sidetracked by my studies.]

"Sy moet 'n 'sounding board' wees." [She has to be a sounding board.]

Leadership and the empowerment of the student were roles that came to light in the discussion between the students who are in the middle of the process. Participant 2 commented:

"A respondent mentioned leadership before. I think that is critical. It's not like they need to give specifics of what needs more... They do need to give you specifics but they don't need to give you the entire content, like they need not

complete your entire dissertation. But it is the leading you so that you are able, like empowering us to do it."

Students elaborated on the role of a supervisor to *mentor the student*. Participant 4 in FG(1) mentioned:

"Ek dink nie ek wil my studieleier sien as 'n supervisor nie, ek wil my studieleier as 'n mentor sien." [I do not think of my study leader as a supervisor, but I want to see my study leader as a mentor.]

Participant 3 in FG(2) agreed:

"It's like a mentorship thing where we are being mentored by them."

"Obviously as a mentor... you do the work but then this person just tells you, you're doing it right, or you're doing it wrong, try this, try that. And I think that's what we are supposed to do. We do the hard work but they must just guide the process."

The role of the supervisor to *encourage and motivate* the student was evident in the discussions between the students who have just started out with the process and the participants who have completed the supervisory process:

Participant 7, FG(1): *"Ek neem aan hulle speel dan 'n meer aktiewe rol om jou te probeer motiveer en dan moet jy begin beplan." [I suppose they play an active role to try and motivate you and then you have to start planning.]*

Participant 5, FG(3): *"I think my supervisor also encouraged me in the process of getting me do the stuff that he knew I'm not keen on doing, letting me try out new things and then the process was hugely for me."*

The role of *commitment and buy-in* of the supervisor was discussed in the focus group with students just embarking on the process and students who are currently in the

middle of the supervisory relationship. Participant 6 in FG(1) and Participant 2 in FG(2) remarked:

"Mens het die inkoop nodig. Ek voel dit is my verantwoordelikheid om die goed te doen, maar ek gaan regtig die inkoop nodig hê van my supervisor om 'committed' te wees." *[You do need that buy-in. I feel that it is my responsibility to do the work, but I really need the buy-in from my supervisor in order for me to be committed.]*

"I think they should have a vested interest because we're assisting in their field of interest as well."

The participants who completed the process added that feedback was also important and the role of the supervisor was also their buy-in in terms of the *quality feedback:*

"The time that he spent on (my dissertation) was comprehensive and that was good" Participant 2, FG(3).

As already mentioned, *expert guidance* as a role of the supervisor in the supervisory process was evident in all three focus groups. Participant 6 in FG(1) noted the expert guidance a supervisor needs to fulfil, according to a student who is just embarking on the process:

"Maar terselfdertyd soos wat ek die goeters doen, verwag ek dan nou terugvoer, van 'ja dis reg, nee dis nie'. Iemand wat na my goed kyk uit 'n geleerde oogpunt uit. Iemand wat weet hoe dit moet lyk, weet hoe goed gedoen moet word. So al die werk lê by my, maar dis iemand wat net vir my sê, ja jy is op die regte pad, kyk hierna en hierna, dit is miskien hoe jy dit moet oorweeg." *[But at the same time, as I do things, I expect feedback of 'yes this is correct, no this is wrong'. Somebody just to look at my stuff from a learned view point, someone that knows what it is supposed to look like and knows how it is done. So all the work is my responsibility, but it is someone who just tells me 'yes, you are on the right track'. 'Just look at this and maybe you should consider that.']*

Students in the middle of the process explained the guidance role of the supervisor as follows:

> Participant 1: *"It's a reciprocal agreement between two people. In you giving your service to the employer and he's giving you a determinable remuneration. But they are supervising you and telling you whether you're doing things right and wrong, so that's what we need."*

> Participant 5: *"But you need to have the guidance to say, this is not right, consider this." "I think on the whole it's just we need guidance from them. They actually need to take the time to give us some sort of guidance, even if it's just an e-mail to say, listen, you need to do this, this and this. Consider it from this angle and that angle and see what you get."*

The participants who completed the supervisory process plainly commented on the role of the supervisor to guide the student. Participant 4 in FG(3) noted:

> *"And at times he motivates you and tells you, 'listen, you're on the right track. Keep going' – which makes a huge difference."*

The last role which featured in all three focus groups is the role of the supervisor to give the student *emotional support and comfort*. Students in the middle of the supervisory process and participants who had completed their dissertation just stated plainly:

> *"He did give me a lot of valuable support"* (Participant 1, FG(3)).

> *"I need to do (my dissertation), (the supervisor) can support me in doing it"* (Participant 5, FG(2)).

Students at the beginning of the supervisory process, however, elaborated much on this role of the supervisor. Two participants remarked:

> Participant 4: *"Hulle is veronderstel om die party te wees wat jou juis beskerm en jou juis te 'support'" [They are suppose to be the party that protects and supports you]*; and

Participant 4: *"Ek sal haar twee uur in die oggend kan bel en se 'luister ek is nou besig om uit te 'freak' en ek weet sy sal my kan troos en vir my sê ... Ek dink sy sal my laat huil vir twee minute en dan vir my sê, 'kom ... ruk jouself reg! Jy kan dit doen'."* [I can call her two o'clock in the morning and say 'listen I am now busy freaking out and I know she will comfort me and say...I think she will let me cry for two minutes and then she will tell me 'come...pull yourself together. You can do it!'].*

Participant 7: *"Hulle moet my vra, 'Hoe gaan dit met jou?', 'Cope jy?', 'Is jy okay?', 'As jy nie cope nie, kom sien my'."* [They have to ask me, 'How are you doing?', 'Are you coping?', 'Are you okay?', 'If you don't cope, come see me'.]*

5.5   THEME 3: THE NEEDS OF THE STUDENT IN THE SUPERVISORY PROCESS

As already mentioned, the needs of the student in the supervisory process will be discussed as a separate theme in this study of emotional labour in the supervision process. Due to the fact that emotional labour may occur if the needs of the student in the process are not met, Table 5.6 indicates the needs of a student during the supervisory process as identified by students at the beginning of the process FG(1), students in the middle of the process FG(2) and participants who already successfully completed the process FG(3):

Table 5.6: The Needs of the Student in the Supervisory Process

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
Guidance	Guidance	Guidance
	Emotional support	
		Appreciation
Approachable supervisor		
	Availability of supervisor	Availability of supervisor

Buy-in and commitment from supervisor		
	Choosing a supervisor that is familiar to them	
	Clarity about roles and outcomes	
		Collaborative supervision
Communication and feedback		Communication and feedback
Regular contact times with supervisor	Regular contact times with supervisor	Regular contact times with supervisor
Need for student to feel bold and courageous		
Equal relationship		
	Established relationship with supervisor	
Honesty from supervisor	Honesty from supervisor	
Initial meeting and orientation	Initial meeting and orientation	
Openness and open relationship	Openness and open relationship	Openness and open relationship
		Support outside the supervisory process
	Supervisor sharing information	
		Preparation of supervisor before meetings and contact sessions
	Pressure from supervisor	
Recognition		Recognition
	Time management	

The needs of the student as a topic of discussion were equally divided between the three focus groups. However, some of the needs, for instance an approachable supervisor, buy-in and commitment from the supervisor, the need for the student to feel

bold and courageous and an equal relationship were only discussed in the focus group with students at the beginning of the process. Other needs such as emotional support, choosing a supervisor that is familiar to them, clarity about roles and outcomes, supervisor sharing information, time management and pressure from the supervisor were only evident in students in the middle of the process. Needs only discussed between students who finished the process are appreciation and collaborative supervision. There were also needs discussed in two of the three focus groups such as availability of the supervisor, communication and feedback, honesty on the part of the supervisor, initial meeting and orientation and recognition. Guidance, regular contact time with supervisor and openness and the need for an open relationship were the three needs that formed a topic of discussion in all focus groups.

As mentioned above, that a student needs *guidance* in the supervisory process is evident with all three focus groups. A student in the beginning of the process described how her supervisor met the need for guidance. Participant 7 described:

> *"Ek het na haar toe gekom en ek het vir haar gesê ek het 'n bietjie navorsing gedoen, is dit wat ek moet bespreek en dan sê sy vir my 'nee, doen dit by, doen dit'." [I went to her and said 'I have done a little research, is this what I am supposed to do?' and then she will say 'no, do this too, do that'.]*

The need for guidance is echoed by students in the middle of the supervisory process. Participants 3 and 1 noted:

> *"I think they need to clarify and also then guide us in the process, because we are really clueless. They are the ones doing it for so many years, and they should at least show us the way"* and

> *"We need a crash course to say, this is what needs to be done, and how it needs to be done".*

Interestingly enough, the participants reflecting back on the process also say guidance was the most important need in the process, and Participant 1almost repeated word for word the sentiments of the other two focus groups:

"You just need someone to be able to check in with you and say, 'Yes, you are good to go' and then you go."

The need for a student to have *regular contact sessions* with the supervisor was also evident in all three focus groups. A student at the beginning of the process remarked on her disappointment with this need left unfulfilled by her supervisor. Participant 6, FG(1) explained:

"Die enigste kommunikasie wat ons al gehad het was, ek het hom gevra of iemand 'n mede-studieleier kan wees wat vir my maatskappy werk en hy het gesê dis reg en toe nou, die topic statement ding wat hy letterlik net ... dis net geskrewe 'comments' op my ding wat ek terug gestuur het. So behalwe vir dit het ons nog glad nie met mekaar gepraat nie." [Die only communication we had up to date was, I asked him if someone at my current company could co-supervise me and he agreed and now with the topic statement thing he literally just...It is just written comments on my thing I sent. So except for that we had not seen each other at all].

Students in the middle of the process remarked on their satisfaction with their supervisor fulfilling this need. Participant 5, FG(2) noted:

"It's nice also just from the supervisors, that they actually need to take time to see you."

On the other hand, participants reflecting back on the process saw the effect and the impact of the student's need in the supervisory process. Participant 1, FG(3) mentioned:

"Those regular meetings, I think maybe that is a important part of the supervisor's relationship that, yes, we understand that they are busy and we're busy as well, because most of the time people doing it are working",

"But, if you don't have that face-to-face contact, then that severely affect the trust-building relationship".

From this evidence a picture of the growth in the process regarding the needs of the students unfolds. At the beginning of the process the students are not settled in the relationship and feel disappointment and dissatisfaction when their needs are not met, while students in the middle of the process, who are more familiar with the relationship between them and their supervisors, appreciate this need for contact time being met. However, only the participants reflecting back on the process were able to see the value of this need and the immense effect it has on the student-supervisor relationship when not being met.

Openness and the need for an open relationship as a student need was equally important in all three focus groups:

Participant 7, FG(1): *"As ek nie 'happy' is met iemand nie, moet ek nog steeds die vrymoedigheid hê, nie om ongeskik te wees nie, maar te sê 'luister, dit pla my genuine baie, kan jy my daarmee help?'" [If I am not happy with someone, I have to have the confidence, not to be rude, but to say 'listen here, this genuinely bothers me a lot, can you help me with it?'.]*

Participant 3, FG(2): *"But I think the thing comes about where you need to actually tell him, this is how I want to do it, this is when I want to end, help me through the process. And I think you need to clarify it with them."*

Participant 1, FG(3): *"I think in the beginning, yes, even though you're still feeling each other out and you get to a point that you're developing more trust. There has to be a certain amount of openness for the relationship to work, else it's not going to work"*.

For students in the middle of the supervisory process there is also the need for emotional support from her supervisor. When this need of the students is not met, the

student may feel like a "bad child": Participants 2 and 6 in FG(2) capture this need by stating:

> *"And I think also what participant 2 pointed out earlier with some empathy, so maybe like some emotional support, because you're working, you're trying to give in a dissertation, you need some emotional support from your supervisor."*

> *"With me, one makes me feel like a bad student or a bad child. So he puts a lot of pressure on me to perform certain things, and then, if I can't deliver, or I can't deliver on his standards, then he makes me feel like it is all my fault, or I am not trying hard enough and everything. There is no understanding or compassion or empathy."*

Needs only discussed by students embarking on the process was the need for an approachable supervisor, the buy-in and commitment of the supervisor and the need for an equal relationship:

> Participant 5: *"Obviously moet sy van haar kant af daai approachableness bied"* *[Obviously she has to be approachable].*

> Participant 6: *"Mens het die inkoop nodig. Ek voel dit is my verantwoordelikheid om die goed te doen, maar ek gaan regtig die inkoop nodig hê van my supervisor om committed te wees"* *[You do need that buy-in. I feel it is my responsibility to do the stuff, buy really I am going to need that extra buy-in from my supervisor in order to stay committed].*

> Participant 4: *"Jy moet met jou supervisor praat soos 'n kollega-tipe ding."* *[You have to be able to talk to your supervisor like a colleague type of thing].*

Needs only evident with students in the middle of the process are choosing a supervisor that is familiar to them and an established relationship with that supervisor, the need to clarify roles and outcome, the need that the supervisor would share some information,

the need for the supervisor to pressurise the student and time management: Participant 2 noted the need of choosing a familiar supervisor:

"Well, because, like I said, the (supervisors) I had on my list I had developed a relationship with. They knew me on a more personal level. Now, I'd spoken to them outside class, they knew my work ethic, they understand how I thought and I think that the process would have been that more efficient if I had been able to pick my own supervisor."

"I was put with (a supervisor) that I didn't want to be with and you can see it now. There's a complete disconnect ... There's nothing between the two of us, which makes it that much harder."

The need to clarify roles and outcomes were described by participant 3:

"I think that we need to just actually sit down or something and make an agreement between the two of us, because I think she has her own ideas and I have my own ... I think it's just the expectation thing is clashing and maybe if we just sat down and actually said what we needed, and she told me what she expected of me and I told her and we reach an agreement. I think we can go forward, but for now it's not working out."

The need that the supervisor would share some information and the supervisor pressuring the student doing time management was elaborated on by Participant 6:

"Well, if he has information, well, share it with me! I don't mind getting my own information but don't tell me you read this great article and I should go find it. If you have it, just pass it on. I'll find my own stuff as well."

"What are nice about him are the deadlines..."

The only three needs of the students discussed only in the focus group with the participants who completed the process were collaborative supervision, support outside

the supervisory relationship and preparation of supervisor before meetings and contact sessions. Participant 3 remarked:

> *"I handed in or sent it to the supervisor and when I made an appointment with him then he would come through my work... But I hear from other students that they make an appointment and then the supervisor never went through their work before meetings – but it didn't happen to me."*

Participants reflecting back saw the importance of support outside the supervision process in order to cope with the demands of completing a Master's dissertation. Participant 3 in FG(3) noted:

> *"And I think you need support also, not only from your supervisor, but also from your family and colleagues ... from everyone that you have contact with."*

The need of the student to have an available supervisor was evident in the participants who had completed the supervisory process and students currently in the middle of the process. Participant 5 in FG(2) noted the frustration of an absent supervisor:

> *"I have a great problem because my supervisor left the university, so now my contact is either a phone call - if I can get hold of her. So I've been trying to get hold of her for a week and we're playing telephone tag. And then the e-mails, you wait three to four weeks to get a reply on it so you're literally out in nowhere by yourself and that process is going nowhere."*

Participant 1 in FG(3) noted the difficulty an unavailable supervisor can cause for the student, thereby altering the perception of the supervisory process:

> *"That's probably why I look back at it as being difficult. It's because the point where it was most stressful he wasn't around. I think that is maybe the part that stay's with me."*

The need for communication and feedback links to the need for an available supervisor. Participant 1 who was just embarking on the supervision process noted:

"Dit voel so half of dit nou bietjie doodloop, asof ek niks by hom kry nie." [It feels as if it reached a cul de sac, almost as if I don't get anything from him anymore.]

On the other hand, Participant 5 who completed the process was positive and said that her supervisor would take a maximum of three weeks to respond to her:

"I would submit the information and then a week later almost we would talk in a group - the people who were in the same moment of research. It was almost to get input from the other people as well, but the moment that I just submitted for feedback... one week, two weeks, three weeks. Not more than three definitely."

Recognition as a student need seems to be important in the middle and at the end on the process:

Participant 3, FG(1) :*"Ek wil hê hy moet kan trots wees." [I want him to be able to be proud]* and

Participant 1, FG(3): *"I could almost feel like a sense of pride coming from his side to say, this is one of my students and this is what she has accomplished and I think they do recognise that. I think because there is such a large amount of students and like you said, some people don't finish. They recognise the work that's put in to finish".*

The recognition craved and aspired to with the students just embarking on the process almost came to fulfilment with the participants finished with the process.

"I don't think the introduction to the supervisory process last year was actually given to us. You're kind of thrown into, this is your supervisor and this is your proposal. But how it works and to justify how the process works wasn't there."

This is the desperate voice of Participant 6 in FG (2) a student in the middle of the process that illustrates the need for the students to have an orientation into the supervisory process and an initial meeting with their supervisor. This need was also discussed in the focus group consisting out of students at the beginning of the process.

As mentioned earlier, the needs of the students in the supervisory process was discussed as a separate theme, as were the roles of the supervisory process. When the needs of the student are not met in the process with the roles of the supervisor, emotional labour will be more prevalent. Table 5.7 below is an illustration of the needs of the student discussed in the three focus groups and whether they were met by the role discussion.

Table 5.7: Comparison between the roles of the supervisor and student needs

Student Needs	Role of the Supervisor
Guidance	Expert guidance
Emotional support	Emotional support and comfort
Approachable supervisor	Approachability
Supervisor availability	
Buy-in and commitment of supervisor	Buy-in and commitment
Choosing a familiar supervisor and an established relationship with the supervisor	
Clarity about roles and outcomes	
Communication, feedback and regular contact sessions with the supervisor	Feedback
Equal relationship	
Honesty on the part of the supervisor	
Initial meeting and orientation	
Openness and an open relationship	
Support outside the supervisory relationship	
Supervisor sharing information	
Preparation of supervisor before meetings and contact sessions	
Pressurising student	Putting pressure on the student
Recognition	
Time management	Time management
	Mentorship

	Empowering the student
	Encouragement and motivation
	Fighting for the student
	Leadership
	Sounding board

It is clear from Table 5.7 that student needs surpass the necessary roles of the supervisor. Some of the roles and needs overlap, such as time management, pressurising the student, feedback, commitment and buy-in, approachability, emotional support and comfort and expert guidance. However, there are needs of the student in the supervisory relationship not met by the roles of the supervisor in the process.

5.6 THEME 4: THE RELATIONSHIP BETWEEN THE SUPERVISOR AND THE STUDENT

The fourth emerging theme in this study is the relationship between the supervisor and the student in the supervisory process. The relationship was described by all three focus groups as a comfortable relationship, all of the focus groups also placed emphasis on the openness of the relationship and the need for an open and honest relationship and all the participants of the study said that they value a friendly, familiar and personal relationship with their supervisors. The students at the beginning of the process described a bold relationship, caution and conflict in the relationship and the effects of the relationship on the supervision process. Some words the students in the middle of the process used to describe their supervisory relationship were "*non-existent*" FG(2) and a "*service relationship*" FG(2). Participants who had completed the process commented on the fact that one must build the relationship. Trust and motivation in the relationship were also discussed but only by participants either in the beginning or at the end of the process. Table 5.8 below summarises the relationship between the supervisor and the student as depicted in the three focus groups.

Table 5.8: Relationship between the student and the supervisor

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
Bold relationship		
Caution in the relationship		
Comfortable relationship	Comfortable relationship	Comfortable relationship
Effect of the relationship on the supervisory process		
Exciting relationship		
Non-existent	Non-existent	
Open relationship, openness and honesty in the process	Open relationship, openness and honesty in the process	Open relationship, openness and honesty in the process
Trust and motivation in the relationship		Trust and motivation in the relationship
Uncertainty in the relationship		
Friendship and familiar relationship, personal relationship	Friendship and familiar relationship, personal relationship	Friendship and familiar relationship, personal relationship
		Building the relationship
Conflict in the relationship		
	Service relationship	
		Student expectations of the supervisory relationship

Students at the beginning of the process explained the bold relationship they have with their supervisor as follows: Participant 4 noted:

"So ek weet sy ken my en ek ken haar en ek weet ek kan haar enige tyd kontak" *[So I know she knows me and I know her and I know I can contact her anytime].*

"Ek sal haar twee uur in die oggend kan bel en sê, luister ek is nou besig om uit te 'freak' en ek weet sy sal my kan troos en vir my sê...ek dink sy sal my laat huil vir so twee minute en dan sal sy vir my sê... 'Ruk jouself reg, jy kan dit doen'." *[I can call her two o'clock in the morning and say 'listen here, I am busy freaking*

out' and she will comfort me and say... I think she will let me cry for two minutes and then she will say 'come on, pull yourself together, you can do this'.]

However, in the same focus group the caution in the relationship was also a topic of discussion. Two respondents agreed that their relationship with their supervisors is filled with caution and that they are still finding their feet. It is interesting to note the boldness and caution pertaining to the supervisory relationship in the same focus group.

Another interesting observation is that the effect of the relationship on the supervisory process was noted by students at the beginning of the process. It is almost as if they are aware of the effect in this case of conflict, and they will do anything to avoid the negative consequences thereof on their research. Participant 4 in FG(1) told a story about family of her in the same department that struggled with the relationship between her and her supervisor. In the end the student had to change supervisors and that hauled the process:

"Vyf of ses jaar terug het my niggie by hierdie department haar M gedoen by een van ons dosente en toe sy, ek dink, meer as 50% klaar besig was met haar studie toe het sy en haar dosent vasgesit want hulle het nie saamgestem oor iets nie. Sy het besluit om eerder weg te stap van die dosent af en sy moes 'n ander studieleier kry en heeltemal van voor af begin nadat sy – ek dink dit is vir my 'n groot vrees omdat ek weet dit is moontlik ... Dit hang baie af van daai verhouding, want daar gaan sy met daai idee by een dosent en sy mors ek dink omtrent 'n jaar van haar tyd op haar 'dissertation' en daar gaan sy met dieselfde idee na 'n ander dosent toe en ek dink sy het bo 70% gekry vir daardie projek. So dit hang baie af." [Five or six years ago my cousin did her Master's with one of our lecturers and when she was halfway through her study, she and the lecturer had a disagreement because their opinions differed on a matter. She decided to rather walk away from the lecturer and she had to get another supervisor and start all over again after she – I think that is one of my biggest fears because I know it is possible. It all depends on the relationship, because there she goes with this idea to one lecturer and wastes her time, I think almost a

year and a half of her dissertation and with the same idea she goes to another supervisor and gets above 70% for the same project. So it depends.]

Both *uncertainty and excitement* were also evident in the relationship that students at the beginning of their research have with their supervisors. On the one hand the relationship is uncertain, Participant 5 in FG(1) noted:

"My verhouding met haar op hierdie stadium voel ek nog is 'n bietjie onseker" [My relationship with her at this moment in time is still a bit uncertain].

On the other hand, excitement seems to fill the relationship as well, as Participant 2 in FG(1) pointed out:

"Gelukkig ken ek hom nou al 'n goeie jaar en hierdie jaar het ek hom nou nog min gesien, maar ek ken hom nou al vir 'n jaar en dit is altyd opwindend vir my om daar in te stap." [Luckily I know him now for more than a year but this year I saw him not very often, but I do know him more than a year and still it is always exciting to walk in.]

Understandably, students at the beginning of the supervision process also remarked that some of them felt as if the relationship between them and their supervisors was non-existent. It is however interesting to note that only students at the beginning and students in the middle of the supervision process described their relationship with their supervisor as non-existent. Participants reflecting back on the process only make mention of good and familiar relationships. The question now arises as to whether a good relationship is a pre-requisite for completion of a mini-dissertation? However, Participant 1 noted:

"Myne is op die oomblik non-existent" [At this moment mine is non-existent].

However, this was also a topic of discussion in the focus group with the students in the middle of the process. Participant 2 in FG(2) remarked:

"I would say that my relationship with my supervisor is non-existent. There is no relationship, nothing whatsoever."

Participants who already completed the process remarked that the relationship between a student and a supervisor takes time to develop and the building of a solid relationship does not happen in an instant. Participant 1 in FG(3) reflected:

> *"You do go through a process where you develop a relationship with this person and it is a lot of work to develop a new relationship with someone and still do all your academic requirements. And there is a trust established. You know how he works, you know what he's going to expect from you."*

The participants in all three focus groups agreed that the relationship with their supervisors was a comfortable relationship. Participant 2 at the beginning of the supervisory process described the comfortable relationship between him and his supervisor as follows:

> *"Hy's altyd baie opgewonde om te praat oor allerhande goedjies en ek 'love' dit. Maar hy gaan nie na my toe kom nie en ek verwag dit nie. Maar ek 'love' dit om by sy deur aan te klop en dan praat ek altyd heeltemal te lank met hom, maar dis goed. Want elke keer as ek daar uitstap weet ek ietsie meer of 'tickle' iets my meer of gaan soek ek na iets anders." [He is very excited to talk about all sorts of things and I love it. But he is not going to come to me and I cannot expect that. But I love it just to go and knock on his door and then I always stay too long, but that is a good thing. Because every time I leave there I know more and that tickles me or I go and search for something else.]*

However, Participant 3 in FG(3) reflecting back noted that the relationship was *"more comfortable in the end"*.

Openness, an open relationship and honesty in the relationship were also a topic of discussion in all three focus groups.

> Participant 1, FG(3): *"I suppose the openness is two-sided as well. They have to be willing to hear you out and give you support in the beginning, because you also have to be willing to be realistic and say, yes, they do know better, they do know what they are talking about, and then not being critical and shoot you down ... It's a workable study going forward".*

Participant 3, FG(2): *"I think it's harder for someone who didn't get to know their supervisor beforehand. I mean, you didn't get the person that you walked with or had even class with and then you need to get supervised by them. For me it was easier. Honesty comes through the relationship".*

Participant 4 at the beginning of the process explained the openness and honesty in her supervisory process as follows:

"Ja selfs te sê, weet jy, vandag is regtig nie 'n lekker dag nie, kan ons asseblief die afspraak skuif na môre of oormôre toe? Dat hulle bereid sal wees... As jy nie saamstem nie moet jy die vrymoedigheid hê om te kan sê jy stem nie saam nie, maar jy moet dit nogsteeds op 'n respekvolle manier doen." [Yes, even to say, you know, today is not a good day, may we please move the appointment to tomorrow or the day after that? That they would be willing to do that. If you disagree you should have the confidence to say that you disagree, but you still have to do that in a respectful manner.]

All students noticed openness and honesty in the relationship, however the students at the beginning of the relationship only explained what it should look like, students in the middle of the process realise that honesty comes through the relationship and the participants understand that the openness in the supervisory relationship is two-sided. Participant 1 in FG(3) noted:

"I think in the beginning yes, even though you're still feeling each other out and you get to a point that you're developing more trust. There has to be a certain amount of openness for the relationship to work, else it's not going to work."

The *trust* explained above is evident in participants reflecting back on the relationship. Participant 4 at the beginning of the process linked trust in the relationship with the motivation during the relationship:

"My woord was vertroue ... en 'motivation' kan seker daarmee saamgaan. Gister het ek net by (my supervisor) gaan inpop om te sê 'hi Prof, hoe gaan dit?' Ons

het, ek dink vyf minute gepraat – of nie eers nie – en klaar voel ek 'gemotivate' om weer aan te gaan." [*My word was trust... and motivation can surely go with that. Yesterday I walked into her (supervisor's) office just to say 'hi Prof, how are you doing?' We talked for about five minutes – not even – and already I am motivated to go ahead.*]

As noted in chapter two of this study, the supervisory relationship can also be seen as a relationship in delivering a service and fits into the existing research on emotional labour in the service sector. The student has to produce a good quality dissertation and in turn the supervisor renders a service to the student. Interestingly, Participant 1, FG(2) in the middle of the process, used the same analogy when she spoke about the relationship between her and her supervisor:

"One of the definitions I told my students this year in employment contract, (the relationship) is a reciprocal agreement between two people, in you giving your service to the employer and he's giving you a determinable remuneration."

The service you give is the good quality dissertation and the remuneration can be parallel to the feedback received and in the end, the mark attained.

Friendship, a familiar and personal relationship is talked about at every stage of the supervision process. Students at the beginning of the process just explained the familiar relationship between them and their supervisor. Participant 2, FG(1) stated:

"Ek ken hom nou al vir meer as 'n jaar en dis altyd opwindend om daar in te stap." [*I know him now for more than a year and it is always exciting to walk in there.*]

Students in the middle of the process on the other hand also noted the familiarity in the relationship between them and their supervisors. Participant 4, FG(2) noted:

"I actually knew her before I did this."

However, Participant 3, reflecting back on the process, elaborated more on the friendship in the relationship:

"He learnt about my family, I learnt about his family, so it was also a familiar relationship."

"I think our relationship has developed in a friendship relationship and a trusting relationship."

Although all the focus groups touched on the topic of familiarity in the supervisory relationship, the participants who went through the whole process were descriptive and did not merely note the personal relationship.

Participant 1 in the focus group who completed their dissertations summarised the expectation of the supervisory relationship as follows:

"I think a collaborative (relationship), working together. If I put in effort, he puts in effort from his side."

5.7   THEME 5: POWER RELATIONS IN THE SUPERVISORY PROCESS

Another emerging theme in the supervisory process is the power relations between the supervisor and the student in the process. In the relationship explained above there seems to be a perceived power imbalance. Table 5.9 below summarises the power relations as discussed in the three focus groups.

Table 5.9: Power Relations in the Supervisory Process

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
	Dependence of the student on the supervisor	Dependence of the student on the supervisor
	Fear: Offending the supervisor	
Courage to have boldness		
Honesty: Having your own opinion	Honesty: Having your own opinion	
	Supervisor have all the expert knowledge	
Power struggle	Power struggle	

As depicted in the table above the power relations are evident in all three focus groups. However, the focus group with the students in the middle of the process were much more aware of the power struggle, the supervisor having all the expert knowledge, honesty about having your own opinion, the fear of offending the supervisor and the student's dependence on the supervisor.

The dependence of the student on the supervisor is evident when Participants 3 and 6 in FG(2) stated:

> *"And they got their degrees, they've got everything. We're the ones that don't and they know that. They know we're dependent on them."*

> *"You are dependent on their help and guidance."*

Participant 1, who already finished her dissertation, explained the uncertainty when you can not get hold of your supervisor and you are dependent on him or her:

> *"I like being more independent so in a way it kind of did work for me. But it's also difficult; it's even more stressful than you think you can do... For instance my results chapter was 80 pages, so I did an 80 page chapter not knowing whether or not I was completely off in the wrong direction and space."*

The fear of students to offend the supervisor – which he or she was dependent on – was a much talked about topic in the focus group with the students in the middle of the process. Participant 3 noted:

> *"But I think also the thing is that we're scared to offend them. The minute you offend them they're not going to help you and then you're the one who doesn't benefit."*

> *"So I think at the end of the day it's more of a fear. So I think that is why we feel frustrated. I pick what I say, if it's really important then I say. The small things that frustrates me I just keep back because the minute you do something that offends them, you're going to suffer."*

The courage to have boldness in the power relations between the perceived powerful supervisor and the powerless student is touched on in the focus group with the students at the beginning of their dissertation. Participant 4 in FG(1) noted:

"Ek stem nie altyd saam met alles wat gesê word nie en meeste van die tyd het ek die vrymoedigheid met meeste van die dosente, maar nie met al die dosente om daai opinie te lug nie." *[I do not agree all the time with everything that's been said, but most of the time I have the confidence with most of the lecturers, but not with all the lecturers to give my opinion.]*

The abovementioned quote from the material also links with honesty and having your own opinion and the power relations when your opinion and that of your supervisor differs. Participant 3 in the middle of the supervisory process noted:

"I think for the same reason we worry that if we're too honest with them, they might take it personally and then it becomes a personal issue and we forget that it's work."

The fact that the supervisor has all the expert knowledge may be one of the many reasons why students perceive this as a power struggle. Participant 2 in FG(2) noted:

"We are not yet people who are completely... we're not knowledgeable on everything that needs to be done and on the content of what needs to be done and of the actual information out there."

This also proves once again the dependence of the student on the supervisor. The power struggle is also seen when Participant 6, FG(2) noted:

"They still have all the power, so it's kind of like you're subordinate towards them. They can say at any stage, sorry, I'm not going to be your supervisor anymore."

5.8   THEME 6: STUDENT PERCEPTION OF THE SUPERVISORY PROCESS

To see the holistic picture of the supervision process from a student's perception, the student perception of the supervisory process will be discussed. In this theme, topics

such as growth, not seeing the bigger picture, the structured process that may seem unorganised at moments, process of difficulty with heavy workload, tornado's, uncertainty, the helpful process, one-sided supervision, circular learning process, student perception of learning in the process and student learning about time lines and time management in the process will be discussed. Table 5.10 below recapitulates on the theme across the three focus groups:

Table 5.10: Student Perception of the Supervisory Process

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
Growth		
Not seeing the bigger picture		
Structured process		Structured process
Process of difficulty with heavy workload		
	Tornado	
	Unorganised	
	Uncertainty	
		Helpful process
		One-sided supervision
		Circular learning process
		Student perception of learning in the process
		Student learning about time lines and time management in the process

Logically, the participants reflecting back on the process had more discussions about their perception of the supervision process. They reflected on their perception about the learning process as a whole, learning about time lines and time management and learning as a circular learning process:

Participant 5, FG(3): *"It was definitely a learning curve from the day I had to go to the participant's houses and request whether they would like to be part of the research."*

Participant 3, FG(3): *"I also had a certain time to give something in so then I also needed to put effort in to be on time and to manage my time."*

Participant 3, FG(3): *"It's a learning process; I don't think you can change it. I think every learning process goes through those stages that you feel on a high and then you feel very low... You had to go through that process a few times with one chapter, you know, at least two, three times sometimes."*

It is interesting to note that students in the beginning of the process and participants finished with supervision perceived the process as structured and the students in the middle of the process compared the unstructured process to a *"tornado"* FG(2) and stated that the process seems *"unorganised"* FG(2). However, Participant 5 reflecting back commented on the seeming contradictory discourse: *"So there was a structure, but I found it was also flexible"*. This also links with the course of research. In the beginning students know exactly what to do in terms of writing up the proposal, then in the middle of the process students tend to be confused and do not know how to continue. In the end, the confusion is not so much about the process or the next steps, but rather in terms of the quality. Students then ask: Was my efforts good enough?

The growth and development of the supervision process is evident in two focus groups. Students at the beginning of the process only noted the need for growth. Participant 4, FG(1) stated:

"Want hy ('n ander person in akademie) sê toe vir my, jy sal sien, hoe meer jy daaraan werk, hoe meer verander dit, rond jy dit af want jy groei daarin. Maar jy het daai tyd nodig om daarin te groei." [Because he (another person in academia) said I would see, the more you work on it, the more it changes when you refine it because you have to grow into it.]

Whereas Participant 3, FG(3) who have completed the supervisory process noted the development actually achieved:

"It was for me personal development. I developed through the process, and not only for educational but also in myself I have developed a lot."

But for students at the beginning of the process who only hear about this personal development and growth from their supervisors may struggle with not seeing the bigger picture and the demands of the heavy workload: Participant 4 mentioned on two occasions:

"(Die supervisor) sê, 'hier is die deadline' en ek 'meet' hom. Ek kyk nie regtig baie ver vorentoe nie." [(The supervisor) said here is the deadline and I have to meet it. I really don't look too far ahead.]

"Maar soveel van die studente werk voltyds en met die studieverlof wat ons klaar insit is dit bitter, bitter, bitter moeilik om net tyd af te kry. Dit is regtig vir my moeilik." [But so many students are working full time and with the study leave we are already taking is it very, very difficult to get time off. It is really very difficult for me.]

The student's perception of the supervision process as a *"tornado"* (FG(2)) can also be due to the perception of uncertainty about the going forward described by Participant 2 FG(2) as:

"Now you have been limited to this one individual that you can call upon and if they are not willing or able to assist you. What is the process to be followed? So it's also a lack of not knowing how to proceed".

One must remember that although participants in the different focus groups had consensus about most of the topics under discussion, the students' perception will differ from one participant to another. This was seen in the focus group consisting of the participants who had completed the process. Participant 1 noted that her supervision process was *"one-sided"* FG(3), while Participant 3 praised her supervisor for the *"helpful process"* FG(3).

Although the students' perceptions of the learning and the supervision process varied, a pattern can be discerned in the three different focus groups. The students who just started out with the process are talking about the growth they would like to see in themselves but are still very short sighted. It is almost as if students in the middle of the process perceive supervision in a negative light, for they talk about the unorganised and unstructured process and the tornado of supervision. Students at the end of the process reflecting back were able to see the learning process, the development and the circular nature of supervision. An interesting observation is that students at the beginning and in the middle of the process use the term "us" and "they" when referring to themselves and their supervisors. Almost as if it they are opposed to one another. On the other hand, participants reflecting back on the process used the term "we" when referring to themselves and their supervisors. This speaks of a more mature and collaborative perception of the supervisory process.

5.9 THEME 7: PRESSURES AND CHALLENGES IN THE SUPERVISORY PROCESS

The next theme that came forward in the data is the pressures that build on the student during the supervision process. Pressures were only a direct topic of discussion in two of the three focus groups. Students at the beginning of the process discerned that they had to deal with the pressure of the process, heavy workload and the frustration of the pressure of balancing life and the task of writing this dissertation. Participants reflecting back also noted the pressures within the process, but they also commented on the pressures of delivering outputs, pressures placed on the student by the supervisor, how they cope with the different pressures, the challenge of data collection and the supervisory relationship, the challenge and pressure of feedback that implies the redoing of work and the pressure of the sacrifices they felt when have to balance life. The table below illustrates the pressures of the student felt in the supervisory process:

Table 5.11: Pressures in the Supervisory Process

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
Dealing with pressure in the process		Dealing with pressure in the process
		Delivering outputs
Heavy workload		Heavy workload
		Pressure placed on the student by the supervisor
Pressure on balancing life and dissertation		Pressure on balancing life and dissertation
		The process of data collection
		Challenge of the supervisory relationship
		Challenge of feedback that implies redoing work

The participants that are reflecting back on the process, as well as the students only starting, both commented on the pressures in the supervisory process. The supervisory process on its own holds a lot of stressors and Participant 7, FG(1) noted:

> *"Dit plaas geweldige druk op my op die stadium maar dit help my ook. Dis vir my, jy moet 'n dag uitsit in jou week, maar ek het nou ook die 'means' om dit te kan doen." [It place immense pressure on me at this moment in time, but it also helps me. You have to put aside one day per week, but I have the means to do that.]*

Participant 1, FG(3) also explained the distress she felt while busy in the process:

> *"I think it's healthy if you have like a good cry. Just sort of let the pressure out, because it is a lot. It is a lot to deal with. It's a lot to do."*

A student at the beginning of the process echoed this statement by commenting on the pressure of the heavy workload of a dissertation. Participant 2, FG(1) noted:

> *"Vir my is dit meer ... iets net nog te veel om te doen" [For me it is more ... just another thing too much to do.]*

The pressures of delivering an output that a participant commented on can also be seen as the pressure of the heavy workload. Participant 3, FG(3) mentioned:

> *"So they put a lot of pressure on research and outputs. Because, if you don't have the outputs... If you don't have the output, you can't get promoted*.

In this focus group the participants also commented on the fact that the supervisor rightfully pressurises the student as well:

> Participant 1: *"I remember sitting in his office thinking, What?! Are you crazy? I'm not going to have my first draft done by then – and I actually did."*

> Participant 3: *"They know that you have a lot of qualifications. They put more pressure on you because you are able to do it."*

Another pressure evident in both these focus groups was the pressure of balancing the responsibility of day-to-day life and the effort of writing a good quality dissertation. Participants 1 and 5 in FG(3) remarked:

> *"So much of your life is taken up by you thesis"*, and

> *"You schedule your leave during that period, just around working on it. Your nights, your weekends, everything goes into this thing"*.

The time the student must sacrifice is evident in the abovementioned quotes from the material, but two other participants in the same focus group also commented on the time and sacrifices the student have to make in order to produce a good quality dissertation:

> Participant 1: "*Especially when you work as well. You can't do it at work, you have to work in the evenings or take time off, take leave."*

> Participant 5: *"For me it felt like you are giving up your personal time – sitting on a Saturday evening and doing this while other people are out 'braaing'. You do give up time and relationship time to complete this."*

The challenges the participants reflecting back identified were the data collection phase of research, the challenge of the supervisory relationship and the pressure of the supervisory relationship:

Participant 3: *"The data gathering was difficult. I also had difficulty to arrange my focus groups and they just don't reply to your e-mail."*

Participant 1: *"My relationship with my supervisor was extremely challenging."*

Participant 2: *"So that is a bit of a down because you need to do these changes, changes and then you give it back and then he could have maybe changed his mind. I think that's the whole time with this, with each chapter."*

While this theme was discussed in two focus groups, the students at the beginning of the process merely notice the pressures. Participants who have completed the process were much more elaborate about the pressures and sacrifices one have to endure in order to complete the process. Students in the middle of the process did not directly acknowledge the pressures of the process. This may be due to the fact that once you have completed a task and are able to maturely reflect back, you are then able to acknowledge, accept and admit the hardships of the process. As seen in the previous theme, the perception of students in the middle of the process are that of a *"tornado"* FG(2), so it might be that they are not yet able to admit the hardships, sacrifices and pressures of the process.

5.10   THEME 8: THE METHOD BEHIND THE MADNESS: WHY DO THE RESEARCH?

If the pressures of the process are so evident, why would anyone embark on it? As mentioned in the methodology chapter, only students out of the departments of Psychology and Industrial Psychology were sampled to participate in this study. The reason being, that a dissertation is a requirement for the fulfilment of their degrees, which is in turn a requirement before stepping into the workplace.   Students just

embarking on the process and participants reflecting back noted that the reason behind the motivation for completing their dissertations is indeed to become a Psychologist or Industrial Psychologist:

> Participant 2, FG(1) :*"Ek het besluit, ek weet ek wil my M doen ... Want ek wil 'n bedryfsielkundige word."* *[I have decided, I know I want to do my M. Because I want to be an Industrial Psychologist.]*

> Participant 1, FG(3): *"If I have to be honest I would say, part yes, for the ability to achieve something like this. And part of, you know, the process to becoming a psychologist, because that was my underlying motivation."*

However, only participants reflecting back on the process they have completed were able to see the benefits of the process. The Table 5.12 below demonstrates the benefits these participants witnessed after the process was completed.

Table 5.12: Benefits of the Supervisory Process

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
		Contentment
		Foundation for further research
		Personal development, learning and self-efficiency
		Sense of achievement and accomplishment

As already mentioned only one of the three focus groups commented on the benefits of the supervisory process. The participants who had completed the supervisory process commented on the contentment they felt and the fact that they would engage in the process all over again and the fact that they never look back. They also noted that a major benefit of the process is that it laid a foundation for further research. Participant 5 mentioned:

"Sometimes you go back to it to refer now for future research. So I think it was definitely a foundation that I couldn't have done without."

Personal development, learning and self-efficiency and the sense of achievement and accomplishment are also not overlooked. Participant 5 commented:

"We spoke earlier about personal development, for me it was the confidence to speak in front of people, to voice my opinion, and I think my supervisor also encouraged me in the process of letting me do the stuff that he knew I'm not very keen on doing. Letting me try out new things and then, the process was hugely for me."

Participant 5 noted in this focus group that the knowledge gained in this process did not only benefit her to get a degree, but it also equipped her for her occupation:

"Looking at me and the knowledge that I gained, not only about the subject, not only about my topic, but also about the people and the internal workings there, was very valuable. I think for my studies and my occupation going ahead."

A sense of pride, achievement and accomplishment were evident in the students that completed the supervisory process successfully:

Participant 1: *"I think to this point it is like one of my greatest achievements. Hopefully we'll all have many more, but yeah, it's a big deal."*

Participant 3: *"You have accomplished it! Because not everyone finishes their dissertation so it's a difficult process and that's where all the students fall out, is with the dissertations. So yeah, I think it is an achievement."*

The fact that this was the only focus group that commented on the benefits of the supervisory process shows that while in the process students can often lose perspective and do not see the possible benefits, rather they focus on the problems and challenges. The fact that only participants looking back at the process were able to reflect purposefully is in agreement with what has been said earlier about growing into your research.

5.11 THEME 9: CHOOSING THE SUPERVISOR

The question now still remains as to how the students go about choosing the supervisor they want to engage with in this process. Only students at the beginning and participants reflecting back commented on this, maybe because it was irrelevant to students in the middle of the process as they had already chosen a supervisor. The emotion in this decision-making process can be detected with Participant 7 at the beginning of the process:

> *"Ek het studieleier A gekies want ek weet ek kom nie met die ander dosent oor die weg nie – glad nie. Ek kan hom net 'tolerate' tot 'n punt toe."* [I chose supervisor A because I knew I would not get along with the other supervisor – not at all. I can only tolerate him up to a point.]

The table below illustrates the two different 'criteria' the students used in order to choose a supervisor.

Table 5.13: Choosing a Supervisor

Focus Group 1: FG(1)	Focus Group 2: FG(2)	Focus Group 3: FG(3)
Deliberately not choosing a certain supervisor		Deliberately not choosing a certain supervisor
Based on the relationship between the supervisor and the student		Based on the relationship between the supervisor and the student

Students had different reasons for deliberately not choosing (or choosing) a certain supervisor. Participant 5, FG(1) noted:

> *"Ek het heeltemal my studie verander omdat ek nie by daai supervisor wou wees in wie se veld dit val nie. So ek het heeltemal my studie en alles verander om by die ander supervisor te wees."* [I changed my study completely because I did not want to be with that supervisor in which interest field of interest it fell. So I changed my research completely to be able to be with one supervisor.]

Participant 1, FG(3) reflecting back on the process remembered the reasons why she also changed her supervisor:

"I was initially assigned a supervisor who personally requested to be my supervisor so I went to her and I told her my topic and right from the (word go) she said, no, this is not going to work. I don't know, it's too ambitious or so. She shot it down immediately and I was quite upset by that, so I went to the research lecturer and I said, she doesn't want to do this and then this particular professor went to another more senior professor, misrepresented my idea and said that, listen … I mean, she didn't even explain it to him the way I explained it to her and he called me in and he said, this is not going to work; you are not changing the world here, you are not writing a book, you're doing your thesis, you just want to get done with it, you have to be more realistic about this. And I decided from that point that come hell or high water, this woman was not going to be my supervisor."

The relationship was discussed as a separate theme, but in both these focus groups the participants noted the importance of the relationship between you and the choice of supervisor. Participant 2, FG(2) noted her disgust when she was not allocated a supervisor with whom she already had a relationship with:

"We had to provide a list of people that we wanted to have as our supervisors. I never got one person that was on that list, which is a little bit unfair because the people that I put on that list I really had some form of connection with, which meant through the process I had already established the relationship that could have been built from that."

5.12 BRINGING ALL THE THEMES TOGETHER

The nine themes reported on in this chapter all have one common denominator: it is about the supervisory process from a student's perspective. The nine themes can be linked to one another by the following diagramme:

Figure 5.1 Connecting the Themes of this Study
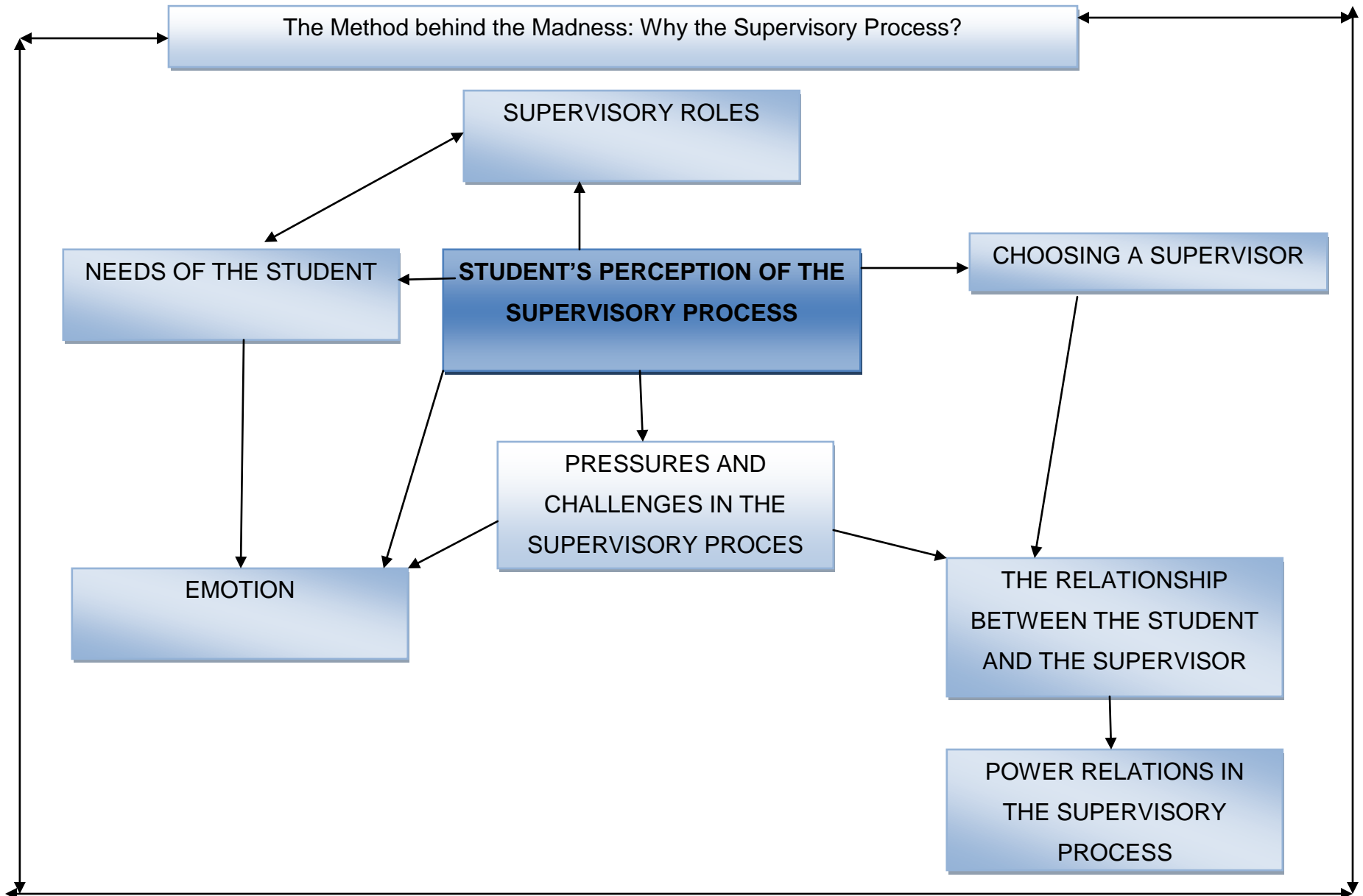
As illustrated, all the themes in this chapter cannot be discussed in a vacuum. The themes are dynamic and one influences the other. The student's perspective of the supervisory process influences every theme in this study because that is the focal point of this research: the student. As stated in the discussion, the supervisory roles are connected to the needs of the student, which in turn have effect on the emotion the student experiences in the supervisory process. For instance, if the student has the need for expert guidance and feedback, it is most likely to be a supervisory role, or connected to a role of the supervisor. The way in which the supervisor fulfils, or does not fulfil that role, has a direct impact on the positive or negative emotion of the student. The emotions of the student are also influenced by the pressures and challenges of the process. The relationship between the supervisor and the student is affected by the pressures and challenges, and the choice of supervisor. The power relations in the supervisory process seem to flow out of the relationship between the student and the supervisor. The reason for choosing to participate in this postgraduate supervision process is the framework that holds all the themes together.

5.13   SO WHAT?

The vital and rather non-academic question to ask now is - so what? What do all these themes related to the supervision process and the student's perception of the process and supervisory relationships have to do with emotional labour as discussed in chapter two? Why elaborate on so much detail in the themes about the supervisory process when emotional labour is the topic under discussion?

The answer, however, is simple. Guy, Newman and Mastracci (2008) noted that emotional labour is the invisible labour in a process. They even referred to it as the ghost in the room. The logical reaction was to first explain and describe the visible process of supervision, before the invisible aspect of the process could be discussed. Therefore, the reasoning was to consider the theory and research of emotional labour first (chapter 2), following which a review on the literature on the supervisory process was conducted (chapter 3). The next chapter was dedicated to the "how" part of the

research study – the methodology. This chapter (chapter 5) elaborates on what the supervisory process looks like from a student's perspective as found in this research study, while the following chapter will be a discussion of how these findings on the supervisory process link up with emotional labour.

CHAPTER 6: POST REFLECTION ON MY RESEARCH AND MY WAY TO MOUNT KILIMANJARO

6.1   INTRODUCTION

The research results have all been presented in the previous chapter. However, it is important to note that I am also a student in the postgraduate process that may experience certain emotions and possibly emotional labour in the process. In this chapter I want to add to the research findings discussed in chapter 5. Being a postgraduate student in the supervisory process, researching students in the postgraduate supervisory process, I had to keep in mind that subjectivity was a great concern in this research. To warrant research quality, and to state and counter possible subjectivity, a research diary was kept for the duration of the research. To add to the research findings I want to add material from the research diary and post reflection of the study. In this chapter I want to transparently give account of my reflection on my emotions during the study by comparing my research process and experiences to that of a very similar challenge I experienced – climbing Kilimanjaro.

6.2   POST REFLECTION AND EMOTION IN THIS RESEARCH STUDY

So what is it like to write a mini-dissertation? This question is one that, for the past year, has constantly been lurking in the back of my mind. Finally, I am in a position to look back and try to verbalise the answer to this, and reflect on it. In this section I want not only to answer that question, but also to address my stance in this research while looking back at the project - evaluating the effect that this has had on me as a student, but also as an industrial psychologist intern. However, I cannot comment on my learning before first taking you through my journey of writing this dissertation.

I want to compare the experience of writing my mini-dissertation to the adventure of climbing Mount Kilimanjaro, which I was faced with last year. This analogy seems appropriate on every level. The process of writing a mini-dissertation started out as an

adventure. I heard about the term 'emotional labour' from a friend in February 2011 and understood nothing about it. After much consideration the desire came to find out more about this and what better way than to write a mini-dissertation on it? The first night alone in Tanzania I posed more or less the same questions about my adventure. Would it be worthwhile?

> Research Diary 14/02/2011: "I know it's Valentine's Day, but after the talk with Stefan last night I keep thinking about the term emotional labour. Is it just another fancy word researchers use for emotion in the workplace, or is it actually worth a second look? I just don't understand the difference between emotional labour, stress and burnout. Are they synonyms or not even related?

The process of reviewing literature and analysing all the different conceptualisations of emotional labour was like taking the taxi from the hostel in Moshi town to the foot of the mountain – overwhelming, but still the greatest excitement I had ever felt. In the reading of literature and searching for articles on emotional labour a certain understanding about the term and the concept started to dawn on me. But still, I was only at the foot of the mountain and apprehension came creeping over me.

> Research Diary 17/04/2011: "My topic statement is approved and I got very good feedback on it! Yeah! I am still scared that the process is going to be too much. But as my mom always says 'Eet die olifant happie vir happie' [eat the elephant one bite after the other].

The first day on Mount Kilimanjaro was: hurry up - and wait. You wait for at least 4 hours for all your bags to be weighed, tent cleaned and porters assigned. This accorded so much with the feeling I had when I had to write my proposal. I was so excited, but the beginning was sluggish, because you were still trying to wrap your head around the concept of emotional labour. Writing the proposal was the part of the study where I had to learn patience. Patience not knowing where to find all the literature, not being capable of understanding the supervision process and patience to work through all the articles my supervisor gave me.

Research Diary 03/09/2011: "My research proposal is FINALLY submitted. I am tired and didn't have the time to do my utmost best because of the strain of the course work. I cannot dare to think about my mini-dissertation now, I have to concentrate on the coming exams and to pass them – my dissertation just has to wait now."

After the long wait at the foot of the mountain, came the first day: walking through the rain forest. It was absolutely breathtaking! My proposal presentation went smoothly and I could just enjoy the 'scenery'. On the first day on the mountain, however, altitude sickness rears its head, because your body is trying to get used to the shock. After my proposal presentation I emailed my supervisor and told her it was all just too much. I was going on holiday for December, starting a new job in January, and was going to take time off to rest and adjust to my new circumstances – and that is exactly what I did.

After the first day on the mountain, an indescribable energy surges through you – it feels as if you can conquer the world. February 2012 came and I was well rested and adjusted to my new work environment. I was ready! This is where I decided that I wanted to complete my dissertation in 2012. I faithfully pitched at the office at 6 a.m., two hours before work. This taught me diligence and perseverance.

Research Diary 04/03/2012: "I am so tired but I am humbled to note who's at the office at 6! I know I just have to keep on keeping on and chapter 4 will be over soon."

At the beginning of day two on the mountain, the tour guide announced with a flourish that the walk that day would only take four hours and that before lunch we would be settled at a new camping site. I almost laughed – climbing the highest mountain in Africa is a joke! Or so I thought... Those four hours were the longest of my life! The climb is very, very steep and altitude sickness crept over me. This was very similar to the process of getting a sample and data collection for my dissertation. At first I thought it to be an easy task, but people can be rude when asked to participate in research, especially over the weekend, because I just 'do not understand their busy lives'. I realised why this is so frustrating.

> *Research Diary 20/03/2012: "FRUSTRATED!!!! I cannot believe how rude some people can be. I only have participants for two focus groups and am struggling to find people who have completed the process to agree to participate in my research. At this rate I am never going to finish!!"*

The third day on the mountain is up and down – literally. You climb over rocks and then you drop down into valleys, but the scenery is so enjoyable and the tour group is starting to bond and to know each other well. This was very much like the data collection process. I struggled to get a venue, but after that it was enjoyable and the focus groups were managed with no major disturbances. The participants in the focus groups bonded well and they all had the courage to share how they really felt.

Research Diary 21/04/2012: "Today was my last focus group. A sense of relief just fills me. It went unbelievably smooth. I thought it would be difficult for me not to raise my opinion, being a student myself researching students, but I managed that well. I am proud and cannot wait to email Sumari on my progress – I think she'll be surprised."

But the fourth day on Mount Kilimanjaro was a desert. It was scary, it was isolated, it was cold. The scenery had changed from valleys with trees to desert – just sand and rocks. This explained the data analysis of my dissertation.

Research Diary 09/07/2012: "I feel like a total idiot. I cried in Sumari's office today – she had to pass the tissues. I hate my research study at this moment in time. I am so alone in this process and it feels like I am going nowhere slowly. I had the realisation today that if I want to finish this year and still have a quality dissertation I have to schedule leave and focus on my dissertation. I am depleted and I don't know how I'm ever going to get from here. I have lost hope in my research abilities and it almost feels as if I am letting myself down."

From that point on the mountain, it is all mental strength and no more physical fitness. I had to make a decision that I would reach the top – no matter what. The same decision I was to make more than a year later on my dissertation. I decided that no matter what, I would finish this strong. That is one thing I have learnt from the focus group that consisted of the participants who had completed the process: There is a certain grace

and strength in finishing strong. I scheduled leave and worked on chapters 5 and 6 of my dissertation day in and night out.

> *Research Diary 12/08/2012: "I've just sent my chapters to Sumari and Prof. Yvonne. I am tired but so satisfied with my efforts. I want to go and celebrate with my friends because I sacrificed a lot of relationship time with them in order to do this, but I am just too tired".*

The last night on the mountain is the MISSION! From base camp to summit, in -20 degrees, and you have only from 11 p.m. to 7 a.m. to do that. The last stretch is pure gravel and you take one step forward and fall two steps back. This is the editing part of my dissertation. At 06.45 a.m. 25 June 2011 – a date and time I will never forget - I reached the summit. I am now at the summit of my dissertation too and am finally able to honestly say: out of the eagerness to learn and not knowing what to expect, the greatest learning experiences of my academic life has "summited".

Above all, this research study made me realise that I can do anything I put my mind to. The focus groups allowed me yet again to acknowledge characteristics in myself that will be of the utmost importance when I practice as an industrial psychologist one day.

What really stood out were a renewed realisation of my adaptability and project management ability.

The value of hard work and putting my comfort zone at risk throughout this mountain climbing adventure of my dissertation allowed me to be more confident in meetings at work. I am now also more open to new concepts, emotional labour for instance, which I knew nothing about. Reading through the participants' experiences had a marked impact on my supervision process. I realised that I was not the only one experiencing these difficulties and it dawned on me to be more understanding and patient with the people around me – for I do not know the struggles they are dealing with.

From the analysis of the material I came to understand that the process I just described was one and the same process my participants described in the focus groups. At the beginning the excitement of research overflows, but like the participants I also had fears of would I be able to do this? The excitement soon turned to frustration, just as the participants in the middle of the process noted. Now, looking back, I am also able to say that I grew into my research study and that although I sacrificed a lot, I would still have chosen to do it. Like the participants reflecting back I now also acknowledge that my relationship with my supervisor had an impact on my emotions and I am honoured to say that I am finishing this dissertation in a relationship of friendship with my supervisor.

Again, the process of documenting the study was also brimful with learning in my personal and professional life. I have learnt that relationships are the foundation of how I personally shape my emotions. I realise that in the professional environment it is important to have an open and honest relationship with my clients, as well as my supervisors.

6.3   MY EMOTIONAL LABOUR IN THE SUPERVISORY PROCESS

When I look back at my experience of the supervisory process and read through my research diary, it was inevitable that I also experienced a form of emotional labour.

However, I was in the privileged position to have known my supervisor prior to this research study. In my third year of B.Com Human Resource Management I did not understand the basics of research – that is where I met Mrs. Sumari O'Neil. She taught me the basic steps of research. Last year when we had to choose supervisors, I knew I wanted her to be my supervisor.

By the time I started with this research I had a familiar relationship with Mrs. O'Neil and because of this relationship I could always be open and honest about my feelings and emotions in front of her. I did not regulate my emotions in front of Mrs. O'Neil because the open and honest relationship that existed before this research commenced, gave me a platform and confidence to voice my opinion and emotions.

In accordance with what the students in the focus groups said, I too feel that the amount of emotional labour in my supervisory process was directly linked to the relationship I had with my supervisor.

6.4   CONCLUSION

So again to the question –what is it like to complete a mini-dissertation? Like standing on the highest point in Africa – thrilling! But not without tired feet, a few photographs to show, and ... a story to tell.

CHAPTER 7: LINKING THE SUPERVISORY PROCESS TO EMOTIONAL LABOUR

"Emotional labour keeps the organisation organised, when emotion management fails,

so can the organisation"

Fineman (2000)

7.1   INTRODUCTION

In chapters five and six account was given on the research findings of the students in the focus groups as well as my own reflection of the process. The focus of Chapter 5 was the themes of the supervisory process evident from a student's perspective, whereas Chapter 6 gives a transparent glance at my emotions and own emotional labour in the supervisory process. Both of these chapters add to the research findings of the study. In this chapter the link to emotional labour in the process will be discussed by referring to relevant research pertaining to emotional labour and how it was found in the process described. This is the concluding chapter and the goal is to summarise and integrate the relevant literature regarding emotional labour with the research findings of the supervisory process. This chapter also discusses the limitations of the study and provides recommendations for future research.

7.2   SUMMARY OF THE RESULTS

This research study is done from students' perceptions of the postgraduate supervisory process. The perception of the supervisory process differs from one stage in the process to the other. Research shows that the nature of supervision is constructed out of different and competing discourses (Van Schalkwyk, 2010) and as a result, fosters an unpredictable and unstable environment (Grant, 2003). Considering the emotions of students in the supervisory process and the relationship with their supervisors, it is evident that emotional labour for postgraduate students in the supervisory process is related directly to the relationship they have with their supervisors.

The research findings indicated that students in the postgraduate supervisory process have both positive and negative emotions in the process. The negative emotions according to this research are that students feel a sense of alienation, anger, conflict, role confusion, discouragement, fear, stress, uncertainty and frustration. Van Schalwyk (2010, p. 209) sheds some light on these negative emotions experienced by remarking that students quickly realise that there are rules and standards that govern the "ways of doing" in the postgraduate supervisory process. However, confusion, alienation and uncertainty settle in when the students are unable to actually determine these conventions. It is only within the research process and the learning experience that students discover an indication of what is expected of them.

Positive emotions include excitement at the beginning of the process and relief when the students have contact with the supervisor and get to know the next step on the way forward in the research. Van Schalkwyk (2010) noted that students at the beginning of the supervisory process often feel excited and have a positive perception in terms of their ability. However, this optimism fades in the middle of the process due to pressures, challenges and the workload of the research process.

As indicated in Figure 5.1 the challenges students experience in the postgraduate process frequently cause strain on the relationship between the supervisor and the student (Olivier, 2007). Students in the focus groups admitted that their relationship with their supervisor was more comfortable in the end of the supervisory process and that a familiar relationship is the foundation of open and honest communication. Participants remarked that the relationship evolved in a friendship and that they felt it was unnecessary for them to alter their emotions in front of their supervisors towards the end. In my reflection it is also evident that the relationship I had with my supervisor contributed to the fact that I experienced very little emotional labour towards the end of my research study. Frawley O'Dea (2003) noticed that the relationship between the supervisor and the student is central to the supervisory task and Van Schalkwyk (2010) added that the relationship between the supervisor and the student should be personal

and intimate and that the state of the relationship directly influences the student's experience of the supervisory process (Watts, 2010).

7.3 THE LINK BETWEEN EMOTIONAL LABOUR AND POSTGRADUATE STUDENTS' EXPERIENCE OF SUPERVISION

Although the concept and process of emotional labour were thoroughly discussed in chapter two of this research study, it needs to be revisited to link the results about the supervisory process to the process of emotional labour in order to determine whether emotional labour is present in the supervisory process.

Although different literature and different perspectives define emotional labour in different terms, there is a general consensus that emotional labour is the effort made by employees to conform to organisational norms and expectations for appropriate emotional displays. Emotional labour assumes that emotions can be managed and that thinking, perceiving, and imagining are involved in the emotion management process (Hochschild, 1983).

As presented in chapter two, the emotional labour process according to Holman, Martinez-Inigo and Totterdell (2008), was illustrated in Figure 2.1 and explained thoroughly. The elements of emotional labour were identified as affective events, emotion rules, emotion-rule dissonance, emotion regulation and emotion displays. The purpose of the study is to explore the meaning and existence of emotional labour within the postgraduate supervisory process from a student's perspective. In order to explore the meaning of emotional labour, each of these elements of the emotional labour process will be discussed in relation to the student's experience of the supervisory process as indicated by the results of the study.

Only one study linked the concept of supervision to emotional labour (Ogbonna & Harris, 2012). This study however explored the emotional labour of university lecturers in general and did not mention that students can also experience emotional labour. In

the postgraduate supervision process; there is pressure on supervisors to deliver as many postgraduate students as possible in the shortest possible time frame (Ahern & Manathunga, 2004). This in turn increases the pressure on the students to perform and deliver quality dissertations in a short period of time (Armstrong, 2004). In this sense the supervisor has to render the service of guidance and recurring feedback to the student who, in turn, has to produce a good quality dissertation (Olivier, 2007).

Putting postgraduate research supervision within a service delivery context has also been noted by Watts (2010) who noted that the sufficiently greater attention to responsibility within academia had the consequence of students progressively having more the status of consumer within the broader commercial higher educational context. Brook (2009, p. 552) supports this argument by stating that emotional labour is not only confined to the service sector itself and need not be driven by profit. Hence, emotional labour can be applied to any workplace relations, "even those of manager and subordinate". Guy, Newman and Mastracci (2008) stated that an alternative mindset to emotional labour is to think of emotional labour as the work that is performed under the direction, or in this case the supervision, of someone else. With this in mind the use of an emotional labour landscape for supervision, as it was done in this study is appropriate.

The elements of the emotional labour process as depicted in diagramme 2.1 are affective events, emotion rules, emotion rule dissonance, emotion regulation and emotional display.

7.3.1 AFFECTIVE EVENTS

| Affective Events | Affective events in the emotional labour process can equal any interpersonal contact between the student and the supervisor – whether it is in the form of a contact session, email, or telephonic conversation. According to Basch and Fisher (2000) and Hennig-Thurau, Groth, Paul and Gremler (2006), affective events in the emotional labour process can be defined as the interpersonal events between the co-worker (student) |

and the customer (supervisor) that impact on an individual's emotions (Diefendorff & Gosserand, 2003).

When looking at the themes of the supervisory process, mention of contact sessions can be seen in the supervisory roles and the needs of the student in the supervisory process. The contact sessions in supervision were a topic of discussion in all three focus groups. Participant 2 in FG(1) noted:

> *"Ek moet eerlik wees, en dis my eie skuld, ek het nog nie genoeg by my (studieleier) uit gekom nie."* [I have to be honest, and it is my fault. I haven't spent enough time with my supervisor.]

While, on the other hand, Participant 4 in the middle of the process observed:

> *"But eventually we worked through it because we have regular contact sessions."*

The student at the beginning of the process elaborated on the fact that contact sessions with her supervisor was not at the top of her priority list, while the student in the middle of the process admitted that a lot of stumbling blocks were overcome by the regular interpersonal contact with her supervisor. Participant 1 in FG(3) reflecting back on the process was able to see the vital need for these affective events:

> *"I think in my opinion of that would be that it facilitates developing a relationship when you see your supervisor… You must have those regular meetings."*

Guy, Newman and Mastracci (2008) are of the belief that affective events, such as the contact sessions in the supervisory process, are structured social interactions between two people. Like the structured process of the affective events, the supervisory process is also a structured process:

> *"We would schedule a meeting once a month with the supervisor and then a week before that meeting we would submit information"* (Participant 5, FG(3)).

On the other hand, Diefendorff, Robin and Gosserand (2003) made an interesting observation when referring to the affective events in the emotional labour process. They are of the belief that affective events are those occurrences that have an impact on an individual's emotions. There are a lot of events in the supervisory process that may have an effect on the emotions of the student, however, a large portion of these

events are triggered when in contact with the supervisor or awaiting feedback from the supervisor: Participant 4, FG(2) stated:

"Eventually we would work through it because we have regular contact session".

The core of emotional labour comes into play during communication between worker and citizen (Guy, Newman &Mastracci, 2008). Therefore, in this study, the communication and contact sessions between the supervisor and the student can be seen as the affective event that initiates the emotional labour process within the supervisory process. The implication of affective events in the supervisory process may result in discrepancies between emotion rules and the displayed emotion (Diefendorff, Robin, Gosserand, 2003). Therefore, the emotion rules of the supervisory process are the second element of emotional labour under discussion.

7.3.2   EMOTION RULES

Emotion Rules

Emotion rules are concerned with beliefs, true or not, about the role and effect of emotion (Holman, Martinez-Inigo & Totterdell, 2008). Emotion rules can reflect assumptions about how the feeling and expression of emotion can be used to influence others (Rafaeli & Sutton, 1987). These assumptions in the supervisory process are illustrated in the theme of the power relations in the supervisory process.

There is a clear power imbalance between the supervisor and the student and this power is instilled by the anticipation of independence and self-sufficiency (Grant & Graham, 1999) and this power imbalance also adds to the complexity and unstable nature of supervision (Watts, 2010). Hodza (2007) states that power relations in the supervisory process generally create tension between the supervisor and the student. Literature does prove, however, that this power relation between the supervisor and the student can be either destructive or constructive in nature (Frawley O'Dea, 2003; Grant, 2003, & Watts, 2010). If supervisors abuse this power in the relationship, the supervision process can take a turn for the worse (Grant & Graham, 1999). Examples

of supervisors who use this power carelessly are showing up late for meetings, providing poor quality feedback and not being accessible for students. The result is disrupted communication. Grant and Graham (1999) stated that students are almost always acutely aware of this power imbalance and the looming potential for damage this imbalance evoke. Frawley O'Dea (2003, p. 358) commented that when a supervisor and a student find balance in the power relationship the supervisor helps to "modulate the ebb and flow of shared power".

Socially embedded organisationally shared guidelines not only govern how we should feel (Opengart, 2005), but also predict how we should act (Hsieh & Guy, 2009). The theme of the power relations in the supervisory process sets the backdrop for the emotion rules, whether true or false. Jones and Rittman (2002) state plainly that emotion rules exist to make social interactions smooth. However, power relations in the supervisory process may leave a student distracted and confused (Watts, 2010). It is clear from all three focus groups that the students believe that if they show all their emotions and say what they want to say, they might offend their supervisors - leaving the student helpless - for the student is dependent on the assistance and guidance of the supervisor (see Theme 2: Supervisory Roles). Participant 3, FG(2) noted:

> *"And they've got the degrees, they've got everything, we're the ones that ... and they know that."*
> *"I think for the same reason we worry that if we are too honest with them they might take it personally and then it becomes a personal issue and we forget that it's work."*

Consequently, from a student's perspective they need to regulate what they say and feel in front of the supervisor in order to balance the power relations in the supervisory process. Participant 3, FG(2) noted:

> *"But I think also the thing is that we're scared to offend them. The minute you offend them they're not going to help you and then you're the one who doesn't benefit."*

The emotion rules in the form of the power relations in the supervisory process are visible in all three focus groups. However, the students at the beginning and the students in the middle of the process were more aware of the consequences of what they believed was the power struggle between them and their supervisors. As seen in the previous chapter, participants reflecting back on the process acknowledged the dependence on their supervisor, but saw the power relation as less a struggle than did students at the beginning or in the middle of the process.

Theories of emotional labour propose that the appropriate expression of emotion is an essential aspect of task performance, since the display of emotion influences the affect, emotions and attitudes of the customers, or in this case, the supervisor. The emotion rules in the supervisory process are those rules the students perceived to be true in the relationship and can be seen in the power struggle and dependence of the student on the guidance of the supervisor. The emotion rules in the supervisory process from a student's perspective are highlighted where the student has needs (theme 3) that have to be addressed by the role of the supervisor (theme 2), but all of this is dependent on the supervisor (power relations: theme 5).

These rules dictate the form, content and appropriateness of students' emotional displays to supervisors (Brook, 2009). Brook also placed emphasis on the unequal relationship between the customer and the worker, or in the case of this research study – the student and the supervisor. This unequal relationship forms the basis of the emotion rules in the supervisory process. Brook (2009, p. 533) concluded by stating that "this subordination is in contrast to our private lives where we tend to experience a much greater level of assumed equality in our emotional interaction".

7.3.3   EMOTION RULE DISSONANCE

| Emotion-rule Dissonance | There will be instances when a student's felt emotion differs from that prescribed by emotion rules and this discrepancy between the felt emotion and the emotion required by the emotion rules leads to |

emotion dissonance (Holman, Martinez-Inigo & Totterdell, 2008). Emotion dissonance in the supervisory process was visible in all three focus groups. However, there were instances where students admitted no dissonance. Participant 5, FG(1) noted:

"Ek kan met hom praat, ek kan genuinely met hom praat." [I can talk to him, I can genuinely talk to him.]

Emotion dissonance occurs when one's displayed emotions differ from one's felt emotion (Glomb & Tews, 2002). In the research it was clear that students at the beginning of the supervisory process felt confused, while students in the middle of the process were emotionally isolated and frustrated. Not one of these students made any effort to show their supervisors that they were confused and felt alienated. Hunter and Smith (2007) state that conflicting feelings and emotion rules would lead to emotion-rule dissonance and emotion dissonance often leave people feeling isolated and confused.

Confusion as well as alienation was emotions in the supervisory process (theme 1) and students that experienced these emotions made no attempt to show it to their supervisors:

Participant 1, FG(1): *"So dan moet ek na sy pype dans of moet ek met die idees kom, met die inisiatiewe? Ek is so half nog 'n bietjie 'confused' oor, okey, gaan hy vir my sê wat om te doen of moet ek nou kom en sê dit is wat ek nou moet doen?" [So do I have to do everything that he tells me to or do I have to come with the ideas, with the initiatives? So I am a bit confused about, okay, is he going to tell me what to do or do I have to say this is what I have to do now?]*

Participant 2, FG(2): *"I think I am by myself and I am doing this all alone and there's no-one near to help me. So whatever I do in my Master's will be all on my own and I have no-one to thank for it"*.

As seen in the theme on emotion in the supervisory process anger is also an emotion experienced by students in the middle of the process. One student expressed her anger and how her supervisor did not attend to her needs as a student. This student

made no effort to voice this anger in the supervisory process and therefore emotion dissonance can be assumed. Participant 2, FG(2) noted:

> *"I've experienced anger because you go there seeking help and help is in the form of 'we'll get to that later', which isn't any assistance, because I've asked the question now, which means it's come to my head, which means I'd like to know how to do this. So I get angry."*

Emotion dissonance appears also in the form of fear that cannot be expressed. As depicted by the students' experiences, the students at the beginning of the process have the fear of being seen as useless by their supervisor, the fear that the supervisor would be the one with all the power in the relationship. The fear of not receiving the needed guidance also clouds their reason. Students in the middle of the process, again, fear they will never be able to give the final dissertation in and also feel the fear of failure. These students at the beginning and in the middle of the process did not express their fear to their supervisor but rather had the added fear of their supervisors not being honest with them and they feared the emotional labour from the supervisors – the supervisor not displaying the felt emotion. For example, Participant 3, FG(1) noted:

> *"Ek is bang sy skryf my af … En dit is haar veld en ek is bang sy's nie eerlik genoeg met my en sê vir my, 'hoor hier, eintlik het jy 'n 'crap' topic' nie. Ek is bang sy 'try' nou maar net 'nice' wees en laat my nou net die studie doen." [I am scared she writes me off ... And this is her field of interest and I am scared she is just not honest enough with me to tell me 'listen here, actually you have a crap topic'. I am scared she is now trying to be nice and just lets me do the study.]*

Participants looking back at the process classified the middle of the process as the place where the most strain was felt. The students currently in the middle of the process experience this strain the other participants in FG(3) talk about, but cannot reflect on the process as a whole because of emotional dissonance in the form of frustration and fear. For instance, Participant 3 in FG(2) mentioned:

> *"So I think at the end of the day it's more of a fear. So I think that's why we feel frustrated. I pick what I say; if it's really important then I say. The small things*

that frustrate me that I keep back because the minute you do something that offends them, you suffer."

Similarly, Participant 5 in FG(2) noted:

"I think that's why you experience frustration because when your supervisor goes and does your study and you want to tell him or her, don't go and do my study for me, I won't be part of it. I think that is difficult, and also while the frustration of I'm working and I need to finish this and so on. I think there is still a barrier between showing and what you really feel at times."

It is interesting to note that students at the beginning and students in the middle of the process noted emotion dissonance, while participants that already completed their research, also remembered a lot of emotion in the process, but few commented on the dissonance in their emotions. There were cases, however, where no emotion dissonance was noted. Participant 4 in FG(1), for example, mentioned:

"Ek sal haar twee uur in die oggend kan bel en sê luister, ek is nou besig om uit te 'freak' en ek weet sy sal my troos en vir my sê... Ek dink sy sal my laat huil vir twee minute en dan sal sy vir my sê 'ruk jouself nou reg, jy kan hierdie doen'." [I can call her at two o'clock in the morning and say 'listen, I am busy freaking out' and I know she will comfort me and say... I think she will let me cry for about two minutes and then she will say 'pull yourself together, you can do this'.]

When paging through my research diary and looking back on my reflection of the research process, it is clear that in my experience of the supervisory process very little emotion dissonance was detected. I felt much of the frustration the participants in the focus groups commented on, but I voiced my frustration to my supervisor because of the familiar relationship between us:

Research Diary 09/07/2012: "I feel like a total idiot. I cried in Sumari's office today – she had to pass the tissues. I hate my research study at this moment in time. I am so alone in this process and it feels like I am going nowhere slowly. I had the realisation today that if I want to finish this year and still have a quality dissertation I have to schedule leave and focus on my dissertation. I am

depleted and do not know how am I ever going to get from here. I have lost hope in my research abilities and it almost feels as if I am letting myself down."

7.3.4   EMOTION REGULATION

| Emotion Regulation |

Emotional labour entails following the emotion rules, which, depending upon how the student feels, may require the use of emotion regulation strategies faking the unfelt emotion or suppressing the inappropriate felt emotion (Gross, 1998). Emotion regulation in the supervisory process can be noted in two themes found in the research, namely the "emotion in the process" and the "relationship between the supervisor and the student".

Discrepancies between emotional displays and display rules are typically reduced through the use of emotion regulation strategies (Diefendorff & Gosserand, 2003). Emotion regulation is the specific strategies needed to regulate emotion in self and other (Hunter & Smith, 2007). Having to show emotion while one is not actually feeling them, or having to suppress one's own emotions when their expression does not seem appropriate, were taken together in this concept of regulation in emotional labour (Näring, Briet & Bouwers, 2006).

When asked in the focus groups if the students had to regulate their feelings and emotions in front of their supervisors all students in the middle of the process agreed. However, only half of the participants reflecting back admitted regulation of their emotion in front of their supervisors. Emotional regulation was evident in all three focus groups.   The following is evidence of students regulating their emotions in the supervision process:

Participant 3, FG(1): *"Ek is nog nie seker wat die reaksie sal wees nie, maar ons het 'n goeie verhouding, maar ek sal sê op die oomblik is dit nog te nuut so ek 'sugar-coat' nog baie in my vrae en my reaksie om hom." [At this stage I am not sure what the reaction will be, but we have a good relationship, but at this*

moment it is still too new so I sugar-coat many of my questions and my reactions around him.]

Participant 3, FG(3): *"I have to agree with the trust thing and I sometimes felt emotional but I wouldn't have outbursts in front of my supervisor."*

The statement from Participant 4 in FG(2): *"I think there is still a thing that you can't express everything you feel"* is proof that the students employed some regulation strategies to ensure that they regulate themselves and their supervisor in this process. When displaying expected emotions to supervisors, in order to obtain their stance in the power struggle, students can choose between two acting strategies: deep acting or surface acting (Hennig-Thurau, Groth, Paul & Gremler, 2006). In surface acting students attempt to change only their outward behaviour to exhibit required emotions (Hochschild, 1983), while deep acting occurs where students express expected emotions by attempting to create these emotions within themselves. Deep acting and surface acting are alternative techniques students use to ensure that they conform to the emotion rules as stated above. Surface, as well as deep acting, can be witnessed in the study. Surface acting can be detected by Participant 3 in FG(1) who only changed her outward behaviour by "*sugar-coating*" her responses to her supervisor. Deep acting was noticeable in the last focus group. I also noted deep acting within my own supervision process.

Participant 3 in FG(3) noted:

> *"They have their own mindset, and that's it. Which is frustrating, but then you have to come back I think, just for my own sake come back and say but what's my reason for doing this?"*

This is an example of how a student changed how she felt by remembering the reason for the process in the first place. By remembering her motive, the student was able to alter her emotion from frustration and continue with the process. When my supervision process neared the end, I had to employ a deep-acting strategy on one occasion where I was ready to submit, but my supervisor felt there were still more areas to explore. I applied the same deep acting regulation strategy as the participant in FG(3):

Research Diary 12/09/2012: "I am so frustrated with the research process and I want to scream and just say 'enough is enough – I want to finish'. But Jannet, remember why you are doing it!! Pull yourself together for the last bit!"

The purpose of emotion regulation strategies is to bring future perceptions of emotion displays into line with emotion rules (Diefendorff & Gosserand, 2003). The students in the supervisory process have to manage and regulate their feelings when they are engaging in the supervisory relationship in order not to offend their supervisor and come off worse in the power struggle.

7.3.5   EMOTION DISPLAYS

Emotion Displays

Emotions are a pervasive, inseparable part of the human experience (Glomb & Tews, 2002). The next concept of emotional labour is the display of emotion. Like emotional regulation, emotion displays can also clearly be detected in the two themes of the supervisory process from a student's perspective: "emotion" and "the relationship between the supervisor and the student".

Ashforth and Humphrey (1993) conceptualise emotional labour as the "act of displaying appropriate emotion". This conceptualisation focuses on the act of displaying the emotion. Although the emotions and the traces of emotional labour and emotion display are all *"kind of tied to one another"* (Participant 1 in FG(3)) in the supervisory process, emotion displays are evident in the conversations in all three focus groups. In this study the emotional displays vary from fake displays, to genuine legitimate displays to genuine deviant displays. As mentioned above, when a student feels emotion dissonance and have to employ a regulation strategy, the emotion is fake. Participant 4 FG(2) mentioned:

"I think there is still a barrier between showing and what you really feel at times."

Students in this study also felt dissonance due to frustration and anger and then chose not to employ a regulation strategy and hence showed a genuine deviant emotion:

"Ek sal haar twee uur in die oggend kan bel en sê, luister ek is nou besig om uit te 'freak'" [I will be able to call her two o'clock in the morning and say 'listen I am busy freaking out] (Participant 4 FG(1)).

But as previously mentioned, there were cases in this research when a student did not experience emotion dissonance and therefore did not have the need to employ a regulation strategy and therefore displayed a genuine legitimate emotion: Participant 3 in FG(3) noted:

"It's not emotional that I am in tears or outbursts or swearing at him or whatever."

On the other hand, Participant 1 reflecting back on the process admitted that there were some emotional labour but she noted the positive side thereof:

"I think it's healthy if you have a good cry. Just sort of let the pressure out, because it is a lot."

7.4 WHERE IN THE SUPERVISORY PROCESS CAN EMOTIONAL LABOUR BE TRACED: BRINGING THE RELATIONSHIP INTO PLAY

One of the objectives of this study was to determine whether emotional labour is present in the supervisory process. Through the discussion of the results of the three focus groups in the previous chapter and by linking that result of the supervisory process to the emotional labour process, it is evident that emotional labour is indeed present during the postgraduate supervisory process. However, another research objective was to determine where in this process emotional labour can be traced.

Relationship as a theme of the supervisory process was evident in almost every element of the emotional labour process. Theodosius (2006) proposes that emotional relationships connect individuals to each other, which in turn may assist them to contain their emotions. In this research the students at the beginning of the process and students in the middle of the process experienced the most emotional labour. Participants reflecting back could remember emotional labour in the process, but stated that nearing the end of their research the relationship was so established and familiar,

that there was no emotional dissonance, no regulation strategies needed and in turn they could show a genuine legitimate emotion in front of their supervisors.

However, before Hochschild's seminal work on emotional labour, Averill noted in 1980 that human emotions are socially constructed – social norms provide shared expectations about appropriate behaviours and shape individual emotions. Hochschild (1979, p. 568) explained the core of emotional labour as "a gesture of social exchange", so it makes sense that the social exchange, in terms of the relationship between the supervisor and the student, have the greatest impact on emotional labour. Therefore, I want to argue that it is not necessarily the stage in the supervisory process that determined emotional labour, but rather the relationship between the supervisor and the student. It is logical that the relationship between the supervisor and the student nearing the end of the supervisory process is familiar and therefore it seems that emotional labour is lessened at the end of the process. However, in this study a student at the beginning of the process noted she chose her supervisor because of the already established relationship and therefore this participant noted that from the beginning she did not have to regulate her emotions in front of her supervisor. Therefore, no emotional labour was traced in the supervisory process of this participant.

The relationship between the supervisor and the student in the supervisory process is the pivotal element when looking at the emotional labour in this process. Emotional labour are defined by Pugliesi (1999) as the active strategies people use to modify, create or alter the expression of emotion in the course of ongoing relationships and interactions. This definition of emotional labour incorporates the relationship and highlights the connection between the two people in this emotional interaction. As Participant 1 in FG(3) reflecting back on the process noted:

> *"You do go through the process where you develop a relationship with this person and it is a lot of work to develop a new relationship with someone... And there is trust already established, there is a rapport established. You know how he works and you know what he's going to expect of you."*

Therefore, emotional labour in the supervisory process is dependent on the relationship between the supervisor and the student. Where no emotional labour can be traced, is where students have an established relationship with their supervisors. This is usually the case with the students at the end of the process. However, a student at the beginning of the process also noted that she would be able to show all her emotions, without dissonance or regulation, in front of her supervisor. But this same student had a good and established relationship with her supervisor and deliberately chose her supervisor for this reason. It seems that if students have an established relationship with their supervisor, emotional labour is either lessened, or not detected. Therefore, emotional labour appears to be present at the beginning and in the middle of the process, because the relationship between the student and the supervisor is not established and the parties are still feeling each other out.

7.5 NEW DIMENTION OF SUPERVISION: SKETCH OF THE SUPERVISORY PROCESS MEETING EMOTIONAL LABOUR

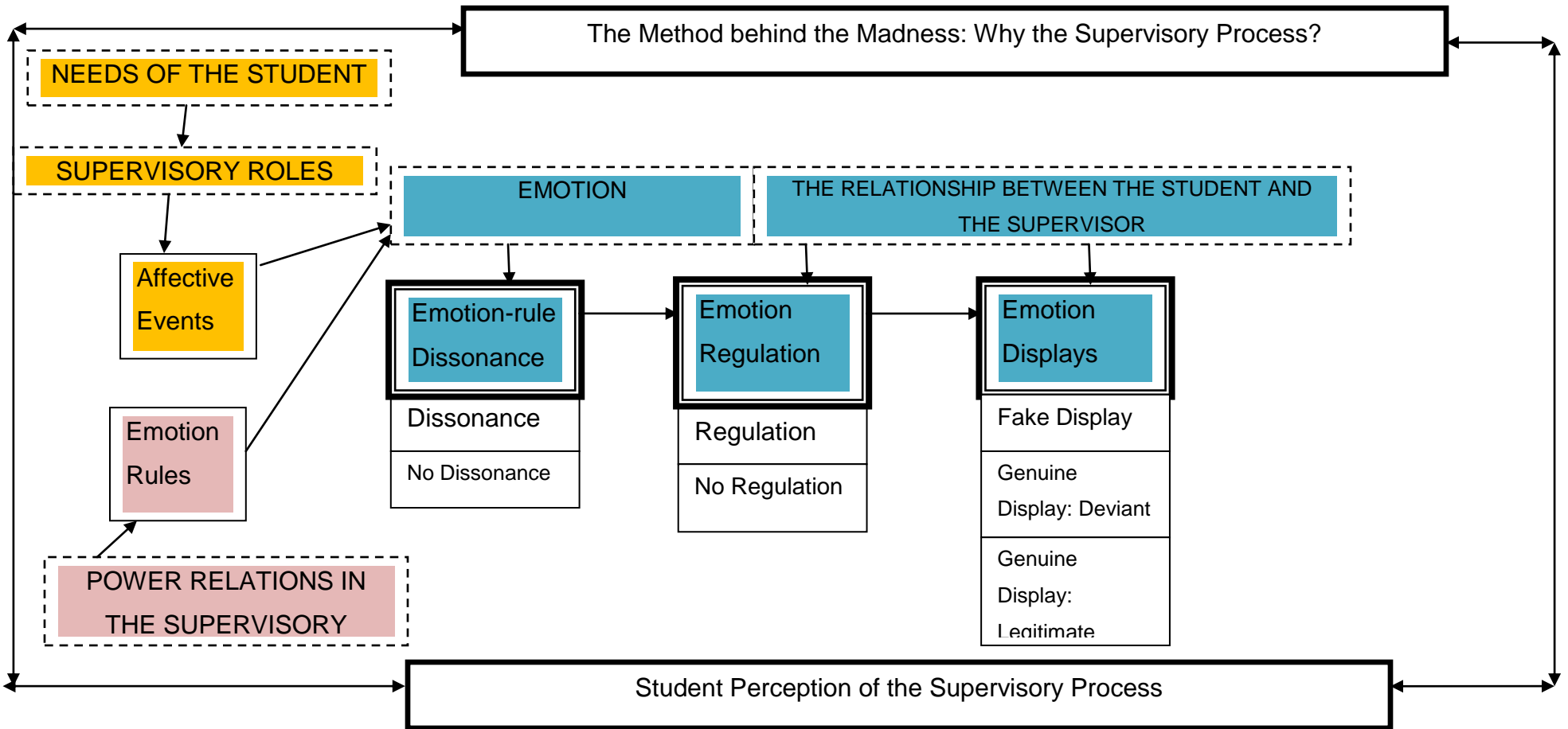Figure 7.1: Supervisory Process and Emotional Labour

Figure 7.1 incorporates the results found in this study with the emotional labour process as adapted from *Holman, Martinez-Inigo and Totterdell, (2007).* The needs of a student and the supervisory roles influence the affective event that starts the emotional labour process. For example, the need of a student for contact sessions and quality feedback, and the role the supervisor has to fulfill in order to give the student this feedback and guidance, are dependent on the amount of interpersonal contact between the supervisor and the student. Power relations in the supervisory process influence the emotion rules, for the emotion rule specifies the behaviour and the manner in which a person should act in order to meet the goals (Holman, Martinez-Inigo & Totterdell, 2008). Power relations set the backdrop for the emotion rules, whether true or false. Students believe that if they show all their emotions and say what they want to say, they might offend their supervisors – leaving them helpless. Consequently, from a student's perspective, they believe the "rule" that they have to regulate what they say in order for the power relationship to be balanced. Emotion and the relationship between the supervisor and the student impact emotion rule dissonance, emotional regulation and the emotion displays of the emotional labour process. For the reason that this is a study about a student's perspective on emotional labour in the postgraduate supervisory process, the student's experience of the postgraduate supervision and the reason why the student embarked on the postgraduate research journey are the two themes that encompass this whole process.

7.6   LIMITATIONS AND RECOMMENDATIONS

With reference to the research methodology, some limitations have been identified. However, in addressing the limitations, certain recommendations have been formulated. Both the limitations and recommendations of this study will now be addressed.

Firstly, it is significant to acknowledge that this study's data collection consisted out of three focus groups. When looking back one realises that a limitation could be that no follow-up interviews were held as part of that data collection process. Although for the purpose of this study sufficient saturation of the material was achieved,

follow-up interviews could provide more in-depth, richer information on students' perspective of the emotional labour, regulation of emotions and the relationship between the supervisor and the student in the postgraduate supervisory process.

Secondly, as the sample in this study was homogeneous the research findings are specific to the participants. All the students in this study had a good relationship, or the prospect of a good relationship, with their supervisors. More diverse participants may provide more information of students' perceptions of emotional labour in the postgraduate supervisory process.

Lastly, emotional labour is a dynamic process, although the consequences thereof vary between individuals and within individuals (Judge, Woolf & Hurst, 2009). In this study the emotional labour was investigated in the supervisory process by describing the supervisory process. A possible limitation to the study that leaves a gap for future research is the consequences of emotional labour in this specific process. This study only serves as the starting point for research of emotional labour in academia. Now that it was determined that emotional labour is indeed present in the supervisory process, future research may seek to describe the emotional labour more in terms of regulation strategies employed and the consequences thereof.

7.7   THE LAST SAY: CONCLUDING REMARKS

Was my research study worth the while being a student researching other students? As previously mentioned, emotional labour is limitedly explored in the context of the supervisory process. Therefore this study explored a new context of emotional labour and can contribute to research and theory. However, every good researcher tries to raise a defence against the implicit accusation of pointless research, voicing the question: 'So what?' (Riessman, 2002). Being a student researching other students this question seems relevant.

We live in a world where the feelings aspect of life is increasingly acknowledged (Elfenbein, 2007; Hunter & Smith, 2007). Emotional labour research has contributed to our understanding of the crucial role emotion management plays in many work

settings, such as the supervisory process, and the impact on workers, or the student (Hunter & Smith, 2007). Verbal judo, Caritas, Game face, Compassion Fatigue, Emotion Management, Professional Face, Show Time, Deep Acting, Emotional Chameleon, Good-Cop Bad-Cop, Rapport, Emotional suppression, Emotional armour, Emotional Equilibrium, emotional Teflon, Emotional Engagement, Emotional Mask or Emotional façade, whatever you would wish to call emotional labour as a student – it appears to be an invisible type of labour in the postgraduate supervisory process. Emotional labour is a component of the dynamic relationship between two people (Guy Newman, & Mastracci, 2008). Therefore it is reasonable that emotional labour is a critical constraint in the relationship between the supervisor and the student in the postgraduate supervisory process.

"Emotional labour shares similarities, as well as differences, with physical labour... Both require skilled experience" (Guy, Newmann & Mastracci, 2008, p. 124). This study provided valuable information on students' experiences and perceptions of the supervisory process and the emotional labour in the process. This study may contribute more to understanding these students' emotional labour. In this chapter a summary and integration of the relevant literature was provided. Limitations of the study as well as recommendations for the future were also explored.

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APPENDIX A: PARTICIPANT INFORMATION SHEET AND CONSENT FORM

- Informed consent form -

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and Management Sciences

Informed consent for participation in an academic research study

Dept. of Human Resource Management

EMOTIONAL LABOUR IN THE SOUTH AFRICAN POSTGRADUATE SUPERVISORY PROCESS: A STUDENT PERSPECTIVE

<u>Research conducted by</u>:
Miss. N.J. Davel (27181317)
Cell: 082 357 9544

Dear Respondent

You are invited to participate in an academic research study conducted by Nadia Jannet Davel, a Masters student from the Department Human Resource Management, at the University of Pretoria.

The purpose of the study is to explore the meaning of emotional labour within the postgraduate supervisory relationship from a student's perspective

Please note the following:

- This study involves an <u>anonymous</u> focus group. Your name will not appear on the transcriptions and the answers you give will be treated as strictly <u>confidential</u>. You cannot be identified in person based on the answers you give.

- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.

- Please participate in the focus group as honestly as possible. This should not take more than an hour and a half of your time.

- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.

- Please contact my supervisor, Ms S. O'Neil (sumari.oneil@up.ac.za) or Prof. Y. Du Plessis (yvonne.duplessis@up.ac.za) if you have any questions or comments regarding the study.

Please sign the form to indicate that:

- You have read and understand the information provided above.

- You give your consent to participate in the study on a voluntary basis.

_____   _____
Respondent's signature   **Date**

APPENDIX B: CD WITH FOCUS GROUP TRANSCRIPTIONS AND ANALYSIS PROCESS