UNIVERSIDAD DE QUINTANA ROO

DIVISIÓN DE CIENCIAS POLÍTICAS Y HUMANIDADES

Supervising Undergraduates' Research in an ELT Program: the Faculty Perception
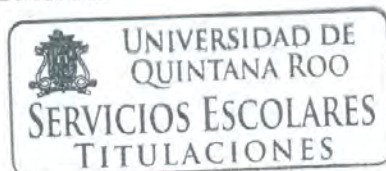
TESIS

PARA OBTENER EL GRADO DE
LICENCIADA EN LENGUA INGLESA

Presentan

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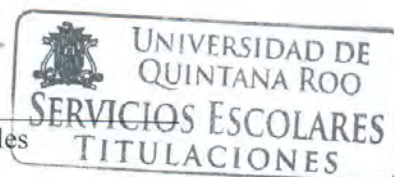Directora: _____

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To my professors

I would like to thank my supervisor, Dr. Edith Hernández Méndez, for helping me to carry out this thesis and for giving me the feedback in each chapter of this project. Besides that, she was not only a supervisor for me but also she was like a friend because she gave that confidence that I needed to clarify all the doubts that emerged while doing the thesis which is something that not all the professors have. Besides that, I would like to thank the other professors who were the members of the thesis committee, María Del Rosario Reyes Cruz and Lizbeth Gómez Argüelles who took their time to check and make the pertinent corrections in the project.

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ABSTRACT

This research project was aimed to study the faculty's beliefs of their self-efficacy regarding the research project supervision of undergraduates and the factors that may be affecting it. This thesis was carried out at the Universidad de Quintana Roo using a mixed case study design. For data collection, questionnaires and interviews were used. The participants were the professors of the Department of Languages and Education. The questionnaires were administered to 14 members of the department and based on the results five professors were chosen to be interviewed. Once having the data, the questionnaires were analysed with the SPSS software and the interviews using dimensions and quotations as evidence. The results show that the professors consider that they have high self-efficacy in the supervision process and there were no meaningful differences in the results of female and male professors. Besides, time was one of the main factors that may be affecting the supervision process followed by the lack of up-dated bibliography.

CHAPTER 1

INTRODUCTION

1.1 Background

The Universidad de Quintana Roo (UQROO), located in Chetumal, Quintana Roo in Mexico, was founded in 1991. Among the Bachelor"s programs offered by the UQROO are Social Anthropology, Law, Economy and Finances, Nursing, Pharmacy, Medicine, Humanities, Environmental Engineering, Network Engineering, International Relations, Natural Resources Management, Public Safety, Commercial Systems, Alternative Tourism, Energy Systems Engineering, Government and Public Management, and English Language.

The English Language program is offered by the Department of Languages and Education, and it has a faculty of 19 professors and more than 300 students registered (Personal Communication with the Head of the Department). The faculty members are responsible, among other activities, for the teaching and the supervision of the undergraduates" research projects. The latter is a very important function because, besides fostering research among the students, it also contributes to graduation rates since, in order to graduate, besides having completed all the required credits, students need to conduct some research. The options to obtain the Bachelor"s degree are thesis, monograph (glossary and translation from English into Spanish), ethnography, pedagogical report, by participating in a research project, by graduate studies, a report of professional experience in teaching, to have a grade point average (GPA) over nine (in a scale of 10), or pass a special examination (Zanier, 2011).

Zanier (2011) claimed that between 1998 and 2008 students from the English Language Major at the Universidad de Quintana Roo tended to obtain a degree by graduate studies and by GPA rather than by doing theses or monographs because it was easier for them and they saved a lot of time as they did not need to conduct research to get the degree. However, he pointed out that some alumni reported that even though they did not have to do research to obtain their Bachelor's diploma, they did have to do research to get the master's degree.

All people do research in a certain way during their lives to find a solution to problems or doubts that they encounter in their daily life. According to Creswell (2005), research is a process of steps used to collect and analyze information in order to increase our understanding of a topic or issue. In addition, the Australian Research Council (2012) states that research is understood as "the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings." (p.3)

Although everybody has done research in some way, students seem to get stressed or worried when they hear this term at school because they know that scientific research is a process that requires a lot of time and effort from them to achieve their goal. Although it seems that many students do not like doing research, they have to conduct it some way because it is part of the process of being a university student.

In other countries such as the United States, the United Kingdom, Malaysia, and Australia, for example, students are not required to do a research project when they finish college because it is optional and the ones who decide to do it graduate with honors, while the others just finish college and get their diploma. In the master's degree, at some universities, it is also optional to carry out a research project to get the degree because students can get it by taking

a special exam, for example. However, they have to do research as part of their classes. That could be a reason why in those countries most of the research studies about the role that professors play as research supervisors focus on postgraduate programs (see Norhasni, Aminuddin, & Abdul, 2009; Lee, 2008; Affero & Norhasni, 2009). Even though students are not required to do undergraduate research, we can find some research projects about the way supervisors carry out undergraduates" research supervision (see Melles, 2007; Hammick & Acker, 2008). In Mexico, there are only a few research studies about this topic of undergraduates" research (See Tapia, Rivera & Piantzi, 2013; Ramón & Ortiz 2008).

In the academic world, it is a tradition to supervise the students" research. According to Toncich (n.d.), the main role of a research supervisor consists of guiding and mentoring students in such a way that they can learn about the systematic processes of discovery... and this role has not changed over the years; however, Toncich claims that the methods and techniques that supervisors use to fulfill the supervision process change over time.

The role that a supervisor plays when supervising undergraduates" research is very important for the students to finish their research because if a student does not have the support of a supervisor, it would be more difficult for him or her to finish his or her research. For that reason, Frischer & Larsson (2000) claim that "Effective supervision of research students is acknowledged to be a crucial factor in the latter"s successful completion of the PhD" (p.11)

In the article Imperial College London (2012), it is claimed that the role of the supervisors and their relationships with their students are of critical importance because the supervisors can help and guide them to carry out the process of research and if they have a good relationship, it is more likely that the student finishes the project. It is important that a

supervisor builds a good work environment with his students but it is not always possible, as nowadays professors have more responsibilities such as doing research, tutoring, teaching, service, and administrative issues.

As students of the English language major at the Universidad de Quintana Roo, we have heard that some undergraduates have complained about the way teachers supervise their research project because supervisors do not have the time that students need to sit and ask for doubts that they encounter when doing their research. In addition, sometimes supervisors are not as supportive as students expect maybe because supervisors do not have the time as they have other responsibilities or they want the students to be autonomous.

Most studies about research supervision have been carried out in countries such as the United States, Australia, Malaysia, and the United Kingdom, while in Mexico there are a few undergraduates" research supervision studies. Besides that, the research reports about supervision are focused on different disciplines such as medicine (De la Cruz & Abreu, 2012; Affero & Norhasni, 2009) and education (Buddie & Collins, n.d.; Martin, 2012) but not in the area of English Language Teaching. These studies were focused on the necessity of the students and the benefits they can get from the research process.

In Mexico, some of the undergraduates" research supervision studies that have been carried are about methodology (Ramón & Ortiz, 2008), and students" beliefs (Tapia, Rivera & Piantzi, 2013) and faculty"s perceptions (Potter, Abrams, Townson, & Williams, 2009). These studies about supervision are focused on education but not in the area of English Language Teaching.

1.2 Rationale

Given that previous studies on research supervision carried out in Mexico are focused on the methodology that faculty use to supervise research projects, on the students" perspective, and conducted with a quantitative approach (Ramón & Ortiz, 2008; Tapia, Rivera & Piantzi 2013), and the studies about faculty perceptions are limited and have been conducted in other countries, the present study has the purpose of looking into the supervisors" experiences when supervising research and how they perceive their own process of supervising undergraduates" research.

In this study, we understand that research projects imply research whether this is a documentary based research or a field one such as thesis, monograph, glossary and translation. This is a mixed case study that was carried out with the faculty of the Department of Languages and Education at the Universidad de Quintana Roo using a qualitative-descriptive approach. For this thesis, we used the theory of Self-efficacy proposed by Albert Bandura, which is defined as "the beliefs in one"s capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p. 2). Further information about this theory is provided in the theoretical framework.

We are interested in the faculty"s beliefs because "Belief" is the feeling of being certain that something exists or is true (Cambridge Dictionary, 2009). We think that supervisors" beliefs influence the way they supervise a research project. In addition, we consider that the supervision process varies depending on the professors" beliefs because people see things in different ways. That is why we think that it is very important to study supervisors" beliefs from the Department of Languages and Education at the Universidad de Quintana Roo.

Given that in Mexico there are no studies about the faculty's self-efficacy in the area of English Language Teaching, studying the faculty's beliefs when supervising undergraduates' research projects seems relevant.

1.3 General Objective

To study the beliefs of the faculty's self-efficacy from the Department of Languages and Education at UQROO, with regard to the research project supervision of undergraduates and the personal and institutional factors that may be affecting it.

Specific Objectives

- ❖ To analyze the faculty's beliefs and experiences when supervising undergraduates' research.
- ❖ To determine supervisors' beliefs about their self-efficacy during the process of research supervision.
- ❖ To examine some personal (age, time, personality, sex, experience, beliefs, and motivation) and institutional (area of expertise, administrative position, advisees, infrastructure such as equipment, bibliography, and databases) factors that may affect the research supervision, according to the supervisors' beliefs and experiences.

1.4 Research questions

RQ1. How do professors develop the process of supervising undergraduates" research?

RQ2. What are the beliefs that supervisors have regarding supervision and what are some experiences they have been through?

RQ3. What are the personal and institutional factors that may be affecting undergraduates" research supervision?

RQ4. How do the faculty consider their self-efficacy to supervise research projects?

These research questions emerged from our empirical knowledge and our curiosity to know more about the way professors supervise undergraduates" research projects in the Department of Languages and Education at the Universidad de Quintana Roo. In addition, Buddie & Collins (n.d.) and Potter et al. (2009) mention some of the characteristics that supervisors should have when helping a student with a research project and some experiences that supervisors have been through when carrying out the supervision process, and we want to know if the faculty of the Department of Languages and Education have had the same experiences as the ones of foreign countries. Besides that, we wanted to know how professors develop the process of research project supervision.

1.5 Significance of the study

This study is expected to be useful for those faculty members wanting to be research supervisors because they may come to learn what is implied in research supervision. In addition, current supervisors may become aware of the way they conduct the research supervision process. Moreover, the Department of Languages and Education may benefit by identifying the main aspects of the supervisors that need to be improved in order for the department to have better prepared supervisors and better research products by the students.

Not only may the Department of Languages and Education be benefited with this research, but also other departments of the Universidad de Quintana Roo because this work can serve as a base to explore this issue in their departments. Finally, the students can be benefited because they can get to know the professors" beliefs about the research supervision process; therefore, they can have the opportunity to think of the kind of supervisor they want to have. Furthermore, this study is relevant because in Mexico there are no studies about the supervision of undergraduates" research projects in the area of English Language Teaching.

CHAPTER 2

REVIEW OF THE LITERATURE

Many studies about research supervision have been carried out considering the graduate level, but they have been done in countries such as the United Kingdom and the United States; however, in these countries there are few studies about undergraduates" research supervision. Below we include a description of the most relevant studies in both graduate and undergraduate programs, in countries such as the United Kingdom, the United States, Malaysia, Australia and Mexico. The studies about supervisors are presented first and then the studies about students.

Potter et al. (2009) conducted a research about perceptions in the University of New Hampshire. This was a qualitative-quantitative research. The aim of this research was to find what factors motivate the faculty to supervise undergraduates" research, and to identify if there were any differences across discipline, rank, or gender of the faculty members. An on-line survey was used to collect data and it was divided into six parts with different characteristics of supervision. The surveys were applied to 437 faculty members who had served as supervisors.

The findings were that most of the professors found beneficial being involved in the undergraduates" supervision because they learn new things when supervising and the students learn how research should be done. The conclusion was that the supervisor-students relation improved during this process and the supervisors found rewarding when the students presented their research.

Lee (2008) conducted a qualitative research in which she studied the way doctoral students are supervised in the University of Surrey. The main aim of this research was to explore what influences a supervisor"s approach to do their work with doctoral students. In order to collect data, she carried out twelve detailed interviews to supervisors from a range of disciplines in a research intensive UK university. The data collected was later compared with interviews with two PhD students and a discussion group of PhD students. The twelve supervisors ranged from those with over 20 years" experience of working with doctoral students to those who were still supervising their first students. There were three female and nine male supervisors. An important finding of this research was that the supervisors" experiences in the time they were students had influenced the way they now supervise. Additionally, she found five main approaches to supervision which link to potential conflict between the academic and the personal self. These approaches are:

Functional: where the issue is one of project management.

Enculturation: where the student is encouraged to become a member of the disciplinary community.

Critical thinking: where the student is encouraged to question and analyze their work.

Emancipation: where the student is encouraged to question and develop themselves.

Developing a quality relationship: where the student is enthused, inspired and cared for.

The conclusion that Lee (2008) reached was that a range of methodological approaches is necessary to close the gap between the levels of awareness and action which may be hidden by just interviewing supervisors. Moreover, the strong implication of this article is that supervisors who are aware of the strengths and weaknesses of all of these approaches to supervision will be better placed to develop their skills and enjoy the undoubted rewards brought by working with PhD students.

Hammick & Acker (2008) undertook a qualitative research study about the way supervisors of undergraduate research discuss their style of supervision and they had as variable the gender of the supervisors. They used unstructured and taped interviews to collect data. The outcome of this research was that although there were commonalties in the concerns of all the supervisors, there was also a tendency for women to adopt characteristically different ways of talking about the supervisory process and their role in it. And the conclusion that they reached was that men supervisors tend to talk with more confidence and in task oriented ways about their practice of supervision; however, women talk more about personal relations and they say that they doubt about their abilities that they have when supervising research projects.

Melles (2007) carried out a qualitative research aimed to find the challenges that supervisors face when supervising undergraduate English as a Second Language (ESL) Asian students in the University of Melbourne, Australia. He used semi-structured interviews with 27 participants that had experience in supervising Indonesian medical students. The most relevant findings were that supervisors had to pay special attention to the writing skill and that the students had some problems when explaining orally their research. Besides that, the students lacked the ability to read and interpret research data. The conclusion was that

supervisors sometimes felt frustrated because the students did not speak and write in English very well but they appreciated the students" commitment.

Buddie & Collins (n.d.) conducted a quantitative research in a state university in Georgia. The aim of this research was to study undergraduate research from the perspective of the faculty supervisors. Specifically, they aimed to examine the faculty"s experiences supervising undergraduate research, their perceptions of the skills that students obtain in research, benefits and barriers of undergraduate research for faculty, and factors that would increase faculty participation in undergraduate research. They used surveys that were applied to 71 participants which were 26 men and 45 women and they had from one to 38 years of experience as professors in higher education.

The findings of this research were that the faculty thinks that undergraduate research is too time consuming and that students are not prepared to do research. In addition, it was found that faculty members in this research may be supervising more undergraduate research than others at other universities. They finish this research by suggesting that more research should be done about the faculty perspective in order to increase the quality of undergraduate research at the universities.

Ramón & Ortiz (2008) conducted a study in the Universidad Juárez Autónoma de Tabasco which had as main goal to determine the knowledge that professors have regarding the research methodology to supervise research projects as well as to describe the potential methodological obstacles that they can face when supervising a research project. As the professors of this university do not have a clear idea of what supervising research projects

consists on, Ramon & Ortiz (2008) included the concepts of thesis advisor, thesis counselor, and methodology.

This is a quantitative research which used surveys to collect the data. The authors claim that supervisors are to guide the students through the research process and to give them feedback about their research project and more importantly contribute to the development of the research project in specific aspects such as content, research methodology, statistics and didactics.

According to Ramón & Ortiz (2008), for a supervisor to have a good profile, he should know how to develop a research project, have experience developing it, to have knowledge of his field, and have knowledge about research methodology. With this preview, they obtained data to make an instrument which showed the profile and functions that a supervisor should have during the research supervision process.

With regard to studies about students, Affero & Norhasni (2009) conducted a descriptive research in a Malaysian public university and they had as aim to identify the students" needs in terms of supervisory system. To carry out this research they applied questionnaires to 341 students who were studying master´s and doctoral degrees with a thesis program.

The findings of this research were that postgraduate students have different points of view regarding effective supervision, for example, it is very important for the supervisor to check on their oral and written skills, motivation and counseling are the most important interpersonal inputs, language inputs are very important especially in language ruler and scientific writings skills, they need support from their supervisor to manage their studies

effectively. In addition, they give some suggestions for the supervisors to put into practice such as the university should improve skill and development on research, planning and organizing in doing research, and to develop their role and to have a better relationship with the students to ensure that they are working well in the assignment.

The conclusions that they reached were that supervision is very important for the students to finish their research. They think that motivation, support, and good relation between supervisor-student are very important for the research to be successful.

A study was conducted in the Universidad Nacional Autónoma de México by De la Cruz & Abreu in 2012. This had as main purpose to identify and analyze supervisors" attributes from the perspective of master"s and doctoral students from different disciplines. They chose students from three different master´s and doctoral programs (Psychology, Physical Sciences, and Medical Sciences). The students were asked to write five or more words that would define a good and bad supervisor. For this study, De la Cruz & Abreu (2012) used the technique and nomenclature of modified natural semantic networks that is a set of concepts selected by memory through a reconstructive process.

The results of this study were that students from two programs (Physical Sciences and Medical Sciences) agreed that the word that best defines a good supervisor is *responsibility*. However, students from the doctoral Psychology program described a good supervisor as *intelligent*. On the other hand, the Psychology and Medical Sciences programs define bad supervisor as *irresponsible* while students from the master´s in Medical Sciences considered a bad supervisor as *disrespectfu*l. The conclusion reached in this research was that students from each discipline described good and bad supervisors with similar words.

Martin (2012) carried out a qualitative study in the Universidad Veracruzana having as aims to describe the writing process that two graduates from the Master´s in Educational Research followed while doing their theses, to describe the activities that were done by the people that supervised the thesis, and to present the difficulties that the graduates faced and the strategies that they used to overcome them. Scripts of semi-structured interviews were used to collect data. The findings were divided in three different categories. The first one is the writing process and they found that both students carried out this process in similar ways, for example they first identified the topic, looked for and selected materials, read and organized them according to their necessities, wrote the information, checked the writing by themselves and their supervisors as well, and finally they did the corrections needed.

The second one is participants in the writing process. In this category they found that both graduates were helped by their respective supervisor in the whole process of research. The last one is difficulties that they faced and the strategies that were used to overcome them. One of the difficulties was that they did not know how to start writing their theses and they did not know the format that is used in a thesis because they did not do a research project to get their Bachelor´s degree. In addition, they could not organize and express their ideas clearly in their theses and this was something that their supervisors noticed. They also have grammatical problems and punctuation errors and they did not know the format for citing.

In order to overcome these difficulties, the strategies that they used were to revise and use writing materials, they asked their supervisors and other people to help them check their project, and they took into account the postgraduate subjects about writing a research and how to use APA format. Martin (2012) concluded that writing a thesis is seen as an individual

process that is mainly guided by the supervisor. However, student-supervisor will always face difficulties and make mistakes during the process of writing a project.

Tapia, Rivera & Piantzi (2013) conducted a quantitative research study about the beliefs that the students have regarding the writing and undergraduate research supervision in the state of Puebla. The outcomes that were found in this research project were that students had problems when deciding on a topic, how to write the research project and the lack of time to do it. Besides that, students agreed that supervisors should give them feedback to improve their research, be patient and kind towards them when working on the projects. And the conclusion was that writing a research project is very challenging and that the process becomes easier if the students choose a topic that they like. In addition, students should choose a good supervisor to help them through this long process.

We decided to include Martin (2012) and Tapia, Rivera & Piantzi (2013) studies because they mention the role that professors play when supervising research projects and we think that this information will be useful in our research.

As we can see, most of the previous research projects are qualitative, three of them are quantitative and only one of them is descriptive. The majority of these research projects studied the professors" perspective regarding research projects supervision and only a few of them analyzed students" perspective. Furthermore, some of the projects were focused on undergraduate research and others on graduate research. These research projects were carried out in Mexico and abroad.

Buddie & Collins (n.d.) conducted a very similar research to the present one and this research was carried out in Georgia, USA with a quantitative approach.

We can say that Buddie & Collins" project is very similar to our study because they analyzed the undergraduate research from the perspective of the faculty supervisors. Besides that, they examined the professors" experiences and perceptions when supervising undergraduate research but they took into account the benefits that students obtain when doing research which is something that we are not going to include in our project. Moreover, our study will be a qualitative-descriptive research and we are going to analyze the way professors perceive their self-efficacy when they supervise undergraduate research. Also, we are going to study the personal and institutional factors that may be affecting the supervision process. For example in one of the previous studies, gender was a factor that affected the research supervision process and another one mentions that time can also affect the supervision process because it is sometimes time consuming.

A few studies in the area of language have been undertook and they have focused on the knowledge of methodology that professors have when supervising undergraduates research, the challenges that supervisors face when supervising research, and the students" beliefs about the writing and supervision process.

In this case our research will be different from the previous ones because we are going to consider more variables such as sex, time, motivation, age, personality, area of expertise, administrative position, advisees, infrastructure, experience, and faculty"s beliefs. In addition, we are going to use Bandura"s Self-efficacy Theory and this is a mixed case study.

CHAPTER 3

METHOD

As it was mentioned above, the main purpose of this research project was to study the beliefs of the faculty's self- efficacy from the Department of Languages and Education at UQROO, with regard to the research project supervision of undergraduates and the personal and institutional factors that may be affecting it. This is a case study with a qualitative-descriptive approach. Reyes, Hernández, & Yeladaqui (2011) say that a case study has as a main purpose to understand a particular phenomenon, it does not mean to generalize but to know and understand a specific issue and it tends to understand how people involved in a case, activity, or situation experience it.

We did a mixed case study because we focused our research only on the faculty members from the Department of Languages and Education and as they were a group of people who were facing the same situation we decided to focus on them. In addition, the results were focused on this department as they could not be generalized for other departments.

Seliger (1989) claims that "both qualitative and descriptive research are concerned with providing descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificial contrived treatment." (p. 116)

The place where this research project was conducted is the Universidad de Quintana Roo, which is a public university that offers the English Language Major. This institution has a Department of Languages and Education which offers the English Language BA program.

3.1 Participants

The participants of this research project were the English professors of the Department of Languages and Education who have supervised at least an undergraduate"s research project at the Universidad de Quintana Roo.

This Department has 19 members of which 14 are women and five are men. Their age range was from 30 to 70 years old. Seven of them had a PhD in different areas of Education and Linguistics and the others had a Masters" degree in Pedagogy, Education and Translation. 15 participants were Mexican and the other four came from other countries. One of them was Belizean, one was Italian, one was Cuban and one was American. These participants were undergraduates" research supervisors.

3.2 Instruments or materials

In qualitative research data are often collected by means of a number of procedures used simultaneously, with one piece of data leading to the next (Seliger, 1989). Furthermore, Seliger (1989) suggests that for this type of research interviewing informants, and compiling biodata about them can be used to collect data. Therefore, to collect qualitative data we interviewed the participants.

A questionnaire was administered to the 19 faculty members of the Department of Languages and Education. The questionnaire contained 37 multiple choice questions and it included questions about the professors" experience supervising undergraduates" research projects, the number of students their supervise per year, number of research projects they have supervised, and their self-efficacy regarding research supervision. In order to validate the

questionnaire, we asked three professors to answer it and we asked them to give us feedback to improve it. Once having done it, we applied the questionnaire to the professors.

For the questionnaire we chose a no probabilistic or directed sample because we chose the participants according to the needs of this research. Hernandez, Fernandez, & Baptista (2010) claim that in a no probabilistic or directed sample "the selection of the elements does not depend on the probability but on the causes related with the characteristics of the research or with the ones who do the sample. Besides, this is not a mechanic procedure nor based on probability formula but it depends on the process of making decisions of a researcher or a group of researchers, then the selected samples obey other criteria of research."

A semi-structured interview was also used with the five professors selected and the interviews lasted from 45 minutes to 2 hours. In the interviews we asked questions about the time spent with the student per month, the frequency of meetings to give feedback or clear out doubts, supervisor's availability, type of students they supervised, research project duration, if they gave the students tools and materials to do their research, and perceptions when supervising and the factors that may affect undergraduate's research supervision.

For the interviews we used the saturation technique that is "the point in data collection when no new or relevant information emerges with respect to the newly constructed theory. Hence, a researcher looks at this as the point at which no more data need to be collected" (Saumure & Given, 2014).

3.3 Procedure

As this was a mixed case study, from the 19 faculty members of the department, a purposeful sampling was done by choosing only five professors taking into account the information that was obtained from the questionnaires that were administered previously. The five professors that were chosen were interviewed to get more specific information about them and all the interviews were recorded so that they could be analysed later.

To choose the five participants we took into account professors" experience supervising undergraduates" research projects, degree, administrative position, sex, and age. The participants that we chose had different years of experience; for example, some had a few years of experience, others had some years and many years of experience. Besides that, three of the professors had a PhD. and two had Master"s and two were men and three women, only a professor had an administrative position, two had other responsibilities in the División de Ciencias Políticas y Humanidades and the other two did not have any administrative position. Additionally, the professors" age varied because we tried to have professors of different age.

The questionnaire was administered in each professor"s office and to do so we asked them for an appointment in advance. Once the participants answered the questionnaire, the results were analysed with descriptive statistics using percentages to present the results and Spearman correlations were done.

Then, we chose the five participants that were interviewed. Once the five professors were chosen, we asked them for an appointment to do the interview. We both were the interviewers and we recorded it. Once the interviews were done, we transcribed them in order to analyse them very carefully and interpret the data.

3.4 Data analysis

Data obtained from descriptive research are generally analysed with the aid of descriptive statistics (Seliger, 1989). Therefore, the questionnaires were analysed with the SPSS (Statistical Package for the Social Sciences) software in order to get specific information from them.

We used descriptive statistics to interpret the information of the questionnaire to make more understandable our evaluation and the results of our analysis were given in percentages, frequencies, tendencies, and correlations.

According to Seliger (1989), in qualitative research the data are usually in the form of words in oral or written modes. For that reason, the transcription of the interviews was done.

To do the analysis, first we selected significant phrases (codes) to find specific information about the participants. Then, we grouped them into families that were related to the research questions. At the end, we made a scheme that showed holistically the results obtained from the analysis. (Reyes, Hernandez & Yeladaqui, 2011). Finally, we chose the most relevant information of each participant to include it as evidence to support our findings. Once having the quotations, we compared the quantitative and qualitative findings of the professor to discuss them.

Once we got the results from the analysis of the questionnaires and interviews, we had the tools to answer the research questions stated in this research project and to reach a conclusion. To interpret the information we took into account Bandura"s Self-efficacy Theory and the current literature on supervision, and to validate our interpretation we asked two experts in the supervision area from the Department of Languages and Education at the Universidad de Quintana Roo to check our interpretation and to give us their opinions and suggestions about it.

CHAPTER 4

THEORETICAL FRAMEWORK

The present study is based on Bandura"s Self-efficacy Theory (1995) to assess supervisors"
self-efficacy when carrying out undergraduates" research supervision and on the current
literature on supervision to analyse the supervision process and the faculty"s beliefs about
their self-efficacy in the supervision process. Since there is no a specific theory related to the
research supervision, only some concepts and practices of some research from previous
studies are presented.

Firstly, we describe the Social Cognitive Theory to know some concepts that are important to
understand the Self-efficacy Theory. Additionally, we describe the aspects that are involved
in the Self-efficacy Theory and the concepts, and provide some examples to understand it.

Secondly, we provide a review of the concepts, insights and proposals in the literature about
research supervision. It is convenient to clarify that most of the literature about research
supervision is based on graduate supervision, mainly doctoral students, and only a few studies
look into college research. However, we include in this review both types of studies to find
possible similarities or dissimilarities that can also help to understand the faculty"s beliefs.

Finally, we present all variables that are taken into account in this study. The variables
contain its definitions and the way they are used. Besides, they are divided into three
categories which are the personal factors, institutional factors and the self-efficacy sources.

4.1 Social Cognitive Theory

"The Social Cognitive Theory illustrates the fact that individuals do not simply respond to environmental influences, but rather they actively seek and interpret information." (Nevid, 2009, p.1). According to Redmond (2014), this theory was proposed by Albert Bandura because he wanted to improve the principles of behaviorism and psychoanalysis since the previous theories did not take into account the role of cognition in motivation and the role of the situation.

The Social Cognitive Theory shows that the relation among cognitive, behavioral, personal and environmental factors determines people's motivation and behavior (Crothers, Hughes, & Morine, 2008). This theory has four processes of goal realization: self-observation, self-evaluation, self-reaction, and self-efficacy. All these components play an important role on motivation and goal attainment (Redmond, 2010).

Self-observation: people use this process to assess their progress toward goal attainment and motivate behavioral changes. Regularity and proximity are two very important factors in this process. Regularity means that people should observe their behavior continually and in proximity; people should observe their behavior while it occurs, or shortly after (Zimmerman & Schunk, 2001).

Self-evaluation: in this process people compares their current performance with a desired performance or goal but goals must be specific and important. Besides, it has two types of self-evaluation standards which are absolute and normative. In the absolute standard people grade themselves in scales whereas in the normative standard people compare their behavior or performance against other individuals (Zimmerman & Schunk, 2001).

Self-reaction: It is the reaction to one's performance. The reaction will depend on their self-evaluation because it will help people to know how they should work in order to achieve their goals (Redmond, 2014).

Self-efficacy: It is people's judgments about their capability to perform particular tasks (Bandura, 1994).

In figure 1, the interaction of the four processes of goal realization is presented.

Processes of Goal Realization
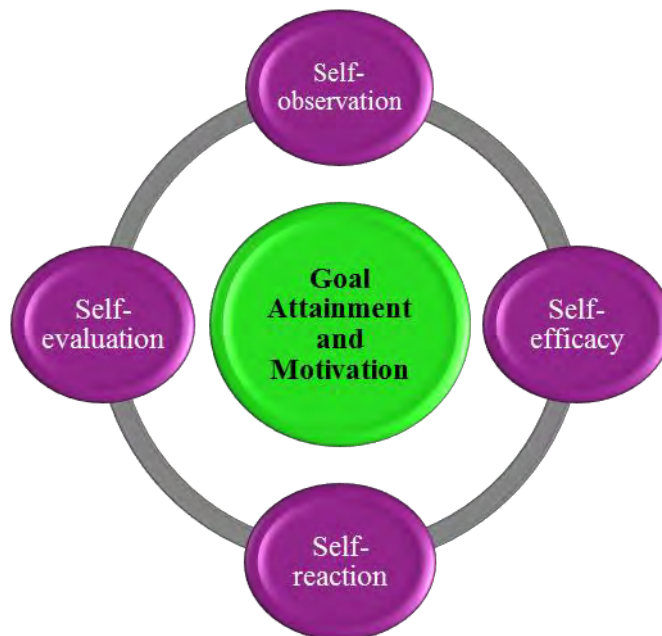
Figure 1 Processes of Goal Realization (Redmond, 2014, p. 5)

As we can see, these four processes are interrelated but we are going to focus on the theory of self-efficacy as it is the one that will help us to carry out our research.

4.2 Self-efficacy Theory

Teachers should know their capabilities when guiding students with their research project. Self-efficacy is "people"s beliefs in one"s capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p. 2) and this is very important for a research supervisor in an undergraduate program in order for him to know if he has enough knowledge, the capacity and skills to carry out the supervision. For this study we can define self-efficacy as professors" knowledge, capacity and skills to carry out the supervision process.

One of the basic principles in the Self-efficacy Theory is that people are more likely to engage in activities for which they belief they have high self-efficacy and less likely to engage in those they do not (Van der Bijl & Shortridge-Baggett, 2002). For example, those who are confident in their capabilities tend to undertake difficult activities as challenges because they are sure that they can do it and they do not try to avoid them. In contrast to the others who doubt about their capabilities, these people tend to see the difficult activities as threats and they think that they cannot do it and as they think they are not capable to do it, they choose easier tasks that may be according to their capacities. Taking into account the previous examples, we can say that supervisors" beliefs in their capabilities may affect the supervision process positively or negatively because if the professors have high self efficacy, they may accept to supervise any kind of research project as they may take it as a challenge.

In addition, self-efficacy influences people"s ability to learn, their motivation and their performance because people tend to learn and perform only those tasks for which they believe they will succeed (Lunenburg, 2011).

Additionally, the judgments of self-efficacy are assessed with three scales: magnitude, strength, and generality. The first one evaluates the difficulty level that people feel is required to do a certain task and the second one refers to the amount of conviction that a person has about performing successfully at diverse levels of difficulty (Van der Bijl & Shortridge-Baggett, 2002). The last one is about the degree to which the expectation is generalized across situations (Lunenburg, 2011).

As people tend to judge their self-efficacy in different ways, Bandura (1997) claims that the self-efficacy has four sources of information that can be used to judge it and they are described below.

Performance Outcomes or Past Experiences: they are considered one of the most important sources of self-efficacy because positive and negative experiences can influence a person"s ability to perform a certain task (Bandura, 1977). For example, if a professor notices that he did a good job as supervisor, he will feel confident to do it again and sometimes with a higher level of difficulty. However, if he notices that it was very difficult for him to perform a task, he will feel discouraged to do a similar task again.

Vicarious Experiences: in this source, people can develop high or low self-efficacy vicariously through other people"s performances (Bandura, 1977). For instance, if a professor sees that a colleague did a very good job as supervisor, he may feel confident to do it because he may think, he will succeed as well. On the other hand, if he sees that his colleague failed in performing the task, he may feel discouraged to do it because he may think it will occur the same to him.

Verbal Persuasion: Redmond (2010) says that this source influences the self-efficacy by encouraging or discouraging verbally a person˙'s performance or his ability to do an activity. Besides that, when people are encouraged, they tend to put more effort in the activity they are doing in order to achieve their goal but when they are not, they tend to diminish their efforts; therefore, the probability to succeed is less likely. For example, people can increase professors˙' self-efficacy by encouraging them with positive words such as "you can do it", "you are the best", etc. However, people can also lower professors˙' self-efficacy by discouraging them with words such as "I do not like your job", "you need to improve it", etc.

Physiological Feedback or Emotional Arousal: this is the least influential source of the self-efficacy and it refers to the sensations that people experience while doing a certain activity and how they perceive these emotions influence their beliefs of efficacy (Bandura, 1977). For instance, when a professor is supervising a research project, he might experience different kinds of feelings that can be positive and negative, and the result of his activity will be affected by them.

In the figure 2 we can see the way the four sources of self-efficacy interact.

Self-efficacy Sources of Information
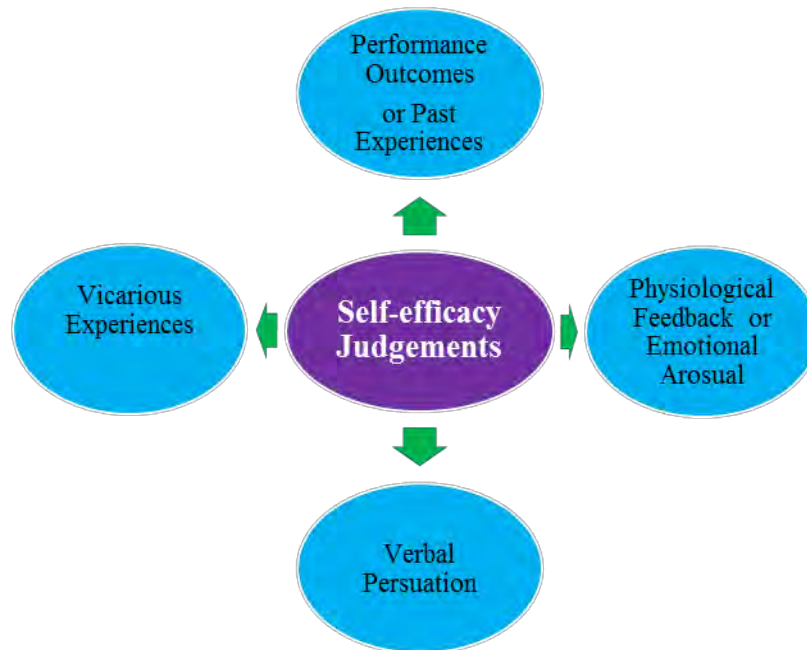
Figure 2 Self-efficacy Sources of Information (Redmond, 2014, p. 7)

The previous four sources of information can be combined with three assessment processes that are used to interpret self-efficacy and together they determine the level of self-efficacy which directly affects the performance outcomes. The three assessment processes are the Analysis of Task Requirements, Attributional Analysis of Experience, and Assessment of Personal and Situational Resources/Constraints.

The first one analyzes a person‟s determination of what it takes to perform a task; the second one analyzes a person‟s judgment about why a performance level occurred and the last one assesses a person‟s consideration of personal and situational factors. The personal factors can be the person‟s skill level and available effort and the situational factors can be competing demands (Gist & Mitchell, 1992).

Figure 3 shows the relationship between the four sources of information and the three assessment processes to improve or hinder performance.
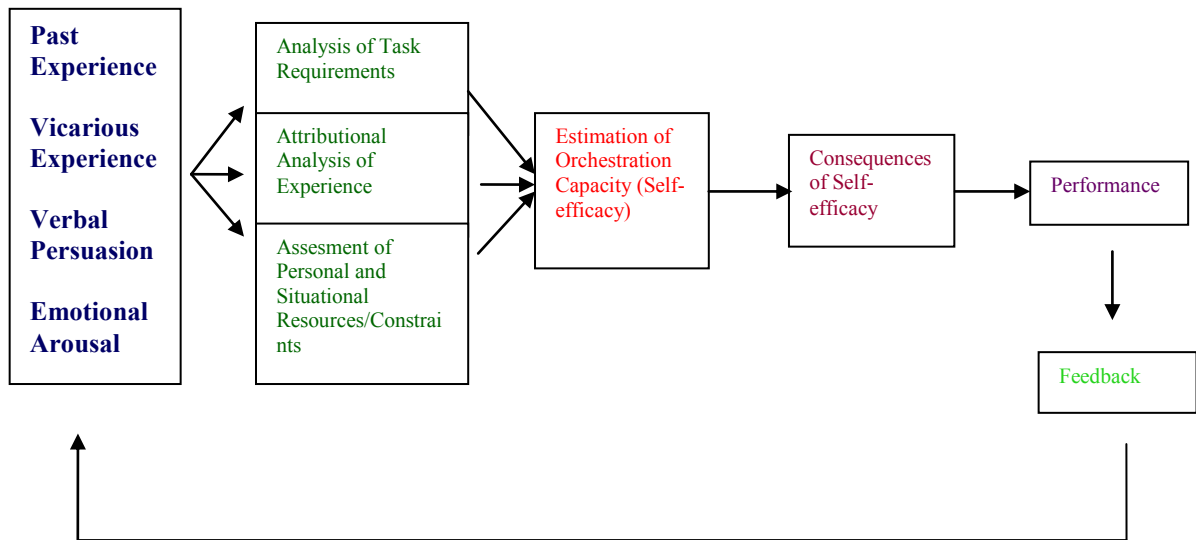
Figure 3 Relationship between the Self-efficacy Sources and the Assessment Processes (Gist and Mitchell, 1992, p. 11)

As it was mentioned before, people may think they have high or low self-efficacy and these can interact with two types of environment that will be described below.

The Interaction of Self-Efficacy with the Environment

According to Bandura (1997), the two types of environment that interact with the two levels of self-efficacy are responsive, that is when the environment is positive, and unresponsive, that is when the environment is negative, and this interaction can produce four predictive variables:

Success: this occurs when a person has high level of self-efficacy and works in a responsive environment.

Depression: this occurs when a person has low level of self-efficacy and works in a responsive environment. This person will fall into a depressed state because his low level of self-efficacy will stop him from succeeding.

Apathy and helplessness: this occurs when a person has low self-efficacy and works in an unresponsive environment. This person will feel helpless and will decide that his efforts are pointless making him not to put more effort in the task he is doing.

Effort intensification or change of course: this occurs when a person has high level of self-efficacy and works in an unresponsive environment. This person may put more effort or decide to change his goals.

In conclusion, self-efficacy enables people to know their capabilities and skills they have to perform certain task. They will be able to perform difficult tasks if they think they have high level of self-efficacy, but if they think they have low level, they may find it difficult to carry out the task. In addition, the self-efficacy can be judged by three scales: magnitude, strength and generality and the four sources may help people judge their self-efficacy in different ways. Furthermore, the self-efficacy can be affected by the responsive and unresponsive environment, but it will depend on the person's self-efficacy level.

None of the previous studies about research supervision used the Self-efficacy Theory and we could not identify the theories that they have used in their studies because they were not included, but we chose this theory to do our research because the supervision is a face to face task carried out by the supervisor and the advisee, there are personal and psychological factors involved in this process that may affect it. Supervision is also a learning process for the

supervisor in which he can face different challenges related to knowledge, expertise, personality, the institution, themes, and skills in different areas.

4.3 Research Supervision

Any undergraduate or graduate student who is doing a research project needs a professor who supervises the research process in order for him/her to achieve a good research project. Mercado (1999) says that a supervisor is someone who makes sure that all the steps in the research process are correct to achieve valid results and a satisfactory project. Supervision is a more difficult art than undertaking investigation on one''s own behalf (Leder, 1995).

In the supervision process a good relationship is something that the supervisor needs to build so that the research supervision process becomes bearable and the students do not feel it as a difficult task. Toncich, (n.d) claims that the productivity of a research student and supervisor is greater when the relationship between the two is good. That is why a good supervisor-advisee relationship is important when carrying out the supervision process.

The success of a project work depends very much on the quality of supervision that students receive, as well as on the hard work and initiative of the students themselves (Mavis, 1990).

According to Mavis (1990), there are different types of projects, for example first degree and diploma projects, which are part of a family of research-oriented activities and that includes Master''s degrees by coursework and dissertation, Master''s degrees by research and Doctoral theses. These research activities differ from each other in several ways and they will be described below.

First degree and diploma projects

In this type of projects independent inquiry, exercise of judgment, and a reasonable standard of presentation of results are required. The written account of the project should be well-structured and convincing, but the project research is not expected to make a significant contribution to new knowledge.

Master's degrees by coursework and dissertation

In this type of project the students are required to demonstrate awareness of the relevant literature and to provide a reasoned exposition of the chosen topic.

Master's degrees by research

This project is expected to have a significant contribution to knowledge and the written report might well serve as a reference work.

Doctoral theses

In this project both research competence and originality need to be clearly demonstrated and the thesis is expected to have potential for publication. Below in the figure 4, a short description of the research projects' characteristics is presented.

Level	Description	Criteria
First degrees and Master's degrees which required the completion of a project.	Project report	1. A well-structured and convincing account of a study, the resolution of problem or the outcome of an experiment.
Master's degree by study and dissertation	Dissertation	1. An ordered critical and reasoned exposition of knowledge gained through the student's efforts. 2. Evidence of awareness of the literature.

Master's degree by research	Thesis	1. Evidence of an original investigation or the testing of ideas. 2. Competence in independent work or experimentation. 3. An understanding of appropriate techniques. 4. Ability to make critical use of published work and source materials. 5. Appreciation of the relationship of the special theme to the wider field of knowledge. 6. Worthy, in part of publication.
Doctoral degree	Thesis	1. to 6 as for the Master's degree by research. 7. Originality as shown by the topic researched or the methodology employed. 8. Distinct contribution to knowledge.

Figure 4 Research Projects' Characteristics (Mavis, 1990)

The process that is required for a research project is as follows:

1. Identify a broad area of study
2. Select the research topic
3. Decide the approach
4. Formulate the plan

Planning phase

5. Collect data/information
6. Analyze and interpret data

Implementation phase

7. Present the findings

Presentation phase

According to Mavis (1990), in undergraduate studies, the students think that the professor is the expert in the subject matter but when the student starts his undergraduate project the role changes because both the student and the supervisor contribute in the project and help each other when it is required, and the relation becomes more symmetrical. Supervision of a doctoral research degree is the ultimate example of a symmetrical type of teaching-learning relationship. At the level of the undergraduate project, the beginnings of this shift can be expected in that students will be required to find out things for themselves and to take a more active role in managing their own time and learning activities. Thus students could be expected to turn to the supervisor for regular guidance rather than exposition of the subject or for explicit instructions on how to proceed.

In the early years of undergraduate study, there is a clear expectation that the teacher will be the expert in the subject matter and the student will attempt to learn from the teacher's superior knowledge. By the time students are engaging in an undergraduate project the balance is beginning to shift so that the teacher is becoming more like a mentor and the relationship between teacher and student is more symmetrical.

When supervising undergraduate research, Mavis (1990) recommends that professors should meet with their advisees at least 20 minutes per week, but this can change depending on the stage of the project that they are working on. Besides, when the student has not been in touch with his supervisor, the supervisor has the responsibility to contact the student and arrange a meeting to talk about the progress of the project.

Mavis (1990) claims that a problem that may emerge during the supervision process is that the supervisor gives too much work to the advisee because he does not have enough experience supervising. In addition, she suggests that the supervisor needs additional knowledge and skills in order to offer effective advice to students such as one-to-one communication skills, organizational skills, planning skills, ability to provide effective feedback on written work quickly, advance library skills particularly in the areas of information searching, and a practical approach to scheduling.

The conclusion that Mavis (1990) reached about what she thinks regarding supervision was that professors develop new kills when supervising research projects, during the supervision process the student and the supervisor develop a different kind of relationship from the ones that develop in a lecturing or tutoring situation, and the departments have the responsibility to help the undergraduate level project in order for the supervisor and the students to work well in the project environment.

The research supervision will be divided in two parts that are research in undergraduate programs and research in graduate studies and we will analyze some studies about research supervision that will help us to understand better the supervision process.

Research in college and research in graduate studies have some differences and similarities that is why we want to compare them.

4.3.1 Research in Undergraduate Programs

Undergraduate supervision is seen as a "truncated" process comprised of "brief encounters" in comparison to the duration of and degree of interaction evident at postgraduate level (Rowley & Slack, 2004 in Mottiar & Gorham, n.d). And these "brief encounters" point out a series of stages in the supervision process that are: identification of the research topic, question and objectives, reviewing the literature, constructing an appropriate research design, data collection, data analysis, developing conclusions, and proffering recommendations.

Mottiar & Gorham (n.d) carried out a study that had as a main objective to investigate in-depth perceptions of the process and experience of both supervisors and students in an undergraduate program. In the supervision process, the supervisor plays a very important role because he has to support the students towards realizing their potential (Rowley & Slack, 2004 in Mottiar & Gorham, n.d). Although the supervisor guides the student through the research process, he thinks that the student has the responsibility of doing a good research so that he can graduate. During this process the supervisor may have good or bad experiences and some of these experiences include the formation of a working relationship with the student, understanding the student"s learning style, providing academic guidance, and cultivating student motivation, enthusiasm and engagement (Smith, 2005 in Mottiar & Gorham, n.d).

According to Todd, Smith, & Bannister (2006) in Mottiar & Gorham (n.d), a very significant experience for a supervisor is to see students enthused and engaged in their learning experience.

From the students" point of view, the supervisors" role is to convey academic guidance in addition to motivate the student by setting targets and timelines (Todd et al 2006 in Mottiar & Gorham, n.d). Besides, Mottiar & Gorham (n.d), say that supervisors describe themselves as mentors while the students say that the role of the supervisor is to give them „advice", „feedback" and „guidance" and helps them figure out the path they want to take.

Some of the concerns that supervisors had while carrying out the supervision process were the students" lack of understanding of what is required for a thesis", the student may fail, and the lack of communication from students who do not respond to e-mails and do not attend meetings (Mottiar & Gorham, n.d).

In this same study, most of the students say that the dissertation is a valuable experience because they feel a sense of relief and satisfaction, and delight of finishing it. On the other hand, supervisors think that supervising is a rewarding and beneficial experience because they say that they never stop learning, it often takes them to new areas of research and literature that they have previously not been involved in, and it is very satisfying to see the students get excited about an idea, take ownership of it and work to produce the best document they can.

The conclusion that Mottiar & Gorham (n.d) reached was that it is also useful to make students who are beginning the dissertation process aware of the overall positive experiences that students report upon completion and it is useful for a supervisor to have an understanding of the emotions expressed by students regarding the dissertation process. Besides that, this research provides a good insight into the dissertation experience for students and supervisors. The findings can help inform those acting as supervisors, prospective students and those managing and developing dissertation modules.

According to the authors that we mentioned in this section, we can say that a good supervisor should know how to develop an academic research, have experience in developing research projects, know very well his area of expertise, have knowledge of research methodology, know study methods and learning strategies, have time to supervise the research project, and be available to meet with his advisee. Additionally, we can say that some of the constraints that supervisors can face when supervising are a lack of time and experience, a slow start, departing from the main line of inquiry, inadequate collection of data due to inadequate planning, student inability to produce written work, students with fixed or over-ambitious ideas, and students who don"t manage their time well.

4.3.2 Research in Graduate Studies

Toncich (n.d.) claims that the role of a supervisor is to guide and mentor students in such a way that they can learn about the systematic processes of discovery... this is, the supervisor should help the students during the time that the research project lasts because in that way, the student will learn how the research process is carried out.

According to Universitat de Valencia (2012), some of the responsibilities that a supervisor has are to help his advisee to choose a research topic, to monitor the progress of the research, establish a coherent research program and help the student to solve the problems that may arise, and make sure that the student dominates and applies the appropriate research techniques. In addition, the supervisor should give constant support and reassurance to the student and keep the student"s morale high. The supervisor needs to be sensitive to student"s time and competence limitations, and to assist them to become aware of their own limitations and any constraints on them (Norhasni, Aminuddin, & Abdul, 2009).

The characteristics that a supervisor should have for an effective supervision are to be knowledgeable and skilled in the research field, to take the lead in establishing a quality of relations which will give their students access to the knowledge and skills they possess and to have counseling skills. According to Norhasni et al (2009), a good supervisor needs to be empathic, genuine, open, flexible, respectful, and sensitive to individual differences (gender, race, and ethnicity) of supervisees. In addition, a good supervisor helps his supervisee grow, and has a sense of humor which helps both the supervisor and supervisee get through rough spots in their work together, and achieve a healthy perspective on their work.

Additionally, a supervisor gives feedback in relation to topic selection, methods of inquiry, writing style and layout, the completeness and direction of the work, and the student"s general progress. Besides that, they should read the student"s written work to provide constructive criticism and they meet with their advisees according to their needs.

 Leder (1995) claims that the supervisor"s research preferences and prejudices can limit the scope, perspectives, methodology and directions of a student"s work because the students may feel dissatisfied with the professor"s imposition as they are not asked for any opinions or suggestions. All the process that the student has to follow should be guided and supported by his supervisor in order to complete the research successfully. Some of the steps that the student has to follow are defining the topic, „designing" the project, gathering material, writing up, working through drafts to a final product, selecting examiners, and encouraging dissemination of the completed work through conference papers, journal articles or a book.

Since the beginning a thesis requires a carefully balanced partnership between research student and supervisor, with rights and responsibilities on both sides so that none of them feels more pressure when carrying out the research project (Leder, 1995). Additionally, supervisors and students have a shared responsibility not to abuse their power.

According to Leder (1995), the supervisor‟s role in graduate studies is to offer guidance with the research topic and program, provide information about the size, scope, and standard of a PhD, facilitate access to, and if necessary funding for, essential resources (Email, photocopying, relevant sources—books as well as colleagues...), provide support: personal at times of stress or success, with scholarship or part-time research position applications, opportunities for work, references, provide constructive feedback, positive as well as critical, encourage attendance and presentations at conferences and use these occasions to provide introductions to others in the field, be honest about the thesis being ready or not for submission, and be thoughtful about the selection of examiners.

The essence of the supervision process is said to need intense dedication, concentration, energy, self-discipline, competence, and expertness. Besides, it requires an intensive, long-term, one-to-one professor-advisee relationship.

When the students start doing their research project they sometimes face some difficulties that do not allow them to continue with the research as they would like to and some of the difficulties according to different authors are summarized below in the figure 5.

Ibrahim et al (1980)	Van der Heide (1994)	Johnston and Broda (1994)
High standard demanded by the supervisor, given the time limits for doing a PhD.	Difficulties with selecting a topic and research methodology.	Inadequate preparation for the independent and autonomous work now expected.
Supervisors were perceived to be inactive in initiating or maintaining a relationship with their own and other students.	Insufficient help in solving problems encountered.	Inconsistent rhythm of work.
Insufficient help in framing the research question.	Insufficient effort by supervisors to foster interactions.	Tensions in relationship with supervisor-guidance v. prescription; too much direct v. insufficient support.
Insufficient contact with supervisors.	Had difficulties in resolving problems between the student and the supervisor.	Difficulties with changes in power relationships with supervisor and other academic staff.
Insufficient knowledge by supervisors of student‟s topic.		

Figure 5 Selected students‟ perspectives (Leder, 1995)

Leder (1995) concludes that the lack of emotional support and insufficient social interactions between supervisors and students are commonly cited areas of discontent by students and that inevitable tensions and competing expectations are created by perceptions of the supervision process as a period of apprenticeship, an exercise in mentoring, and the opportunity to serve as, or be guided by a role model.

Donnelly & Fitzmaurice (n.d) claim that the graduate student supervision needs a personal and professional relationship between student and supervisor that includes selecting a research topic, planning the research, identifying and acquiring the necessary resources, managing the project, actively conducting the research, carrying out the literature review, analysis and interpretation of the data, writing the thesis, defending it, publication of the thesis, and finding a position. This is a very demanding process and can be made more complex by the increasing numbers and diversity of graduate students. Therefore, the supervision process requires constant adjustment, great sensitivity, and interpersonal skill on the part of both supervisor and student.

Besides, as the graduate supervision process is very complex and long various difficulties may arise during this process because of organizational, professional, or personality factors. The first factor can be said that are the policies and procedures established or not for graduate student supervision, number of students being supervised, and inadequate support services and/or equipment. The second one may be unprepared supervisor or the supervisor‟s different research interests from those of the student. The last one involves personality, communication problems because of the supervisor-student‟s age, cultural or language differences, or personal differences in approach to work. The problems that can arise during the supervision process can be overcome if the supervisor and student have a good communication on all aspects of the project.

Donnelly & Fitzmaurice (n.d) suggest that in order to supervise effectively, the supervisor has to be a competent researcher, and be able to reflect on research practices and analyze the knowledge, techniques, and methods that make them effective. Besides, the supervisor should help students acquire research skills without impairing their intellectual and personal

development and some of the characteristics that a good supervisor may possess are honesty, integrity, open-mindedness, intellectual, humility, analytic skill, carefulness, skepticism; they should motivate the student to discover, understand and arise in the student the desire to know more about the research topic. In general, the supervision effectiveness depends on the supervisor's style, competence, personal characteristics, attitude, academic and intellectual standing of the supervisor.

The outcome is different for the student and the supervisor. In the former one, the result is the degree and the career opportunities afforded by the supervision process and, in the latter, the result is the publications and the recognizable achievement of bringing a student's candidature to completion.

Another study about graduate supervision was carried out by Vessey, Davis, Driver, Lalande, & Smith in Canada in 2008 and they claim that the role of supervisors and the relationship between students and their supervisors, are key components that may affect the success of the research process. In addition, they say that the supervisor plays a very important role in setting the direction of the graduate student's research.

Vessey et al. (2008) also mention that in order to provide guidance and feedback to graduate students it is important that supervisors have enough time to meet with their advisee and check the progress of their research project. Besides, when supervisors are absent from the university for a very long time they have to make sure that the supervision continues during their absence and check the quality of the research that the students are carrying out.

According to Vessey et al. (2008), all the supervisors who are undertaking research supervision should keep an academic and professional relationship with their advisee, even though it sometimes can be friendly and supportive and the continuity of the supervision in the relationship is an important component as this may provide stability, security, an opportunity to establish sufficient mutual knowledge and trust to facilitate effective intellectual debate and a good environment.

Additionally, Vessey et al. (2008) also say that it is unacceptable that supervisors who have a close relationship (romantic, sexual, or family ties) with the students supervise his research project to avoid future conflicts. If problems arise during the supervision, actions should be taken to solve it and if this fails, then the supervisor should be changed. Besides that, the supervisors not only have the responsibility to check the research and writing but also they should help the students to develop appropriate professional skills, assistance with publications, and career development.

In general, Vessey et al. (2008) stated that the success of the supervision process for graduate students depends on a healthy and productive relationship between the supervisor and the graduate student. Besides, the supervisor and the students should have clear the role that each one plays in the supervision process in order to avoid misunderstandings or problems during the research process.

According to James & Baldwin (1999), graduate supervision is similar to good teaching because it concerns for students, interest in their progress, and the provision of timely feedback. They also say that the supervisors should not give their advisees the topic of their research project, they should let them choose it as it is considered a general rule. Besides that,

the supervisor's role is a complex and professional work more than good will and free time. This is also a supportive role where the supervisor may have different functions having as a goal to prepare the graduate students for careers both within and outside academia. Additionally, the supervisor through supervision and advising develops a professional interpersonal relationship with a graduate student.

Regarding to the previous study, we think that the supervisor not only may help the student during the supervision process but also when he or she finishes his or her research project, for example, to publish his or her research so that other people can read it and get to know the results of it.

James & Baldwin (1999) also mention that it is very important to have a clear and frequent communication with the advisee because it is considered a key element of successful graduate supervision; if a good communication does not exist between the supervisor and the advisee, the advisee may abandon his or her research project. Besides that, they say that the advisee and the supervisor should be confident that they are compatible and that there is an appropriate degree of trust and mutual respect.

James & Baldwin (1999) claim that a good supervisor should know that the complexity of supervision involves much time and energy, he or she exemplifies the characteristics of good teachers in any setting. Besides that, he or she should be aware of the professional commitment to every student he or she decides to supervise, encourages independence by building student's confidence in their personal research capabilities, and is conscious of his or her mentoring role.

Considering these insights about supervision in both undergraduate and graduate programs, some similarities that we found are that they describe a good supervisor as knowledgeable because he has to know about the topic he supervises and about the methodology he has to use in the research project. Besides that, he has to read the student"s research project to give him feedback and to check the progress of it. Besides, the supervisor and the advisee should have a good relationship in order to achieve their goals, that is, to finish the research project successfully, and also the supervisor should be available to meet the students when it is required to check the progress or give feedback about the research project. Another similarity that we found was that the supervisor and the student follow the same steps to carry out the research project in both undergraduate and graduate research.

Some of the differences that we found between these two kinds of research supervision are that undergraduate research focuses only on what the supervisor has to do when supervising research projects (methodology) while the graduate supervision cares more about helping the students develop skills to carry out a research project; in graduate research some problems, such as personality, communication problems, or personal differences in approach to work, may arise during the supervision process while in undergraduate research is not mentioned. Another difference between undergraduate research and graduate research is that in graduate research, the supervisor has to be aware of the emotions and problems that his advisee may have during the supervision process.

In addition, in graduate research the authors suggest that the student should publish their research projects or present them in conferences and in undergraduate research is not mentioned; in graduate research, the supervisors ask the students for originality and contribution to knowledge while in undergraduate research, students are not expected to

contribute to new knowledge. Another difference is that in undergraduate research, a reasonable standard of presentation of results are required from the students but in graduate research, they should demonstrate awareness of the relevant literature and provide a reasoned exposition of the chosen topic.

The factors that may affect the supervision process are supervisor''s lack of time and experience when supervising research projects, a slow start, departing from the main line of inquiry, inadequate collection of data due to inadequate planning, student inability to produce written work, students with fixed or over-ambitious ideas, and students who don''t manage their time well.

Knowing that the supervision process requires the supervisor to be knowledgeable, skillful, and have certain characteristics of personality, the Self-Efficacy Theory is used to know the way professors consider their self-efficacy when carrying out the research supervision process. Next, the dimensions and factors involved in this study are defined and operationalized.

4.4 Definition of sources of self-efficacy and factors

Merriam-Webster (2014) defines supervision as the action or process of watching and directing what someone does or how something is done. However, in the academic world, there are students who do not complete their research projects because of their supervisors'' way of working or because the student does not have the time to do it, or for other reasons. We can say that the way supervisors carry out the supervision process can be affected by many factors but this study is focused only on the personal and institutional factors, Self-efficacy sources, and the characteristics of a good supervisor. Besides that, real definitions for

general concepts are provided only because they do not have conceptual definitions; and for the self-efficacy sources we use conceptual definitions given by Bandura as we are interested in them.

In the personal factors we can find the variables: age, experience supervising research projects, time, area of expertise, gender, personality, motivation, and beliefs and in the institutional ones we can find: administrative position, infrastructure, and advisee. The Self-efficacy sources are performance outcomes or past experiences, vicarious experiences, verbal persuasion, physiological feedback or emotional arousal, and constraints, and the characteristics of a good supervisor are relationship, patience, commitment, flexibility, knowledge, and competence.

The sources or factors that were mentioned before will help us to analyze and interpret the way that undergraduates" supervision process is carried out in the Department of Language and Education at the Universidad de Quintana Roo. To understand the meaning of each variable, we gave the real and the operational definitions in the figures 6, 7, 8, and 9.

In figure 6 are presented the definitions of the personal factors, figure 7 presents the definitions of the institutional factors and the figure 6 shows the definitions of the Self-efficacy sources.

Figure 6 Definitions of the personal factors

Variable or factor	Real definition	Operational definition
Age	The length of time that a person has lived (Oxford Dictionaries, 2014).	The age was measured with the following ranges: 30-40-, 41-50, 51-60, and 61-70 years.

Experience	The familiarity with a skill or field of knowledge acquired over months or years of actual practice and which, presumably, has resulted in superior understanding or mastery (BusinessDictionary.com, 2014).	The experience was measured by years with the following ranges: 1-5, 6-10, 11-15, 16-20, and more than 21.
Time	It is the time available for something or the amount of time that you need for a particular activity (Macmillan Dictionary, 2014).	Time was measured according to the frequency per month that the supervisors spend with their advisees
Area of expertise	Where one is proficient; skilled; specialist in knowledge of and an authority on information in that particular area (Answers, 2014).	The area of expertise was related to the topic of the research projects they have supervised.
Sex	It refers to the state of being either male of female (Oxford Dictionaries, 2014).	Sex was measured by two options: male and female.
Personality	The combination of characteristics or qualities that form an individual's distinctive character (Oxford Dictionaries, 2014).	The personality was analyzed considering the self-reported characteristics of the faculty and the characteristics of their former advisees.
Motivation	It is the desire that fuels a person to do certain things based on the wants and needs of a person. A person is unique and apart from another so his wants and needs vary greatly from that of the other (BookFresh, 2009).	Motivation was analyzed by the reasons that make the supervisors carry out research supervision.
Beliefs	The feeling of being certain that something exists or is true (Cambridge Dictionary, 2009).	It was analyzed by the opinions that the supervisors express.

Figure 7 Definitions of the institutional factors

Variable	Real definition	Operational definition
Administrative position	It is the appointment that a professor has in an institution, for example, Vicepresident, Degree Coordinator, Dean, Head of Department, etc. (own definition)	It was analyzed according to the position that the supervisors have in the university.
Infrastructure	It is the basic facilities, services, and installations needed for the functioning of a community, society, or public institutions (TheFreeDictionary by Farlex, 2014).	It was analyzed by faculty"s perceptions of the facilities that help the supervisors to carry out the supervision process.
Advisee	Someone who receives advice about a subject (own definition).	It was measured by the number of students that the supervisors help per year. It is from 1-2, 3-4 and 5-6, or more.

Figure 8 Definitions of the Self-efficacy sources

Sources	Conceptual definition	Operational definition
Performance Outcomes or Past Experiences	They are the positive and negative experiences that can influence a person"s ability to perform a certain task (Bandura, 1977).	It was measured by the number of graduated and non-graduated advisees supervised per year. The range is from 1-2, 3-4 and 5-6, or more. And also it was measured by the number of research projects they have supervised. Being the last one ranged from o, 1-5, 6-10, 11-15, or more. It was also analyzed by their preference for a kind of research project and the topics they

		have supervised.
Vicarious Experiences	It is when people develop high or low self-efficacy vicariously through other people"s performances (Bandura, 1977).	It was analyzed by questions about how other"s experiences have influenced the way they supervise.
Verbal Persuasion	It is the encouragement and discouragement pertaining to an individual"s performance or ability to perform (Redmond, 2010).	It was analyzed by questions about the influence that other"s comments have on them.
Physiological Feedback or Emotional Arousal	It is the sensations that people experience from their body and how they perceive this emotional arousal influences their beliefs of efficacy (Bandura, 1977).	It was analyzed by questions about the emotions they experience when supervising.

Figure 9 Supervision variables.

Variable	Real definition	Operational definition
Relationship	The way in which two or more people feel and behave towards each other (Cambridge Dictionary, 2009).	It was described by excellent, good, regular, bad and very bad relationships.
Commitment	When you are willing to give your time and energy to something that you believe in, or a promise or firm decision to do something (Cambridge Dictionary, 2009).	It was analyzed by the time they invest in checking the progress of the research project.
Competent	Able to do something well (Cambridge Dictionary, 2009).	It was described by very bad, bad, regular, good, and excellent.

We have already mentioned the sources and factors that have been taken into account in this study. Now the contextual framework is provided to know more about the place where this study was carried out.

CHAPTER 5

CONTEXTUAL FRAMEWORK

5.1 Universidad de Quintana Roo

The institution where this study was carried out was the Universidad de Quintana Roo (UQROO). It has three campuses in the state of Quintana Roo, which are campus Chetumal, Cozumel, and Playa del Carmen. This research was undertaken in the campus Chetumal because it has the Department of Language and Education that was chosen to work with. In addition, this campus is located in the same place where the researchers live.

Below a general description of the institution is provided in order to know the characteristics of the university where this study was carried out.

5.2 General Description

This is a public school that was founded on 1991. This university is located in Chetumal in the state of Quintana Roo, Mexico. The mission of this institution is to form committed professionals with the progress of the human being through an integral educative model that promotes and develops values, attitudes, and abilities that allow them to incorporate to the social and economic development in a competitive environment; to generate and apply innovative knowledge useful for the society through a strong link; to preserve scientific stores, natural and cultural; to interchange knowledge and resources with national and international institutions to make use of the generated opportunities in the world with the purpose of contributing to the economic and social development, as well as the strengthening to the culture of Quintana Roo and Mexico (Universidad de Quintana Roo official web page, 2014).

5.3 Infrastructure

This institution is surrounded by a huge natural, historical, and archeological wealth. The infrastructure of the Universidad de Quintana Roo incorporate technological advances in substantives areas such as telecommunications based on fiber optic and wireless networks, intelligent buildings, generation of sustainable energy, laboratories and shops equipped with high technology, semiolympic sports facilities, among others. It has a library that makes available for students, professors and researchers from the region an updated bibliographic store and services whose quality has been certified by international organizations (Universidad de Quintana Roo official web page, 2014).

5.4 Academic Capacity

In this university 87.6% full time professors and career researchers have postgraduate studies (master´s degree and Ph.D) and 50.7% of them belong to the Sistema Nacional de Investigadores (SNI). Besides that, 66% of them have the recognized profile by the Secretaría de Educación Pública (SEP). The scientific research that is developed by specialists and students get fund from public and private, foreign and national organizations (Universidad de Quintana Roo official web page, 2014).

5.5 Academic Programs

The Universidad de Quintana Roo offers 17 degrees, seven master´s degrees, and a PhD. In figure 10 the description of them is provided.

Figure 10 Academic programs at UQROO

Degrees	Master´s Degrees	PhD
-Social Anthropology -Law -Economy and Finances	-Teaching Mathematics -Public Sector Economics -Economics and Public Administration	Geography

-Nursing	-Social Sciences Applied to Regional Studies	
-Pharmacy	-Planning	
-Medicine	- Applied Anthropology	
-Humanities	-Education; majoring in: Didactics of -	
-Environmental Engineering	-English or Educational Technology	
-Network Engineering		
-International Relations		
-Natural Resources Management		
-Public Safety		
-Commercial Systems		
-Alternative Tourism		
-Energy Systems Engineering		
-Government and Public Management		
-English Language		

All the degrees mentioned before are into four divisions that are División de Ciencias e Ingeniería, División de Ciencias Sociales y Económico Administrativas, División de Ciencias de la Salud, and División de Ciencias Políticas y Humanidades. Being the last one where the Department of Language and Education belongs and where we carried out our research.

The Department of Languages and Education has a faculty of 19 professors and more than 300 students registered. The faculty is responsible, among other activities, for the teaching and the supervision of the undergraduates‟ research projects.

5.6 Options to get the Bachelor's degree

According to Zanier (2011), the options that students have to get a degree in the English Language Major are described below:

Thesis: the lines or areas of research of the thesis can include aspects and internal and external factors of the learning-teaching process, sociolinguistics, psycholinguistics, applied linguistics, translation, and educational technology.

Report of professional experience in teaching: it contains introduction, contextual framework, in which the characteristics of the place where the professional experience took place are described and in the theoretical framework the theories that support the analysis of the selected topics for the report are described and analyzed.

Ethnography: this option consists of a detailed description and analysis of an aspect of the teaching-learning process that the student chose to research. Through the direct and careful observation of the phenomenon to be described, the student will show his capacity to analyze the theories and concepts related to a topic of his academic competence and the reality in the professional practice.

Monograph (glossary and translation): it is a deep study of a very specific aspect of a topic related to the speciality.

Pedagogical report: it is the elaboration or analysis of a course program, the elaboration of a manual or a methodological guide, of a system of exercises, of an anthology commented by the student, a proposal for multimedia materials, or an assessment of educational materials.

Participation in a research project: it is a report that the student presents as the results of his her active collaboration in a research project carried out by a researcher- professor of the Universidad de Quintana Roo or of an external researcher.

Graduate studies: a student can get his Bachelor's degree if he has been accepted and studied the 50 % of the subjects that are in the program.

Grade point average: a student can be exempted from doing a final work to get the degree if she or he has a general grade equal or more than nine, if she or he has never failed a subject and if she or he has studied all the subjects of the major.

EGEL examination: this is a test that the student can take which consists of almost all the subjects that were taught in the major. This test is not mentioned by Zanier (2011) because it was implemented some years later of his publication.

CHAPTER 6

FINDINGS

In this chapter, the findings of both quantitative and qualitative research are presented. For the quantitative analysis, charts which contain the frequency and percentage of the results are provided as well as a short explanation and at the end of the quantitative findings some correlations are presented. Then, the qualitative findings are given and they are divided in the following dimensions: supervisors" past experiences, vicarious experiences, verbal persuasion, and physiological feedback or emotional arousal, the supervision process and the factors that may be affecting it, supervisors" beliefs regarding the supervision process, professors" beliefs about themselves as supervisors, professors" motivations to supervise research projects, and the characteristics of a good supervisor. Some comments from the participants are included as evidence. The discussion and interpretation of these findings are presented in the following chapter.

6.1 Quantitative findings

The quantitative findings are presented the way the questions are structured in the questionnaire. In this quantitative research, 14 out of 19 professors from the Department of Languages and Education answered the questionnaire. The other five did not answer the questionnaire because some of them were absent from the university as they were doing sabbatical studies and one did not accept to collaborate. Four of these professors were male and 10 female, and most of them were from 30 to 50 years old, and only a few of them were from 51 to 70 years old. The majority of the professors (9/14) have a Master"s degree and the others (5/14) have a PhD. In chart 1 we can see the distribution of age and sex. Four of the professors hold an administrative position in the Universidad de Quintana Roo.

Chart 1 Age and sex

Age range	Male	Female	Frequency/Percentage
30-40	3	3	6	42.9 %
41-50	0	6	6	42.9 %
51-60	1	0	1	7.1 %
61-70	0	1	1	7.1 %

Almost half of the professors" area of expertise is in education, a few of them in teaching languages or both teaching languages and education and the minority in translation and linguistics. Below, the chart 2 shows these results in more detail.

Chart 2 Area of expertise

Area of expertise	Frequency/ Percentage
Education	5	35.7 %
Teaching languages	3	21.4 %
Teaching languages and Education	3	21.4 %
Linguistics	1	7.1 %
Translation	1	7.1 %
Linguistics and Education	1	7.1 %

Regarding the years of experience in research supervision, half of the supervisors have around 1 to 5 years supervising undergraduates" research projects (7/14), two have from 6 to 10 years supervising, some of them have around 11 to 15 years (4/14), and only one supervisor has more than 21 years supervising undergraduates" research projects.

Half of the professors have supervised from 1 to 5 undergraduates" research projects (7/14), one has supervised from 6 to 10, two have supervised from 11 to 15, a few of them have supervised more than 16 research projects (3/14), and only one reported that has not supervised any research project.

Regarding the problems that the professors face when supervising research projects, those that showed a tendency of hardly ever or never are *lack of technical equipment or specialized software, lack of material resources for field work, lack of economic resources for field work, incompatibility with the advisee´s personality, lack of knowledge of the research topic, lack of knowledge of the method, lack of knowledge of using the necessary software, lack of knowledge of the structure or the form elements of the different types of research projects: monograph, translation, theses, etcetera, limited knowledge and abilities to search and get the bibliography, communication issues with the advisee, incompatibility with the other members of the thesis revising committee or monograph, and others.*

Additionally, the problems that showed a tendency of almost always or always when the professors supervise research projects are *lack of updated bibliography, lack of time, the advisee´s poor skills: of research, writing, speaking, etc., the advisee´s poor knowledge: of research, writing, speaking, etc., the students prefer to get their degree in another way*.

The only two problems that showed a tendency of sometimes are *lack of motivation from the advisee, and advisees' personal problems such as work, sickness, etc.* this means that the professors sometimes face these problems. Chart 3 shows the frequency and percentages of each problem.

Chart 3 Problems encountered when supervising research projects

Problem	Frequency/ Percentage				
	Always	**Mostly**	**Sometimes**	**Hardly ever**	**Never**
Lack of updated bibliography	2 14.3%	3 21.4%	8 57.1%	0 0%	1 7.1%
Lack of technical equipment or specialized software	0 0%	0 0%	7 50%	5 35.7%	2 14.3%
Lack of time	3 21.4%	4 28.6%	4 28.6%	2 14.3%	1 7.1%

Lack of material resources for field work	1 7.1%	1 7.1%	1 7.1%	6 42.9%	5 35.7%
Lack of economic resources for field work	1 7.1%	2 14.3%	1 7.1%	6 42.9%	4 28.6%
Incompatibility with the advisee´s personality	0 0%	0 0%	1 7.1%	6 42.9%	7 50%
Lack of knowledge of the research topic	0 0%	0 0%	5 35.7%	5 35.7%	4 28.6%
Lack of knowledge of the method	0 0%	0 0%	5 35.7%	5 35.7%	4 28.6%
Lack of knowledge of using the necessary software	0 0%	0 0%	6 42.9%	5 35.7%	3 21.4%
Lack of knowledge of the structure or the form elements of the different types of research projects: monograph, translation, theses, etcetera	0 0%	0 0%	2 14.3%	2 14.3%	10 71.4%
Limited knowledge and abilities to search and get the bibliography	0 0%	1 7.1%	3 21.4%	4 28.6%	6 42.9%
Communication issues with the advisee	0 0%	0 0%	6 42.9%	3 21.4%	5 35.7%
The advisee´s poor skills: of research, writing, speaking, etc.	0 0%	8 57.1%	6 42.9%	0 0%	0 0%
The advisee´s poor knowledge: of research, writing, speaking, etc.	0 0%	8 57.1%	6 42.9%	0 0%	0 0%
Lack of motivation from the advisee	0 0%	0 0%	10 71.4%	3 21.4%	1 7.1%
Advisees‟ personal problems such as work, sickness, etc	0 0%	0 0%	12 85.7%	2 14.3%	0 0%
Incompatibility with the other members of the thesis revising committee or monograph	0 0%	0 0%	1 7.1%	5 35.7%	8 57.1%
The students prefer to get their degree in another way	1 7.1%	3 21.4%	7 50%	1 7.1%	2 14.3%
Others: student‟s lack of knowledge of the professors‟ lines of research	1 7.1%	0 0%	0 0%	0 0%	13 92.9%

Regarding the possible solutions, the one that most of the professors chose is that *they learn by their own about the topic of the methodology when they do not know about it*. Then, the solutions that many professors chose are that *they consult with colleagues, they organize a work plan with their advisees, they give their advisees the required bibliography, and they dedicate time to teach their advisees how to do it*. On the other hand, the solutions that only a few professors chose are that *they get the software, they do not overload their advisees with work such as reading and writing, they participate in advising sessions with their colleagues to learn from them, and they make the meetings the more formal possible*. Chart 4 shows the possible solutions that the professors chose to solve the problems that they face during the supervision process. These are provided in decremented order.

Chart 4 Solutions

Possible solutions	Frequency/ Percentage	
I learn on my own about the topic or methodology	13	92.9%
I consult with my colleagues	12	85.7%
I organize a work plan with my advisee	12	85.7%
I give my advisee the bibliography that help him to solve problems	12	85.7%
I dedicate time to teach my advisee how to do it	12	85.7%
I revise theses supervised by other supervisors	11	78.6%
I try to be always in contact with the advisee	11	78.6%
I look for updated bibliography	11	78.6%
I attend to conferences to keep myself updated	10	71.4%
I take courses/workshops	8	57.1%
I borrow the materials that is required	7	50%
I make the advisee conscious about the benefits of doing a research project	7	50%
I get the software that my advisees need for their research project	5	35.7%
I do not overload the advisee with work (readings, writing, etc.)	5	35.7%
I participate in advising sessions of my colleagues to learn from them	4	28.6%
I make the meetings the more formal possible	2	14.3%

When asked about the students" characteristics that professors take into account to accept to supervise their research projects, on one hand, the one that they chose the most was *research skills* (78.6%). In second place, they chose that *the advisees should have been their students* (64.3%).

On the other hand, the ones that they do not consider that much are *interested in research or the subject* (21.4%), *a good level of English speaking and writing* (28.6 %), *the students' good grades in the major* (7.1%), and that *the students' personality should be compatible with theirs* (0%). Chart 5 shows the characteristics that the professors chose and it contains the percentage of each one of them. These are provided in decremented order.

Chart 5 Students" characteristics

Characteristics	Frequency/ Percentage	
Research skills	11	78.6%
Should have been my students	9	64.3%
Organized	8	57.1%
Independent or autonomous	7	50%
Disciplined	7	50%
Others	6	42.9%
With ethics	5	35.7%
Responsible	4	28.6%
Interested in research or subject	3	21.4%
A good level of English writing	2	14.3%
A good level of English speaking	2	14.3%
Good grades in the major	1	7.1%
Their personality should be compatible with mine	0	0%

When supervising research projects, the topic that most of the professors have supervised is *translation* (71.4%), followed by *language learning* (57.1%) and the rest of the topics have been supervised only by 35.7% or less, and one professor has supervised about *error correction and syntactic complexity*. You can see the percentages of the other topics in chart 6. These are provided in decremented order.

Chart 6 Topics supervised

Topics	Frequency/ Percentage	
Translation	10	71.4%
Language Learning	8	57.1%
Beliefs	5	35.7%
Teaching Strategies	5	35.7%
TeachingMethods	4	28.6%
Self-Efficacy	3	21.4%
Motivation	3	21.4%
Teaching English to Children in PNIEB	3	21.4%
State of the Research Art in Foreign Languages	3	21.4%
Others	3	21.4%
Failing Students	2	14.3%
Evaluation	2	14.3%
Phonology and Phonetics	2	14.3%
Teaching and Learning Vocabulary	1	7.1%
Teaching and Learning the Listening, Speaking, Reading and Writing Skills	1	7.1%
Teaching Material	0	0%

Regarding the methods that professors have used in the research projects they supervise, the results showed that there is a diversity of opinions because all the options were chosen being the highest *the qualitative-quantitative method* (28.6 %) and the lowest ones are *qualitative, quantitative and qualitative-quantitative, and qualitative and qualitative-quantitative* having all of them a 7.1 % of percentage. Chart 7 shows the distribution of the rest of the methods that were chosen. These are provided in decremented order.

Chart 7 Methods used

Method	Frequency/Percentages	
Quantitative-Qualitative	4	28.6 %
Qualitative and Quantitative	3	21.4 %
Quantitative	2	14.3 %
Qualitative, Quantitative and Qualitative-Quantitative	2	14.3 %
Qualitative	1	7.1 %
Quantitative and Qualitative-Quantitative	1	7.1 %
Qualitative and Qualitative-Quantitative	1	7.1 %

Besides that, most of the professors (78.6 %) reported that they have supervised research projects in *Bachelor's and Master's degree*, two professors mentioned they have supervised in *associate's degree* and *Bachelor's program* (14.3 %) and only one (7.1 %) said that has supervised only in the *Bachelor's program*. In addition, more than half of them (57.1%) mentioned that they have never supervised research projects in *other institutions*, and the rest of them have supervised *more than four research projects in other institutions* (42.9 %).

Now, regarding the feelings or emotions experienced during the supervision, 64.3 % of the professors sometimes or hardly ever experienced *stress* when supervising undergraduates" research projects. The professors hardly ever or never felt *unmotivated, unsatisfied*, and *unhappy*. Besides that, one professor felt sometimes *occupied* and another professor felt sometimes *overwhelmed, worried*, and *disappointed*. In contrast, the professors almost always and always felt *distressed, motivated, satisfied*, and *happy*. See chart 8 for more detail.

Chart 8 Feelings

Feelings	Frequency/Percentage								
	Always		**Mostly**		**Sometimes**		**Hardly ever**		**Never**	
Stressed	0	0 %	3	21.4 %	5	35.7 %	4	28.6 %	2	14.3 %
Distressed	2	14.3%	4	28.6 %	3	21.4 %	2	14.3 %	3	21.4 %
Motivated	3	21.4 %	8	57.1 %	3	21.4 %	0	0 %	0	0 %
Unmotivated	0	0 %	0	0 %	4	28.6 %	5	35.7 %	5	35.7 %
Satisfied	3	21.4 %	8	57.1 %	3	21.4 %	0	0 %	0	0 %
Unsatisfied	0	0 %	0	0 %	6	42.9 %	3	21.4 %	5	35.7 %
Happy	5	35.7 %	6	42.9 %	3	21.4 %	0	0 %	0	0 %
Unhappy	0	0 %	0	0 %	2	14.3%	6	42.9 %	6	42.9 %
Others: busy, overwhelmed, worried, and disappointed.	0	0 %	0	0 %	2	14.3 %	0	0 %	12	85.7 %

Regarding the professors-advisee relationship, *excellent* and *good* showed a positive tendency because they almost always or always have that kind of relationship. In addition, the professors hardly ever or never have experienced a *regular* or *bad* relationship, and almost all of the professors never have a *bad* relationship with their advisee. Below in chart 9, the description of the professors-advisee relationship is shown.

Chart 9 Professors-advisees relationship

Range	Frequency/Percentage									
	Always		**Mostly**		**Sometimes**		**Hardly ever**		**Never**	
Excellent	3	21.4%	7	50 %	4	28.6	0	0%	0	0%
Good	4	28.6	9	64.3 %	1	7.1 %	0	0%	0	0%
Regular	0	0%	0	0%	7	50.0 %	3	21.4 %	4	28. 6 %
Bad	0	0%	0	0%	1	7.1 %	3	21.4 %	10	71.4 %
Very bad	0	0%	0	0%	1	7.1 %	0	0%	13	92.9 %

As to their personality and character related to the supervision process, all of the supervisors (100 %) said that they consider themselves *flexible*; the majority of them (92.9 %) think that they are *responsible*; most of them (78.6 %) consider they are *respectful*, and half of the supervisors (50%) said they are *demanding*. In addition, none of them (0%) consider they are *inflexible, unpleasant, ill-mannered*, and *irresponsible* and only one (7.1%) mentioned he/she is *impatient*. As we can see in the chart below, the professors tend to point out more their positive characteristics than the negative ones. These are provided in decremented order.

Chart 10 Supervisors‟ characteristics

Characteristics	Frequency/Percentage	
Flexible	14	100 %
Responsible	13	92.9 %
Respectful	11	78.6 %
Patient	10	71.4 %
Empathic	10	71.4 %
Organized	9	64.3 %
Demanding	7	50 %
Tolerant	6	42.9 %
Attentive	6	42.9 %
Perfectionist	4	28.6 %
Unorganized	3	21.4 %

Forgetful	3	21.4 %
Impatient	1	7.1 %
Inflexible	0	0 %
Unpleasant	0	0 %
Ill-mannered	0	0 %
Irresponsible	0	0 %

Most of the professors (78.6 %) consider themselves *good* supervisors; none of them (0 %) thinks they are *bad* supervisors. However, two of them (14.3 %) feel they are *excellent* supervising research projects. More than half of them (57.1 %) reported that they *do not know how their advisees consider them as supervisors* and only one (7.1 %) mentioned that he/she thinks that *his/her advisees consider him/her as an excellent supervisor*.

When asked about if they are affected by the negative way of working of their colleagues, almost half of the supervisors (42.9 %) said they are *not affected by the negative way of working of their colleagues* and more than half of them (57.1 %) reported they are *affected by their colleagues* in different levels. On the other hand, half of them (50 %) said they *are not benefited by the good way of working of their colleagues* and half of them (50 %) feel that they are *benefited by their colleagues* in different scales (very little, little, and a lot).

Regarding to what the professors do when they notice that their colleagues have negative experiences when supervising, more than half (57.1 %) said that they *try not to make the same mistakes* and the minority said they *do nothing* (28.6 %), *try not to be discouraged to continue supervising* (21.4 %), they *change their manner of supervising* (14.3 %). Additionally, one professor *decides not to work with them* and another *finds a way to pressure their colleagues to revise the research project faster* (14.3 %).

Regarding what the supervisors do when they notice that their colleagues do a good job as supervisors, most of the professors (71.4 %) said they *ask their colleagues for help when it is needed*, almost half of them (42.9 %) mentioned they *work harder to be better*, and the minority reported that they *work more with their colleagues* (35.7 %), *do the same as them* (14.3 %). Besides that, one professor *asks them for advising sessions*, another *feels happy for them* (14.3 %), and one *does nothing* (7.1 %).

The dimension of verbal persuasion was assessed by asking the faculty about how they feel when they hear negative comments from their advisees, most of the professors (71.4 *%) have never heard their advisees' negative comments*, a few of them (35.7 %) *felt motivated to become better supervisors*, one of them felt *demotivated* for the negative comments (7.1 %), one professor felt *sad and worried* (7.1 %), and none of them *got angry with them or indifferent* (0 %).

Regarding the feelings that the professors experience when hearing negative comments from their colleagues about their job as supervisors, most of the professors (78.6 %) *have never heard other supervisors' negative comments about their job*, a few of them (21.4 %) *felt motivated to become better supervisors,* one professors *felt worried* (7.1 %), and none of them *felt demotivated* (0 %), *indifferent* (0 %), nor *angry with them* (0 %).

With regard to the actions professors take when they advisees congratulate them for their job as supervisors, almost half of the professors (42.9 %) *work harder to become better supervisors*, and the minority *has not been congratulated by their advisees* (35.7 %), they *dedicate more time to the supervision process* (21.4 %), and *do nothing and let it remain the*

same (14.3 %), and one professor felt *happy and motivated to keep being a good supervisor* (7.1 %).

Regarding what the professors do when they are congratulated by their colleagues, many of them (64.3 %) *have not been congratulated by their colleagues*, and the rest *work harder to become a better supervisor* (14.3 %), *do nothing and let it remain the same* (14.3 %), *dedicate more time to the supervision process* (7.1 %), and one professor felt *happy and motivated to keep being a good supervisor* (7.1 %).

When asked about if they have been congratulated by an authority of the institution, 78.6 % of the professors reported they *have not been congratulated by any authority of the institution*, a few of them *work harder to become better supervisors* (14.3 %), and *dedicate more time to the supervision process* (14.3 %), and none of them *do nothing and let it remain the same* (0 %).

Regarding to what the professors do when told by an advisee to improve as supervisors, 85.7 % of the professors said they *have not been told anything by their advisees*; a few of them *read more about how to supervise* (14.3 %) and *take courses* (7.1 %), one professor *reads more about the topic, dedicates more time, and organizes better* (7.1 %), and none of them *attend conferences, do nothing, nor ask their colleagues for help*.

Regarding to what the professors do when told by their colleagues to improve as supervisors, 85.7 % of the professors mentioned they *have not been told anything by their colleagues about their job as supervisors*, a few of them *read more about how to supervise* (21.4 %), two professors *ask their colleagues for help*, one *takes courses* and another *attends conferences*,

one professor *reads more about the topic, dedicates more time, and organizes better*, and another one commented *it depends on the person who makes the comment*, and none of them *do something*.

Regarding to what the professors do when told by an authority to improve as supervisors, 13 (92.9 %) of the professors reported they *have not been told anything by an authority*, one *takes courses* and another one *reads more about how to supervise*, one *reads more about the topic, dedicates more time, and organizes better*, and none of them *attend conferences, do something, nor ask colleagues for help.*

Regarding what motivates the professors to supervise research projects, most of the professors are motivated by *the student learning*, and *by their own labor and professional growth* (71.4 %), more than half are motivated by *fulfilling their job or labor commitment* (57.1 %) and half of them by *making their students get interested in research* (50.0 %), and the minority are motivated by *an institutional goal* (28.6 %), or *economic factors* (14.3 %). Besides that, one professor is motivated by *the contribution to the knowledge* and another one is motivated by *institutional requisites Plan Anual de Labores - Informe Anual de Labores (PAL-IAL), (Labor Annual Plan – Labor Annual Report).*

Per year, more than half of the professors (64.3 %) *supervise one or two students even if they do not get a degree with the research project* and only one professor *does not supervise any student if he or she does not plan to get a degree with the research project.* Besides that, per year many of the professors (57.1 %) supervise *one or two students who do get a degree,* three of them supervise *three or four students,* and three professors have not supervised *any student as the main supervisor in a research project.* In addition, 12 of the professors said that

none of their advisees has graduated with honors and only two of the professors have supervised *students who have graduated with honors*.

As to the time needed for a research project to get concluded, six professors reported that the time needed to supervise a thesis and finish it takes *a year and a half*, four of them said that it takes *a year* to finish the thesis, three of them mentioned that it takes *six months*, and only one said that it takes *more than two years* to finish the thesis. Besides that, eight professors said that they need *a year* to finish a monograph, three of them said that they need only *six months*, one of them said that he/she needs *more than two years*, and two of them said they *have never supervised a monograph.*

Regarding glossaries, six of the professors *have not supervised glossaries*, four of them said they need *a year* to finish it, three said that they need only *six months*, and only one said that he/she needs *a year and a half* to finish a glossary. Additionally, five professors mentioned that they need *a year* to finish a translation, three of them need *six months*, two of them need *a year and a half*, and five of them *have never supervised a translation*.

6.2 Correlations

Next, we present some correlations found among the different answers. To begin with,

the results of a Spearman correlation between *the number of research projects supervised* and *the years supervising research projects* was of .700 with a degree of significance of .005, which indicates a strong relation between these two variables: the higher the number of projects, the more years of experience in supervision.

With regard to the problems faced when supervising, the results show that *lack of time* correlates with *the students prefer to get their degree in another way*, which means that writing a thesis requires more time and that is a reason some students abandon the thesis and graduate with another option.

Chart 11 Correlation 1

Lack of time	The students prefer to get their degree in another way	Correlation	Significance
		.690	.006

As to *the lack of material resources for field work*, this shows a correlation with *lack of economic resources for field work* (.893) with a degree of significance of .000, which means that professors do not have materials for field work because they do not have the money to buy them.

There is also a correlation between *the incompatibility with the advisee's personality* and *communication issues* of .724. This may mean that when the professor and his advisee have different personalities they can have some communication issues.

Chart 12 Correlation 2

Incompatibility with the advisee's personality	Communication issues with the advisee	Correlation	Significance
		.724	.003

Additionally, there is a correlation of .723 *between the advisee's poor skills: of research, writing, speaking, etc.,* and *the lack of motivation from the advisee* with a degree of significance of .004, which may mean that when the advisee has poor skills, he can be unmotivated to finish his research project.

Chart 13 Correlation 3

The advisee's poor skills: of research, writing, speaking, etc.	Lack of motivation from the advisee	Correlation	Significance
		.723	.004

With regard to the characteristics that the professors take into account to accept supervising a student, the results show a correlation between the characteristics *disciplined* and *independent or autonomous*, which, according to the faculty"s beliefs, may mean that the more disciplined a student is, the more independent or autonomous he is.

Chart 14 Correlation 4

Disciplined	Independent or autonomous	Correlation	Significance
		.714	.004

Regarding to the feelings that professors experienced when supervising undergraduates" research projects, the results show that *motivated* correlates with *happy*, which means that the more motivated a professor is, the happier he is. Besides that, there is also a correlation of (.781) between *unmotivated* and *unhappy*. This means that if the professor feels unmotivated, he also feels unhappy. In addition, the results also show a correlation between *unsatisfied* and *unhappy* of .733. This is, if the professor feels unsatisfied, he also feels unhappy.

Chart 15 Correlation 5

Motivated	Happy	Correlation	Significance
		.740	.002
Unmotivated	Unhappy	.781	.002
Unsatisfied	Unhappy	.733	.003

Regarding to the characteristics that the professors think they have as supervisors, the results show a negative correlation between *tolerant* and *demanding* of -.866, which means that the more tolerant the professor is, the least demanding he is. Besides that, there is also a negative correlation between *forgetful* and *organized* of -.701. This is that, the more forgetful a professor is, the least organized he is.

Chart 16 Correlation 6

Tolerant	Demanding	Correlation	Significance
		-.866	.000
Forgetful	Organized	-.701	.005

With regard to what the professors do when they notice their colleagues do a good job as supervisors, the results show that the older the professors are, the less they ask their colleagues for help; and the more years they have supervising research projects, the less they ask their colleagues for help.

Chart 17 Correlation 7

Age	Ask her or his colleagues for help when it is needed	Correlation	Significance
		-.682	.007
Years supervising research projects	Ask her or his colleagues for help when it is needed	-.786	.001

6.3 Qualitative findings

The findings are divided in six dimensions: supervisors" past experiences, vicarious experiences, verbal persuasion, and physiological feedback or emotional arousal, the supervision process and the factors that may be affecting it, supervisors" beliefs regarding the supervision process, professors" beliefs about themselves as supervisors, professors" motivations to supervise research projects, and the characteristics of a good supervisor. The professors" names have been changed in order to keep their anonymity and verbatim quotes from the interviews are included as evidence.

6.3.1 Supervisors' past experiences, vicarious experiences, verbal persuasion, and physiological feedback or emotional arousal

Past experiences

In this first source of self-efficacy, the level of education, years of experience, number of theses supervised, number of monographs supervised, and the topics that the professors have supervised are taken into account to analyze how they influenced the professors" self-efficacy when supervising.

Chart 18 Professors' general information

Supervisors	Degree	Years of experience	Number of theses supervised	Number of monographs Supervised (translation, glossaries)	Topics supervised
Alejandra	PhD	More than 21	Around 6	8-9	Teaching, translation
Antonia	PhD	11-15	10	10	Methodology
José Manuel	M.A.	6-10	1	6	Immigration terms, students and professors' perceptions about the English Language Major
Daniela	M.A.	1-5	4-5	10	Vocabulary, learning strategies, school dropping out, professors' training, English inclusion as a mandatory subject
Russell	PhD	1-5	2 in process	3 in process	Attitudes towards code switching, interaction patterns in the classroom

As we can see in the previous chart, there is a variation in the number of theses and monographs that each professor has supervised. We can notice that the more experience they have the more research projects they have supervised except Daniela who does not have many years supervising but she has supervised many research projects. In this case, women are the ones who have more experience supervising research projects. Furthermore, the professors have supervised different topics when supervising research projects.

Three out of five professors said that they do not have any preference for a kind of research project but Russell said that he prefers monographs and José Manuel prefers theses and all of them accept to supervise the topic that the students want to do as long as the topics are in their area of expertise. Let´s see the evidence in the following quotes:

Actually not, in fact, I supervise any of them (topics) that the students ask me for as long as they are in my area of expertise (Daniela, M.A.)
Well, as a matter of facility, I prefer monographs in translation because I like translating very much, they are easier and faster (Russell, PhD)

The truth is that I prefer supervising theses… I would say that because it is like a more standardized and international study. It is well structured, recognized and it is a project that gives a lot of satisfaction and I feel that I learn more supervising that kind of research project (José Manuel, M.A.)

Four professors said that they have supervised research projects in Master's programs except one. Alejandra, Russell and José Manuel said that they prefer supervising research projects in master's, Antonia said that she does not have any preference when supervising and Daniela said that she has not supervised in master's but she would like to.

All of the professors mentioned that they learnt to supervise by doing; however, two of them said that they started to supervise first as members of the theses committee and then they supervised as the main supervisor:

I think that it is something that you learn by doing (José Manuel, M. D.)

Well, I think it was first getting involved as a member of a theses committee and then learning from them too and also from my own research experience (Daniela, M. D.)

Vicarious experiences

In this source of efficacy, three professors said that the other supervisors" experiences have not helped them as supervisors and the other two said that the other supervisors" experiences have contributed to their development as supervisors. The professors that said they were not helped by the other supervisors" experiences were the ones who have a PhD and the others that have been hold an M.A.:

Yes, as I told you I basically learnt with them (Daniela, M.A.).

Well, no, they have not helped me (Antonia, PhD)

All of the professors said that they were supervised in the past and that they only got positive aspects from their supervisors except Jose Manuel who mentioned that he was not influenced in any way during his supervision process. Additionally, all the professors mentioned that they were not affected by other supervisors" negative experiences.

Verbal persuasion

Regarding to the verbal persuasion source, the professors who have a PhD said that they have not heard neither positive nor negative comments about the research projects that they supervise, and the others who have a M.A. mentioned that when they receive any kind of comments they take them as feedback to improve the research project:

> Generally, the thesis committee does not question the research project … and generally, we do not criticize among ourselves (Alejandra, PhD).

> I think that both of them (positive and negative comments) help because they give you an opportunity to improve (José Manuel, M.A.)

Regarding to the way they supervise, there was a diversity of opinions because Alejandra and Antonia said that they have not received any kind of comments from their colleagues about their job as supervisors; Russell said that he has heard only a negative comment about it but he accepts that it is true because of the advisee"s personality and this comment did not affect his supervision; Daniela mentioned that she has received only positive comments about her job, and José Manuel said that he takes all the comments into account regardless whether positive or negative.

Let"s see the evidence with the following quotes:

> In general, I have been told positive comments and actually, I have not seen that part of negative comments (Daniela, M.A.).

> Only this of an advisee that I am very cold and it is true that I am very cold with her (Russell, PhD).

Physiological feedback or emotional arousal

In this source of efficacy, four professors, Antonia, Alejandra, Daniela, and Russell, mentioned that they feel they are satisfied with the number of research projects they have supervised, but one, José Manuel, said that he is not satisfied because he would like to supervise more; however, he does not have the time that requires the research supervision. Besides, Alejandra and Daniela said that they do not like having many advisees at the same time because they do not guide them as they would like to because of the lack of time:

> Well, I think I am satisfied because if you have 20 advisees at the same time, you will not be able to help them when they need you, then, I think it is not good to have many advisees at the same time, it is better to have few, concentrate on them and you will dedicate the time that they really need (Daniela, M.A.).

> I can say that I am not satisfied but I also recognize that I do not have enough time to supervise but I would like to supervise more (José Manuel, M.A.).

Three out of five professors said that they do not feel any part of the supervision process difficult and the others mentioned that they find difficult some aspects of the supervision process. For example, Russell said that it is difficult when the advisees do not work as the professor would like to, and Antonia said that it is difficult to make the students understand that the analysis of the literature is not a matter of repeating what the book says.

When starting supervising a new research project, all the professors feel good in general. Among the feelings that they mentioned are enthused, encouraged, motivated, and happy. However, Russell also said that he sometimes feels tired when starting supervising a new research project because he has many things to do besides supervising and it would be an extra work. Besides that, Daniela said that she feels encouraged because the students are also very encouraged and excited to start and they are willing to do the research and she has to take advantage of it and Alejandra said that she hopes that it will work out and that everybody will learn a lot.

When supervising research projects, professors find pleasant the interaction with the advisees, to see that they finish their research project and that they learn a lot. Only José Manuel said that he likes all the aspects of the supervision process. On the other hand, three professors find stressing when the students do not make the corrections when needed, when they go to see their supervisors many times to consult everything and when they have many writing mistakes and the professor has to correct their writing. However, only two of them do not find any aspect of the supervision process stressing.

Regarding the way professors feel when the advisees do not finish their research project, two of them said that they feel frustrated, other two feel sad and only one feel disappointed and unmotivated because of the time that they spent supervising. José Manuel and Daniela said that they try to understand when they abandon the research project.

When the advisees take too long to finish their research project, José Manuel and Antonia feel desperate, Russell feels frustrated, and Alejandra and Daniela do not experience any kind of feeling. However, when the advisees finish in a short time, Alejandra, Daniela, and José Manuel feel motivated, happy, satisfied, and relieved respectively. Antonia and Russell have not experienced that situation. Additionally, Alejandra said that she would like to have more advisees that finish their research projects very quickly. Besides that, none of the professors have had any advisee who has graduated with honors.

When the professors notice that their advisees have problems during the research process, three of them do not experience any kind of feelings but Alejandra feels sad and Russell feels frustrated, motivated or worried depending on the kind of problem that the advisee faces. In addition, all the professors mentioned that they try to help them to solve the problem.

All the professors said that none of them has received an award for their job as supervisors except José Manuel who mentioned that he takes as a prize the Incentives program and to become member of Programa al Mejoramiento del Profesorado (PROMEP), (Professors" Development Program).

6.3.2 The supervision process and the factors that may be affecting it

With regard to recruitment, the professors said that the students ask them to supervise their research project and they do not have the necessity to look for them. As the students look for the professor, none of them has had problems to recruit advisees. In addition, four professors take into account some aspects of the students to accept supervise their research project, for instance, the topic, the time they will invest on the project, their responsibility, and their commitment and only Antonia does not take into account any aspect to supervise the student.

Alejandra, Antonia, and José Manuel said that they do not take into account any aspect when accepting to supervise a research project when they are not the main supervisors, but Russell and Daniela said that they take into account the topic of the research project.

José Manuel, Antonia, and Alejandra do not accept to supervise a research project with a topic they do not know; however, Daniela and Russell accept to supervise the topic even they do not know about it but only if they are very interested in it and if they are not interested, they do not accept it. Additionally, all the professors would accept to supervise a research project even if they do not know the method it requires and they would read and study to know about it except Daniela who has already supervised research projects with many methods.

Regarding the way they work with their students, the professors have different ways of doing it, but there are some of them that coincide in some aspects. For example Daniela and José Manuel delimit the topic; Antonia, Daniela, and Alejandra do an outline of the structure of the research project. To start reading, four professors give their advisees bibliography and teach them how to search, but Alejandra only gives them bibliography when her advisees have problems to find it. After reading, supervisors ask their advisees to start writing the first part and they give them deadlines to hand in the first section so that they check and give feedback and it is done until the research project is finished but during this process Alejandra and Daniela meet their advisees only when the students require it; Antonia meet their advisees twice a month, José Manuel and Russell meet them depending on the part of the research project they are working on.

All of the professors said that their advisees have to make appointments to meet them, but they are flexible and they can also meet them in any other moment if they have the time. Only José Manuel said that he cannot see them if they do not make an appointment. Daniela, Russell, and Antonia mentioned that they ask their advisees to meet them in their homes to work on the project:

> Well, generally, I ask them to read first. Sometimes I give them the readings and I teach them how to look for articles, guide them. We make an outline of his or her thesis, the elements that should be included in the research, the number of chapters and the topics that each chapter should have. Once having defined the topic, the objectives and everything, I ask them to write a certain number of pages to hand in every two or three weeks (Antonia, PhD).

Alejandra and Antonia said that they do not read the bibliography about the research project they supervise. On the other hand, the other professors said that they read it. José Manuel said he reads it whenever he can, Daniela asks their advisees to read the bibliography most of the

time and Russell reads more about the topic when he does not know about it and less when he knows it.

Regarding to the revision of the research projects, the professors tend to have a different schedule to do it; for example, Alejandra revises it only on weekends, Daniela at nights and on weekends, but Antonia requires 10 hours per month, Russell from 10 to 20 hours per month, and José Manuel said that it depends on the urgency of the research project to revise. Additionally, the time that the advisees spend to finish their research project varies depending on the type of research they are carrying out; for example, Alejandra said that her advisees spend around one year to finish a thesis and six months for a monograph, Daniela"s advisees spend from one year to one year and a half to finish a thesis and from six months to one year for a monograph, Russell"s advisees spend from one year and a half to two years for a thesis and from eight months to one year for a monograph, José Manuel"s advisees from six months to one year for a thesis and around four months for a monograph, and Antonia, in general, she mentioned that her advisees need from one year to two to finish the research projects.

To analyze the data of the research projects, four professors said they use the SPSS (Statistical Package for Social Sciences) software for quantitative studies, and José Manuel and Daniela also use Excel, and Russell also uses JMP (Jump). Besides that, Russell and Daniela use Excel for the qualitative studies but Daniela also uses Mind Manager and Russell also uses Word but Antonia uses Nvivo and hand work as well as Daniela. In contrast to the other professors, Alejandra does not use any software because she says that it is not her role but it is her advisees" job and José Manuel did not mention any:

> I check the progress but I do not check the software that the advisee used. He or she can use the one he or she wants, the one that he or she is more familiarized with, I think that does not corresponds to me (Alejandra, PhD).

Regarding to the factors that may be affecting the supervision process, the professors mentioned they are not affected when they do not know the software for a research project because they try to find a solution for that; for example, Daniela asks her colleagues to help her or to teach her how to use the software; José Manuel learns by himself; Russell pays someone to do the analysis with the software; Antonia has never had a problem with the software and Alejandra does not get involved in using the software. Additionally, professors do the same when they do not know about statistics; therefore, the use of statistics does not affect the supervision process.

Three professors said that they have not had any familiar issue or health problem when supervising research projects, but Antonia said when she has a problem, she organizes her schedule with the advisee, that is why her supervision process has not been affected, and Russell has faced some problems when supervising and his supervision has been affected because he does not have the time to supervise the research projects, therefore, the quality of the project is not the one that he expects.

> It has not been something to worry about, but if I have an appointment, I tell the student that I cannot meet him/her and I postpone it for one or two weeks (Antonia, Ph.D)

Three professors said that a factor that hinders the students to graduate is the test Certificate in Advanced English (CAE) because they cannot pass it and that is a requisite to graduate and Daniela and Russell do not have this kind of problems with their advisees, therefore, it is the students" responsibility to graduate or not because they are the ones who do the research.

> We have already finished the thesis and she is just waiting to pass the CAE (Certificate in Advanced English) (Antonia, Ph.D)

Regarding the constraints that the professors face when supervising, José Manuel and Antonia mentioned that the lack of updated bibliography affects the quality of the research project; Daniela and Alejandra said that the lack of time is what affects their supervision process. Daniela said that the lack of time prolongs the supervision process and Russell mentioned that the fact that the students do not know the topics that he is interested in is a reason why he does not supervise many research projects. In addition, all the professors said that the lack of bibliography in the data base is something that affects the research projects when supervising because the students do not find the articles they need.

> A constraint that we have is that there is no up-dated bibliography, for example, about the topic that the student wants to work on (José Manuel, M.A.)

Daniela and Russell said they have been affected by their personality when supervising because in the case of Daniela her patience has made the process of supervision longer and as to Russell, his dedication makes him spend too much time searching for information to give his advisees and, as a consequence, he does not have enough time to do other activities; however, the rest of the professors have not been affected by their personality.

With regard to the administrative position that the professors have had, three mentioned that their supervision process was not affected when they had that responsibility, but Alejandra said she lacked the time to supervise the research projects as well as Daniela; however, Daniela also mentioned that she had to supervise less research projects when having that responsibility:

> I feel that it absorbs time, but not that much to affect the time I dedicate to the supervision (José Manuel, M.A.)

> Well, I think that it affects the number of advisees you can supervise because of the lack of time (Daniela, M.A.)

Jose Manuel said the Universidad needs a special room to supervise research projects, a better access to the Internet and more data bases; Russell mentioned that he would like to have his own office, a laboratory with specialized software and provide the library better equipment for research and the others mentioned that the Universidad has the necessary tools to carry out supervision except for Alejandra who did not say anything about it.

With regard to what the professors do to become better supervisors, Alejandra and Russell said that they supervise more to be better supervisors, Daniela reads when it is necessary, Antonia does not do anything, and José Manuel attends conferences and he spends around 6 hours per month to be a better supervisor.

6.3.3 Supervisors' beliefs regarding the supervision process

Regarding to this dimension, three professors said they consider that their colleagues do a good job as supervisors; however, Alejandra and Antonia mentioned they do not know the way their colleagues carry out the supervision process but Alejandra commented that there are some supervisors who accept many advisees at the same time and it is difficult that they can do a good job with all of them: I think that the colleagues do a very good job in the department (José Manuel, M.A.). I do not know, I do not know, here, everybody does what they have to do (Alejandra, PhD).

Two professors said they do not know about the experiences that their colleagues have had as supervisors in the Department of Language and Education but three of them mentioned different opinions about them. Russell said he knows more about the job of some of them but in general, his colleagues do a very interesting good job, José Manuel said his colleagues are

well prepared in research supervision and Daniela said she works well with her colleagues when supervising research projects.

6.3.4 Professors' beliefs about themselves as supervisors

With regard to the professors" beliefs as supervisors, Russell and José Manuel think they have the ability to search for relevant information and Russell is patient as well; Daniela thinks she is good at organizing her time and using certain software, Alejandra thinks that her experience has helped her in the supervision process, and Antonia says she is flexible, and tolerant. In this part, the male professors tend to have the same ability and the female have different abilities.

On the other hand, Antonia and Russell think they need to be stricter but Russell also mentions he needs to be more organized and help his advisees to distribute well their time, José Manuel needs to have access to more studies, Daniela needs to learn how to use some statistical packages, and Alejandra says she does not lack of any ability to supervise research projects. However, the professors have improved some abilities through the years of experience, Daniela manages better some software, Alejandra is more tolerant and less strict, Antonia now gives her advises a better structure of the information that should be included in each chapter, José Manuel can distinguish easily the quality of a research projects, and Russell is more skillful in establishing a delimited research project. In general, all the professors think they are good supervisors.

Regarding professors" personality Daniela, Alejandra, José Manuel and Russell mentioned they are friendly but Russell said he is friendly only when the student is responsible. Besides that, Daniela is flexible, dedicated, and patient, Russell is patient, tolerant, flexible, helpful,

responsible and sometimes he feels frustrated because he would like to be less flexible, José Manuel is empathic, dedicated, and understanding, Antonia reported to be flexible, and Alejandra, impatient, intolerant, flexible, and responsible. In addition, faculty reported that their personality has helped them in the supervision process.

All the professors consider they are good supervisors because, for example, Antonia helps her advisee a lot and she is always available for them, Daniela tries not to accept many students at the same time; Alejandra said she does her job well; Russell and José Manuel try to be better as the time goes by.

Let"s see the following evidence:

> I am good because I do it well, I do it consciously, because I do read and I take the time to do my job (Alejandra, PhD).

> I would say that I am good and I can be a better supervisor but I consider that I am a good supervisor (José Manuel, M.A.).

When asked the professors if it is important to be up-dated regarding the supervision, Alejandra and Russell think it is not necessary, Daniela thinks it is important to be up-dated with the software, José Manuel thinks it is important to do it and to take any chance one has to be better, and Antonia thinks it is important but there are no courses about supervision.

> A part of the supervision process that I think one needs to be up-dated is on the use of software (Daniela, M.A.)

6.3.5 Professors' motivations to supervise research projects

With regard to the professors" motivation to supervise undergraduates" research projects, all of them said they are motivated because of the students" interests; however, Daniela and Russell also are motivated by the compensation they receive when they finish supervising a research project as part of the incentives program. Daniela and Antonia stated they do it because it is part of their activities of a professor of the University of Quintana Roo.

Additionally, Russell supervises because the topics are interesting even though they are not of his area of expertise, and José Manuel supervises because he keeps learning, the satisfaction he feels when a student finishes his degree with a good research project, the points he gains in the Programa de Estímulos al Desempeño Docente[2] (Incentives Program to the Professors" Performance) when supervising research projects, and the recognition that the institution gives him for doing it:

> Firstly, it is one of our functions as professors because we have to supervise at least a research project per year. Secondly, there are some encouragements such as Incentives Program to the Professors" Performance[1], but mostly I have supervised because the students ask me to do it (Daniela, M.A.).

6.3.6 Characteristics of a good supervisor

In general, according to the supervisors a good supervisor should be knowledgeable about the topics he or she supervises, has to be skillful in using software, has to have a good relation with the advisee, has to know how to do research, has to have time, needs to be interested in the topic, needs to be patient, be interested in the student responsible, approachable, available, organized, understanding, helpful, flexible, and tolerant.

Now that the quantitative and qualitative findings have been presented, in the following pages we discuss and interpret such findings. For this, the research questions are brought up as well and related to the findings.

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[1] The Incentives Program to the Professors" Performance has as main purpose to encourage the professors" professional performance who work in high school and higher education through economic incentives. (http://portal2.edomex.gob.mx/seduc/docentes/carrera_docente/index.htm)

CHAPTER 7

DISCUSSION

In this chapter, the quantitative and qualitative findings are discussed taking into account Bandura"s Self-Efficacy Theory and the results of the studies from the literature review regarding research supervision. Besides that, the four research questions are also considered for this discussion.

7.1 RQ1. How do professors develop the process of supervising undergraduates' research?

All the professors showed some similarities when supervising undergraduates" research project. For example, regarding the way they recruit advisees, the qualitative results show that professors do not need to look for their advisees that they supervise; as the students are the ones who approach the professors and ask them to supervise their research projects. This may occur because the students already know the professor and they have an idea about his or her personality and also his or her area of expertise, or because the professor of the research seminar course showed the students relevant information about each professor.

As to the way how they begin the supervision process, women professors make outlines about the research project when they start supervising in order for the students to know all the elements that they should include in the research project. After doing the outline, some of the professors provide the students the material they will need to start reading. Then, they ask them to start writing and set deadlines to hand in the advances for the professors to check it. Professors make outlines when starting the supervision process probably because it helps them to be organized and to know the parts that they will check. Since they have been

supervising undergraduates" research projects for many years, they already know what facilitates them the supervision process and therefore, their experience is what makes them know what they need to do. Besides that, it seems that women are more organized than men because only women were the ones who mentioned in the interview that they do outlines when supervising.

When supervising, all the professors who were interviewed only accept the topic they know and reject the ones they are not interested in and have not supervised before. As Bandura mentions, this is because professors tend to supervise topics in which they consider they have high self-efficacy and they do not get involved in topics in which they consider they have low self-efficacy because it will imply a challenge and more work for them.

Regarding the frequency supervisors meet their advisees, all the professors who were interviewed mentioned they do not meet them in a daily basis because it depends on the students" schedule. Some students do not have the time to meet their supervisors regularly because they may be working or they do not live in Chetumal anymore. Besides that, the professors also mentioned that they meet their advisees depending on the stage of the project they are working on because there are stages of the projects that do not require to meet the advisees frequently and it is similar to what Mavis (1990) says in her research, the only difference is that she recommends to meet their advisees at least 20 minutes per week. It is evident that the professors meet their advisees when the students require it or when the stage of the project needs it.

The methods that professors have used when supervising vary because all of them mentioned different methods in the questionnaire but only Daniela said that she has used many of the designs (quantitative, qualitative, and mixed) and it is very interesting because she has been supervising for a few years and there are other professors that have been supervising for more years and they have not used many methods. This sometimes may depend more on the topic than in their self-efficacy because they cannot use any kind of method in the topics they supervise; it may also be that there are professors who know more about research methodology than others or they simply work with the designs they feel they know more. Besides that, they may think they have high self-efficacy in the method they know.

Regarding to the time they need to finish supervising a research project, the professors differed their answers in both the questionnaire and the interviews. In the questionnaire, the average time to finish a thesis was from one year to one year and a half, and for monographs, glossaries or translations the average was from six months to one year. In the interviews, four of them increased six months more to the time they said in the questionnaire, but Daniela was the only one who coincided in her answer. It may seem that the professors" degree and years of experience supervising research projects influenced their answer because four out of five of the professors who have a PhD coincided on the time it takes them to finish a thesis but in monographs, glossaries, and translations their answers varied. This may be because they supervise more theses than other kinds of research projects. In contrast, the professors who have a master"s degree varied in their answers maybe because they have less years of experience supervising.

Talking about the time they need to finish supervising a research project, the professors who were interviewed also mentioned that the time to finish a research project depends mainly on the students because they are the ones who supposedly are interested in finishing the research project and they are the ones who decide how much time to invest in it. Probably, the professors" answers varied because maybe when answering the questionnaire, they did not have time to think about their answers but in the interview they had more time to think and consider their answers but also because the questionnaire was structured and the interview semi-structured.

Something that most of the professors who were interviewed take into account to supervise a student is the topic that they want to work on, but in the questionnaire they selected more options; for example, Antonia in the interview mentioned that she does not take into account any personal characteristic of the students, and in the questionnaire she selected organized, autonomous, responsible, and interested in research or in the topic. And Daniela was the one who said the same in both the questionnaire and the interview. In the questionnaire, the answers that were chosen the most are *organized, responsible, and interested in research or in the topic*. The professors" answers differed maybe because in the interview they had to think about their answers and they only mentioned the ones they consider the most important, but in the questionnaire they just had to choose the answers and they were limited.

7.2 RQ2. What are the beliefs that supervisors have regarding supervision and what are some experiences they have been through?

When talking about the supervision process, professors have different beliefs about it and they have been through different experiences during all the years they have been supervising undergraduates" research projects.

One difference in supervision seems to be conditioned by the professor‟s gender. The general belief that women professors have regarding the supervision process is that they do not talk about their job as supervisors with their colleagues; therefore, they do not know how their colleagues work. On other hand, men professors consider their colleagues job as good because they consider that they have the experience supervising and they do a very interesting job as supervisors. With reference to this, Hammick & Acker (2008) found out that women adopt different ways of talking about the supervision process and men tend to talk with more confidence. Besides that, it seems that women did not comment something about it because they are reserved and they may not have the time to discuss about it. It seems that it is not a common practice among faculty to comment about their job as supervisors.

With regard to the problems that most professors reported in the questionnaire that they have faced when supervising research projects, the most frequent ones were *lack of time, lack of material resources for field work, lack of economic resources for field work, lack of up-dated bibliography, the advisees' poor skills, and the advisees' poor knowledge.* Some of the solutions for these problems most frequently chosen were *to learn by their own about the topic or methodology, consult with their colleagues, organize a work plan with their advisees, dedicate time to teach their advisees how to do it, give their advisees the bibliography that help him to solve problems, and try to be always in contact with their advisees.* However, in the interview the professors‟ answers were limited because they only mentioned *lack of up-dated bibliography, lack of time, and personality.*

As the professors lack some essential tools to carry out the supervision process, the environment they work in is not as positive as it seems, therefore, it relates to what Bandura (1997) says about the environment that when a person with high level of efficacy works in an

unresponsive environment, they may put more effort to achieve their goals and Bandura calls it *effort intensification*.

Regarding to the last solution, *try to be always in contact with their advisees*, that the professors may apply when facing problems during the supervision process, Mavis (1990) found out that when the student has not been in touch with his supervisor, the supervisor has the responsibility to contact the student and arrange a meeting to talk about the progress of the project.

In the questionnaire, the experience that most of the professors reported to have had regarding the professor-advisee relationship is almost always good but in the interview they just said it was good without mentioning the frequency, except Russell who in the interview mentioned that his relationship with his advisees is sometimes good. In a study carried out by Toncich (n.d.), he mentions that the productivity of a research student and supervisor is greater when the relationship between the two is good. Taking this into account, we consider he is right because if they do not have a good relationship, the research project will not be of the quality they expect and the research process will last more time. For example, Russell is not having a good relationship with one of his advisees and for that reason he will not expect a good research project. In general, it is evident that the professors consider their relationship with their advisees good.

7.3 RQ3. What are the personal and institutional factors that may be affecting undergraduates' research supervision?

In the interview, some of the professors mentioned they have been affected by some personal factors when supervising undergraduates" research projects. For example, Russell has been affected by the lack of time; this is, because he has faced some health issues during the supervision process. Besides that, other professors have faced some difficulties when they do not know about statistics but they have tried to solve it by reading about it and only two have been affected by their personality when supervising. However, in the questionnaire, the professors mentioned that the personal factors affecting the supervision are from their advisees and these are *the advisees' lack of skills and knowledge in research, writing, language, etc., the advisees' lack of motivation, and the advisees' personal problems such as job, sickness, etc.* It is evident that when supervising research projects, the professors will face personal problems not only from them but also from the students that may affect the way they supervise. Besides that, we can notice that the answers from the questionnaires and the interviews varied because in the first one they focused on the students personal factors and in the second one they focused only on themselves.

In the interviews, *lack of up-dated bibliography* was the institutional factor that has affected almost all the professors" supervision process and *the administrative position* has affected only some of them. With regard to the administrative position, two out of five professors said they were affected when having an administrative position because of the lack of time they had and the other three that have a charge in the institution said they are not affected by it because they looked for a strategy to overcome this situation. Even though they said that their administrative position does not affect them, it seems it does because two of them needed to find a way to continue supervising and this was to meet their advisees in their house.

On the other hand, in the questionnaires the professors mentioned that the institutional factors that have affected the way they supervise are the lack of up-dated bibliography and lack of technic equipment or specialized software. It seems that both in the interview and in the questionnaire, the professors coincided that the institutional factor that have affected them is the lack of up-dated bibliography and this may be because they do not have access to all the articles they need.

In general, all the professors think that the main reason why the supervision process does not go well is the advisees' lack of time and responsibility because they are the more interested ones in finishing it to get a degree. This can be supported by Rowley & Slack (2004) and Mavis (1990), who say that the supervisor guides the students through the research but the students have the responsibility of doing a good research so that they can graduate and Mavis mentions that the success of a project depends very much on the quality of supervision that students receive as well as on the hard work and initiative of the students. However, there is an institutional requirement that sometimes hinders graduation, which is the Certificate in Advanced English test (CAE) but as some students have difficulties in passing it, this may discourage them to finish their research project fast.

Having a good supervisor during the research process is vital in order for the student to do a good job and to know the process that he needs to follow and to solve all the doubts he may encounter during this process, however, it is also important that the student works as well to achieve a good research project.

Additionally, the time to finish supervising a research project depends on the student because they are the ones who decide how much time they dedicate to their project and when to finish it, but as sometimes they do not dedicate enough time to it, it takes them too much time to conclude their research project. For example, most of the professors reported it takes their advisees from one to two years to finish a thesis, and one year for a monograph.

7.4 RQ4. How do the faculty consider their self-efficacy to supervise research projects?

Regarding how professors consider their self-efficacy when supervising undergraduates" research projects, four professors in the interview mentioned they are good at doing it and only one considers that he does a regular job when supervising. In the questionnaire, most of the professors said they consider themselves as good supervisors. It seems that the professors consider they have high self-efficacy as supervisors because in both the questionnaire and the interview their answers matched.

With regard to the professors" past experiences, they consider themselves good at supervising and they think they have improved their supervisory skills because they think that the years they have been supervising and the number of research projects they have supervised have helped them to become better supervisors and gave them the tools they need to supervise; however, they could improve by taking courses, attending conferences or reading more. Through all the years that professors have been supervising, they have had more positive experiences than negative ones and this may be the reason why they have high self-efficacy when supervising. As Bandura (1977) states that positive and negative experiences can influence a person"s ability to perform a certain task.

Some of the vicarious experiences that have influenced the professors in a positive way when supervising are their own supervisors way of working that they had when they were students. It influenced on them positively because they took the positive aspects of them and try to apply them in the supervision process and with their advisees. A study that was carried out by Lee (2008) can support this finding because she found out that the supervisors" experiences in time they were students had influenced the way they now supervise. Probably, the professors were influenced by their supervisors in a positive way because the professors considered their supervisors as good when supervising.

Besides that, three professors from the interview feel the other supervisors" experiences have helped them in a moment of the supervision process; for example, a professor has needed his colleagues" opinion to decide about a research project. This can be supported by Bandura (1977), who says that people can develop high or low self-efficacy vicariously through others people performances. It seems that the professors have developed high self-efficacy because of the positive experiences they have had with their colleagues.

During the years that the professors have been supervising, they have been congratulated only by their advisees and it seems that they take it into account because the students are the ones who know the way professors supervise. For instance, three professors mentioned that they work harder to become better supervisors. Additionally, one also mentioned that she dedicates more time to the supervision process. Probably, the verbal persuasion they receive makes them have high self-efficacy. However, professors have not received any other kind of verbal persuasion such as from their colleagues, authorities of the institution, or advisees, which could be very helpful for them because they can know the aspects they can improve to

become better supervisors. It seems that it is not a common practice that colleagues, authorities of the institution, and advisees give feedback to the supervisors.

With regard to the last source of efficacy, emotional arousal, all of the professors interviewed have experienced different kind of positive feelings when starting supervising a research project; for example, two of them feel *enthused*. Starting supervising a new research project may raise professors" self-efficacy because the students ask them to do it maybe because the students consider the professors good and capable of doing it. In the questionnaire, most of the professors feel *satisfied* and *motivated* when they supervise research projects. It is evident that the professors experience positive feelings when supervising undergraduates" research projects.

On the other hand, when the students do not finish or abandon their research project, the professors experience negative feelings such as *sadness*, *disappointment, and lack of motivation* and this can low professors" self-efficacy because they may think that it was their fault that the student abandoned it. However, when their advisees finish their research project in a short time, they feel happy or satisfied because they think they did a good job supervising them. Additionally, most of the professors mentioned they have never received any kind of prize for finishing supervising a research project, but only a professor said that he considers the Incentives Program to the Professors" Performance as a prize when he finishes supervising a research project and while this professor sees it as a prize the other four may see it as a payment for their job as supervisors.

7.5 Limitations

One of the limitations of this research project was that some professors could not answer the questionnaire and one did not accept to answer it. Also in the interview, a professor did not accept to be interviewed because he is not used to do it. With regard to the professors who did not answer the questionnaire, it would have been interesting to know their answers as well because in that way we might have chosen other professors to be interviewed because not all of them have the same experience and the findings might have changed.

Another limitation was that we did not find any study that used the Self-efficacy Theory and it would have been interesting to at least find one to know the results and to compare them with ours to find differences and similarities. Besides that, in this study, we did not take into account the supervision in graduate studies and it would have been interesting to compare the research supervision in graduate and undergraduate studies. Additionally, we did not take into account students" opinion about the supervisors when carrying out the supervision process and this limited the validity of the data.

CHAPTER 8

CONCLUSIONS

This study aimed to analyze the beliefs of the faculty's self- efficacy from the Department of Languages and Education at UQROO, with regard to the research project supervision of undergraduates. 14 out of 19 professors of this department answered a questionnaire and five of them were chosen to be interviewed in order to know in depth more about the way they carry out the supervision process and some experiences they have had, as well as their own belief about their self-efficacy regarding research supervision.

One of the most important findings is that the professors" past experiences is the most influential source of self-efficacy on them when supervising research projects because they think that the years that they have been supervising and the number of research projects they have supervised have helped them as supervisors and also because they think that they learn more and more every time they supervise a research project.

The second source of efficacy that has influenced in a positive way on them now that they are supervisors is the vicarious experience because they think they had good supervisors when they were supervised while doing a research project as students and they try to apply the positive aspects that they learnt from them when they supervise.

The emotional arousal was the third source of efficacy that influenced the professors and this influenced them positively and negatively because there were some stages of the research process in which the professors experienced positive feelings such as happiness, enthusiasm, and satisfaction but there were other stages in which they experienced negative feelings such

as sadness, frustration, and disappointment. These feelings may sometimes raise or low their self-efficacy during the supervision process.

The only source of efficacy that did not influence in any way on them was the verbal persuasion because professors do not give feedback among themselves of what they are doing and this may not affect the supervision process in any way.

Besides that, all the professors have high self-efficacy because they consider themselves good supervisors because they think they do a good job. As they think that they are good at supervising that is why they probably do not share their experiences and give feedback among them or maybe because they do not know how the other professor will react after hearing the comments.

During all the years that the professors have been supervising, they have faced some problems but as they have the experience supervising they have found some strategies to solve the problems that they have encountered during the supervision process; for example, some of the professors take their advisees to their house to work on their research projects when they do not have the time to work at school. Additionally, an important finding was that all of the professors coincided that the students are the ones who have the responsibility of finishing or not their research projects. When the students do not finish their research project, the supervision process is affected because the results of the study are not known and it also may low the professors´ self-efficacy.

It was also found that most of the professors have a good relationship with their advisees and this may facilitate the supervision process. Besides that, all of the professors believe that they have improved as supervisors through the years they have been supervising undergraduates" research projects and in general, all the professors carry out the supervision process in a similar way. Although, some of them are more organized and meet with their advisees with more frequency depending on the stage of research they are.

The institution does not play an important role in the professors" self-efficacy because it does not get involved when the professors supervise research projects, but it limits in some way the supervision process because the school does not have the required infrastructure to carry out the supervision process.

Further research is suggested to know the advisees point of view of the same professors that were interviewed in order to analyze the professors" accuracy in regard to their self-efficacy beliefs as supervisors of undergraduate research projects. Additionally, it is also suggested that further research should be done when the professors are supervisors in the M.A. to examine their self-efficacy beliefs when supervising graduates" research projects as it is a more complex job and maybe their beliefs as supervisors change.

8.1 Suggestions

We suggest that it would be good for the professors from the Universidad the Quintana Roo to meet their advisees to work on their research project once a week because it would make the students work faster and maybe it would help them to have less doubts about what they need to do in their project. Besides that, it is very important that supervisor-advisee keep in touch to have a good progress with the research project.

As the professors do not share their experiences and do not give feedback among themselves about the way they supervise, professors should share their experiences with their colleagues in order to know what they can improve, avoid or do in a certain situation and it would be interesting that they give feedback among themselves because in that way they may know their weaknesses and strengths as supervisors. Also, it would be interesting that students give feedback to their supervisors in order for them to improve their skills as supervisors.

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Questionnaire

Cuestionario sobre la supervisión de proyectos de investigación

En la Universidad de Quintana Roo estamos realizando un estudio sobre el quehacer de los investigadores. Por ello, le pedimos su colaboración para contestar este cuestionario. No requerimos su nombre, por lo que sus respuestas serán anónimas. La información que proporcione será confidencial, y utilizada única y exclusivamente para fines de investigación. Agradecemos mucho su participación.

Datos Generales

Subraye la opción que más se adecue a usted.

Edad: 1 30-40   2. 41-50   3. 51-60   4. 61-70   Sexo: 1. M   2. F

1. ¿Desempeña algún cargo administrativo en esta institución?

1. Sí   2. No   3. Si es sí, ¿Cuál? _____

2. ¿Cuál es su grado de estudios?

1. Licenciatura   2. Maestría   3. Doctorado

3. ¿Cuál es su área de especialidad?

1. Didáctica de lenguas   2. Traducción   3.Lingüística 4. Educación   5. Otra

4. ¿Desde hace cuánto tiempo supervisa proyectos de investigación (tesis, monografía, glosarios, traducciones, etc.) de estudiantes de licenciatura de la carrera de Lengua Inglesa en esta universidad?

1. 1-5 años   2. 6-10 años   3. 11-15 años   4. 16-20 años   5. Más de 21 años

5. ¿Hasta el momento, cuántos proyectos de investigación (tesis, monografía, glosarios, traducciones, etc.) a nivel licenciatura de la carrera de Lengua Inglesa ha supervisado como director o asesor principal?

1. 0   2. 1-5   3. 6-10   4. 11-15   5. Más de 16

6. ¿Qué problemas ha tenido para supervisar proyectos de investigación? Marque con una x la opción de frecuencia de estas situaciones, según su experiencia.

Problema	Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
Falta de bibliografía actualizada.					
Falta de equipo técnico o software especializado.					
Falta de tiempo.					
Falta de recursos materiales para trabajo de campo.					
Falta de recursos económicos para trabajo					

de campo.						
Incompatibilidad con la personalidad del asesorado.						
Desconocimiento del tema.						
Desconocimiento del método.						
Desconocimiento del uso de software necesario.						
Desconocimiento de la estructura o elementos de forma de las diferentes modalidades: monografía, traducción, tesis, etc.						
Habilidades y conocimientos limitados para búsqueda y consecución de bibliografía.						
Problemas de comunicación con el asesorado.						
Deficientes habilidades del asesorado: de investigación, de redacción, de lengua, etc.						
Deficientes conocimientos del asesorado: de investigación, de redacción, de lengua, etc.						
Falta de motivación por parte del asesorado.						
Problemas personales del asesorado: trabajo, enfermedad, etc.						
Incompatibilidad con los otros miembros del comité revisor de tesis o monografía.						
Los estudiantes prefieren otro tipo de titulación.						
Otra						

7. ¿Qué ha hecho para enfrentar esas situaciones problemáticas? Marque con una x todas las que así lo considere.

Participo en cursos/talleres	
Auto aprendo sobre el tema o la metodología por mi cuenta	
Consulto con colegas	
Reviso tesis dirigidas por otros	
Participo en asesorías de mis colegas para aprender de ellos	
Asisto a congresos para actualizarme	
Organizo un plan de trabajo con mi asesorado	
Dedico tiempo para enseñarle a mi asesorado como hacer las cosas	
Le doy bibliografía a mi asesorado que le ayude a resolver problemas	
Busco bibliografía actual	
Pido prestado el material que se requiere	
Consigo los programas de software	
Hago las reuniones lo más formales que se puedan	
Trato de estar siempre en contacto con el asesorado	
Le hago ver al asesorado los beneficios de hacer un proyecto de investigación	
No saturo al asesorado de trabajo (lecturas, redacción, etc.)	
Otra	

8. Marque con una x todas las características que le gustaría que sus asesorados tuvieran para que usted los pueda supervisar.

Buen promedio en la carrera		Que tenga habilidad para investigar	
Disciplinado		Que haya sido su alumno	
Organizado		Que su personalidad sea compatible con la suya	
Independiente o autónomo		Responsable	
Interesado en la investigación o en el		Que tenga ética	

tema			
Que tenga un buen nivel de inglés oral		Otras	
Que tenga un buen nivel de inglés escrito			

9. ¿En qué temas se han enfocado sus asesorados que se han titulado? Señale las que ha supervisado.

Traducción		Motivación	
Reprobación de estudiantes		Aprendizaje de lenguas	
Fonología y fonética		Evaluación	
Creencias		Enseñanza y aprendizaje de las habilidades de escucha, habla, lectura y escritura.	
Métodos de enseñanza		Enseñanza y aprendizaje de vocabulario	
Material didáctico		Enseñanza del inglés a niños en el PNIEB	
Estrategias de enseñanza		Estado del arte de la investigación en lenguas extranjeras	
Autoeficacia		Otras	

10. ¿Con qué tipo de metodología se ha trabajado en los proyectos de investigación que ha dirigido?

1. Cualitativo   2. Cuantitativo   3. Cuantitativo-cualitativo   4. Otro

11. Señale en qué niveles ha supervisado proyectos de investigación.

1. Profesional Asociado   2. Licenciatura   **3**. Maestría   4. Doctorado.

12. ¿Cuántos proyectos de investigación ha supervisado en otras instituciones?

1. 0   2. 1   3. 2   4. 3   5. Más de 4

13. ¿Cómo se siente cuando supervisa proyectos de investigación? Marque la frecuencia con una x.

Emociones	Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
Estresado					
Desestresado					
Motivado					
Desmotivado					
Satisfecho					
Insatisfecho					
Feliz					
Infeliz					
Otras					

14. ¿Cómo considera la relación que ha tenido con los estudiantes cuando supervisa su proyecto de investigación? Marque la frecuencia con una x.

	Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
Excelente					
Buena					
Regular					
Mala					
Muy mala					

15. Señale con una x las características que usted cree que posee como supervisor o director.

Paciente		Impaciente	
Flexible		Inflexible	
Empático		Antipático	
Respetuoso		Irrespetuoso	
Responsable		Irresponsable	
Organizado		Desorganizado	
Exigente		Tolerante	
Atento			
Perfeccionista		Otras	

16. ¿Usted cómo se considera como supervisor?

1. Muy malo   2. Malo   3. Regular   4. Bueno   5. Excelente

17. Generalmente, ¿Cómo consideran sus asesorados su trabajo como supervisor o director?

1. Malo   2. Regular   3. Bueno   4. Excelente   5. No lo sé

18. ¿Qué tanto le afecta la forma negativa de trabajar de otros supervisores?

1. No le afecta   2. Le afecta muy poco   3. Le afecta poco   4. Le afecta mucho   5. Le afecta muchísimo

19. ¿Qué tanto le beneficia la buena manera de trabajar de otros supervisores?

1. No le beneficia   2. Le beneficia muy poco   3. Le beneficia poco   4. Le beneficia mucho   5. Le beneficia muchísimo

20. Como supervisor o director ¿qué hace ante las experiencias negativas de otros supervisores? Marque con una x las opciones que lo describen.

Trata de no cometer los mismos errores		No hace nada	
Cambia la manera de supervisar		Otras	
Trata que no le desanime a seguir supervisando			

21. ¿Qué hace cuando ve que otros supervisores hacen bien su trabajo? Marque con una x las opciones que lo describen.

Hace lo mismo que ellos		Trabaja más en equipo con ellos	
Se esfuerza más para ser mejor		No hace nada	
Les pide apoyo cuando es necesario		Otras	

22. ¿Cómo se siente cuando escucha comentarios negativos de sus asesorados sobre su trabajo como supervisor o director? Marque con una x las opciones que lo describen.

Desmotivado		Enojado contra ellos	
Motivado a mejorar como supervisor		No ha escuchado comentarios negativos de sus asesorados	
Indiferente		Otras	

23. ¿Cómo se siente cuando escucha comentarios negativos de otros profesores sobre su trabajo como supervisor o director? Marque con una x las opciones que lo describen.

Desmotivado		Enojado contra ellos	
Motivado a mejorar como supervisor		No ha escuchado comentarios negativos de otros	

	profesores	
Indiferente	Otras	

24. ¿Qué hace cuando recibe felicitaciones de sus asesorados por su trabajo como supervisor o director? Marque con una x las opciones que lo describen.

Trabaja más para superarse como supervisor	No ha recibido felicitaciones de sus asesorados	
Le dedica más tiempo a la supervisión	Otras	
No hace nada y se mantiene igual		

25. ¿Qué hace cuando recibe felicitaciones de sus colegas por su trabajo como supervisor o director? Marque con una x las opciones que lo describen.

Trabaja más para superarse como supervisor	No ha recibido felicitaciones de sus colegas	
Le dedica más tiempo a la supervisión	Otras	
No hace nada y se mantiene igual		

26. ¿Qué hace cuando recibe felicitaciones de alguna autoridad por su trabajo como supervisor o director? Marque con una x las opciones que lo describen.

Trabaja más para superarse como supervisor	No ha recibido felicitaciones de alguna autoridad	
Le dedica más tiempo a la supervisión	Otras	
No hace nada y se mantiene igual		

27. ¿Qué hace cuando algún asesorado le dice que le hace falta mejorar como supervisor? Marque con una x las opciones que lo describen.

Toma cursos	Pide ayuda a sus colegas	
Asiste a conferencias	No le han dicho nada sus asesorados	
Lee más sobre cómo supervisar	Otras	
No hace nada		

28. ¿Qué hace cuando algún colega le dice que le hace falta mejorar como supervisor? Marque con una x las opciones que lo describen.

Toma cursos	Pide ayuda a sus colegas	
Asiste a conferencias	No le han dicho nada sus colegas	
Lee más sobre cómo supervisar	Otras	
No hace nada		

29. ¿Qué hace cuando alguna autoridad le dice que le hace falta mejorar como supervisor? Marque con una x las opciones que lo describen.

Toma cursos	Pide ayuda a sus colegas	
Asiste a conferencias	No le han dicho nada las autoridades	
Lee más sobre cómo supervisar	Otras	
No hace nada		

30. ¿Qué lo motiva a supervisar proyectos de investigación? Marque con una x las opciones que lo motivan.

El aprendizaje de los alumnos	El crecimiento profesional y laboral	
Cumplir con mi trabajo	Factores económicos	
Una meta institucional	Otras	
Generar en los alumnos el gusto por la		

investigación		

31. ¿Cuántos estudiantes de la licenciatura de Lengua Inglesa supervisa por año aproximadamente (aunque no se titulen)?

1. 0   2. 1-2   3. 3-4   4. 5-6   5. Más de 7

32. ¿Cuántos estudiantes de la licenciatura de Lengua Inglesa supervisa por año aproximadamente y que sí se titulan?

1. 0   2. 1-2   3. 3-4   4. 5-6   5. Más de 7

33. ¿Cuántos estudiantes de Lengua Inglesa supervisados por usted han recibido mención honorífica en los últimos cinco años?

1. 0   2. 1-2   3. 3-4   4. 5-6   5. Más de 7

34. ¿Cuál es aproximadamente el promedio de tiempo que ha requerido para supervisar una tesis y que el estudiante se titule?

1. 6 meses   2. 1 año   3. Año y medio   4. Más de 2 años   5. No ha supervisado tesis

35. ¿Cuál es aproximadamente el promedio de tiempo que ha requerido para supervisar una monografía y que el estudiante se titule?

1. 6 meses   2. 1 año   3. Año y medio   4. Más de 2 años   5. No ha supervisado monografía

36. ¿Cuál es aproximadamente el promedio de tiempo que ha requerido para supervisar un glosario y que el estudiante se titule?

1. 6 meses   2. 1 año   3. Año y medio   4. Más de 2 años   5. No ha supervisado glosario

37. ¿Cuál es aproximadamente el promedio de tiempo que ha requerido para supervisar una traducción y que el estudiante se titule?

1. 6 meses   2. 1 año   3. Año y medio   4. Más de 2 años   5. No ha supervisado traducción

Comentarios

Interview guide

Entrevista

¿Aproximadamente cuántos proyectos de investigación (tesis, monografías, traducción, glosario) ha supervisado en la Universidad de Quintana Roo en la licenciatura de Lengua Inglesa?

¿Tiene alguna preferencia por algún tipo de proyecto de investigación (tesis, monografías, traducción, glosario)? ¿Por qué?

¿Qué temas de investigación ha supervisado? ¿Por qué estos temas? ¿Son temas de su interés, del estudiante o de la institución?

¿Ha supervisado proyectos de investigación de maestría? ¿Por qué sí o por qué no?

¿Prefiere supervisar trabajos en maestría o en licenciatura? ¿Por qué?

¿Está satisfecho, contento con el número de proyectos de investigación supervisados, o le gustaría supervisar más o menos? ¿Por qué?

¿Cómo recluta o le llegan los asesorados? ¿Ha sido un problema para usted conseguir asesorados? ¿Por qué?

¿Qué aspectos del estudiante de la licenciatura de lengua inglesa toma en cuenta para aceptar supervisar su proyecto de investigación?

Y cuando usted supervisa un proyecto de investigación, pero no es el director o supervisor principal, ¿También toma en cuenta esos aspectos que mencionó antes?

¿Y qué pasa cuando llega un estudiante con un tema que no es de su especialidad o conocimiento?

¿Qué hace cuando el proyecto de investigación requiere de una metodología que usted desconoce?

¿Qué ha hecho en casos en los que desconoce el uso de software que se requiere usar para un proyecto de investigación? ¿Cómo le ha afectado a su trabajo de supervisión? ¿Qué consecuencias ha habido?

¿Qué ha hecho en casos en los que desconoce el uso de estadísticas que se requiere usar para un proyecto de investigación? ¿Cómo le ha afectado a su trabajo de supervisión? ¿Qué consecuencias ha habido?

¿Qué ha hecho cuando a usted se le ha presentado algún problema de salud o familiar cuando está supervisando un proyecto de investigación? ¿Cómo le ha afectado a su trabajo de supervisión? ¿Qué consecuencias ha habido?

¿Cómo trabaja generalmente con sus asesorados? ¿Cuál es la dinámica de trabajo?

¿Con qué frecuencia se reúne con sus asesorados?

¿Sus asesorados pueden reunirse con usted en el momento que sea o tienen que hacer previa cita?

¿Cómo consiguen material sus asesorados para su proyecto de investigación? ¿Usted se lo facilita o ellos tienen que buscarlo?

¿Por mes cuanto tiempo dedica aproximadamente a cada uno de sus asesorados?

¿Cuántas veces al mes se reúne con cada uno de sus asesorados de licenciatura?

¿Usted cuánto tiempo al mes dedica para revisar los avances de los proyecto de investigación de su asesorado?

¿Usted cuánto tiempo dedica para revisar la bibliografía sobre el tema que supervisa?

¿Cuánto tiempo le toma a un estudiante terminar su proyecto de investigación?

¿En cuánto tiempo más o menos se han titulado sus asesorados? ¿Y tiene asesorados que no se han titulado? ¿Por qué no se han titulado?

¿A qué atribuye que algunos sí terminen y se titulen con éxito y otros no?

¿Qué tipo de limitantes ha encontrado cuando supervisa proyectos de investigación de licenciatura? ¿Cómo le ha afectado en la supervisión y cómo ha resuelto estos problemas?

¿Usted cree que la infraestructura (base de datos, bibliografía, programas de cómputo (software) afecta de alguna manera cuando supervisa los proyectos de investigación de licenciatura?

¿Qué habilidades tiene usted que le han ayudado a la tarea de supervisión de proyectos de investigación? ¿Qué habilidades cree que le hacen falta para supervisar proyectos?

¿Qué parte del proceso de supervisión se le hace más complicada, difícil, aburrida, o cansada? Por ejemplo, el planteamiento del problema, el método, el marco teórico, el análisis, las conclusiones, la revisión de la redacción. ¿Por qué?

¿Qué habilidades considera que ha mejorado como supervisor de proyectos de investigación a nivel licenciatura en el transcurso de los años?

¿Qué hace usted para formarse y mejorar como supervisor? (tomar cursos, leer, asistir a conferencias/seminarios)

¿Usted cuánto tiempo dedica para formarse como supervisor?

De su experiencia, ¿cómo percibe el proceso de supervisión de proyectos de investigación de los profesores de la licenciatura en Lengua Inglesa?

¿Usted cómo se describe como supervisor en cuanto a personalidad (tolerante, paciente, flexible, etc.)?

¿Cómo le ha ayudado o perjudicado su personalidad en la supervisión de proyectos de investigación?

¿Usted siente que ha mejorado como supervisor a través de los años? ¿Por qué?

¿Cómo juzgaría su desempeño como supervisor? ¿Por qué?

¿Qué características cree usted que describen a un buen supervisor?

¿Usted cree que es importante actualizarse cada determinado tiempo en cuanto a la supervisión?

¿Usted qué tipo de software, materiales o recursos usa para la supervisión de proyectos de investigación cualitativos, cuantitativos, y cuantitativo-cualitativo?

En el caso de que tenga un cargo administrativo ¿el tener un cargo administrativo le ha afectado en la manera en la que supervisa proyectos de investigación a nivel licenciatura y de qué manera?

¿Cómo considera a la institución en cuanto a material e instalaciones necesarias para llevar a cabo la supervisión de proyectos de investigación a nivel licenciatura?

¿Cómo aprendió a supervisar?

¿Aprendió de algún compañero sobre cómo supervisar y de qué manera?

¿Ha realizado algún proyecto de investigación en el que fue supervisado? Si es así ¿De qué forma cree que influye en la manera en la que usted supervisa ahora?

¿Cómo las experiencias de otros supervisores le han ayudado a usted como supervisor?

¿Qué le parece la experiencia de sus colegas en el Departamento de lengua y Educación?

¿Su manera de supervisar se ha visto afectada por alguna experiencia negativa de otro supervisor? ¿Cómo?

¿Qué lo motiva a supervisar proyectos de investigación de licenciatura?

¿De qué manera toma las críticas positivas que recibe sobre los proyectos de investigación que supervisa?

¿De qué manera toma las críticas negativas que recibe sobre los proyectos de investigación que supervisa?

¿De qué manera toma las críticas positivas que recibe sobre su manera de supervisar?

¿De qué manera toma las críticas negativas que recibe sobre su manera de supervisar?

¿Usted cómo se siente cuando empieza a supervisar un proyecto?

¿Qué aspectos (en general, no del proceso de investigación) de supervisar proyectos de investigación a nivel licenciatura le resultan agradables?

¿Qué aspectos de supervisar proyectos de investigación a nivel licenciatura le resultan estresantes, difíciles?

¿Usted cómo se siente cuando un asesorado no termina su proyecto de investigación o lo abandona?

¿Usted cómo se siente cuando su asesorado se lleva mucho tiempo para terminar su proyecto de investigación?

¿Usted cómo se siente cuando su asesorado termina su proyecto de investigación en corto tiempo?

¿Usted cómo se siente cuando algún asesorado suyo recibe mención honorífica?

¿Usted cómo se siente cuando nota que su asesorado tiene problemas para realizar su proyecto de investigación? ¿Qué hace al respecto?

¿Cómo se siente al recibir un reconocimiento por haber supervisado un proyecto de investigación a nivel licenciatura?

¿Si hoy le pidieran supervisar un proyecto de investigación, qué necesitaría preguntarle o pedirle al estudiante para aceptarlo?