

Mentors' Views of Supervising Post-graduate Students Undertaking Research at an Institution in Zimbabwe

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ABSTRACT Research is a critical component in the curriculum for post-graduate students. The mentees are assigned supervisors for guidance. The present study sought to investigate the experiences of mentors for post-graduate students undertaking research. The research design was a survey. Purposive sampling was used to select five mentors. Semi-structured interviews were conducted with the participants. The study found that the majority of the mentors did not receive training on how to supervise postgraduate research students. The mentors reported that their mentees were not pro-active, lacked knowledge, lacked English expressive skills, poorly referenced their work, submitted unedited work and used outdated sources. They indicated that mentoring postgraduate students enhanced their research skills, resulted in joint publication of articles, positive relationship with mentees and sharing of experiences. The departments and faculties need to adequately prepare mentors to effectively supervise postgraduate research students.