

Experience of Learner-Teachers on Mentoring Provided by Supervisors during Educational Internships at the Higher Institute of Medical Techniques of Kinshasa

Roline Nanto Muleng Bwal¹, Augustin Kadiata Bukasa^{1*}, Sébastien Kazumba Mamba¹, José Kiala Makola¹, Ruth Tshiana Claudine¹, Augustin Tshitadi Makangu¹

¹Nursing Sciences Section, Higher Institute of Medical Techniques of Kinshasa, city of Kinshasa, Democratic Republic of Congo

DOI: [10.36348/jaep.2024.v08i03.005](https://doi.org/10.36348/jaep.2024.v08i03.005)

| Received: 14.02.2024 | Accepted: 20.03.2024 | Published: 24.03.2024

*Corresponding author: Augustin Kadiata Bukasa

Nursing Sciences Section, Higher Institute of Medical Techniques of Kinshasa, city of Kinshasa, Democratic Republic of Congo

Abstract

Introduction: Mentoring is a process of professional support between a mentor and a mentee. Also, it is a learning method intended to help a learner to perfect their professional career. The aim of this research is to understand the experience of nursing learner-teachers at the Higher Institute of Medical Techniques of Kinshasa on the mentoring provided by supervisors during educational internships. **Method:** this is a qualitative and descriptive study. It was carried out with learners of the Third Degree in teaching and administration in nursing at the Higher Institute of Medical Techniques of Kinshasa in the Democratic Republic of Congo. This study used the qualitative inquiry method combined with interview as a technique. With the sample size of nine learners. **Results:** The results reveal that mentoring has a positive meaning for the learner, because it is a beneficial activity that helps improve practice. The learners negatively assessed the performance of the mentoring benefit by raising two points: Insufficient performance of the mentoring and the insufficiency in the organization of the mentoring the study mentions that there is a low contribution of the mentoring provided by the supervisors during the internship. The big difficulty that made mentoring insufficient is lack of follow-up of learners. To do this, they suggested to the nursing science section which strategies for them to improve. Mentoring includes: Having supervisors available for the educational internship; have the means to facilitate mentoring and organize training on mentoring during educational internships. **Conclusion:** In view of these results and while reiterating the suggestions of the respondents, we propose that the nursing science section look into the supervision of the scientific staff assigned to support learners in educational internships.

Keywords: Experience, Learners-Teachers, Mentoring, Supervisors, Educational Internship, Higher Institute of Medical Techniques of Kinshasa.

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

1. INTRODUCTION

In recent years, a new support technique has proven to be effective in guiding learners. Mentoring is a process of professional support between a mentor and a mentee. Also, it is a learning method intended to help a learner to perfect their professional career (ANAF, 2018). Mentoring is understood as a process of support, a process of teaching and ultimately, as an interactive and relational process (Christine & Stéphane, 2007).

Several previous studies reveal that beginning teachers, like their more experienced colleagues, encounter significant challenges with regard to motivating students to learn, implementing an effective

classroom management practice, planning teaching corresponding to the particular needs of their students, the use of appropriate evaluation strategies as well as working in collaboration with the parents of their students (Duchesne, 2010).

A study carried out in France states that consultation times, team work and support for new teachers are little or not institutionalized (Blaya & Baudrit, 2006).

An article on school-based mentoring states that it aims to improve behavior and academic performance, as well as the provision of supportive relationships from

adults outside the family. Given the high number of mentoring programs and the decisions to be made now regarding their future funding, it is important to take a serious look at what we know about their effectiveness and to better understand which characteristics offer the best impact (SRCD, 2010).

Régis Malet in his research on tutoring and mentoring in teacher training believes that in many European and North American countries, new teacher training systems tend to promote a rapprochement between institutional training and professional practice in schools. This trend towards a refocusing on practical knowledge constructed in the situation is embodied through a significant renewal of training systems (professional memory, reflective analysis, internships, mentoring), crystallizing questions about the relevance of mobilization in training “indigenous” knowledge and the limits of an applicationist conception of teaching expertise. These developments lead to the emergence of new training actors occupying an interface role between professional and institutional training spaces, including in particular the various categories of teacher tutors (academic, disciplinary, professional) (Malet, 2000).

In Canada, Developing a trusting relationship with the mentor motivates the mentee to be open and ready to receive learning and to adopt an attitude and behavior that will allow them to succeed, mentoring in an educational setting is almost always a macrostrategy because it is a long-term strategy which is used to organize the entire training process offered to the protégé. It could also be used as a microstrategy to help the learner overcome a particular problem (Duchesne, 2010).

England, one of the first countries to require that the majority of initial teacher training be completed in a work situation, during internships in schools. This evolution has favored the development and renewal of supervisory figures, whose roles (socialization, training, evaluation) tend to diversify and become more complex (Malet, 2000).

In the African context, the education systems of French-speaking sub-Saharan African countries are the subject of strong criticism because they provide teaching that is not very relevant, provide obsolete training and do not promote the integration of learners into their environment. Africans complain about this and denounce the drop in academic performance, particularly in reading which is now at the heart of all debates on education to the point where the failure of its teaching is perceived as that of all schooling (Guimfac, 2007).

South Africa in 1999 set about rebuilding its teacher training system. Against a persistent backdrop of inequalities, violence, material and financial difficulties, progress is being made step by step, underpinned by a

pugnacious political will to restore cultures, quality of education and national unity (Bergh, 2005).

In the Democratic Republic of Congo, the teaching-learning processes are more acute, especially in higher education and university institutions in DR Congo. The way in which teachers fulfill their obligation to teach does not seem to meet the aspirations of students and even less to promote their learning (Mp *et al.*, 2020).

At the Higher Institute of Medical Techniques of Lubumbashi (ISTM-L'SHI), the number of students is very high and the practical learning materials are insufficient. Faced with this situation, teachers do not cope easily when it is necessary to use active teaching methods and provide practical supervision in order to be able to facilitate student learning, because this approach requires a lot of time and effort. sufficient material (Mp *et al.*, 2020).

The idea for this research was born during our educational internships as a trainee teacher, I often noticed our internship supervisors were more evaluators than mentors, there were weeks without the supervisors however passing the learners in the middle of the internship experienced several difficulties in reconciling practice with theories learned within the institute, this sad reality was not only experienced in our place of internship but also in other establishments of course. The arguments of the evaluators on this reality were much more on the lack of a good budget allocated for its activities at the level of the institution and the government and those of the learners were much more on the lack of the impregnation of mentoring in our system educative. The aim of this research is to understand the experience of learners of the EASI orientation of ISTM/KIN on the mentoring provided by supervisors in educational internships.

2. MATERIAL AND METHOD

2.1 Study Type and Study Setting

This is an exploratory study, its design is descriptive phenomenological which is part of a qualitative approach. The study took place at the higher institute of medical techniques in Kinshasa, which is our field of investigation.

2.2 Target Population, Sampling and Sample

The population of this study is made up of students in the Nursing Education and Administration orientation. To do this better, the study opted for the theoretical and purposive sampling technique. That is to say that the sample is gradually constituted until saturation or redundancy of the answers given by the respondents.

2.3 Method, Technique and Research Instrument

The present study uses the phenomenological survey as a data collection method, the face-to-face semi-

structured interview as a technique and the semi-structured interview guide as an instrument.

2.4 Data Analysis Plan

The data analysis process was thematic, meaning that from the themes that emerged, we retained subthemes supported by verbatim statements. This analysis was carried out following the steps below:

1. Perception of the overall meaning of the research interview;
2. The delineation of the central theme;
3. Analysis of central themes according to the research objectives;
4. The definition of the fundamental structure of the phenomenon studied.

More precisely : listen completely to the elements recorded in the audio telephone device and transcribe; read the *verbatim* so as to develop a meaning of these *verbatim*; *identify* the data under the statements and significant expressions relating to it; eliminate

redundancies and group the main themes according to their subcategories; formulate meanings in groups for each of the elements or expressions retained according to the central themes; integrate the results of the analysis into a general description of the research objectives; summarize the results collected; compare or compare the results using theoretical elements from the literature review; submit the general descriptions for reading by a few interviewees.

2.5 Ethical Considerations

To carry out this research, we obtained a letter of authorization issued to the institute and finally an informed consent form will be prepared for us to respect human dignity and anonymity during our research.

3. RESULTS

3.1 Sociodemographic Characteristics of Respondents

Table I: Sociodemographic profile of respondents

Respondents	Sex	Age	Promotion	Marital status
P1	F	24 years	L3	Single
P2	M	25 years	L3	Bachelor
P3	M	28 years	L3	Bachelor
P4	F	26 years	L3	Bachelor
P5	M	27 years old	L3	Bachelor
P6	M	25 years	L3	Bachelor
P7	M	25 years	L3	Bachelor
P8	M	26 years	L3	Bachelor
P9	M	24 years	L3	Single

It appears from this table that 9 learners from the nursing science section, L3/EASI orientation participated in this study including; a low female participation i.e. 2 female students and a male predominance i.e. 7 students, the age range in this study varies between 24-28 years old where the age of 25 years is predominant finally all these students are single.

3.2 Presentations of Themes and Categories

After hearing and reading in full the transcriptions of our interviews with 9 respondents who used the syntactic unit in a closed coding of the interviews, the central theme retained is: "mentoring provided by supervisors during educational internships". From the central theme arises two sub-themes, namely: experience of mentoring provided by supervisors during the educational internship and effective strategies for increasingly better mentoring.

First Sub-Theme:

Experience of mentoring provided by supervisors during the educational internship. After the categorical analysis of this sub-theme, three categories emerged: meaning attributed to mentoring, assessment of the performance of mentoring in educational internships,

difficulties (obstacles) encountered during mentoring in educational internships.

Second Sub-Theme:

Effective strategies for increasingly better mentoring. The analysis of this second sub-theme generated a category namely: Effective strategies for the nursing section

3.2.1 Experience of Mentoring Provided By Supervisors during the Teaching Internship

▪ Meaning Attributed to Mentoring

Mentoring has a positive meaning for the learner, as it is a beneficial activity that helps improve practice. These learners approve of this. "*Good mentoring helps us better understand the teaching internship and finally be able to be good future teachers*" REP-2-ISTM/KIN "*it helps us better improve our teaching-learning practice, really, it's a very beneficial for us, if we do it right, it will be more beneficial*" REP-8-ISTM/KIN

▪ Assessment of the Performance of Mentoring in Educational Internships

The participants negatively assessed the performance of the mentoring benefit by raising two points: Insufficient performance of the mentoring and the

insufficiency in the organization of the mentoring the study mentions that there is a low contribution of the mentoring provided by the supervisors during the internship. As these students state in their stories: “No, the mentoring was not good at all, that is to say that it was not followed as expected, they had passed about twice well it was planned that they would spend every week of training » REP-9-ISTM/KIN. “No, in fact during the teaching internship, the mentoring was not good in my opinion, because the supervisors did not come regularly. Let's take the example of myself who is speaking to you, I was not supervised because the supervisors came on the day when I did not have lessons” REP-1-ISTM/KIN.

▪ Difficulties Encountered During Mentoring in Educational Internships

The students surveyed raised a major difficulty which made mentoring insufficient: lack of follow-up of learners. They support this in their statements: “...Let's take the example of myself who is speaking to you, I was not supervised because the supervisors came on the day when I did not have lessons...” REP-1-ISTM/KIN. “No, because there was no regular monitoring so we were not supported to monitor the application of the system on the ground” REP-3-ISTM/KIN. “No, the mentoring was not good at all, that is to say that it was not followed as planned, they had passed about twice although it was expected that they would move on to every week of training » REP-9-ISTM/KIN. “No, because the supervisors came just to grade and not correct” REP-7-ISTM/KIN.

3.2.2 Effective Strategies for Increasingly Better Mentoring

▪ Effective Strategies for Increasingly Better Mentoring

The learners made suggestions to the nursing section which for them are the strategies to improve Mentoring, this includes: Having supervisors available for the educational internship; have the means to facilitate mentoring and organize training on mentoring during educational internships. They declare it in these terms. “As a future mentor, I suggest that the supervisors keep a close eye on their supervision” REP-2-ISTM/KIN... “That they can have a good organization when coordinating their internship; that it has (ISTM/KIN) the teachers who will go out into the field and also has their financial means” REP-3-ISTM/KIN... “Effective strategies are firstly up to the institution; the latter must be financed, the institute must train teachers and much more, have this capacity, this intellectual coefficient. » REP-9-ISTM/KIN ... “What I would like to propose as a possible solution and that the institution itself organizes at the end of each week that the supervisors come to the field to see how it is going, what are the gaps and propose solutions. » REP-6-ISTM/KIN

“If I could be the one who organizes this activity, I will arrange for the supervisors to spend every

24 or 48 hours on the ground to facilitate the improvement of teaching. » REP-8-ISTM/KIN

“I suggest that the authorities can provide training for teachers and finally strengthen their capacity; I suggest that teachers should have ethics and love of science because teaching is an art. » REP-7-ISTM/KIN

4. DISCUSSION

The analysis of the data revealed that there is a low female participation, i.e. 2 female students against a male predominance or 7 students. This result differs from that of Tshishi M in 2017, who found the female gender was in the majority with 7 respondents against 5 female respondents. The observation made is that in the EASI orientation, there are more male recruits than female ones.

The age range in this study varies between 24-28 years old where the age of 25 years is predominant, this result is included in that of Tshishi M's result in 2017 where the age range of the participants varied from 20 - 42 years old.

The analysis revealed that all these students are single, this result is similar to that of Tshishi M in 2017, who found a predominance of single students.

Mentoring has a positive meaning for the learner, as it is a beneficial activity that helps improve practice. One study supports this by saying that mentoring in schools aims to improve behavior and academic performance, as well as the provision of supportive relationships from adults outside the family. Given the high number of mentoring programs and the decisions to be made now regarding their future funding, it is important to take a serious look at what we know about their effectiveness and to better understand which characteristics offer the best impact (SRCD , 2010) .

In addition, ANAF in 2018 and Christine & Stéphane in 2007 successively declared that **mentoring** is a process of professional support between a mentor and a mentee. Also, it is a learning method intended to help a learner to perfect their professional career. Mentoring is understood as a process of support, a process of teaching and ultimately, as an interactive and relational process.

The participants negatively assessed the performance of the mentoring benefit by raising two points: Insufficient performance of the mentoring and the insufficiency in the organization of the mentoring the study mentions that there is a low contribution of the mentoring provided by the supervisors during the internship. This is linked to the difficulties they raised, notably the lack of follow-up of learners.

Our results corroborate with those found at the Higher Institute of Medical Techniques of Lubumbashi (ISTM-L'SHI), the number of students is very high and the practical learning material is insufficient. Faced with this situation, teachers do not cope easily when it is necessary to use active teaching methods and provide practical supervision in order to be able to facilitate student learning, because this approach requires a lot of time and effort. sufficient material (Mp *et al.*, 2020) .

The learners made suggestions to the nursing science section which, for them, are strategies to improve Mentoring, this includes: Having supervisors available for the educational internship; have the means to facilitate mentoring and organize training on mentoring during educational internships. On this subject, a study carried out in Canada shows that in Canada, the development of a relationship of trust with the mentor motivates the mentee to be open and ready to receive learning and to adopt an attitude and behavior which will allow him to to succeed, mentoring in an educational environment is almost always a macrostrategy because it is a long-term strategy which is used to organize the entire training process offered to the protégé. It could also be used as a microstrategy to help the learner overcome a particular problem (Duchesne, 2010) .

CONCLUSION

Mentoring has a positive meaning for the learner, as it is a beneficial activity that helps improve practice. The learners negatively assessed the performance of the mentoring benefit by raising two points: Insufficient performance of the mentoring and the insufficiency in the organization of the mentoring the study mentions that there is a low contribution of the mentoring provided by the supervisors during the internship. The big difficulty that made mentoring insufficient is lack of follow-up of learners. To do this, they suggested to the nursing science section which strategies for them to improve. Mentoring includes: Having supervisors available for the educational internship; have the means to facilitate mentoring and organize training on mentoring during educational internships.

In view of these results and while reiterating the suggestions of the respondents, we propose that the nursing science section look into the supervision of the scientific staff assigned to support learners in educational internships.

REFERENCES

- ANAF. (2018). *Zoom sur les nouveaux systèmes de co-apprentissage*. <https://www.a-n-a-f.fr/le-mentorat-cette-demarche-de-co-apprentissage/>
- Bergh, A. M. (1999). La formation des enseignants en Afrique du Sud (P.-L. Gauthier, Trad.). *Revue internationale d'éducation de Sèvres*, 21, 93-119. <https://doi.org/10.4000/ries.2805>
- Blaya, C., & Baudrit, A. (2006). Le mentorat des enseignants en début de carrière. *Recherche et formation*, 53, 109-122. <https://doi.org/10.4000/rechercheformation.1011>.
- Christine, B., & Stéphane, M. (2007). *Texte sur le mentorat*. 65.
- CNRTL. (2021). *ATTENTE: Définition de ATTENTE*. <https://cnrtl.fr/definition/attente>
- Desrosiers, F. (2009). *Étude des pratiques de supervision de stage dans un programme par compétences en soins infirmiers au collégial*, 134.
- Duchesne, C. (2010). *Le mentorat comme stratégie de soutien à l'insertion professionnelle : Points de vue d'enseignants débutants*, 14.
- Guimfac, M. (2007). *Memoire Online—L'enseignement/apprentissage de la lecture au college—Martin GUIMFAC*. Memoire Online. https://www.memoireonline.com/12/09/2936/m_Le-nseignementapprentissage-de-la-lecture-au-college0.html
- Huot, A. (2006). *Analyse de la perception des stagiaires en soins infirmiers et de leur superviseur sur les éléments constitutifs d'un modèle intégré de supervision par coaching* [PhD Thesis]. Université du Québec à Rimouski.
- *Le mentorat en milieu scolaire : Étudier les investissements à venir* | Society for Research in Child Development SRCDC. (s. d.). Consulté 27 septembre 2022, à l'adresse <https://www.srcd.org/research/le-mentorat-en-milieu-scolaire-etudier-les-investissements-venir>
- Malet, R. (2000). Tutorat et mentorat en formation d'enseignants. L'exemple anglais. *Recherche & Formation*, 35(1), 75-90. <https://doi.org/10.3406/refor.2000.1671>
- Mp, K., Kd, C., Ca, K., & Kc, T. (s. d.). *Perception des formateurs et des encadreurs de stage concernant le processus d'enseignement-apprentissage et le développement des compétences professionnelles des étudiants*: 11.
- Université d'Ottawa. (2019). *Mentorat à l'intention des apprenants : Promouvoir le développement d'une culture de croissance, d'innovation et de diversité*. Faculty of Medicine. <https://med.uottawa.ca/fr/nouvelles/mentorat-lintention-apprenants-promouvoir-developpement-dune-culture-croissance-dinnovation>.