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n el artículo de Khosa, A., Wilkin, C., & Burch, S. (2024) titulado [*PhD students’ relatedness, motivation, and well-being with multiple supervisors*](https://doi.org/10.1080/09639284.2023.2179889), publicado en *Accounting Education*, 33(2), 131–163, se lee: “Students see positive effects on their motivation and emotional well-being from opportunities to act autonomously (e.g. freedom to shape their research project, exercise project management skills, increase decision-making, and reduce the degree of supervisors’ control). Thus, for Student O, an increase in opportunities for input and an open approach from the supervisor alleviated power differentials and resulted in a more comfortable relationship. Alternatively, restrictions such as reduced decision-making power about the research topic, reduced opportunity for comment, and devaluing of their views, are perceived as detrimentally affecting their autonomy and well-being (e.g. Student G). Most supervisors perceive their role as supporting the student’s autonomy, with developing their independent thinking described as a key to their well-being (e.g. Supervisor I). ―Regarding competence, students reported a range of issues arising from supervisors’ support for research skills, knowledge of the relevant literature, data analysis, writing, and time management (e.g. Student H). Overall, students indicate that perceptions of increased competence have a positive impact on their motivation and well-being (e.g. Student N and Student K) with supervisors’ encouragement playing a key role (e.g. Supervisor A). ―The relatedness that arises from closeness, which is typically expressed as a special bond beyond the formal relationship, appears to be cultivated through care and trust (e.g. Student H). Alternatively, students’ perception of supervisors’ lack of care or genuine interest in their well-being negatively affects relatedness (e.g. Student A). Thus, while some viewed supervisory arrangements as strictly work-related (e.g. Student P and Supervisor F), most students valued the presence of social connections with supervisors. As such, relatedness is an important factor. Evidence of negative effects of relatedness upon students’ motivation and emotional well-being include Student G crying when her autonomy was discounted; Student H’s silence when her competency was harshly challenged; and Student N’s inability to sleep before relatedness was developed in the supervision team.” Estos hallazgos seguramente se parecerán a los que obtengamos al investigar sobre el acompañamiento de los profesores, de los directores de trabajos de grado en el pregrado y de otros profesores en los posgrados, sea especializaciones o maestrías. No es adecuado pensar que todos ellos pueden ser competentes en cualquier asunto que sus estudiantes quieran investigar. Tampoco podemos asumir que siempre harán empatía con sus estudiantes. Ciertamente es muy importante que los supervisores sean transparentes, que los supervisados puedan ser francos, de manera que siempre se trate de acertar al crear relaciones humanas en torno a una investigación específica. Los elementos sicológicos o humanos tienen una particular importancia en las relaciones formativas. La forma de juntar profesores y alumnos no responde a estas consideraciones por lo que pueden surgir muchas tensiones y fracturas.

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