

The Role of Supervisory Feedback in Developing in Postgraduate Students' Research Skills

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ABSTRACT

This study investigates the supervisory feedback process in the development of research skills among postgraduate students. Feedback is conceptualized not merely as an evaluative or corrective tool, but as a key pedagogical mechanism that facilitates intellectual development, critical thinking, and the formation of an academic identity. The process is inherently dynamic and complex, shaped by the interaction between supervisor and student. A qualitative research design was adopted to explore the intricate and relational nature of supervisory feedback. Ethical approval was obtained, and participant confidentiality was strictly maintained. Using convenient sampling, semi-structured interviews were conducted with 20 faculty members and 40 postgraduate students at the University of Okara. Thematic analysis was employed to identify recurring patterns and themes within the data. The findings revealed that supervisor feedback plays a significant role in shaping students' academic growth, independent thinking, and emotional well-being. Timely, clear, and constructive feedback enabled students to understand expectations, develop their ideas, and remain engaged in the research process. It also fostered critical thinking and self-direction, supporting the transition from guided learners to confident researchers. A key affective dimension also emerged. Positive and respectful feedback enhanced students' confidence, strengthened the supervisor-student relationship, and encouraged open scholarly dialogue. These results underscore feedback as a powerful factor in postgraduate research development.

Keywords: Supervisory Feedback, Research skills, Postgraduate Students

INTRODUCTION

Development of quality research skills is a core objective of postgraduate education. Underlying the process is the dynamic but often complicated interaction between the supervisor and the student. Perhaps one of the most powerful factors in this interaction is feedback from the supervisor during the research process. Rather than a simple evaluative or correctional role, supervisory feedback is an important pedagogical mechanism which facilitates intellectual development, critical thinking, and the establishment of an academic identity. It steers students through research design difficulties, methodological application, and academic writing, and plays a critical role in shaping them into autonomous scholars (Carless & Boud, 2018). The feedback facilitates the construction of research methodological skills and the use of theoretical

frameworks (Bao & Feng, 2023). In addition, feedback enables learners to correct their work with respect to disciplinary norms, thus facilitating their inclusion within academic groups. As postgraduates' transition from directed coursework to the more independent stage of dissertation or thesis preparation, they tend to heavily depend on feedback to assess their progress and areas of improvement. Consequently, feedback performs not only the academic but also the motivational and emotional role of reassurance, the establishment of confidence, and the intellectual autonomy (Ajjawi & Boud, 2017). However, as much as supervisory feedback is at the very core of student learning, it is not always viewed as effective and useful. A series of research has demonstrated that there is a variation in the quality of feedback, when the response is gotten, and the communication is clear. To be more precise, over-critical, ambiguous, and nonspecific feedback may demotivate students and contribute to the deterioration of their academic results (Neupane Bastola & Hu, 2020). The supervisory feedback literature indicates that dialogic and student-centered approaches have a higher chance of leading to positive learning outcomes. Bao and Feng (2023) discovered that dialogic feedback assists postgraduate students in the internalization of disciplinary conventions as well as the improvement of their scholarly literacy, particularly in writing for publication. Research wise, a majority of the studies about supervisory feedback have used surveys or quantitative instruments which might not be able to completely reflect the sophisticated and context related experiences of students and supervisors. This study is of theoretical and practical importance. Theoretically, it adds to the richer comprehension of feedback as a process of pedagogical, relational, and developmental learning within postgraduate education. It extends prior models of dialogic learning and feedback literacy by integrating supervision's affective and cultural aspects. In practice, the results can be used to inform training schemes for research supervisors and the development of more responsive feedback policies that better meet the varied needs of postgraduate researchers. Finally, the study aims to increase the excellence of postgraduate education by shedding light on how feedback can most effectively contribute to confident, competent, and autonomous researchers.

Statement of the Problem

Literature points out that supervisory feedback tends to be absent of conversation, clarity, and relevance to students' disciplinary and cultural settings, especially among international or non-Western students, which undermines student confidence and motivation. While many studies explore the short-term impacts of feedback on research skills, thesis writing, and student motivation, very little is known about postgraduate feedback's long-term impact on shaping students' capacity for independent research, critical thinking, and professional academic writing throughout their future careers. Furthermore, institutional pressures heavy supervisor workload, lack of training in providing feedback, and few supervisory guidelines further threaten the quality and frequency of feedback (AbuSa'aleek & Alharbi, 2025). These intractable issues highlight a significant knowledge gap regarding how feedback is perceived, understood, and acted upon by postgraduate students and supervisors particularly in multicultural learning environments highlighting the necessity for research to reveal supervisory feedback's subtle, relational, and developmental aspects.

Objectives of the Study

This study encompasses following objectives

- To explore the role of Supervisory Feedback
- To explore the Role of Supervisor Feedback in Developing Postgraduate Students' Research Skills level

- To explore difficulties of Supervisor in developing skills through feedback and students' response

Research Questions

The study was guided by the following research questions

- What is the role of Supervisory Feedback received by postgraduate students?
- What is the Role and Importance of Supervisor Feedback in Developing Postgraduate Students' Research Skills
- What are the difficulties of Supervisor in developing skills through feedback and students' response?

Significance of the Study

An understanding of supervisors' feedback in the cultivation of research skills among postgraduate students is crucial in the promotion of higher education quality and student success in research-based programs. Feedback not only leads to technical enhancement in writing and method but also to the academic identity, motivation, and critical thinking of students (Carless & Boud, 2018; Bao & Feng, 2023). With diversifying postgraduate cohorts becoming more culturally and linguistically diverse, higher education institutions need to guarantee that supervisory feedback is inclusive, dialogic, and informed by individual learning needs (Neupane Bastola & Hu, 2020). This research is all the more relevant because it employs qualitative research to reflect the students' and supervisors' lived experiences, providing rich understandings of how the feedback is construed and taken up. These results can be used to guide supervisor training programs, policy making, and institutional guidelines for feedback ultimately enhancing postgraduate students' research outcomes and academic confidence

Delimitation of the Study

This research is limited to the postgraduate students and academic supervisors. The data reflect it highlights the importance of supervisory feedback in development of research skills among postgraduate students.

REVIEW OF THE RELATED LITERATURE

Feedback cannot be separated with the learning process especially in the tertiary education since it is used as an interface between teaching and student development. Feedback principle has also been revised and revised since it was originally a simple system of correcting mistakes and it has become a complex process that leads to deep learning, self-regulation and academic growth. According to the existing literature, feedback should be accurate, practical, and ongoing to enable students to refine their assignments and learn to think critically (Boud & Dawson, 2021). The issue of feedback is even more important in postgraduate studies since students are required to do their own scholarly work, but require guidance and mentorship. Supervisors offer feedback to ensure that students remain academically demanding, improve their research approaches, and increase the quality of their scholarly writing. The effectiveness of feedback, however, relies on diverse factors such as its clarity, consistency, and delivery method. Research suggests that badly framed or unclear feedback may hinder academic progress, causing frustration and disorientation in students (Carless & Winstone, 2023). Therefore, there is a need for in depth knowledge about feedback and its different dimensions to ensure that postgraduate students gain maximum advantages from the

supervisory process. Scholars highlighted that feedback needs to be timely, constructive, and congruent with the needs of learning for students (Winstone & Carless, 2022). Clear communication is a factor in effective feedback so that students can comprehend and respond to the feedback appropriately, promoting a never-ending learning and improvement loop. Feedback should also be dialogic in order to facilitate engaged participation between students and supervisors so that the process of learning is dynamic and responsive.

Feedback may be categorized under various categories depending on its nature, mode of delivery, and desired consequences. One of the most prevalent differences is formative and summative feedback. Formative feedback is developmental and ongoing, assisting learners in enhancing their work prior to final evaluation by pointing out areas for improvement and giving constructive advice (Henderson *et al.*, 2021). Summative feedback on the other hand is one received after an academic work has been done and is normally accompanied with grading and assessment and is a full performance analysis of the student. The other categorization differentiates it between oral and written feedback. Written comments are explicit, enabling students to look back and reflect on their evolution in the long term, whereas oral comments are instantaneous and interactive, enabling immediate face to face dialogue between students and supervisors that can result in real time explanation and greater investment (Hyland & Hyland, 2022). Furthermore, directive feedback gives a clear indication of what must be altered through explicit instructions, providing students with clear, solution focused guidance, while facilitative feedback invites learners to think critically about their work and to determine solutions themselves through higher order thinking and academic autonomy (Ajjawi & Boud, 2023).

Feedback on postgraduate training is very authoritative in helping the students in the complex process of research and writing papers. Monitoring of the progress of learners is not only carried out in supervisory research but also facilitating scholarly research, critical thinking, and accuracy of methods. The feedback also helps students fine-tune the research questions, elaborate their idea, and the overall integrity of the piece to the extent that the study aligns with scholarly and professional standards (Tai *et al.*, 2022). Good feedback yields more insight into the subject matter, an enhanced problem-solving technique and eventual quality research output. Constructive feedback also promotes intellectual autonomy in that students are expected to be responsible in taking care of their work, critically assessing their progress and make reflective decisions regarding the direction of their research. Winstone and Nash (2022) shows that regular and constructive feedback from students can encourage them to participate actively in their research, ask questions, and make successful revisions, resulting in a more iterative and reflective learning process (Henderson *et al.*, 2023). Inconsistent or excessively critical feedback, on the other hand, can demoralize students; cause disengagement, lower their self-efficacy, and further academic decline (Henderson *et al.*, 2023). Thus, both students and supervisors need to grasp the role of feedback in postgraduate studies in order to better utilize its potential. Supervisors have a significant role in postgraduate students' academic and professional growth through the construction of precise feedback that improves the quality of research and stimulates intellectual growth. Lee (2022) adds that supervisors perform triple duties as mentors, facilitators, and examiners in guiding students through research design complexities, data gathering, and scholarly writing. Good supervision not only entails the identification of students' strengths and weaknesses but also equipping students with self-regulation and resilience in learning (Manathunga & Goozée, 2022).

These supervisor feedbacks are supposed to be responsive of the student specifics considering the current knowledge of the students, level of research, and learning goals. The studies show that transparent and encouraging communication by supervisors can establish a productive learning environment and enable students to assume ownership of their research (Ives & Rowley, 2023). However, cases like incompatibility of expectations, power differences, and differences in the interpretation of the feedback can sometimes disrupt the effectiveness of the supervisory relations. The challenges of these barriers necessitate a

combination of instructing and letting students gain greater independence in order that feedback can serve as an empowerment instrument rather than a dependency mechanism. Effective feedback plays a crucial role in postgraduate studies since it impacts students' results of study, motivation, and capacity to enhance academic work. As Nicol (2022) suggests, feedback must be clear, specific, and constructive to direct students towards academic excellence as it offers students useful information that helps strengthen their writing and research capabilities. Literature indicates that regular and timely feedback enables students to make revisions and improves their comprehension of intricate research concepts, thereby leading to more meaningful engagement in the subject of study (Evans, 2023). Moreover, in the same way, efficient feedback is anticipated, just as Carless and Winstone (2023) claim to encourage debate between students and supervisors, considering the idea of making the feedback process more interactive and engaging. Dialogic feedback can assist students in evaluating their work more critically, posing pertinent questions and having a more profound understanding of academic discourse by establishing an open flow of ideas and ideas. Moreover, feedback ought to focus on the strengths and weaknesses of the students instead of the mistakes they have done because by noting the positive areas and where they have not excelled in, the students will be going through a learning process that will focus on improvement.

Studies indicate that in-text feedback in a supportive environment can create an increase in student motivation, confidence, and self-efficacy, and this creates in them the sense of responsibility of learning and research (Winstone and Nash, 2022). Feedback, thus, must not only be able to criticize the work of students, but also help construct them into an autonomous researcher by developing their critical thinking and problem-solving skills. A supervisor who adopts a moderated approach that provides a challenge to the students and encouragement in equal measures is capable of making the difference in academic performance of the students and as such, feedback is a trigger of mental development and not discouragement. One of the driving forces behind this process involves feedback in enabling the development of postgraduate students in achieving their research competences of assisting them to go through the cyclical process of enhancing their research questions, research methodology and writing. The positive feedback provided by supervisors plays a role in enhancing the critical thinking and analytical abilities of the students which are part of quality research (Boud & Molloy, 2023). Feedback has strengths and areas that the students can improve to ensure that they can strengthen their arguments, close gaps in theoretical frameworks, and make their writing more coherent and clearer.

The intensity and timing of the feedback are essential elements of its effectiveness in the post graduate research supervision as they influence the ability of the students to edit their work and continue the academic flow. Studies have shown that prompt and regular feedback helps the learner to make timely decisions. In case of the delay or inconsistent feedback, students may get confused, frustrated, and stagnated, which eventually affects their progress and motivation negatively (Carless & Winstone, 2023). Ideally, feedback should be integrated into various stages of the research process, starting with proposal development at the start of the research to submission of final thesis, to allow the students to continuously absorb the recommendations and improve their arguments and methodology. Another important feature of timely feedback, after discussions or submitted drafts, is emphasized in research by noting that timely feedback enhances the ability of students to internalize and apply the provided advice (Henderson et al., 2021). Overly critical feedback that fails to adopt a developmental tone has the potential to discourage students and may result in disengagement with their studies. On the other hand, supportive, constructive, and solution focused feedback supports learning by making students perceive feedback as an instrument for learning and not as a critique of their competence (Winstone & Nash, 2022). Hence, supervisors need to take careful consideration in presenting their feedback to students in a manner that will have the maximum positive effect on students' research development, learning, and general confidence as novice scholars. The differences in students' levels of readiness for academics and feedback literacy also influence how effectively they understand and use feedback (Winstone & Nash, 2022). Some students will find it difficult to decode imprecise and indirect remarks, while others are likely to take feedback personally as

criticism instead of constructive advice, resulting in decreased motivation and motivation (Carless & Winstone, 2023). Additionally, supervisors have to overcome the difficulty of presenting feedback in a manner that strikes a balance between criticism and encouragement, with the aim of keeping students motivated as well as overcoming areas that require improvement. Lack of standardization in feedback processes in disciplines is what complicates the process further since the expectations regarding the quality of research, standards in writing, and methodological requirements vary greatly (Evans, 2023). Students have an important role in their perceptions of feedback and how they receive and integrate supervisor guidance (Henderson et al., 2021).

The students with Eastern or collectivist backgrounds would probably be more comfortable with the indirect feedback or with more tactfully written feedback to avoid causing disruptions in the harmony and respecting the authority (Lee, 2022). Such differences in expectations occasionally lead to misunderstandings between student and supervisory employees with different cultural backgrounds, which affect the quality and effectiveness of feedback delivery and acceptance (Carless & Winstone, 2023). Secondly, most international students may face the problem of receiving feedback due to language barrier, lack of knowledge of academic norms, and different ways of communicating, which may affect their ability to make changes effectively (Henderson et al., 2021). The allusion of technological innovation in postgraduate supervision has transformed the feedback process to be more approachable, effective, and interesting. Online tools such as learning management systems, online annotation systems and automated assessment systems equip current managers with novel ways of providing responsive and timely feedback (Winstone & Nash, 2022). Studies indicate that technology enabled feedback allows for more in depth explanation and greater engagement between supervisors and students, enhancing the learning process overall (Evans, 2023). Video and voice recorded comments, for example, are more engaging and emotionally supportive than traditional written feedback because they allow for more detail and a feel of human connection (Hyland & Hyland, 2022). In addition, artificial intelligence-based feedback software enables students to improve their academic writing by providing instant suggestions on structure, grammar, and coherence, thereby facilitating self-regulated learning (Carless & Winstone, 2023). Technology, however, improves mechanisms for feedback, yet research advises that digital feedback is meant to complement, not replace, human face-to-face interactions. Personal contact continues to be necessary for in depth conversations, explication of intricate concepts, and nurturing a favorable academic relationship between supervisors and students (Boud & Molloy, 2023). Therefore, the ideal aspect of postgraduate supervision is to complement the technological development with traditional means of feedback to obtain a balanced and successful learning environment.

The effectiveness of the feedback in postgraduate supervision directly depends on the competence and training of the supervisors in providing constructive and student focused supervision. Studies emphasize that supervisors trained in the provision of feedback are more competent in the provision of systematic, explicit, and inspiring feedback that supports student learning and academic development (Boud & Molloy, 2023). Winstone and Nash (2022) contend that supervisors' feedback literacy is pivotal for building effective student interactions, with the aim of ensuring feedback is learner centered. Feedback practices can be enhanced by investing in professional development programs that prepare supervisors with efficient strategies, reduce communication barriers, and align feedback with best practices (Evans, 2023). Moreover, research indicates that supervisors who practice reflection and peer discussion of feedback approaches facilitate a more engaging and supportive learning environment (Hyland & Hyland, 2022). Through the improvement of supervisors' feedback skills, higher education institutions can increase significantly the quality of postgraduate research supervision and academic mentoring.

Another under emphasized aspect is how the students' cultural contexts affect their acceptance and interpretation of feedback, which in turn can impact their learning processes and academic achievements (Evans, 2023). Studies suggest that Western university cultures tend to favor direct and critical feedback,

whereas students from certain Eastern cultures tend to favor indirect, face-saving feedback in order to preserve harmony and avoid conflict. Misalignment between supervisors and students of different cultural backgrounds in feedback styles may result in loss of confidence, and disengagement. The studies that examine the effects of cultural influences on the dynamics of postgraduate supervision feedback in a deeper manner are few. Further studies would help the supervisors develop culturally sensitive feedback mechanisms which accommodate the needs of the various students. Moreover, the existing literature is not appropriate to discuss the role of emotional intelligence in receiving and giving feedback, which explains the significance of interdisciplinary practices that combine the fields of psychology and education (Hyland and Hyland, 2022). The ability of supervisors to provide feedback in a supportive and empathetic manner can be used to increase the confidence and motivation of students. Addressing these gaps in the research will provide a more detailed image of feedback processes in postgraduate learning and contribute to the more efficient and fair feedback models. Researching into the long term effects of feedback, determining the role of technological advancement, cross cultural effects, and fair supervisory behavior.

RESEARCH METHODS

The proposed study relies on the qualitative approach to research, the approach that is the most suitable one when exploring such a complex social phenomenon as the interpersonal relationships, impressions, and experience within schools. This methodology will enable the study to take a closer look at the complexity and the subtleties involved in the feedback process, using semi-structured interviews and thematic analysis. The research design is based on the rich and detailed data that portrays the thickness and complexity of the daily lives of the participants. The interviews questions were open ended allowing the participants to be free and reflective. The semi-structured format was also flexible to allow the researcher to investigate new areas of focus in every interview but at the same time bring about uniformity among the respondents. The participants were recruited through purposive sampling strategy where postgraduates and academic supervisors who have a recent history of supervision and feedback of research were targeted. Potential subjects were also be provided by the relevant institutional review board after receiving ethical approval. Teaching assistants were recruited through email and provided with a sheet of information and consent. The participants who agreed to take part in the interviews were requested to choose a convenient time to be interviewed either through a face-to-face interview or through a secure online platform such as Zoom or Microsoft Teams as possible and available

The recordings were then transcribed word for word after the interviews so as to allow a thematic analysis. The transcripts were verified to be accurate and clear and the participants were given the option of confirming their transcript or explaining their meaning of statements as they so wished which is a way of improving credibility to the data. The researchers have done this in the process engaged in reflexivity by maintaining a journal of personal reflections, potential biases and other valuable observations that surfaced during the interviews. This self-aware policy served to ensure the validity of the research was approached in a reflective and ethical manner and served to facilitate the overall reliability of the research. To guarantee clarity, appropriateness, and cohesion with the purpose of the study, the interview guide was formulated after a close examination of current literature on postgraduate supervision and feedback practice. The themes of feedback frequency, clarity, emotional response, learning outcomes, and issues in communication were used to underpin the key questions. Data collection was done in person by researchers all around the university. The participant was required to sign an informed consent form to show their agreement. Finally, data collection was finalized in two months. The researchers established a connection with the participants and made them aware of research and both settled on time. The researchers met the participants as per the time they provided. They signed the consent form. The participants consented to provide me with data. The researchers made the participants promise that their information would remain confidential to everyone else. The researchers recorded his voice with the permission of the participants. Before conducting the study, a site was selected that was not interested in the outcome of the

study. University permission was needed. Beginning the study, its public release was its primary aim. No participant ever had to sign an agreement form. Indigenous community charters and legislation are observed. It was essential to honor the study environment and minimize disruptions in conducting the research. The participant researchers not deceived, as per data analysis. The following themes were emerged from the data from supervisors and students from qualitative methods used in this study.

Theme 1: Role of the Supervisor

Academic Advising and Expertise refers to the skill of the supervisor to provide expert advice that is well informed with subject matter knowledge that guides students on the complexities of research. This will involve giving advice on how to sharpen research questions, structure, match methodology and strengthening arguments.

Students perceive supervisors as highly qualified academicians whose role is to help shape the research design, methodological advice, and academic merit.

My supervisor had a significant role in making my research questions refined and sharp, clear, focused and researchable. He also helped me choose the best approach that fitted my research design and objectives of the study (S1)

It suggests the major importance of the supervisor in the research process. The supervisor helped in sharpening the research questions thus the study had a particular and narrow research direction.

The supervisor assisted in enhancing the clarity and concentration of the research questions to enable them to be more accurate and scholarly. The questions were narrowed in scope by means of constructive feedback and critical discussion to suit the aims of the study quite well (S2)

They provided a suggestion on how to narrow down the questions to enable them to be effectively searched during the study. Another reason is that the supervisor facilitated the selection of a suitable research methodology in accordance with the nature of questions. The supervisors consider themselves as learners and thinkers.

I expect my students to take initiative in their research, regularly updating me about their progress and being honest when they encounter difficulties. I acknowledge that research is often a messy and challenging process, where mistakes are a natural part of learning (T2)

The student valued when the supervisor realized something was amiss emotionally. Through creating room to talk without forcing it, the supervisor was empathetic and understanding. It left the student feeling truly heard and validated. It speaks to the value of being in touch emotionally when providing feedback in the moment. This statement brings out the fact that inspirational and emotional support is a crucial component of academic supervision. The supervisor understands the fact that research is a mentally exhausting process and therefore the students become isolated, feel that they do not have the capacity, or are emotionally drained. Accessibility and communication involve ensuring information is communicated clearly and is accessible to all. Good communication makes people understand one another and work more effectively together. Accessibility involves breaking barriers so all people can engage, whether easy language, accessible resources, or adaptable means of joining in.

"Regular meetings with my supervisor truly make a meaningful difference in my research progress. Even a short session of just 15 minutes every two weeks gives me the opportunity to ask questions, clarify uncertainties, and receive constructive feedback (S2)

The line highlights the importance of regular check ins. Even brief meetings keep the speaker informed and involved. They offer an opportunity to pose questions and receive advice. Constant feedback enhances the work quality. Above all, it makes them feel more connected and supported.

Some students tend not to communicate unless they are specifically prompted, which can hinder their progress. To address this, I make it a regular practice to check in with them and encourage open dialogue. In case I realize that a student is isolating or starting to lag behind I take the initiative to make sure that the student feels he or she is alright and she has someone to assist him or her (T2)

The supervisor says that after giving written feedback, they meet with the student in one on one sessions to discuss any areas which are confusing or subject to misinterpretation.

This is how a supervisor or mentor empowered an individual by assuring them that the project was theirs to do. Rather than telling them each step, she cheered from the sidelines. This change motivated the individual to take charge to make decisions for himself, to delve deeper into the topic, and to contribute novel suggestions. By treating them like proficient researchers instead of merely a student, she enhanced their confidence and autonomy.

Instructors intend to foster the capacity to think independently and problem-solve on students' part.

"I make it a point to pose guiding questions rather than provide readymade solutions. The aim is to encourage students to think critically, explore different perspectives, and ultimately discover their own path forward. This process often leads them to realize their own capabilities, resourceful, and independent they truly are (T1)

You're telling me that rather than just providing people with answers or solutions, you pose insightful questions which prompt them to think more critically. These questions lead them to think about their own ideas, values, or issues. Because of this, they usually find things out or discover assets they weren't aware of, and it makes them feel more confident as well as strengthened.

"I frequently incorporate reflective writing and the use of supervision journals as part of the process, as these practices compel students to think critically about their own learning and progress. In addition, I encourage them to suggest agenda items for our meetings, which shift some of the responsibility onto them (T2)

This involves the individual making extensive use of reflective writing and supervision notebooks in order to enable students to reflect deeply on learning. They request students to look back over their progress and experiences. Students are also urged to propose meeting topics. This makes the students more responsible. It enables them to actively participate in their learning process.

Theme 2: Frequency of Feedback

Regular feedback retains employees aligned with goals and enhances performance. Ongoing communications establish trust and maintain clear expectations. It also permits timely detection and correction of problems. Regular but Variable Feedback refers to giving students feedback regularly during their learning journey. Regular provision of feedback enables the student to know how they are faring, maintains them in high spirits, and enables them to improve step by step instead of waiting for the end. This continuous guidance prevents misunderstanding and keeps the student motivated towards their work. Some students are given regular feedback once they have submitted drafts, but others experience delays.

These formal, detailed feedbacks are by my boss not once a month and that is why they keep me on track of my bigger goals. Meanwhile, when I post smaller updates or particular questions in between, he answers within several days only. This makes me have a healthy balance since I am given time to work alone and make progress on own but I never feel stagnated or not assisted too long (S1)

The student gets feedback from their supervisor approximately every two weeks. When they submit work such as a complete chapter or even a rough outline the supervisor gets back to them fairly promptly. Such prompt feedback is beneficial because it informs the students early on if they're going in the correct direction, thus avoiding doing major revisions down the line and keeping their work going in the right direction. This implies that the supervisor is willing to consider not only finished chapters, but also initial drafts or outlines. By checking in often, the student and supervisor can catch any problems early, which keeps the student on track and cuts down on the need for major alterations later.

I believe that such a method will allow students to feel more confident and study at a faster rate. Frequent interactions and feedback will make doubts be clarified before they become bigger issues. It also eliminates problems that end up accumulating without solutions thus making progress slow and cause avoidable stresses as well (T2)

This means that the supervisor of the student is amicable and accommodative to whom the student can easily find it easy to call when they need to seek their advice. Both through email and via a fast phone call, the supervisor is glad to have informal catchups and does not see them as an intrusion. This form of easy access helps the student to be motivated, not to be overwhelmed and keep on with the gradual progress.

Certain supervisors like informal constant interaction.

For me, supervision is largely about being accessible and approachable. I don't want students to feel that they must schedule a formal meeting just to ask a single question or seek clarification. I am perfectly fine with responding to quick messages or having casual check-ins whenever needed (T2)

I'm friendly and always available to have questions from students. Appointments aren't necessary to ask something minor. Short messages or casual conversations are completely welcome. I want students to come by, even just to brainstorm a sketchy idea. I'm glad to help in whatever way I can. There are different kinds of feedback written comments, changes marked, verbal meetings.

We mostly receive written feedback, either directly on our notebooks or through comments on Google Classroom. In addition to this, some teachers also take the time to provide verbal comments during class, which helps clarify points more immediately. This combination strengthens our understanding and makes the feedback more effective (S1). The best form of feedback that I prefer is the verbal one as it is quick and direct to the point. It can be explained on the spot, therefore, in case I get a wrong understanding of something, I can seek clarifications on the spot. This renders the feedback more effective and easier to implement.

My feedback strategy tends to start with the positive things that the student has done as this way, I can help them see what they are doing right and become motivated. The next thing I do is to give particular suggestions on what needs to be done to improve the situation making sure that the instructions are straightforward and effective. This ratio between praise and constructive criticism makes the feedback constructive and supportive at the same time (T1).

In giving feedback, I start with what was done right so as to establish confidence. Secondly, I find tangible aspects of improvement to feed improvement. I also end on a motivational note to ensure that the levels of

motivation are high. Through the group project, I learned how much I like challenges to solve and to find a solution with the help of another person or a team. Initially, I had difficulty in delegating work and this brought about some troubles to the group. This experience not only made my teamwork strong, but also motivated me to grow in the areas of confidence and leadership (S1). During the group project, I got to know that I am a lover of problem-solving. First, I struggled in delegating but once I received feedback on it, I worked on it in communicating and time management. This helped the team to work as a team more and the project was a good learning experience.

At times, feedback was provided too late to be fully effective, for example, arriving only after I had already submitted the next draft. This delay meant that I occasionally repeated the same mistakes, particularly in areas such as structure, which could have been corrected earlier. Receiving feedback in a timelier manner would have allowed me to make more meaningful revisions and avoid unnecessary setbacks (S1). In some cases, I realized that I had given written feedback too close to the next submission deadline, leaving students with little time to make meaningful revisions. As the timing did not give the students enough time to implement any major changes, the change was done by the speaker. Instead, they began to provide earlier and more informal oral feedback during the supervision sessions. Such modification was advantageous since students were more responsive and got more time to act on the guidance, which improved their overall progress and learning process.

Timely feedback particularly to first draft is important as it assists students in coming out with a clear path early on in their work. The guidance should be given at the right time so that they are not lost and are on a solid ground at the beginning. In contrast, a slow reaction can lead students to go too far on a path that is not productive and thus, it is harder to make corrections and discouraging at the same time (T2)

This maxim emphasizes the importance of providing the feedback to the students in the early stages of the learning or writing process. Providing feedback on early drafts indicates that students are guided in the right direction, and they can make significant adjustments before they have invested too much time in possibly imperfect work.

Theme 3: Modes of Feedback

Feedback may be provided in three ways, i.e. verbal, written, and digital. All have different activities, which include casual check-in sessions and formal assessment. Items depending on mode vary according to context, urgency and the type of feedback. Written comments (e.g. Word comments, annotated PDFs) to be revised closely. The other major factor in my opinion was achieving equilibrium in the feedback received. In situations where the supervisors highlighted only things I was doing wrong, it was usually discouraging and I thought that I was not good at all. Nonetheless, when the feedback also pointed out what I was doing well to supplement constructive suggestions on how I could do better, the feedback was far more motivating as well (S1). This quote highlights the relevance of the feedback as being balanced during the learning process. When the feedback focuses on what is wrong, and then the same becomes demotivating and discouraging and will lead the students to doubt their abilities. However, when the supervisors also say what the student is doing right, it becomes an easier place to work and to be motivated. Good comment is a motivating factor and reinforcing, and constructive suggestions are a way of improvement. Such a balance encourages students to remain hard working since they know that their weaknesses are being appreciated and their strengths can be grown with hard work. Written comments are more desirable as they are understandable and they are stored. *“Written feedback is also an official document on the progress and development of the student in the course of the research. This is beneficial to the student as she can refer to them again to provide her with guidance and to me as a supervisor to review later drafts or track the progress of the work over time (T1)*

This statement brings out the usefulness of written feedback as a formal report of progress of a student over time. It is not only convenient to the student in keeping track of their progress, but also to the supervisor and other committee members who might come in later as time goes.

Verbal feedback refers to a verbal response that is given to a person in respect to their performance, action, or understanding of something. It is generally immediate and encourages real time enhancement hence is very effective in learning as well as working conditions. Positive verbal feedback is explicit, particular and positive and speaks of what was accomplished and what can be improved.

Verbal discussions allow seeking further explanation and defining misunderstanding.

Verbal feedback tends to be more interactive and dynamic as compared to written comments since one can clarify and make changes immediately. I considered this particularly useful in such activities like rehearsing the presentation as I was doing supervisor might interrupt me half way and give constructive advice on how to deliver the presentation, be clear, or stressful (S2).

This maximizes the advantages of verbal feedback especially its immediacy and interaction. Verbal comments are employed to involve students in greater reflection.

Of course, there are limits to how much can be conveyed through spoken words alone. Without proper documentation, important points may easily be forgotten, overlooked, or even misinterpreted by either the student or the supervisor. For this reason, I make it a practice to remind students to take clear minutes of our meetings, or, when appropriate, to record parts of the discussion for later review (T1)

This comment highlights the importance of oral feedback in high-pressure or deadline- driven settings, like presentations or defenses. In such situations, immediate, targeted advice provides students with an opportunity to comment on their performance while the event is still fresh in their minds. Identifying positives and proposing improvements immediately after the experience will likely be more effective than delayed written comments, which may come too late to be maximally effective.

Video or audio recorded feedback provides students the opportunity to review explanations at their own convenience.

Another thing that I enjoyed was that the supervisors showed screen captures as they read my thesis drafts or presentation slides. This approach enabled me to notice what they really meant by pointing on the page and not attempting to figure out what they were saying generally. Their comments were more concrete and action-oriented because of the visual correspondence between what they said and what I was presenting on the screen or a slide (S1)

This is a credit to the effectiveness of screen recording as a feedback tool. When managers use the screen recording to guide a pupil through a thesis paper or presentation slides, students may literally observe the very points of their work, which are discussed. The contextualization of feedback makes it far more understandable and clearer, as students can read simultaneously and be able to trace comments straight to content. As a result, the feedback becomes more practical and less liable to being misinterpreted and the students are able to make focused and confident correction.

Practically, recorded feedback sessions are very time-efficient because the supervisor and the student can engage in a verbose communication regarding the specifics of guidance without having to arrange several face-to-face meetings. They also establish a lasting testament of the feedback and the student can revisit the same at any time during the research process (T2)

This observation can be used to indicate two pedagogical benefits of recorded feedback sessions. To start with, they can save time, as the supervisors would not need to conduct a number of live sessions to leave voluminous comments. Second, the recorded sessions will also provide a long-term history of the feedback that might be reviewed by students at any time they need to be reminded or to get guidance as they proceed to carry out their studies. Sharing documents for live editing facilitates instant clarification and learning.

Live interactive feedback sessions, like those organized via Google Docs or via Zoom screen sharing, were especially useful in helping me to become a better writer in the short term. The fact that I was able to see the remarks of my supervisor in real time as I typed them helped in clarification and making changes immediately (S1).

The discussed quote dwells upon the benefits of the collaborative feedback in real-time usage of such tools like live Google Docs or screen-sharing in Zoom meetings. This causes the students to get the input during work, and therefore it makes the feedback procedure interactive and thrilling. The instant feedback with the comments and suggestions being shown instantly helps the students to receive the changes and implement them right away, speeding up the improvement process and making the experience to seem more like a conversation rather than being talked down to. This dynamic interaction allows learning to be better and enables corrections to be made more effectively.

At times, working simultaneously can be helpful to acquire new research and writing skills, working with my supervisor. As an illustration, the supervisor might show live the way to rephrase a sentence, reorganize a paragraph, or write more clearly and coherently (S2)

This statement explains that collaborative real-time learning, in addition to providing feedback, is also a rich learning experience. During live sessions when students are directly guided by the supervisors, the students can show students' specific writing or research techniques in the moment- how to paraphrase a sentence or re-structure a paragraph.

This comment underlines how the real-time collaborative feedback software can involve the students in the process of reviewing their work. Collaborative feedback software in real time makes the feedback process more active and interactive and students are able to implement suggestions immediately, as well as ask a question

These live feedbacks are sessions where the real dialogue is promoted as opposed to a one-way review. They enable the student and the supervisor to share expectations and goals through interactive exchange of ideas. This live conversation eliminates doubts and gives advice on the spot which tends to minimize the revisions in future (T2)

This comment brings out how the real time feedback sessions facilitate a two-sided conversation as opposed to a one sided reproach. This discussion allows the student and supervisor to familiarize themselves with the perspectives of each other and address any misunderstanding on the spot. As a result, expectations become better articulated which normally results in fewer

Theme 4: Effect of Feedback on Research Skills

Constructive criticism helps the researchers to simplify their way and improve their critical thinking. It identifies areas of improvement, making it possible to analyze them further and in more detail. With time, consistent feedback facilitates trust and overall quality of research. *"The process of feedback enhanced the organization, structure, and use of formal language. One to one feedback with academic writing workshops turned out to be very useful in helping me to improve my writing abilities. The lessons on citation and*

plagiarism were personally useful because they helped me to understand the right steps and ethical issues when writing an academic paper. Such workshops were practical and I could utilize them immediately on my assignments and research writing.” (S1)

This shows the advantage of combining general academic writing workshops and individual feedback. The essential information on vital topics like citation styles and plagiarism, which are vital in development of valid and ethical works, is acquired in workshops imparted. Combined with personalized feedback, the students can consequently directly apply what they have studied to their own work. This builds the confidence and makes the students more professional and polished in their writing.

I also came to know how to enhance the flow and coherence of my writing with the help of the detailed feedback. My supervisor pointed out some of the areas where I could have some weaknesses of paragraph transitions or where the sequence of ideas can be enhanced. Using these tips and training regularly enabled me to make my essays more organized, readable, and convincing (S2)

The comment shows the use of focused feedback to make the work of the student more structured and better. The feedback indicated the problems with the transition between the paragraphs and logical progression of the thoughts hence, guiding the student to make his or her essays coherent and easier to read. These improvements helped them to write concisely and to be more convincing, the process by which the long-term effects of supportive criticism on improving communication skills can be improved by practice. The quote offers helpful information on how to become a better writer.

I have noted that when students actively use feedback provided to them by one draft to the other, they improve in their writing significantly. This continuous cycle is the one that enables them to internalize the recommendations and acquire more powerful skills as time goes by. There is no indication that this growth is especially well-sustained by repeated one-on-one meetings, coupled with detailed written feedback, as suggested by (T2)

This comment indicates the powerful influence of students who actively engaged in using feedback in revising their writing. As long as students take their time and apply suggestions suggested in one draft to another, the quality of their writing is likely to improve significantly. It combines a combination of regular personal meetings and written feedback through which tailored as well as straightforward and definite advice is offered which is why this approach is especially the best at enhancing more developed and refined writing of students.

Positive criticism promotes critical thinking and analysis as said

My critical thinking skills were formed through the class discussions and through the assignments during which I had to answer the questions by analyzing the opinions of multiple people instead of memorizing the facts. As an illustration, in the case of a critique assignment research articles, I got to know how to doubt the assumptions behind it, analyze methodology and the strength of evidence provided therein (S1)

This comment shows how coming close to different views and critically analyzing the material rather than memorizing the facts helped in the development of critical thinking within the student. Such activities as reviewing research papers were useful to make them scan more in-depth in the approach to the study, assess the validity of the employed methods, and question assumptions. This process created self-directed thinking and a more critical approach to education which are essential in education and career.

I find myself embracing Socratic questioning when holding meetings so as to attract the students to think deeper and critically about their work. As an illustration, I may ask, what are the assumptions under this

argument? or How would you answer should someone say this challenged your position? These are not the questions meant to give the answer but rather lead the students into delving deeper on their ideas (T1)

This declaration is one of the typical initial issues with research determining a distinct and proper methodology. Feedback is described by the students as fundamental to realizing the necessity of matching their research questions and method of choice. In tandem with their supervisor, they discovered that they should choose between qualitative and quantitative methods based on the purposes of their research. *Certain advice on sampling techniques and data collection tools was also of great help in the reinforcement of my research design. My supervisor pointed out the shortcomings in my initial plan, such as possible biases and practical issues, which I did not pay a lot of attention to (S2)*

This statement maximizes the value of quality, early research feedback on the research design, particularly in sampling procedures and data collection tools. Such critical feedback by the supervisor provided the student with value including identification of possible weaknesses in their original plan including bias or practicality. The start of collecting data was helpful in improving the reliability and practicability of the study. This kind of pre-emptive feedback is critical in ensuring a stable platform to carry out the research. Supervisors are concerned with similar approaches to research aims.

I believe that a well-designed research design is a key ingredient of the success of any study, and, therefore, I focus on the students to pay proper attention to the organization of their methodology in direct correlation to their research questions. I tend to be more specific on clarifying variables, choosing an appropriate method that is suited to the purpose of the study and foresight of possible limitations as well.” (T1)

This observation underscores the importance of a well-thought research design being the success in any study. The presenter also insists on commanding students in such a way that, their methodology is as close to their research inquiry. Ethics play a very important role in any research project and should be discussed at the initial stage. I read research proposals with care to ascertain that the students have put into consideration some of the important ethical considerations such as informed consent, confidentiality, and data protection. Discussing such considerations will also help students have a better insight into their ethical duties as researchers do (T2)

This quote highlights the basic role of ethics in research. It strengthens the idea that such ethical concerns as informed consent, confidentiality, and data security should be taken into account immediately, and not as an after-effect. Comparison of research proposals with such concerns makes sure that students are conducting their research in a responsible and professional and institutional way. This confidentiality ensures the subjects remain safe and the study is ethical. *The first thing that struck me about the process of data analysis at its start was the feeling of being overwhelmed by the process and in particular the use of specific computer programs. The comments that I got proved to be very helpful in the dissection of the process into manageable bits. As an example, I was directed to clean the data, which seemed to be necessary, first, prior to conducting particular statistical tests, thus making the analysis more orderly and less frightening to me (S1)*

This remark shows that it is necessary to go beyond mere reporting of data to the interpretation of what the data actually mean. The student also found it especially interesting when the supervisor taught them how to connect their findings back to the original research questions and relevant theoretical foundations. This piece of advice made their work richer in analysis, and they could derive meaningful conclusions and determine whether their findings were relevant in a broader scholastic context. The supervisors observe that students apply the appropriate analytical techniques. *It takes continuous practice and learning to develop good data analysis skills. To facilitate this, I give step-by-step feedback of analysis plans and products the students come up with. This is the guidance by which they adhere to proper procedures, have*

methodological rigor, and which recognizes the rationale which underlies each analytical decision (T1)

This statement implies that mastering the art of data analysis is a gradual process that involves training and continuous educating. To support such development, the lecturer gives clear step-by-step remarks regarding analysis plans of students and their outputs. Through this process students are able to learn about every step in the process, correct any mistakes at the initial level and grow methodological sophistication. This improves their technical skills and ability to produce valid and reliable results in the long run through a process of guidance.

The feedback provided by my supervisor allowed me to realize that building a solid argument is not about merely uttering opinions; it is about building an argument evidence-based logical chain of reasoning. As an example, they helped me to understand how to relate each claim according to specific data, examples, or relevant literature. This style placed much weight on the need to justify and coherence of academic writing (S1). The supervisor helped the student to encounter the way to connect each argument to the data or literature related to each argument and to make it stronger to be considered a better argument and more academically credible. The lesson is essential to the development of critical thinking and argumentation writing skills.

One of the lessons that I acquired was that it is important to have all the points leading back to the research question. In the past, I usually made digressions without intending and this undermined the integrity of my writing. Use of feedback enabled me to become more systematic and every argument or piece of evidence was directly related to my research goals (S2)

This is whereby the person will observe some of the students to be overly dependent on copying the format or method used in previous theses. This could inhibit original thought. To grow, they recommend that the individual should change, and redesign his or her study design in order to

My point is that one should have a clear and definite thesis, which is followed by logically intertwined arguments. The main feedback that I give is related to the evolution of the argument, making sure that every point is related to the point defending the central claim. I equally evaluate the fact that students have enough evidence and arguments to support their claims or not (T1)

These lines imply that in supervision, the speaker poses questions such as "Why does this matter?" or "What's your take on it?" to challenge one to think harder. These questions challenge the student or researcher to articulate better and with more confidence their argument and their own interpretation.

Theme 5: Challenges in Applying Feedback

Implementing feedback is challenging because of ambiguous comments or failure to provide direct guidance. Emotional reactions such as defensiveness can impede acceptance of criticism. Time pressure and workload can also restrict implementing adjustments. Further, conflicting information from numerous sources can cause confusion. Ambiguity or vague remarks are remarks that are not specific and clear and thus not easy to understand or to act upon. They tend to allow for a variety of interpretations and therefore create confusion or miscommunication. This observation determines that it is common to be annoyed with inaccurate feedback. When other comments like, make this section bigger, or needs more clarity are not specific, then students will be left wondering what exactly needs to be changed and how to make it right. There is no way to implement any notable changes without any proper advice or examples. This shows the worth of precise, practical feedback that shows what is lacking and what needs to be done to strengthen the work.

The imprecise remarks were confusing, and the problem was hard to identify in my argument, supporting evidence, style of writing, or some other aspect of work. There was no sense of direction and I was periodically confused with regard to how to continue with the revisions. The process would have been simplified with clear detailed feedback and thus able to respond to the issue effectively and confidently (S2)

This adage emphasizes the confusing nature of panel conclusions of ambiguity. This makes the students unable to tell whether they should rewrite their argument, present evidence, change the tone of writing, until some definite explanation will be provided. This means that they remain in the dark and may be required to seek clarification once more delaying the process of revision. This indicates the need to have specific, clear feedback that will clearly articulate the problem and show the student how the problem needs to be fixed.

Other people admit that sometimes the feedback is too vague due to time. At times due to time or the belief that some students already know about some issues, my remarks might be too short or too broad. I understand that this may leave students at a loss of what to do, or what exactly has to be improved. To combat this, I am trying to strike the right balance between giving detailed and practical feedback as well as being efficient in running my responsibilities (T1)

Another communication dilemma that is mentioned in this comment is in the feedback process. The person explains that although they did receive written feedback, they never actually got a time to sit down and talk to the person who was giving the feedback additional matters.

With no follow-up in time, there have been instances when I got stuck in revision since I did not know whether I got the feedback right. This uncertainty caused the process to be slowed, since I needed to stop and re-check points or wait to be clarified. The postponement was more irritating and inefficient in revising, decreasing the impetus of my work (S2)

This is where the failure to have a timely follow-up on the feedback put a setback on the revision process. The person was not sure whether they were reading between the lines on the feedback and this led him/her to procrastinate and make the revision process slower and more irritating. Workload is so heavy that it is not easy to give each student personal follow up time.

The time-related factor would make follow-up conversation less possible because of the time constraints that are usually present during the situations when I will be overseeing multiple students at the same time. Consequently, there are times when I am giving written feedback and I am not able to offer a chance of further discussion and clarification at the moment. This may leave the students confused on how to make use of the suggestions or to get the full picture of the feedback (T1)

This remark explains why, because of time limitations especially when handling a number of students, it may not be easy to arrange follow-up discussion sessions once the feedback has been given.

I understand that less follow up would decelerate the development of students and introduce uncertainty in their work. In this regard, I am considering other methods to make it more accessible and helpful. They will consist of group discussions and peer feedback and online question and answer forums where students will be able to ask questions and clarify whatever they do not understand (T2)

This shows that the person has the knowledge of how lack of follow-up hampers development of students. They are actively seeking alternative means of improving communication and support as remedies, including in-group discussions, peer commentaries or using online question and answer discussions.

Written feedback can be difficult to interpret in isolation.

I discovered that the format of feedback greatly affects how effectively I can act on it. Detailed written feedback allows me to carefully read through comments, reflect on them, and methodically implement changes. This is particularly helpful for complex projects where understanding each suggestion fully is crucial (S1)

This quote points out the way that the provision of feedback can affect its use. The individual describes how detailed written comments are particularly useful because they allow them to take their time reading through the comments carefully and keep records of the suggested amendments. At times, written feedback felt particularly motivating and engaging because it was conversational and encouraging in tone. It provided insights and suggestions in a way that felt personal and supportive, which boosted my confidence. However, I also worried that if I didn't take careful notes, I might forget some of the important points or nuances in the comments (S2)

This observation will be on the pros and cons of oral feedback. The person also thinks that the oral feedback is more interactive and motivating since it is simply like a normal conversation and, therefore, easy to connect and understand what is being discussed. They however feel worried that they might miss critical information or omit important recommendations unless they write them down as the conversation goes on. This brings out the tradeoff between the immediacy of verbal feedback and the necessity of having a dependable document to refer to in the later days. This observation shows that the best method of delivering feedback is relative to the situation.

Verbal feedback in meetings can be clarified at the moment and have a one-on-one discussion with the teacher, and it is simpler to comprehend the instructions the teacher is providing to students. It offers a dynamic interactive platform where one can ask and answer questions instantly. This instant communication will eliminate any possible misinterpretations and make the students better understand the information and the reasons why this information is provided to them (T2)

This reflects the benefits of feedback to be done in word during meetings. It means that verbal feedback promotes the quick solution of any doubts and makes the discussion more personalized and two-way. This interactive approach will improve comprehension because both parties can ask questions and clarify in the moment therefore, the feedback will be more helpful and more actionable. Lack of seeking clarification may be caused by the fear of being perceived as incompetent by students.

At some moments, I was afraid to ask questions or clarify anything about feedback since I perceived my supervisor as a person of authority whose opinions cannot be questioned. Such an attitude prevented the possibility of having open and frank discussions about my work. Consequently, I did not always find it easy to properly understand the feedback or effectively address certain issues of concern (S1)

This is the feeling of how power disparity may cause one to become vulnerable when the feedback is directed to them particularly when the feedback is very critical. The person is also preoccupied with the best way to respond suitably without being verbal to the point of not being disrespectful, which prevents one from expressing oneself and asking questions. The supervisors may assume that students want to ask questions.

I also understand that the supervisor-student relationship may cause an imbalance of power and this can influence the comfort with which students may respond to feedback. To overcome this, I take a deliberate initiative to create a supportive and friendly environment. I will invite the students to express doubts, questions, and ideas openly without fear to be judged the wrong way (T1).

This statement indicates the sensitivity of the person to the power imbalance that is likely to occur between the supervisors and the students. It is also an expression of their effort to develop an open and supportive atmosphere, in which the students are not afraid of expressing their questions, queries, and ideas. This is supposed to encourage the real communication and make the feedback process collaborative and productive.

In some cases, students do not dare raise their voices since they are afraid of punishment or criticism by the supervisor. This fear may restrict the free conversation and decrease the efficiency of feedback. The establishment of trust takes time and positive interactions on a regular basis and supportive attitude (T2). The statement "My advice varies depending on how the work goes along, but that can be confusing to students" accepts that the advice changes as a project develops to keep pace with it. It also accepts that those fluid recommendations may confuse students as to what they need to focus on. This makes it uncertain and frustrating for them to adapt to changing expectations.

I am aware that changing feedback can sometimes confuse or mislead students, making it difficult for them to decide how to proceed. To prevent this, I make a conscious effort to clarify any changes during supervision meetings. I will explain the reasons behind updating guidance and how it relates to the evolving needs of the project (T2). This sentence indicates that the speaker realizes that inconsistent feedback may confuse students and therefore they take pains to clarify any changes or adjustments in their feedback in meetings so that there is no confusion.

DISCUSSION

The finding of this research supports the opinion that the feedback provided by the supervisors is core in the development of research skills among postgraduate students especially when the feedback is timely and specific. The respondents always noted that timely feedback made their research process stay on track and remain clear. This is congruent with Aguilera-Fuentes, Y., & Ortiz-Navarrete, M. (2025), which postulates that successful written feedback is both an academic and a socialization process into academic communities. Similarly, Tuck (2025) points to the fact that feedback that is delayed or too vague is less useful and that in the context of formative assessment, timely guidance is a necessity in learning. These studies favor the role of supervisor responsiveness and structured delivery of feedback, which ensures that positive feedback can help to avoid frustration and misunderstanding, and waits are another undermining factor of academic and emotional development (Evans, 2023b). Recent studies indicate that students who have involved and constant feedback can cope with research challenges, improve their data interpretation, and develop well-supported arguments contributing positively to their respective fields of study (Carless & Winstone, 2023). Additionally, the practice of working with feedback promotes self-directed learning, enabling students to review their progress, determine where they have knowledge gaps, and take active measures to fill these. Autonomy plays a significant role in their future academic and professional growth. Nonetheless, the success of feedback in developing skills is highly dependent on how clear and explicit it is, coupled with the degree to which the students are aware and implement it. Vague, overly critical, or feedback that is poor in terms of actionable guidance has the potential to confuse and detract from students' academic development (Ajjawi & Boud, 2023).

The other important discovery was the input of feedback as a way of promoting independence and critical thinking. With the change in perspectives by the supervisors towards directive comments to open-ended questions, the participants reported that they started to own more of what they were doing, and they felt that they were abler to think critically about their research. This can be seen as the truths of sustainable feedback as theorized that posit that feedback should strive to prepare students with the tools that they can independently assess and make improvements to their own work. On the same note, determined that supervisors that are proactive in confronting students to explain their methodological and theoretical

choices help in making self-regulating scholars. The promotion of independence, which is one of the most important characteristics of advanced research competence, occurs through the promotion of critical thinking instead of adhering to prescriptive corrections (Boud & Molloy, 2023). Gradual development in the nature of the feedback was another aspect that was noted in the study as students continued their education. During the first phases of development, feedback would be centered on the superficial aspects like grammar, structure, and clarity. But, with the promotion of the students, the supervisors started supervising more advanced matters, such as theoretical framing, methodological coherence, and originality. Such a pattern of development is consistent with the model of research supervision, offered by Lee (2018), that implies the shift in the relations between the instructor and the colleagues. Tuck (2024) further observed that good supervision is flexible according to the stage of the student where feedback becomes more dialogue and stratified as the candidate advances in age. These results suggest that research supervision is an active process that requires the adaptation to the current needs of the student and is dynamic and evolving in nature is similar to (Ajjawi & Boud, 2023a).

CONCLUSIONS AND RECOMMENDATIONS

This study examined the role of supervisor feedback in developing the research skills of postgraduate students. Findings reveal that feedback significantly influences students' academic growth, independent thinking, and emotional well-being during research. When delivered in a timely, clear, and constructive manner, feedback helps students clarify expectations, refine their ideas, and sustain motivation and engagement. It also fosters critical thinking and self-direction, enabling students to transition from guided learners to confident researchers. The study further highlights the affective dimension of feedback. Positive and respectful feedback builds students' confidence, strengthens the supervisor-student relationship, and encourages open academic dialogue. Conversely, vague, delayed, or harsh feedback can be demoralizing and may lead to confusion and anxiety. Thus, the emotional tone of feedback is critical in shaping how students receive and act upon academic guidance. Based on these findings, two key recommendations are proposed. First, supervisors should prioritize prompt, specific, and actionable feedback to enable students to make timely revisions and maintain engagement. Second, supervisors should cultivate a supportive feedback environment by combining constructive critique with recognition of effort, ensuring students feel valued and capable even when addressing weaknesses. Secondly, the supervisors should make sure that they create a supportive environment through offering feedback in a positive and supportive manner. Even during correction of mistakes, praise words will make the students feel valued and able.

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