

## **Role of Teacher's Feedback in Master's Level Thesis Writing**

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### **ABSTRACT**

*This study explores the pivotal role of teacher's feedback and guidance in facilitating the accomplishment of thesis writing, identifying and analyzing common benefits or challenges faced by masters level students incorporating teacher feedback into their thesis writing process. This study is employed based on qualitative research principles, using a narrative inquiry approach. For this, I collected the data taking unstructured interview with the three purposively selected students, involved in Masters level thesis writing from Tribhuvan University (TU) affiliated universities. The collected information was thematically analyzed and interpreted using inductive approach of data analysis. The findings of the study reveal that the teacher feedback on the completion of the master's thesis assumes many-sided traits. First, it greatly enhances the students' academic writing skills by providing them with definite and workable guidelines on improving their writing skills. These include feedback on structure, coherence, argumentation, and proper use of academic language—all prime necessities for writing a good quality thesis. Second, teacher feedback enables knowledge acquisition through social interaction. This is usually followed by feedback discussion between the teacher and the learner, whereby learners can clarify their understanding of difficult concepts or get guidelines pertaining to the research methodology or even fine-tune ideas. Such interaction not only helps in the acquisition of knowledge but also in developing critical thinking skills. Thirdly, the research showed that teacher feedback begets self-invention—a process wherein learners began to believe more in themselves, and their sense of academic identity became stronger.*

*This is significant in the context of writing a thesis, where independent research by students is expected, and they are supposed to add original ideas in the subject area.*

*This research finally concludes that the relationship between the teacher and the student during the thesis writing process is, in itself, one of transformation. It is not only the quality of the thesis that is affected by this bond, but it has a telling effect on the overall academic and personal growth of the student. Teachers give constructive feedback, thus influencing the way a student approaches learning, research, and writing. Indeed, the findings of this study point to the importance of the nature of the communicative relationship between the teacher and student, and it is suggested that institutions be aware of the necessity of having a context that fosters positive, supportive relationships between students and their supervisors.*

**Keywords:** *Coherence, knowledge acquisition, self-invention, transformation, academic growth*

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## INTRODUCTION

The Master of Education (M. Ed) thesis holds a significant position in the field of education, serving as a culmination of research and intellectual exploration. It requires meticulous attention to detail, including proper citation and referencing of sources. It is one of the momentous procedures in the journey of academic career for the university students. Thesis writing at the master's level is a critical component of graduate education that demands a high level of scholarly rigor, analytical thinking, and research proficiency (Alostath, 2021). Master's students embarking on the journey of thesis writing are tasked with producing an original piece of academic work that contributes to their field of study. The process of crafting a master's thesis is not merely about demonstrating knowledge acquisition but also entails the development of advanced research skills, critical analysis, and effective communication. In this context, the role of teacher feedback in shaping and guiding the thesis writing process becomes indispensable.

At the master's level, students are expected to delve deep into their chosen research area, investigate existing literature, formulate research questions, design methodologies, collect and analyze data, and disseminate their findings through a well-structured and coherent thesis document. This process is intricate and demanding, requiring a high level of commitment, self-discipline, and intellectual acumen (Roberts, 2010). Given the complexity of the task, students often rely on the expertise and guidance of their teachers or thesis advisors to navigate

the intricacies of thesis writing successfully.

Teacher feedback serves as a critical tool in the hands of master's students who are considered to be novice researchers in the field of academic writing. Providing them with valuable insights, direction, and support throughout the thesis writing journey is a part of teacher's responsibilities in order to enhance their writing skills. The feedback offered by teachers plays a multidimensional role in the thesis writing process, encompassing aspects such as research design, data interpretation, argument development, writing style, and academic conventions. According to Guenette (2007), by engaging with and responding to teacher feedback, students can refine their ideas, strengthen their arguments, address methodological concerns, and enhance the overall quality of their thesis work.

In the context of master's level thesis writing, the importance of teacher feedback cannot be overstated. Teachers bring a wealth of experience, subject expertise, and academic proficiency to the table, enabling them to offer informed and constructive feedback that catalyzes student learning and growth. Through personalized guidance, constructive criticism, and expert advice, teachers empower master's students to overcome challenges, surmount obstacles, and realize their full potential as emerging scholars.

Moreover, teacher's feedback serves as a catalyst for ongoing dialogue and engagement between students and teachers, fostering a dynamic and collaborative learning environment. Students who actively seek and incorporate teacher's feedback into their thesis writing process demonstrate a willingness to learn, adapt, and improve their skills continuously (Hyland & Hyland, 2006). This feedback loop not only enhances the quality of the thesis output but also cultivates a culture of academic excellence, professional development, and intellectual inquiry among master's students.

In essence, teacher's feedback acts as a compass that guides master's students through the labyrinth of thesis writing, helping them navigate complex academic terrain, refine their research endeavors, and produce scholarly work of high caliber. By embracing and internalizing the feedback provided by teachers, master's students can refine their critical thinking abilities, hone their research skills, and elevate their academic performance to new heights.

Despite the fact that teacher's feedback plays a significant role to enhance students' holistic development along with completing thesis writing, the novice researchers i.e. Masters level of students have to go through various challenges in incorporating feedback in course of Master's level thesis writing. Usually, feedback given by the academically expert teachers can be vague to the novice researchers that can lead towards the misinterpretation. Similarly,

time constraint from both teachers and students can be another challenging factor to the students as they both often juggle multiple responsibilities, including coursework, research, job commitments, and personal obligations (Maher et al., 2004). Moreover, teacher's critical feedback can be daunting for some students, as it may challenge their assumptions, writing style, or research approach. Students may feel defensive or resistant to feedback, especially if it highlights weaknesses or areas requiring substantial revision rather than emphasizing to motivate them. Hence, there is need to have a thorough research to study the concrete situation of the students who have been involving in thesis writing procedure.

In the subsequent sections of this article, I will explore deeper into the specific ways in which teacher feedback influences master's level thesis writing, examine common challenges faced by students in incorporating feedback, and explore strategies for optimizing the feedback loop to enhance thesis quality and student learning outcomes. Ultimately, the symbiotic relationship between students and teachers in the context of thesis writing underscores the transformative power of constructive feedback in shaping the next generation of scholarly minds.

Master's level thesis writing represents a significant academic endeavor that showcases students' ability to conduct independent research, analyze scholarly literature, and communicate their findings effectively. In this context, the role of teacher feedback in guiding and shaping the thesis writing process is widely recognized as crucial for enhancing student learning outcomes and ensuring the successful completion of a high-quality thesis. In this regard, the subsequent sections expose the reviewed literature that the researcher went through, in course of this study.

### **Significance of Teacher Feedback**

Teacher feedback plays a crucial role in the process of writing a thesis, providing students with valuable insights, expert guidance, and constructive criticism to improve their research efforts and academic output. According to Hattie and Timperley (2007), feedback is a highly influential factor in learning and student achievement. Effective feedback not only identifies areas for improvement but also motivates students, clarifies expectations, and cultivates a growth mindset that contributes to academic success. Similarly, the significant work of Black and Wiliam (1998) emphasizes the importance of formative assessment and feedback in enhancing student learning outcomes. The authors stress the role of effective feedback in guiding student progress, clarifying expectations, and fostering academic achievement within the classroom environment. Consequently, Nicol and Macfarlane-Dick (2006) propose a model

of formative assessment and feedback that promotes self-regulated learning and academic autonomy among students. The authors advocate for feedback practices that empower students to monitor their progress, set goals, and engage in reflective practices to enhance their learning and performance. In line with this concept, Gibbs and Simpson (2005) explore the conditions that optimize the effectiveness of assessment and feedback in supporting student learning. The authors emphasize the significance of clear learning objectives, constructive feedback, and opportunities for self-assessment in fostering student engagement, motivation, and academic growth within higher education contexts. Additionally, Feedback is an interactive and evolving process where learners utilize evidence to build understanding of their practice and/or self, serving as a catalyst for change (Ossenberg 2021). Both learners and teachers play active roles in this process, acknowledging the significance of sociocultural contexts and interactions in shaping feedback and making learning the central focus. Fostering dialogue, mutual comprehension, and collaborative feedback creation between learners and teachers boosts feedback literacy. Establishing sustainable feedback mechanisms involving both parties can lead to enhanced learning results and improved self-regulation.

The literature emphasizes the importance of teacher feedback in master's level thesis writing, emphasizing its impact on student learning, academic development, and thesis quality. Through the implementation of feedback strategies based on formative assessment, self-regulated learning, and constructive guidance, educators can successfully assist master's students in navigating the challenges of thesis writing and attaining academic success. .

### **Challenges in Feedback Integration**

Master's students often face difficulties when it comes to incorporating teacher feedback into their thesis writing process, despite the acknowledged benefits of such feedback. These challenges include finding a balance between revising their work and meeting other demands, managing emotional responses to feedback, and effectively implementing the suggested revisions. In a study conducted by Carless and Boud (2018), the concept of student feedback literacy is explored, shedding light on the challenges students encounter in utilizing feedback for learning and improvement. The research emphasizes that students may struggle with understanding and applying feedback, which in turn hinders their ability to effectively integrate it into their work. Similarly, educators also face challenges in providing feedback to students, especially in multilingual educational settings, as the effectiveness of feedback relies on the clarity and specificity of the information provided (Hattie & Gan, 2011). In addition to this fact, students face various challenges that hinder their ability to effectively utilize feedback for

improvement. These challenges include time constraints, conflicting feedback from multiple sources, and a limited understanding of feedback expectations. When feedback is vague, ambiguous, or overly critical, it can negatively impact students' self-confidence and learning outcomes. Ineffective feedback practices can lead to confusion, frustration, and disengagement among students, which can impede their academic progress and development (Hounsell et al., 2008). The challenges faced by master's students in integrating feedback in thesis writing are complex and present significant obstacles to the effective utilization of feedback for learning and improvement. However, by acknowledging these challenges and implementing strategies to enhance feedback literacy, promote dialogue, and support self-regulated learning, teachers can assist students in navigating the complexities of feedback integration and maximizing the benefits of feedback in improving academic achievement and thesis quality.

## **DATA AND METHODS**

This study is employed based on qualitative research principles, using a narrative inquiry approach to examine the impact of teacher's feedback on master's level thesis writing. Narrative inquiry is ideal for delving into intricate human experiences and interactions by emphasizing the creation and interpretation of narratives to clarify meaning and comprehension in particular settings (Bell, 2003). In the same vein, the participants in this study were purposively chosen from a group of students involved in writing their master's level thesis from three different TU affiliated universities. The purposive sampling method enabled the selection of participants who could offer varied and insightful viewpoints on the significance of teacher feedback in the process of thesis writing. Furthermore, the data were gathered by means of unstructured interviews with students using interview guidelines as a research tool, which were conducted in a conversational and open-ended manner to elicit detailed narratives.

The ethical dimensions in a narrative inquiry are the keys towards the protection and respect of participating persons. All participants were informed regarding the study purpose, procedures, and risks, and their consent was sought prior to participating in the study. The confidentiality and anonymity of the participants were ensured by using cryptonyms throughout and securing data. Since the stories were of personal nature, the process was meticulously carried out to ensure that participants did not feel pressurized or coerced in any way so that they could withdraw from the research study at any stage. The unstructured interviews in particular were conducted with much sensitivity, allowing participants to share their stories in an unhurried and non-coercive manner, with no leading questions, thereby maintaining the

genuineness and integrity of their narratives.

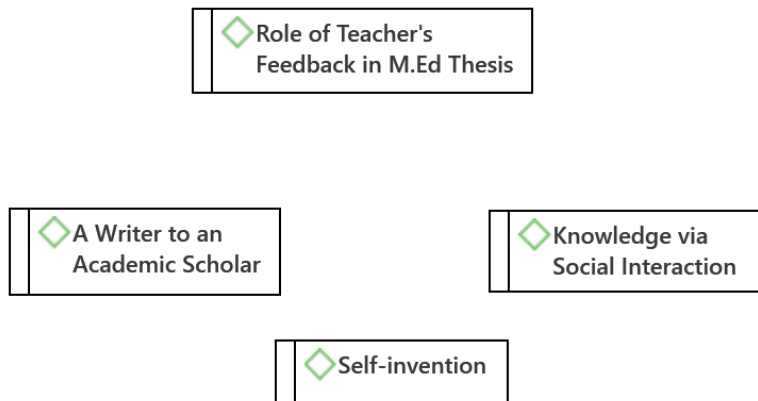
The process of narrative analysis consisted of multiple iterative stages. It commenced with transcribing the interview recordings and identifying recurring themes and patterns in the data. Thematic coding was subsequently utilized to classify and examine the narratives, with a specific focus on key themes pertaining to teacher feedback and its influence on the thesis writing process. The analysis was conducted in an inductive manner, enabling themes to naturally emerge from the data rather than being imposed by preconceived categories or frameworks.

## RESULTS AND DISCUSSION

In this section, I present the results of the participants' narration in a narrative manner and pictorial visualization using the Qualitative Data Analysis Software, ATLAS.ti. Here, I have identified three major themes through data analysis. These themes include: A writer transitioning into an academic scholar, Knowledge acquisition through interaction, and Self-innovation. The subsequent section provides a comprehensive presentation of each of these themes, accompanied by relevant quotations and literature.

### Figure 1

*Overall Classification of Qualitative Themes.*



**A Writer Transitioning into an Academic Scholar.** Transitioning from a writer to an academic scholar requires more than just honing writing skills. It necessitates a fundamental change in mindset, approach, and purpose, along with a dedication to rigorous scholarship



and intellectual exploration. In the realm of writing, creativity and storytelling are key, but in academia, scholars delve deeper into critical analysis, synthesis of information, and the creation of new perspectives. Academic scholars immerse themselves in intricate concepts, theories, and research, aiming to advance their field through innovative research and scholarly works (Leavy, 2014).

This theme is supported by three participants as they stated:

My experience of being a writer to fully immersing myself in the world of scholarly inquiry was a transformative and challenging journey for me as a budding academic scholar. When I first embarked on my academic journey, I approached writing with a sense of creativity and personal expression, drawing from my own experiences, perspectives, and emotions to create captivating narratives and stories. However, as I delved deeper into the realm of academia, I quickly realized that scholarly writing demanded a different approach—one that was grounded in critical analysis, rigorous research, and systematic inquiry.

It was during my initial encounters with academic writing that I sought the invaluable guidance of my supervisor. Filled with enthusiasm and ambition, yet lacking in experience and direction, I turned to my supervisor for advice on navigating the complexities of scholarly inquiry and honing my skills as an academic writer. In response, my supervisor provided me with invaluable insights, suggestions, and resources, laying a solid foundation for my journey towards becoming a proficient academic scholar.

One of the most significant ways in which my supervisor's feedback aided my transition from being a writer to embracing the role of an academic scholar was by fostering the development of critical thinking skills. As a writer, I was accustomed to freely expressing my own ideas and opinions without subjecting them to rigorous scrutiny or evaluation. However, in the realm of academia, critical thinking is of utmost importance, necessitating scholars to question assumptions, evaluate evidence, and construct well-reasoned arguments based on sound logic and empirical research (Participant 1).

Similarly, participant 2 stated that;

In my role as a writer, I have been accustomed to engaging in research to enhance my storytelling and narrative construction, drawing from a variety of sources. However, within the academic realm, research is approached in a more systematic and rigorous manner, necessitating adherence to established methodologies, protocols, and standards



of evidence.

Under the mentorship of my supervisor, I embarked on a scholarly journey, acquiring the skills to formulate research questions, design studies, and meticulously collect and analyze data. Through hands-on training, methodological guidance, and constructive criticism, my supervisor guided me through the intricacies of the research process, from conception to dissemination. By instilling in me a dedication to methodological rigor and scholarly integrity, my supervisor laid the foundation for my growth as a proficient and ethical researcher.

Moreover, my supervisor's feedback was instrumental in honing my academic writing abilities and scholarly communication skills. While I was adept at crafting engaging and accessible prose as a writer, the academic sphere demands a more formal, specialized, and technical approach to writing, emphasizing clarity, precision, and adherence to disciplinary norms.

Through detailed critiques, editing recommendations, and stylistic advice, my supervisor assisted me in transitioning my writing from creative expression to scholarly discourse. By pinpointing areas for enhancement, addressing structural weaknesses, and providing examples of exemplary writing, my supervisor empowered me to effectively and persuasively communicate my ideas within the academic community.

Moreover, Participant 3 stated:

My supervisor's guidance and encouragement to engage with scholarly literature, accurately cite sources, and adhere to citation styles and formatting guidelines have instilled in me a deep respect for academic conventions and a strong commitment to intellectual honesty and integrity.

Furthermore, my supervisor's feedback has not only improved my writing skills but also played a pivotal role in shaping my professional growth and scholarly identity. As a writer, I used to work in isolation, with limited exposure to the wider academic community and the norms of scholarly discourse. However, through my interactions with my supervisor, I have gained access to the world of academia, which encompasses a diverse range of conferences, seminars, workshops, and publications.

By urging me to actively participate in academic events, engage with scholars in my field, and contribute to scholarly conversations, my supervisor has helped me foster

a sense of belonging and connection within the academic community. Additionally, their mentorship, guidance, and unwavering support throughout my academic journey have served as a constant source of inspiration, shaping my pursuit of excellence and professionalism in all aspects of my scholarly endeavors.

Ultimately, the feedback provided by my supervisor has been instrumental in my transition from being solely a writer to embracing the role of an academic scholar. Through their guidance, support, and mentorship, I have developed critical thinking skills, research acumen, writing proficiency, and a professional demeanor that are essential for success in academia. As I continue on my scholarly path, I am deeply grateful for the invaluable lessons I have learned from my supervisor and the lasting impact their feedback has had on my development as a scholar.

The findings on the theme “A Writer Transitioning into an Academic Scholar” reveal the multifaceted and transformative nature of this journey. Transitioning from a writer to an academic scholar involves not just enhancing writing skills but fundamentally changing one’s mindset, approach, and purpose. Overall, the transition from being a writer to becoming an academic scholar is heavily reliant on mentorship and rigorous intellectual engagement. Through this journey, participants developed essential scholarly skills and embraced their new roles within the academic community, significantly shaping their professional and scholarly identities.

**Knowledge Via Social Interaction.** Thesis writing at the master’s level involves the acquisition of knowledge through social interactions, albeit within a different framework compared to doctoral or advanced research levels. Regular meetings and discussions with supervisors allow students to exchange ideas, receive feedback, and enhance their research approach. This collaborative process not only helps students to improve their research skills but also exposes them to diverse perspectives and methodologies. Similarly, participating in thesis writing workshops as peer and group work offers students the chance to interact, share ideas, and provide feedback on each other’s work (Preston et al., 2014). Therefore, by engaging with supervisors, peers, and academic communities, students take part in a collective learning process, sharing ideas, and refining their research skills, ultimately enhancing their scholarly experience and contributing to their development as researchers and professionals within their social circles.

In this regard, Participant 1 said:

Throughout the process of writing my thesis, my supervisor and I regularly met to

discuss my progress, address challenges, and explore new avenues of inquiry. These meetings provided invaluable opportunities for social interaction, allowing me to receive feedback, seek guidance, and engage in scholarly discourse with my supervisor and peers.

During these meetings, my supervisor encouraged me to articulate my research ideas, present my findings, and defend my arguments, fostering a culture of intellectual exchange and debate. Through thought-provoking questions, constructive criticism, and insightful feedback, my supervisor challenged me to think critically, communicate effectively, and refine my scholarly contributions. Additionally, by sharing their own expertise, experiences, and perspectives, my supervisor enhanced my understanding of the research process and provided valuable insights that influenced the direction of my thesis.

Similarly, Participant 2 stated that:

Working under the guidance of my supervisor, I was able to enhance my knowledge through social interaction and collaboration with my peers and colleagues. Throughout my research journey, I had the privilege of collaborating with fellow students, researchers, and scholars who shared similar interests and expertise. Whether it was through formal collaborations on research projects or informal discussions at seminars and workshops, these interactions provided invaluable opportunities for learning, networking, and exchanging intellectual ideas.

Moreover, Participant 3 said:

During my research journey, I had the privilege to participate in various conferences, workshops, and seminars. These events provided me with the opportunity to engage with scholars, practitioners, and stakeholders from diverse fields and disciplines. These interactions were incredibly valuable as they allowed for interdisciplinary exchange, collaboration, and knowledge sharing. I was able to gain insights from different perspectives and apply them to my own research.

Additionally, by engaging with broader communities of practice and interest, I was able to disseminate my research findings and receive feedback. This involvement also allowed me to contribute to ongoing discussions within my field. Whether it was through conference presentations, poster sessions, or panel discussions, these opportunities enabled me to connect with peers and colleagues, showcase my work, and receive valuable input that influenced my research process.

The findings of the study on “Knowledge Via Social Interaction” during thesis writing at

the master's level highlight the significant role of social interactions in the acquisition and enhancement of knowledge. These interactions, facilitated by supervisors, peers, and academic communities, provide critical feedback, diverse perspectives, and collaborative learning opportunities, ultimately contributing to the students' growth as researchers and professionals.

**Self-invention.** Thesis writing at the master's level can truly be a process of self-discovery. By exploring a chosen research topic, students have the chance to deeply delve into areas of personal interest and passion, molding their scholarly identity and intellectual path. As students engage with existing literature, formulate research questions, and conduct original research, they cultivate critical thinking skills, research methodologies, and scholarly insights that contribute to their personal growth and self-exploration. Additionally, thesis writing encourages creative expression and intellectual exploration, enabling students to express their own unique perspective, voice, and style (Sword, 2011). Through crafting their thesis, students not only contribute to existing scholarship but also establish themselves as scholars and individuals within the academic community, shaping their future academic and professional pursuits.

In course of sharing an experience of being involved in academic writing, Participant 1 said:

Under the mentorship and guidance of my supervisor, thesis writing transcended its traditional academic nature and transformed into a profound journey of self-discovery and personal growth. Through collaborative discussions, constructive feedback, and unwavering support, my supervisor played a pivotal role in empowering me to uncover my authentic voice, leverage my strengths, and pursue my passions. This invaluable mentorship allowed me to forge my own path as both a scholar and an individual.

Right from the beginning, my supervisor instilled in me the belief that thesis writing was an opportunity for profound self-exploration and intellectual adventure. Instead of imposing their own ideas or limitations, my supervisor adopted a student-centered approach, empowering me to take charge of my research journey and explore topics that truly resonated with my interests and aspirations. This sense of agency and autonomy was truly liberating, enabling me to venture into uncharted territories, challenge conventional wisdom, and carve out a unique niche within the academic realm. Furthermore, my supervisor's guidance facilitated self-invention during the thesis writing process was by nurturing my intellectual curiosity and scholarly fervor. As I delved deeper into my research, my supervisor encouraged me to pursue questions that ignited my curiosity,

fueled my passion, and propelled my intellectual pursuits. Rather than confining myself to predefined research agendas or disciplinary boundaries, my supervisor urged me to think outside the box, take calculated risks, and push the boundaries of knowledge in pursuit of groundbreaking insights.

Similarly, Participant 2 narrated as:

My supervisor played a crucial role in guiding me through the research process. Through collaborative discussions and brainstorming sessions, we were able to identify research gaps, formulate research questions, and develop innovative approaches to address complex problems. This collaborative environment fostered a culture of intellectual curiosity and exploration, allowing me to embrace uncertainty and navigate ambiguity. The research process can be messy, but my supervisor encouraged me to embrace this messiness and approach it with wonder and awe. This spirit of inquiry and experimentation not only enriched my thesis but also inspired me to approach scholarship with a sense of joy and excitement.

Under my supervisor's guidance, thesis writing became a platform for self-expression and creative exploration. As I grappled with complex concepts and challenges, my supervisor urged me to infuse my research with my own unique perspective, voice, and style. Rather than conforming to rigid academic conventions, I was encouraged to think outside the box, challenge the status quo, and dare to be different.

Through constructive feedback and encouragement, my supervisor helped me find my own voice and express myself authentically in my writing. Whether through vivid imagery, evocative language, or personal anecdotes, I was encouraged to infuse my writing with personality, passion, and creativity. This emphasis on self-expression not only improved the quality and impact of my thesis but also empowered me to embrace my identity as a scholar and writer without hesitation.

Moreover, Participant 3 also supported this theme as he stated:

Working under the guidance of my supervisor during thesis writing allowed me to develop a strong sense of self, filled with confidence, resilience, and self-efficacy. Despite facing challenges and setbacks, my supervisor consistently offered support, encouragement, and reassurance, motivating me to push through difficulties with determination and perseverance. Their unwavering belief in my capabilities not only boosted my confidence within academia but also influenced various aspects of my

personal life.

Additionally, my supervisor's mentorship played a crucial role in honing the skills, strategies, and resources essential for success both in academia and beyond. Whether it was teaching me time management techniques, research methodologies, or writing strategies, my supervisor equipped me with the necessary tools and knowledge to excel in a competitive environment. By providing continuous guidance and support throughout my academic journey, my supervisor empowered me to navigate the complexities of research, view challenges as opportunities for growth, and confidently pave my own path forward.

In essence, the experience of thesis writing under my supervisor's guidance was transformative, enriching not only my academic understanding but also fostering personal growth and self-discovery. Through collaborative discussions, constructive feedback, and mentorship, my supervisor helped me uncover my intellectual curiosity, express myself authentically, and cultivate the confidence and resilience needed to thrive in academia and beyond. Reflecting on my thesis-writing journey, I am grateful for the invaluable lessons learned from my supervisor and the lasting impact of their mentorship on my growth as a scholar and individual.

The results of the research on self-discovery during master's thesis writing indicate that this procedure acts as a significant voyage of self-exploration and individual development for students. In general, the experience of writing a thesis with the assistance of encouraging supervisors appears to be life-changing for students, promoting both scholarly comprehension and personal development. The participants' experiences rendered evidence of an intense and multi-layered process of personal and professional development where mentorship and collaborative learning are central in the conceptualization of academic identities. The cooperative and empowering guidance played a vital role in aiding students in discovering their intellectual capabilities, expressing themselves genuinely, and nurturing the confidence necessary to excel in their academic and professional endeavors.

## CONCLUSION

The feedback and guidance provided by a supervisor play a crucial role in enhancing students' academic writing skills, promoting knowledge acquisition through social interaction, and fostering self-discovery. Through constructive feedback, mentorship, and collaborative

discussions, supervisors empower students to improve their writing, deepen their understanding of their field, and develop their scholarly identity. Engaging in social interaction with peers, colleagues, and academic communities allows students to broaden their perspectives, cultivate critical thinking abilities, and expand their intellectual horizons. Each of these themes is characterized by mentorship, collaboration, and personal discovery that actually contributed to shaping the scholarly identity of the participants and the growth that they had as researchers and as persons. The participants would, in the process, gain the skills and knowledge needed for successful achievement of the academic goals while gaining personal insight and situating themselves within the academic community. Additionally, working on a thesis under the guidance of a supervisor provides students with a platform for self-expression, creativity, and personal growth, enabling them to explore their interests, passions, and strengths as scholars and individuals. Ultimately, the relationship between students and supervisors is transformative, influencing not only the quality of the thesis but also the academic and personal growth of the student.

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