

Students' Perspectives on the Writing Supervisory Feedback in Indonesian and Malaysian Academia

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Abstract. The study investigated the crucial role of supervisory feedback in academic supervision from students' perspectives in two distinct English-speaking university contexts: EFL and ESL. The research included the participation of 59 students and relied on a comprehensive methodology, utilizing a combination of questionnaires and semi-structured interviews for data collection. In analyzing the data, the study employed simple statistics to measure frequency and mean, while interview data were subjected to thematic analysis. The study's findings revealed that students in both Indonesian and Malaysian university contexts reported similar experiences concerning supervisory feedback. Specifically, their supervisors were found to provide comprehensive feedback and consistently engage in regular face-to-face meetings. However, the study identified a notable disparity in the preferred types of supervisory feedback between Indonesian and Malaysian students. Indonesian students preferred oral feedback, while Malaysian students leaned towards written feedback. These findings have important implications for academic supervision in Indonesian and Malaysian contexts. By shedding light on the differences in student feedback preferences, the study aims to increase awareness and provoke discussions about how supervisory feedback is administered. This, in turn, could potentially lead to positive changes in how academic supervision is conducted in these contexts. Ultimately, by exploring students' perceptions of supervisory feedback, the study functions as a valuable resource that can inform the refinement of current feedback approaches to better align with the needs of students, thus enhancing the quality of academic supervision and the overall educational experience.

Keywords: Indonesian student, Malaysian student, student perceptions, supervision, supervisory feedback

INTRODUCTION

Writing in English is a significant challenge for final-year postgraduate students, a challenge that often exceeds that of undergraduate students (Swales, 2004). Postgraduate students are required to align their writing skills with scientific knowledge. The research conducted by Hawari et al. (2021) has revealed that writing anxiety, generic structure issues, personal biases, limited vocabulary, grammatical errors, and lack of verb usage are the primary hurdles postgraduate students face in the dissertation writing process. This is a global issue, affecting students from countries where English is a foreign language, such as Indonesia, and from countries where English is a second language, such as Malaysia. The findings underscore the need for more support for EFL/ESL students, who face more significant challenges than those for whom English is a primary language of communication. One of the most significant difficulties identified is the struggle to maintain a balance and consistency in their language use (Zheng et al., 2020).

The supervisory relationship is crucial within the higher education systems of Indonesia and Malaysia. As Asmawi and Jaladin (2018) noted, education policies in Malaysia have evolved to emphasize key goals such as access, quality, equity, unity, and efficiency. In Indonesia,

implementing educational initiatives is integral to the broader national education system (Sugandini et al., 2022). It is closely linked to activities encouraging students to engage more actively in their learning. This also includes providing support and resources throughout the teaching and learning process via multiple institutions. Consequently, it is unsurprising that university faculty members in both countries take this matter seriously, providing constructive feedback on students' writing to ensure high-quality outcomes. It is the backbone of students' academic journeys, providing guidance and support. This relationship, as Baydarova et al. (2021) and (2023) have noted, dramatically influences the quality of the thesis/dissertation. The goal is for supervisors and students to cultivate a productive and dynamic relationship as they fulfill their respective roles. Successful supervision, as evidenced by the benefits of supervisory feedback, is a critical factor in this relationship.

Supervisory feedback, which refers to the guidance and advice provided by a supervisor to a student, is critical in shaping students' academic experience and performance in higher education. Therefore, supervisors are crucial in providing effective feedback on students' writing drafts. Since supervisor feedback is more meaningful in defining the essence of supervision (Azman et al., 2014), students can realize and revise their errors quickly by receiving enough feedback. Moreover, practical and constructive feedback can give students more insight into revising their thesis (Purnomo et al., 2021). Even though the teachers/supervisors tended to disregard it (Ali Al-Hattami, 2019).

In the context of a supervisory relationship, feedback means valuable input, constructive comments, and helpful suggestions provided by the lecturer-supervisor to the student-supervisee. As experienced professionals in their respective fields, supervisors aim to guide and support students as they progress in their academic pursuits by providing thoughtful and relevant feedback (Kumar & Stracke, 2007). Effective supervisory engagement empowers students to actively contribute to the body of knowledge in their field rather than simply receiving information (Triassanti et al., 2023). Furthermore, the extent and manner of their involvement significantly influenced their thesis and English proficiency (Luo, 2023). Supervisors achieve this dynamic by aligning their feedback with the expectations and needs of the students. In fact, in their research by Neupane and Hu (2021), in numerous instances, the feedback from supervisors failed to meet the needs or expectations of the students.

Corrective feedback is a powerful tool for nurturing proficient writers. Instead of just fixing surface-level errors, constructive feedback prompts students to think critically about their writing (Yaseen et al., 2024). When students consider and apply their supervisor's corrective feedback, it encourages them to reflect on their writing choices and consider alternative approaches. This reflective process improves their analytical skills and empowers them to make more informed decisions in future writing endeavors. With ample corrective feedback, students can cultivate their critical thinking abilities and enhance their writing skills. Therefore, meaningful supervisor feedback not only corrects errors but also fosters students' critical thinking and improves their writing proficiency (Saragih et al., 2023; Simard et al., 2015).

Since supervisory feedback is considered the primary source of supervision (Basturkmen et al., 2014; Yu, 2019), it has attracted scholars' attention in both EFL and ESL contexts. Most of them investigated supervisory feedback from supervisors' perspectives, paying attention to beliefs, practices, roles, and types of feedback (Zheng et al., 2020). In their study, Rasool et al. (2022) specifically investigated the impact of virtual feedback provided by supervisors. Recently, Tian and Guo (2023) examined the corrective feedback provided by non-English-speaking supervisors on the initial draft of research articles authored by doctoral students. In a comprehensive analysis conducted by Singh (2023), the research scrutinized and elucidated the most effective and impactful practices of supervisory feedback. The compelling findings underscored the paramount importance of feedback in elevating the quality and refinement of theses, shedding light on its pivotal role in shaping scholarly work.

Understanding students' perspectives on supervisory feedback is crucial to creating a supportive academic environment that encourages learning, growth, and academic success. Differences in how supervisors and students perceive supervisory feedback can lead to misunderstandings, inhibit students' engagement with the feedback, and reduce its educational benefits. When students and supervisors have differing views on the feedback, it can lead to a breakdown in communication, affecting the quality of the learning experience. Furthermore, students may feel discouraged or demotivated if their supervisors' feedback aligns differently with their perceptions or expectations. Therefore, creating and maintaining a supportive academic environment that addresses these differing perspectives ensures that supervisory feedback effectively promotes student learning and growth in academic settings (Bastola, 2022).

The findings of previous studies strongly support the idea that focusing on providing effective written corrective feedback from the student's perspective during supervision is paramount. However, there is still limited research on this issue. This study delved into students' experiences with supervisory feedback in two distinct language settings: EFL and ESL. By exploring the similarities and differences in students' experiences and perceptions of supervisory feedback in these two contexts, this study provides insights into the factors contributing to effective feedback practices and the implications for enhancing students' learning experiences. Supervisors can establish a more equitable and enriching learning environment by recognizing and accommodating the unique needs and perspectives of students from different linguistic backgrounds. This approach ensures that supervisory feedback positively contributes to all students' academic journey, fostering a supportive and inclusive educational experience. Recognizing and valuing the diversity of linguistic backgrounds among students is essential in creating an environment where every student can thrive and succeed academically. The research questions are as follows.

1. How do Indonesian and Malaysian students experience supervisory feedback?
2. Is there a difference in supervisory feedback experiences between Indonesian and Malaysian students?

METHOD

Research context and participants

This study employed a sequential explanatory mixed-methods research design, incorporating both quantitative and qualitative methods (Creswell & Plano Clark, 2018). The objective was to understand how students perceive, interpret, and respond to feedback provided by their supervisors. The research began with collecting quantitative data through surveys, measuring students' understanding and reactions to the feedback. Subsequently, qualitative data were gathered through interviews to explore students' thoughts and behaviors related to the feedback process. This two-phase methodology allowed for correlating initial quantitative findings with qualitative insights, providing a comprehensive view of students' feedback comprehension and response experiences.

Fifty-nine students completed their thesis or dissertation supervision and participated in this study. The research was conducted at selected state universities in Indonesia and Malaysia, chosen for their distinct academic environments and varied perspectives. This selection of institutions provided a broader understanding of the different academic contexts and cultural influences affecting students' experiences in their scholarly pursuits. The participation of these students, who volunteered to provide their insights, contributes to the depth and significance of the study's findings. Participants were contacted through institutional networks, faculty recommendations, and direct communication. Researchers collaborated with academic advisors and supervisors at the selected universities to identify eligible students who had recently undergone the thesis or dissertation supervision process. To ensure voluntary participation, detailed information about the study's objectives, procedures, and confidentiality measures was shared with prospective respondents to promote informed consent and enhance trust in the research process.

Table 1 Distribution of Respondents by their education qualification and gender

| Group of Students | Education qualification | | Gender | |
|-------------------|-------------------------|----------|----------|----------|
| | Master | PhD | Female | Male |
| Indonesia | 25 | 5 | 22 | 8 |
| Malaysia | 3 | 26 | 20 | 9 |
| Total | 28 (47%) | 31 (53%) | 42 (71%) | 17 (25%) |

Technique of collecting data

The researchers employed an online survey as the primary method for data collection, which involved the distribution of questionnaires. The survey comprised seventeen items adapted from Gezahegn and Gedamu’s work (2023), classified into four distinct categories. These categories encompassed four items aimed at gauging the feedback-seeking behavior, four items concerning the focus of the feedback, five items intended to delineate the nature of the feedback, and four items indicating the adjustment. All the items utilized a Likert scale ranging from 1 to 5, with response options from “never” to “always.” The Likert scale was chosen for its ability to measure attitudes and opinions quantitatively, providing a more nuanced understanding of the students’ feedback experiences. The questionnaire was subject to a pilot testing phase to evaluate its psychometric properties with faculty members not participating in the study. This phase prioritized collecting feedback and insights from these external reviewers to confirm that the items were transparent and pertinent and effectively assessed the constructs of interest. This methodological step was undertaken to enhance the robustness of the data collection in the main study, ensuring that the instrument employed was reliable and valid in accurately capturing the experiences and perspectives of the target population (Marshall, 2005).

To understand students’ experiences with supervisory feedback, unstructured interviews were conducted with eight willing participants who opted in by providing their email addresses and phone numbers at the end of an online survey. Each interview lasted approximately 30 to 45 minutes, allowing participants to share their thoughts and experiences in depth. The interview questions were prompts to encourage elaboration on encounters with feedback and to request specific examples of interactions with supervisors. The interviews took place in a private setting to promote an atmosphere conducive to open responses. This less structured format aimed to reveal how feedback influenced students’ academic journeys, including the challenges faced and the strategies used to incorporate supervisory feedback into their work. The qualitative insights from the interviews were intended to complement the quantitative data from the survey, providing a comprehensive exploration of the complexities in students’ interactions with their supervisors. This methodology aimed to identify patterns and themes that may not have been evident through surveys alone. The study sought to enhance the authenticity and richness of the qualitative data collected by ensuring that participation was voluntary and based on expressed interest.

Data Analysis

The survey data was analyzed using robust statistical methods to calculate percentages and averages, providing an overview of the responses. Descriptive statistics were employed to determine the mean and standard deviations for the two groups. In contrast, inferential statistics, specifically an independent samples t-test, were used to assess whether there were significant differences between the groups. The measurements were processed using SPSS 23 to obtain precise quantitative results.

The qualitative data collected from interviews underwent a thorough examination process through thematic analysis. Thematic analysis is a systematic method that identifies, analyzes, and reports patterns or themes within qualitative data, facilitating the exploration of nuances in the responses (Indrayadi et al., 2024). The eight steps outlined by Thompson (2022) were implemented, which include familiarization with the data, generating initial codes, collecting the codes, searching

for themes, reviewing themes, defining and naming themes, and producing a detailed report. This approach ensured that the analysis was comprehensive and accurately represented the participants' experiences and opinions. Additionally, the analysis aimed to identify recurring themes and patterns across the interview responses, enhancing the credibility of the findings.

FINDINGS

Data from survey

This section displays and compares the findings obtained from two selected university groups in Table 2. It also inserts information from the interview sessions to enrich the data regarding students' views of supervisory feedback practices.

Table 2 Mean Scores of Students' Experience with Supervisory Feedback Practices

| Items | Mean of Responses | |
|--|-------------------|-----|
| | EFL | ESL |
| The function of Supervisory Feedback: My supervisor's feedback... | | |
| acknowledges my efforts in the work | 4.2 | 3.9 |
| explains how to revise in detail | 4.3 | 3.6 |
| gives clues about which direction to look | 4.2 | 4.3 |
| communicates gaps in my work | 3.9 | 3.8 |
| The focus of Supervisory Feedback: My supervisor's feedback | | |
| includes praise with criticisms | 4.1 | 3.9 |
| shows me the places that require revision | 4.5 | 4.3 |
| is written in a respectful manner | 4.2 | 4.1 |
| is followed by oral feedback sessions | 4.3 | 4.4 |
| Nature of Effective Supervisory Feedback: My supervisor's feedback... | | |
| offers details on specific issues | 4.3 | 3.8 |
| be specific about the gaps in my thesis | 4.4 | 4.4 |
| is understandable | 3.8 | 3.7 |
| is delivered on time | 4.2 | 4 |
| uses positive language to criticisms | 4.1 | 4 |
| Adjustment of Effective Supervisory Feedback: My supervisor's feedback... | | |
| is given piece-by-piece | 4.4 | 3.7 |
| builds upon previous feedback | 4.3 | 3.8 |
| is toned down to my level of understanding | 3.8 | 4 |
| follows a certain standard of providing feedback | 2.6 | 2.7 |

The findings presented in Table 2 reveal that Indonesian students found their supervisory feedback to be thorough, offering detailed guidance for necessary revisions during the supervision process. When discussing the nature of this feedback, most students mentioned that their supervisors communicated their input in writing and verbally and always with respect. Furthermore, when asked about the effectiveness of the feedback they received, students indicated that it was primarily constructive and positive. The last four items in the study aimed to identify potential improvements to the supervisory feedback process, and the data suggested that supervisors frequently based their comments on previously provided input. Similarly, Malaysian students reported positive experiences with their supervisory feedback. When asked about any issues, students acknowledged the value of their work. Most respondents noted that their supervisors provided detailed feedback focused on their projects. Notably, this feedback was overwhelmingly positive and reassuring, helping to instill confidence in the students. The final four items in the study were also intended to identify possible improvements in the supervisory feedback process, with data indicating that supervisors often referenced previous comments in their assessments.

Table 3 provides descriptive statistics on the findings regarding students' experience of supervisory feedback practices.

Table 3. Descriptive group statistics

| | Country | N | Mean | Std. Deviation | Std. Error Mean |
|-----------------------|-----------|----|--------|----------------|-----------------|
| Supervisors Practices | Indonesia | 30 | 4.0941 | .43369 | .10519 |
| | Malaysia | 29 | 3.9059 | .39760 | .09643 |

The independent samples t-test was conducted to compare the means of the two groups. The results are displayed in the table below.

Table 4. Independent sample T-test (95% Confidence Interval of the Difference

| | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | SE Diff. | Lower | Upper |
|-----------------------------|-------|------|-------|--------|-----------------|-----------------|----------|---------|--------|
| Equal variances assumed | 0.001 | 0.98 | 1.319 | 32 | 0.196 | 0.18824 | 0.1427 | -0.1024 | 0.4789 |
| Equal variances not assumed | | | 1.319 | 31.761 | 0.197 | 0.18824 | 0.1427 | -0.1025 | 0.4790 |

According to Table 4, the p-value and confidence interval indicate that there is no statistically significant difference in the mean scores of students' experiences with supervisory practices between the two groups. Additionally, the following figure compares the use of Supervisory Feedback Practices in Indonesia and Malaysia based on mean scores for each item.

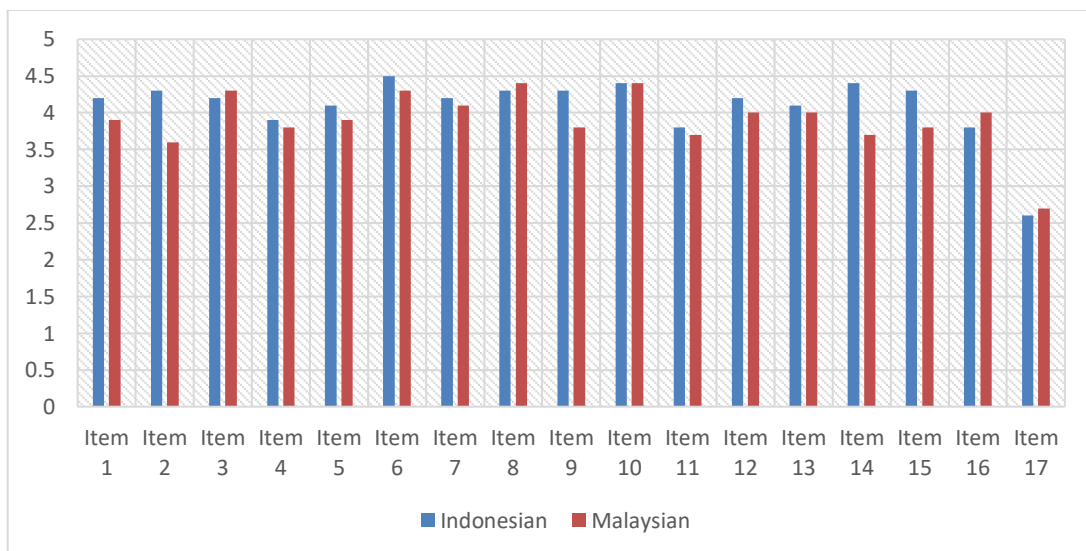


Figure 1. Comparison of Mean Scores between Indonesian and Malaysian Students

Data from interview

During the research study, the participants were invited to share their insights and opinions during informal interviews. Four English as a Foreign Language (EFL) students and three English as a Second Language (ESL) students volunteered to participate in these discussions. The feedback provided by the students unveiled three predominant themes: how feedback was delivered, the dynamics of the feedback meetings, and the students' responses to the feedback they received.

Feedback Delivery: Both EFL and ESL students reported that their supervisors provided feedback in both written and spoken forms. Written feedback was appreciated for its ease of reference and review, while the spoken feedback during face-to-face meetings allowed for more extensive discussions and opportunities for clarification. Interestingly, there was a discernible preference difference between the two groups regarding these two types of feedback. EFL students preferred spoken feedback over written feedback, whereas ESL students preferred the opposite.

This contrast is exemplified by the statements of Brh, representing an ESL student, and Sth, representing an EFL student.

- (1) *"I prefer written feedback because it allows me to review it carefully and make changes to my work before I meet with my supervisor. However, I also appreciate discussing my work with my supervisor in person. This helps me to clarify any questions I have and to get his feedback on my overall approach to my thesis."* (Brh, ESL)
- (2) *"While I prefer feedback in written form for its clarity and ability to revisit points later, I also enjoy the interactive nature of our in-person meetings. They provide a platform to address my concerns directly and gain insights on my thesis that are often hard to capture in writing alone."* (Arf, ESL)
- (3) *"I have received spoken feedback, and I love this kind of feedback because I can clarify or ask my supervisor to the extent that I do not understand"* (Sth, EFL)
- (4) *"I always value constructive criticism because it helps me grow. When my supervisor points out specific areas for enhancement, I'm eager to learn and apply that knowledge."* (Okt, EFL)

Feedback Meetings: In both university settings, it is common for students to have regular feedback meetings with their supervisors. These meetings are crucial as they provide an opportunity to thoroughly discuss the written feedback received by the students. During the meetings, comments are addressed, and areas needing clarification are reviewed. The students find these meetings extremely beneficial as they offer valuable guidance and enable them to address any concerns they may have directly. Additionally, the meetings allow the students to seek advice on specific issues. The following excerpts further underscore the importance and positive impact of these feedback meetings on the academic and personal development of the students.

- (1) *"During these meetings, we discuss the feedback on my drafts, address any questions or concerns, and explore potential revisions or improvements to my work. These meetings are constructive as they allow for direct communication, clarification, and constructive dialogue. They provide valuable guidance and insights to refine my research and writing"* (Mar, EFL)
- (2) *"These meetings help me understand which part to revise or give more information. Because it is face-to-face communication, it will be easier for me to ask and clarify the feedback from the supervisor"* (Mrp, EFL)
- (3) *"I find these meetings very helpful because they allow me to clear any doubts or confusion I might have about her feedback and get her some guidance and support"* (Rif, ESL)
- (4) *"I look forward to these sessions because they help me clarify any misunderstandings about her feedback and offer the support that helps me grow."*

Actions in response to feedback: After receiving feedback, both EFL and ESL students dedicate significant time and effort to meticulously reviewing all comments and suggestions. They conscientiously take detailed notes, meticulously analyze, and strive to understand the underlying rationale behind each comment. This thorough process ensures that they gain a comprehensive grasp of the feedback received. After that, they diligently integrate the received input into the revision process, ensuring that every aspect is carefully considered and addressed. Any areas of uncertainty or doubt are openly discussed and thoroughly examined during feedback meetings with their supervisors.

- (1) *"When I receive feedback, I read it carefully and make sure I understand it. Then, I take some time to think about the feedback and decide how to incorporate it into my work. If I have any questions, I will ask my supervisor for clarification"* (Brh, ESL)
- (2) *"After receiving the feedback, I started completing the shortage and checking if everything was consistent"* (Sth, EFL)
- (3) *"When I received feedback, I immediately made improvements as suggested by my supervisor"* (Hsy, EFL)
- (4) *"Upon receiving feedback, I carefully review the comments and suggestions provided. I analyze each point and assess how it aligns with my research goals. I make notes of areas that need improvement and consider the relevance and feasibility of the suggested changes"* (Mig, ESL)

DISCUSSION

This study revealed that supervisors offered detailed and appropriate corrective feedback to effectively address specific issues their students face. Their feedback was targeted and included thorough suggestions for revision, aiming to guide students toward improvement. However, the findings of Hyland and Hyland (2001), suggest that supervisors might hold low expectations for their students, which could lead them to limit the amount of feedback they provide. This caution appears to stem from a desire to prevent any potential decrease in student motivation. Interestingly, this perspective contrasts with previous research that posits that less explicit feedback could encourage students to engage in self-editing, as noted by Ferris and Roberts (2001). This raises an important consideration: the delicate balance between offering comprehensive feedback and nurturing students' ability to self-edit their work. Therefore, supervisors face the challenge of striking the proper equilibrium in their feedback practices, ensuring that they foster student growth while avoiding the risk of overwhelming their students with too much information.

Students reported that their supervisors provided respectful, easy-to-understand corrective feedback and detailed revision information. The result aligns with Purnomo et al. (2021), who emphasize that corrective feedback in the supervision process must, among other things, be directive by providing suggestions, instructions, and questions. Similarly, Razali et al. (2021) found that students received explicit and comprehensive feedback. However, prior research showed that teachers did not use feedback as a specific activity for improvement. Providing considerate feedback has been identified as crucial in fostering students' emotional well-being, which Anttila et al. (2024) consider integral to cultivating high-quality supervision. It is evident that integrating respectful, directive feedback in the supervision process fosters academic improvement and contributes to students' overall well-being, highlighting its vital role in high-quality supervision.

The findings of this study highlighted that the supervisors consistently employed positive comments when delivering feedback to students. This approach contrasts the findings of Stracke and Kumar (2016), who asserted that expressive corrective feedback, including criticism, can effectively motivate and challenge students to enhance their writing skills. The supervisors in this study preferred to use positive language exclusively. However, many researchers believe that a balanced use of both praise and criticism in feedback is more beneficial for students. Such a balanced approach raises students' awareness of their writing strengths and weaknesses and fuels their enthusiasm for improvement. Incorporating both feedback elements can foster a more nuanced understanding and greater motivation for students to develop their writing abilities. Therefore, integrating praise and constructive criticism in feedback is essential for a more meaningful and impactful learning experience.

The study found that supervisors utilized written forms of corrective feedback, followed by oral feedback sessions, yielding positive results. This approach aligns with the research by Rasool et al. (2022), highlighting the importance of effective communication between supervisees and supervisors, particularly in verbal feedback during the supervision process. Incorporating written and oral feedback methods in the supervision process can significantly enhance students' thesis writing quality. Additionally, the findings are consistent with the work of Abdulkhaleq (2021), emphasizing the significance of providing students with written and oral feedback. This underscores the value of supplementing written comments on students' papers with oral explanations, ultimately enhancing the overall supervision process.

A slight difference was found between Indonesian and Malaysian students regarding feedback type preferences. Malaysian students preferred corrective feedback in written forms compared to oral ones. It echoed previous research, i.e. (Abd Rahim et al., 2023; Ganapathy et al., 2020; Rashtchi & Bakar, 2019), which researched the Malaysian context and attested that written corrective feedback became a favorite among students. Many postgraduate students in Malaysia come from countries where English is not their everyday language (Azman et al., 2014). Since the supervisors are active English users, it is easier for them to communicate in written form. Meanwhile, the opposite is true: Indonesian students favored oral feedback over written form. Saputra et al.'s

(2023) research findings confirmed Indonesian students' positive attitudes concerning oral audio feedback.

CONCLUSION

In conclusion, this study's findings reveal that, notwithstanding the disparities in English-speaking environments, students from Indonesia and Malaysia exhibit analogous perceptions regarding the feedback mechanisms their supervisors utilize during thesis and dissertation supervision. This observation is particularly significant within English as a Foreign Language (EFL) and English as a Second Language (ESL), emphasizing the imperative for customized supervisory strategies that address the distinct needs of students from various linguistic backgrounds. The results highlight the critical role of regular face-to-face interactions in promoting effective communication, especially for EFL/ESL learners who may face challenges related to language proficiency. Notably, the study indicates a preference divergence, with Indonesian students gravitating towards oral feedback, while their Malaysian counterparts favor written feedback formats. This suggests supervisors must demonstrate flexibility and adaptability in their feedback approaches to meet diverse student needs. Additionally, understanding how students perceive and assimilate feedback is crucial for enhancing the overall learning experience within a language acquisition framework. The findings advocate for a more responsive supervisory model that integrates various feedback methods, enriching the academic environment and bolstering language competencies. These insights serve as a call to action for academic programs to adopt strategies that embrace the varied preferences of EFL/ESL students, ensuring comprehensive support throughout their academic trajectories.

While this study offers valuable insights, it is crucial to acknowledge several limitations that could potentially impact the interpretation of the findings. To begin, the research is geographically limited to Indonesia and Malaysia, potentially restricting the generalizability of the findings to other cultural and educational settings. Additionally, because the study relies on self-reported data, response bias is possible, as students may not accurately remember or selectively share their experiences. The study also does not account for the potential impact of differing academic disciplines on feedback preferences and experiences. These limitations highlight the need for future studies to consider a broader range of countries, incorporate objective measures of feedback quality, and explore the influence of disciplinary differences to provide a more comprehensive understanding of supervisory feedback practices. This call for future research should inspire further exploration and development in this field.

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