How Do Indonesian Student-Teachers Experience Wellbeing during Research Supervision? A Qualitative Interview Study

Elok Putri Nimasari[*] iD
Universitas Negeri Surabaya
Universitas Muhammadiyah Ponorogo,
Indonesia

Slamet Setiawan iD
Universitas Negeri Surabaya
Indonesia

Ahmad Munir iD
Universitas Negeri Surabaya
Indonesia

Abstract. Research supervision is a collaborative and interactive process that plays a significant role in shaping the successful outcome of a student's learning in higher education. Crucial, but often neglected, we believe that the role of students' wellbeing during dialogic and sociocultural interaction such as communication styles and expectations during thesis supervision raises issues concerning best practice in students' success. This qualitative interview study investigated thirteen student-teachers' wellbeing at one private and one public English school in an additional language university context. Drawing on Seligman's positive psychology and Longo's wellbeing thematic coding analysis, we reported how professional dialogue from dialogic and sociocultural perspectives in the supervisory interaction shape student-teachers' five wellbeing dimensions: positive emotion, positive relationship, engagement, meaning and accomplishment. Micro elements of wellbeing were identified and analysed inductively. The findings illuminated how institutional and environmental cultures intricately shape students' wellbeing, highlighting that wellbeing is not only constructed through supervisory advice but also dynamically challenged and nurtured through ongoing dialogic interactions among students. The policy and practical implications arising from this research were discussed.

Keywords: dialogical interaction; sociocultural perspective; thesis supervision; wellbeing

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[*] Corresponding author: *Othername(s) Surname, name@abc.com*

1. Introduction

The significance of undergraduate students' wellbeing in the context of professional dialogue during thesis supervision is a critical yet underexplored dimension in academic research (Jackman et al., 2022; Litalien & Guay, 2015; Ryan et al., 2022). While the process of thesis supervision traditionally emphasises academic and research-oriented discussions (Brew & Mantai, 2017; Djatmika et al., 2022; Roberts & Seaman, 2018), the mental and emotional wellbeing of undergraduate students is a factor that can significantly impact their overall academic performance and success. Existing literature tends to focus primarily on the technical aspects of thesis work (Ryan et al., 2022), such as research methodologies and data analysis, often neglecting the interpersonal dynamics and psychological factors that can influence the quality of the supervisory relationship and, consequently, the students' experience.

The research gap in this area becomes more evident when considering the evolving landscape of higher education and the increasing awareness of mental health issues among students. The undergraduate thesis represents a crucial stage in students' academic journey, and the emotional toll of this process cannot be ignored (Rødnes et al., 2021; Wong, 2016). As such, exploring how supervisors and students navigate discussions about the thesis in a manner that acknowledges and supports students' wellbeing is essential for fostering a positive learning environment (Ädel et al., 2023; Brew & Mantai, 2017; Razali et al., 2020). Understanding the potential impact of emotional stressors on the quality of academic output and the overall learning experience is crucial for developing effective strategies that promote both academic excellence and student wellbeing.

For instance, a comprehensive research project conducted by Glazzard and Stones (2019) tracked the academic progress of a large sample of students over an academic year. The study revealed a significant negative relationship between high levels of emotional stress and academic achievement with students experiencing emotional stressors consistently exhibiting lower grades, reduced engagement in coursework, and diminished overall academic output. This evidence underscores the pivotal role that emotional wellbeing plays in shaping the quality of academic work. Rahiem (2020) conducted a longitudinal study investigating the broader impact of emotional stressors on the overall learning environment and assessed not only individual academic performance but also the collective atmosphere within educational institutions. The findings demonstrated that heightened emotional stress among students contributed to a less supportive and collaborative learning environment. Instances of increased absenteeism, reduced participation and heightened tension among peers were observed. This evidence highlights the ripple effect of emotional stressors on the broader educational ecosystem, emphasising the need to address emotional wellbeing in order to foster a conducive learning environment.

Furthermore, the limited attention given to the wellbeing aspect in the professional dialogue of undergraduate thesis supervision calls for a deeper investigation into the role of supervisors in recognising, addressing and mitigating the challenges faced by students (Agricola et al., 2021; Gebremariam & Gadisa, 2021). Recognising and bridging this research gap is not only essential for

enhancing the overall student experience but also for promoting a more holistic and supportive approach to academic mentorship. Drawing on Seligman (2012) and Longo, et al.'s (2018) wellbeing theoretical foundation, this study explored five key aspects of student-teachers' wellbeing in the context of research supervision, including positive emotion, positive relationship, engagement, meaning, and accomplishment, as outlined in the following research question:

- How do Indonesian student-teachers experience wellbeing during research supervision?

This study offers empirical and practical contributions. Firstly, our empirical contribution lies in the understanding of subjective phenomena qualitatively, delving into subjective perceptions, and capturing the nuances of student-teachers' wellbeing experiences during their research supervision. Secondly, addressing the wellbeing of undergraduate students in the context of thesis supervision can contribute to the recommendation of a structured approach and best practices that prioritise not only academic success but also the mental and emotional health of students in higher education settings, particularly during thesis supervision process.

2. Literature Review
2.1 Previous studies into students' wellbeing in research supervision
Previous studies on students' wellbeing in the context of research supervision have made significant strides, shedding light on various aspects of the student-supervisor relationship and its impact on mental health. Recent literature has explored the stressors experienced by students during their research journey, acknowledging factors such as workload, time constraints and the pressure to meet academic expectations (Brownlow et al., 2023; Litalien & Guay, 2015; Shield, 2023; Smith et al., 2023). These studies often emphasise the importance of social support and effective communication in mitigating the negative effects of stress on students. However, while these contributions are valuable, there remains a notable gap in the literature concerning the specific dynamics of wellbeing within the unique context of undergraduate thesis supervision.

One major gap in existing research is the limited attention given to the emotional and psychological dimensions of the student-supervisor relationship. While Moss et al. (2022), Pyhältö et al. (2023), and Rönkkönen et al. (2023) touched upon general stressors, there is a lack of in-depth exploration into how the supervisory process itself may contribute to or alleviate students' emotional strain. Understanding the nuanced ways in which supervisors can impact students' wellbeing through their communication, feedback delivery and overall mentorship style is crucial for creating a supportive academic environment. Additionally, research often focuses on postgraduate students, leaving undergraduates relatively understudied in terms of their unique challenges and support needs during the thesis supervision process (Shield, 2023; Zhao et al., 2023).

Another underexplored area pertains to cultural and contextual factors that may influence students' wellbeing in the context of research supervision. Cultural differences, societal expectations and institutional variations such as advice-

giving methods, resource availability, grading policy and mental health support services can significantly shape students' experiences and the effectiveness of support mechanisms (Jackman et al., 2022). Examining these factors is essential in order to develop tailored interventions that consider diverse student populations. Moreover, limited research has delved into the role of dialogic and sociocultural aspects in the supervisory relationship and its potential impact on students' wellbeing, especially in the context of virtual or hybrid learning environments, which have become increasingly prevalent.

To address these gaps, a more nuanced and comprehensive approach, considering the emotional aspects of the student-supervisor relationship, the specific needs of undergraduate students, and how cultural variations shape their wellbeing is a necessary field of study. Therefore, this current study focuses on a more holistic understanding of students' wellbeing in research supervision, enabling the development of targeted interventions and support systems to enhance the overall research experience for students.

2.2 Theoretical frameworks: Understanding students' wellbeing from sociocultural-dialogical and wellbeing perspectives

The exploration of students' wellbeing within the context of research supervision can be enriched through the application of theoretical frameworks that consider sociocultural and dialogical perspectives. Sociocultural theory, rooted in the work of Lev Vygotsky, emphasises the role of social interactions and cultural influences in cognitive development (Johnson & Mercer, 2019; Lantolf et al., 2021; Nimasari et al., 2023). Applying this framework to the context of research supervision allows for an examination of how the social and cultural environment shapes students' experiences and wellbeing during the thesis process (Crossouard, 2009; El Khoury, 2019). Understanding the sociocultural dynamics involved in the mentorship relationship can provide valuable insights into the ways in which cultural norms, expectations and social interactions impact students' mental and emotional states.

A dialogical perspective, inspired by the works of dialogism theory by Mikhail Bakhtin, directs attention to the ongoing dialogue between students and supervisors (Howe et al., 2019; Mercer et al., 2019). This framework views knowledge construction as a collaborative, dynamic process shaped through continuous conversation and interaction. As such, applying a dialogical lens to students' wellbeing in research supervision involves examining the quality of communication, feedback and overall dialogue between students and supervisors (Alexander, 2018; Boyd & Markarian, 2011; Nimasari et al., 2023; Xu & Grant, 2017). By considering the dialogical nature of the mentorship relationship, researchers could investigate how open, supportive communication contributes to a positive academic environment, fostering not only intellectual growth but also emotional resilience among students.

The combination of sociocultural and dialogical perspectives provides a comprehensive framework for understanding students' wellbeing in research supervision (Brajša-Žganec et al., 2018; Ridner et al., 2016; Watson et al., 2018). Sociocultural elements illuminate the broader contextual factors influencing students, while the dialogical approach delves into the micro-level interactions

that occur during the mentorship process (Ando, 2021; Hopwood, 2010). Integrating these frameworks allows researchers to explore the reciprocal relationship between the sociocultural context and the ongoing dialogue between students and supervisors, uncovering the intricate ways in which these factors intersect to shape students' overall wellbeing. This theoretical synthesis offers a nuanced understanding that goes beyond individual factors to capture the holistic dynamics of the student-supervisor relationship within a broader socio-cultural context.

Sociocultural and dialogical theory emphasises the significance of social interaction and cultural context in cognitive development. When applied to research supervision, it underscores the collaborative nature of the writing process, promoting dynamic interactions between students and supervisors. For example, a study by Ryan et al. (2022) reported that the collaborative nature of the writing process fosters a supportive environment, allowing students to share the intellectual burden with supervisors. This shared responsibility can mitigate feelings of isolation and stress, contributing positively to students' emotional and mental wellbeing. Zhang and Hyland (2021) also showed that dynamic interactions during research supervision facilitate constructive feedback and open communication, providing students with valuable opportunities for growth and learning. Such dialogues contribute to a sense of competence and accomplishment, positively influencing students' self-esteem and overall wellbeing. Lastly, Zhao et al. (2023) argued that the acknowledgement and incorporation of cultural context within the collaborative writing process ensure that students' diverse backgrounds are respected, fostering an inclusive and affirming environment that contributes to their overall sense of belonging and wellbeing.

By weaving in elements from Seligman (2012) and Longo et al.'s (2018) wellbeing theory, which revolves around positive emotion, positive relationships, meaning and accomplishment, the research supervision not only becomes an academic endeavour but also a holistic experience. Fostering a positive emotional atmosphere, nurturing meaningful relationships and acknowledging accomplishments all contribute to a supportive environment for students. This theoretical integration acknowledges the interconnectedness of cognitive and emotional facets (Derakhshan et al., 2024). However, it is also important to note that sociocultural-dialogical theory may draw upon cultural values and religious beliefs which provide students with a sense of purpose, meaning and accomplishment that aligns with wellbeing theory. As highlighted by Gunasekera et al. (2021) and Douwes et al. (2023), establishing meaningful relationships between students and educators has been correlated with enhanced motivation, reduced stress levels and an overall positive impact on students' emotional wellbeing.

As research continues to evolve, adopting these theoretical frameworks can guide investigations into the multifaceted nature of student-teachers' wellbeing in undergraduate research supervision. Such an approach not only enhances the theoretical grounding of studies in this area but also informs the development of practical interventions and support strategies that are attuned to the complex

interplay of sociocultural influences and dialogical processes within the supervisory relationship.

3. The Study
3.1 Research Context and Design
This was a qualitative interview study, aimed to explore and understand the complexities of human experiences, perspectives and behaviours. In the context of student-teachers' wellbeing experiences during thesis writing consultation sessions, a qualitative interview design was particularly appropriate. This design allowed for an in-depth exploration of the subjective and nuanced aspects of the student-teachers' experiences, providing rich and detailed insights into their emotional and mental states. Qualitative interviews enabled researchers to delve into the unique challenges, coping mechanisms and perceptions that student-teachers might encounter during the thesis writing process. Through semi-structured interview, researchers could capture the intricacies of how the consultation sessions impacted the overall wellbeing of student-teachers. This approach was well-suited to uncovering the diverse and individualised nature of wellbeing experiences, offering a comprehensive understanding that went beyond quantitative measures and contributed to the development of context-specific interventions or support strategies.

The purposive sampling of this 8-month fieldwork was used to choose an undergraduate degree of an English education programme of both an Indonesian state and private university. Two considerations underpinned this approach: it provided access to a diverse pool of undergraduate students from various cultural backgrounds, and allowed for the exploration of different customs, traditions, artworks, language ethnicities and religions. By incorporating the participants' demographic information, the study aimed to uncover nuanced cultural influences that might shape the student-teachers' perceptions of wellbeing, providing a comprehensive understanding of how diverse socio-cultural factors intersect with their experiences in the academic context. Indonesia, with its rich and diverse sociocultural landscape, presents unique factors that underscore the urgency of investigating undergraduate students' wellbeing in the professional dialogue of thesis supervision. The collectivist nature of Indonesian society, influenced by cultural values such as *gotong royong* [mutual cooperation] and *kekeluargaan* [sense of familial belonging], shapes interpersonal relationships, including those within academia. Understanding how these cultural dynamics impact the research supervision process is crucial for fostering positive and effective dialogue between supervisors and students. For example, a study conducted by Maulana et al. (2018) highlighted how the emphasis on harmonious relationships and consensus-building in Indonesian culture might influence the way feedback was given and received, potentially affecting students' emotional wellbeing. Therefore, investigating how these sociocultural factors manifest within the context of undergraduate thesis supervision can contribute to the development of culturally sensitive support mechanisms.

Moreover, the dialogical nature of communication in Indonesia, deeply rooted in the principle of *musyawarah* [consensus-based decision-making], adds another layer of complexity to the student-supervisor relationship. The hierarchical

structure traditionally observed in academic settings may impact the openness of communication between students and supervisors. Therefore, exploring how dialogical processes unfold in the context of thesis supervision allowed researchers to uncover potential barriers to effective communication and understand the ways in which cultural norms shape the expression of ideas and concerns. By investigating these sociocultural and dialogical factors specific to Indonesia, researchers could tailor interventions and guidelines that aligned with the cultural nuances of the academic mentorship experience, ultimately enhancing the overall wellbeing of Indonesian undergraduate students during their thesis journey.

3.2 Participant recruitment

Prior to conducting the empirical fieldwork, in order to recruit participants, we organised a one-on-one call with nineteen student-teachers of the English education and literature programme. We explained the informed consent form and distributed it to them via WhatsApp chat. Thirteen student-teachers, consisting of eight female and five male students, voluntarily participated. The undergraduate students were in the fourth and fifth year and at the thesis stage when this study was conducted. They were supervised by their supervisors for one year. Their research topics ranged from English language teaching, literature, and linguistics, to teacher professional development. Their ages ranged between 21-30 years old.

All the students spoke Bahasa Indonesia as the first language and English as an additional language (EAL). Some used Javanese and Maduranese as representing their ethnicity group. They had worked as English novice teachers in the state elementary school and private courses for about one year. They all practised Islam as their religion and all came from families with different marital status. We used coding to anonymise the research participants' names for ethical and privacy considerations with the data presented as P-1, P-2,…, P-13 in the form of excerpts in English derived from in-person interviews in English, Indonesian and Javanese for about 60 minutes.

3.3 Data analysis

We analysed the collected empirical data qualitatively and categorised these using Braun et al.'s (2017) thematic coding analysis. This involved repeatedly reading and analysing the data to identify patterns, themes and insights. This process entailed the iterative examination and scrutiny of data through repetitive readings and thorough analysis. The objective was to discern recurring patterns, identify overarching themes and extract meaningful insights from the information under consideration. Through a systematic and comprehensive approach, this method aimed to uncover hidden relationships, trends, or valuable knowledge embedded within the dataset, thereby enhancing understanding and facilitating informed decision-making. Thus, these themes were subject to multiple interpretations guided by both Seligman and Longo et al.'s wellbeing theoretical framework (Longo et al., 2018; Seligman, 2012). We classified the data using the wellbeing categories in five main themes: positive emotion, positive relationship, engagement, meaning and accomplishment (see Table 1).

Table 1. Seligman (2012) and Longo et al.'s (2018) wellbeing theoretical framework

Seligman's wellbeing aspect	Longo et al.'s wellbeing sub-aspects
Positive emotion	happiness, vitality, calmness, self-worth
Positive relationship	competence, optimism
Engagement	involvement, connection
Meaning	purpose, self-awareness, significance, self-acceptance
Accomplishment	development, self-congruence

This coding helped us to capture some emerging findings related to the research question. We transcribed the interviews and compared in regard to the feedback responses of each participant to identify similarities and differences. To ensure a thorough and consistent analysis, we repeatedly reviewed the research questions, data sets and theoretical framework, moving back and forth between them (Widodo, 2014). The analysis process involved familiarising ourselves with the data, creating initial categorisations, refining patterns, creating a final report, and synthesising the refined categorisations and insights derived from the data analysis, thereby providing a comprehensive and conclusive overview of the findings.

To enhance the credibility and trustworthiness of the qualitative analysis, we conducted iterative dialogue between researchers and participants for confirmation data analysis and interpretation through debriefing sessions. The dependability in this study was fostered through rigorous thematic coding methodological procedures, ensuring consistency and reliability in data collection and analysis. This detailed and transparent account of the current research process enables readers to assess the applicability of findings to similar contexts. Following the analysis process, it was imperative to engage participants in a debriefing session, during which they were presented with a summary of the key insights and patterns derived from their contributions. This not only served as a form of member checking but also provided an opportunity for participants to validate the accuracy and relevance of the interpretations made from their data. A debriefing session fosters a collaborative and transparent approach, allowing participants to share their perspectives, correct potential misinterpretations, and offer additional insights (Leavy, 2023).

4. Findings and Discussion

4.1 Positive emotion

Thesis supervision characterised by a dialogic approach entails a dynamic interchange of ideas and knowledge between students and their supervisors. Within these discussions, students can encounter a spectrum of favourable emotions, such as happiness, vitality, calmness and self-worth. By scrutinising the information obtained from interviews, our objective was to reveal the nuances of these positive emotions and acquire a deeper understanding of their sources, evolution and influence on the broader research journey.

*I am pleased because whenever I receive guidance or consultation, there is a clear understanding during the session. Usually, our discussions begin by identifying the problems I face, analysing the conditions of my research participants, and taking concrete steps towards **finding solutions for my situation**. (P-1: 16/06/23) [happiness: receiving constructive feedback]*

The best part is when the lecturer provides constructive feedback and regular supervision on each piece of writing in the thesis, word by word. (P-4: 16/06/23) [vitality: constructive feedback and regular supervision]

*Sometimes, **I find myself staying up late to work with my thesis. It can be quite isolating when I encounter challenges and haven't yet found the answers** to my supervisor's instructions during our consultation sessions. (P-8: 16/06/23) [calmness: academic pressure]*

***I feel a sense of importance when I put forth my best effort for my thesis**. I carefully studied the feedback and made an effort to revise my thesis based on international journal references as suggested. (P-9: 16/06/23) [self-worth: resilience]*

P-1 showed that 'a clear understanding' was a central aspect to his happiness. Meanwhile, P-2 described that 'constructive feedback and regular supervision' constructed her vitality. It is implied that constructive feedback and affirmation from the supervisor fosters a positive emotional state by reinforcing the students' confidence in their work. Additionally, the joy of intellectual exploration emerges when students find the dialogue intellectually stimulating and rewarding, further enhancing their overall satisfaction and motivation in the research process. P-8 admitted that he worked hard to prepare himself to engage with his supervisor by 'staying up late' for his thesis. This resilience enabled him to navigate these challenges without becoming disheartened, contributing to a sense of accomplishment and perseverance. P-9 added that her 'best effort for her thesis' developed her sense of self-worth. When she perceived that her ideas and contributions were recognised and respected, it enhanced her self-worth, leading to positive emotions such as satisfaction, pride and motivation.

These findings suggested that positive emotion in the context of research supervision can be shaped from several sources, such as constructive feedback, regular supervisory meeting, academic pressure and individual resilience. This highlights the need for a holistic approach for research supervision to support students' positive emotion effectively. This finding is in line with Baik et al.'s (2019) study which said that it is important to strengthen research community awareness and actions, between the research supervisors and the students. The finding related to positive emotion in this study also contributes to policy and practical implications. The faculty should address a comprehensive communication policy that fosters regular, transparent communication channels. Additionally, based on this finding, we recommend the faculty to conduct regular evaluation of research supervisory programmes, workshops, and seminars focused on collaborative research methodologies that empower both supervisors

and students to actively engage in interdisciplinary dialogue and shared problem-solving.

4.2 Positive relationship

In analysing the interview data, our goal was to delve into the nuanced dynamics of these positive relationships, examining how they develop their competence and optimism, profoundly influencing the overall experience of writing a thesis. We found there were four aspects shaping the positive relationship within dynamic interactions during thesis writing, such as positive collaboration, self-efficacy, dynamic process acknowledgment and a clear research progress.

> ***Yes, I am passionate about my research topic because it is based on my own experiences and reflects the realities of the field****. I have the freedom to conduct research without any conflicts with my supervisors.* **It is important to me to revise the draft based on feedback during the consultation session, as it brings satisfaction to my supervisor, whose expertise I trust***. I believe this research is significant for other readers to be aware of. (P-11: 16/06/23) [competence: positive collaboration]*

> ***I am confident in successfully completing my research****, although* ***it's challenging to manage my emotion and my capacity during consultation****. Also, effective time-management is crucial.* **Balancing work and study sometimes leave me feeling exhausted, but my determination remains unwavering***. (P-12: 16/06/23) [competence: self-efficacy]*

> ***There are moments when I don't feel optimistic, especially when I feel lonely and confused****. I thought my thesis is always a positive step forward, but I got so many revisions from my supervisors.* **That's okay, it is for the quality of my research***. (P-7: 16/06/23) [optimism: acknowledging dynamic process]*

> ***I experience both optimism and confusion simultaneously****. The confusion arises* ***when I struggle to comprehend my supervisor's feedback****. In such cases,* **I need to revisit the context** *I was previously exposed to. (P-5: 16/06/23) [optimism: a clear research progress]*

P-11 and P-12 showed that they were likely to gain their research competence from their reflective practice and self-efficacy. They perceived that the classroom was an educational laboratory; therefore, they were committed to continuously improve their teaching quality as a means of their own professional development. Meanwhile, P-7 acknowledged a dynamic process when she felt lonely and confused by research feedback from her supervisor whereas a positive relationship was implied where P-5 experienced optimism when he had a clear research progress. Having no conflict of interest, self-efficacy, acknowledgment of dynamic process and a clear research progress were found as elements of a positive relationship between the student-teachers with their research supervisors.

This positive relationship was found to not only enhance the quality of the thesis but also cultivate a supportive academic environment, wherein the students feel

motivated and, finally, confident in their work. This type of positive relationship aligns with Davis' (2020) study that shows that many personality traits are prerequisite to valued supervisory behaviours. Additionally, the finding related to positive relationships in this study also supports Roberts and Seaman's (2018) study that found that interpersonal conflicts in supervisory relationships can potentially occur. Positive emotions and relationships have shown to secure stability in students' research thesis journey (Gunasekera et al., 2021). The collective insights from these findings enrich the empirical evidence of understanding of the positive relationship between person-related qualities, supervisory behaviours and the stability of students' research pursuits.

4.3 Engagement

By examining the data gathered from interviews, our aim was not only to reveal positive emotions and relationships but also to unravel the nuanced dynamics of student engagement in these consultations. This included exploring the specifics of their participation, the obstacles they confront, and the advantages they glean from this intricate process. During the thematic analysis coding process, we identified various sub-themes related to engagement aspects. These included self-directed learning, staying informed, experiential learning and emotional support.

> ***I always prepare revised results*** *(if I had previously received revisions)* ***or questions that I have compiled to discuss****. These questions represent the challenges I encountered while writing my thesis.* ***I also ensure that I thoroughly understand every step of my research****, enabling me to provide accurate responses and actively engage in dialogue with my supervisor. (P-3: 16/06/23) [involvement: stay informed; self-directed learning]*

> *Before each consultation session, I* ***typically gather my thesis file and review what I have completed****, the references used, and the theories applied.* ***This enables me to actively participate in the discussion with my supervisor.*** *(P-2: 16/06/23) [involvement: stay informed]*

> ***Engaging in discussions with my supervisor had a highly positive impact on the process of writing my thesis****. I believe she is the expert one who can teach me the appropriate research process. Similarly, the support received from fellow tutors through discussions was somehow valuable. (P-10: 16/06/23) [connection: experiential learning]*

> ***My supervisor demonstrates a genuine understanding of my personal circumstances****, such as family factors and my social circle, enabling him to provide feedback that is tailored to my situation. (P-5: 09/07/23) [connection: emotional support]*

In the data gathered from interviews, it was evident that P-3 actively sought information and cultivated a self-directed learning approach to effectively engage with their supervisor in dialogic supervision. This proactive attitude towards learning and engagement mirrored the experiences of P-2, who demonstrated a similar proactive stance by reviewing and preparing for discussions with her supervisor, enabling her to actively contribute to these interactions. Furthermore, P-10 shared insights into his experiential learning during dialogic supervision

discussions, emphasising that such engagement had a positive impact on his emotional wellbeing. The findings underscore a consistent pattern among participants, with P-3 and P-2 exhibiting proactive approaches towards information-seeking and self-directed learning in dialogic supervision. This shared characteristic suggests the significance of individual initiative in fostering effective engagement with supervisors. Additionally, P-10's emphasis on experiential learning and its positive influence on emotional wellbeing highlights the multifaceted benefits of active participation in dialogic supervision discussions. This highlights Zhao et al.'s (2023) finding that the interactive and participatory nature of the supervision process contributes not only to academic growth but also to the emotional satisfaction and overall wellbeing of the individuals involved.

Lastly, P-5 underscored the significance of emotional support provided by her supervisor, emphasising its pivotal role in fostering her engagement during dialogic research supervision. This finding emphasises the findings of previous studies showing the interpersonal dimension of the supervisory relationship where emotional support serves as a crucial element in facilitating effective and meaningful interactions during the research supervision process (Gunasekera et al., 2021; Liu & Yu, 2022; Seligman, 2012). Collectively, these diverse experiences shed light on the multifaceted nature of dialogic supervision and its impact on both intellectual and emotional dimensions of the individuals involved. They function as a crucial forum for students to work closely alongside their mentors, with consultation sessions for thesis writing cultivating an atmosphere conducive to vibrant interaction and intellectual collaboration (Glazzard & Stones, 2019). Beyond merely influencing the trajectory of research, these sessions are foundational in shaping both the academic and personal development of students (Suparman, 2021).

4.4 Meaning
The thematic coding analysis found that meaning within students' wellbeing involved aspects such as having a sense of purpose, self-awareness, recognising the significance of one's work, and achieving self-acceptance. By closely analysing the interview data related to these dimensions of wellbeing, the objective was to offer a comprehensive understanding of the experience of thesis supervision. The themes of positive emotion, positive relationship, engagement and meaning collectively provide a holistic viewpoint on the intricate dynamics that shape the transformative journey of final-year students as they navigate the challenges and opportunities encountered during their thesis writing consultations.

> ***Once we established a rapport****, I noticed that our discussions flowed more smoothly. **I understand the supervisor's intentions, and he comprehends my perspective** when the feedback provided is tangible. **This creates an environment where I can express my perspectives to the feedback given**. (P-1: 16/06/23) [purpose: alignment with values]*

> ***I often experience tension during consultation sessions, as we are Javanese, I am afraid that my responses or revisions may not meet my supervisor's expectations****. Sometimes, **I am worried about disappointing her**, as I feel that pleasing them is of great importance. Hence,*

I make an effort to study extensively and read in order to ensure that the thesis consultation session proceeds smoothly. (P-4: 16/06/23) [self-awareness: challenges and obstacles]

As a pre-service teacher, I recognise the importance of my thesis for my future profession. Furthermore, as a final year student, I take pride in contributing to the field of science through the completion of this research. (P-13: 16/06/23) [significance: sense of purpose; sense of achievement]

I am receptive to feedback from my lecturers, it is okay to make mistakes, as I believe it will contribute to the improvement of my research. I make it a point to record or take note of important points that require revision. I then review and understand the feedback before implementing the necessary revisions. (P-8: 16/06/23) [self-acceptance: embracing mistakes]

P-1 highlighted that whenever she had a similar shared understanding with her supervisor, it increased her value and wellbeing. P-4 was honest about challenges and obstacles he might face during dialogic interaction with his supervisor. Therefore, he could identify strategies to overcome these difficulties such as reading references or preparing what he needed during thesis consultation. Meanwhile, P-13 experienced sense of purpose and achievement as her emotional meaning when she contributed to the field of science with her research. Lastly, P-8 recognised that mistakes were part of the learning process; when she was allowed and even encouraged to make mistakes, she viewed challenges as opportunities for learning and personal development. This perspective contributes to a deeper sense of purpose, as the student recognises that their academic journey involves not just success but also the resilience and adaptability cultivated through overcoming setbacks.

We find the values of local wisdom, Islamic religion and Javanese culture were reflected during thesis writing consultation sessions. Students frequently emphasised the importance of balancing personal development with academic responsibilities. For example, they discussed how to maintain positive relationships with family, community and cultural traditions while staying focused on their research. The profound understanding of wellbeing goes beyond academic aspects and involves spiritual, social and emotional equilibrium (Hopwood, 2010; Seligman, 2012). In the Javanese cultural milieu, this approach reflects a sense of responsibility towards local values (Johnson & Mercer, 2019; Lantolf et al., 2021; Nimasari et al., 2023), shaping students' distinctive views on achieving personal wellbeing throughout their academic journey. This finding is in line with El Khoury's (2019) finding that students' wellbeing and thesis journey experience are affected by the social and cultural surroundings.

4.5 Accomplishment

Furthermore, our investigation encompassed the crucial aspect of achievement in the context of dialogic thesis supervision between final-year students and their undergraduate research supervisors. This facet of wellbeing pertained to the feeling of success and the acknowledgement of milestones reached during the thesis writing process. Analysis of the interview data in this area provided

insights into the students' perceptions of their accomplishments, the realisation of their academic goals, and the recognition of their academic growth throughout their thesis journey. By integrating the elements of positive emotion, positive relationship, engagement, meaning and achievement, our aim was to provide a comprehensive and nuanced understanding of the multifaceted experiences and emotions that underlie the academic journey of final-year students as they collaborate with their research supervisors to bring their theses to completion.

> ***Psychological support from my supervisor during our discussions has been instrumental in easing my confusion and anxiety*** *throughout the thesis writing process. (P-1: 16/06/23) [development: stress reduction]*

> ***Through the consultation, I have become familiar with the flow of research****. For example, I have learned how to create a suitable lesson plan for experimental design and determine the optimal time for data collection. (P-6: 09/07/23) [development: academic growth]*

> *I had doubts, but **the direct technical feedback from my first supervisor and the motivating language and approach used made me start believing in myself***. *I am confident that I will be able to complete my thesis during my 6th year in college. (P-12: 09/07/23) [self-congruence: fulfilment]*

> *Having known my supervisor for four years, I understand that her rising intonation does not always indicate anger but rather her firm character and desire for supervised students to be diligent in their thesis work. **This close relationship gives me the confidence to complete my thesis within the given timeframe***. *(P-13: 16/06/23) [self-congruence: alignment with supervisor's values]*

P-1 demonstrated stress reduction: a professional and supportive dialogue allowed him to cope with stress more effectively. In this dialogic interaction, it could be seen that he learnt how to approach academic challenges and find solutions, thereby contributing to his personal and academic development. P-6 reported that the discussion during thesis consultation sessions was a process of collective thinking. This collective intellectual activity was characterised by new discoveries, advancements and the generation of knowledge as experienced by participant P-6 and her supervisors. P-12 reported that she felt that her work resonated with her inner self and brought a sense of purpose: when she found fulfilment in her interactions with her supervisor, she experienced self-congruence. P-13 represented alignment with their supervisor's values. In an Indonesian context, it is believed that an academic relationship is seen as a beneficial for students as relationships hold high value within Indonesian culture.

The participants discovered a profound sense of accomplishment through a holistic approach that intertwined psychological support from the supervisor, the realisation of academic goals, alignment with the supervisor's values, and the recognition of academic growth. The psychological support from the supervisor, deeply rooted in Eastern cultural values such as compassion and interpersonal harmony (Maulana et al., 2018), plays a pivotal role. Guidance and encouragement are not merely academic transactions but are viewed as essential elements of the student's overall wellbeing (Baik et al., 2019). The culturally

embedded sense of community and mutual respect enhances the impact of psychological support, fostering a resilient and confident mindset in the student.

The sense of accomplishment is further enriched by the realisation of academic goals that align with the student's aspirations and the broader cultural expectations. This is in line with Maulana et al.'s (2018) findings that Indonesian Eastern culture emphasises the significance of contributing meaningfully to society, and academic achievements are seen as a pathway to realising this communal responsibility. As the student works towards their academic goals, the alignment with the supervisor's values becomes a source of validation. This cultural alignment reinforces the student's sense of purpose, instilling a shared commitment to the ethical pursuit of knowledge. The recognition of academic growth, shaped by the hierarchical structure present in Indonesian Eastern culture, provides the student with a nuanced sense of accomplishment. This finding highlights Gunasekera et al.'s (2021) argument that the acknowledgment of personal development is not only an individual triumph but also a harmonious integration within the larger academic community, reflecting the communal ethos deeply ingrained in the cultural fabric.

5. Conclusions

This study suggests three key practical and policy implications. Firstly, the sociocultural norms in Indonesia, characterised by a collectivist approach and a hierarchical structure, shape the dynamics of academic mentorship and influence how students experience emotional wellbeing during their thesis supervision. Fostering a supportive and positive emotional climate is practically crucial for the overall wellbeing of Indonesian undergraduate students. Recognising achievements, providing constructive feedback and creating an atmosphere where positive emotions can flourish become pivotal in navigating the cultural expectations of mutual respect within a hierarchical academic setting. Secondly, establishing clear guidelines and institutional support for constructive feedback mechanisms in faculty ensures that communication channels remain open and conducive to professional growth.

Thirdly, engagement implies that the dialogic research supervisory process in Indonesia tends to offer minimal practical encouragement for active involvement and collaborative dialogue. Despite the hierarchical structure, an engaged interaction allows for the exchange of ideas and knowledge, aligning with the cultural values of collectivism and cooperation. Meaning and accomplishment in the Indonesian context may be tied to the students' perception of their work contributing not only to academic success but also to broader societal goals. Supervisors can play a crucial role in helping students see the significance of their research in the larger cultural context, thus enhancing the students' sense of meaning and accomplishment.

6. Limitation and Recommendations

We recognise that this study is not without limitation. It exclusively only focused on the wellbeing of undergraduate students during the process of thesis writing, without extending the investigation to cover the entirety of a four-year academic programme. This restricted focus may limit the generalisability of our findings to

broader aspects of students' wellbeing across their entire educational journey. There is potential for future research, such as a qualitative investigation into students' wellbeing within the dynamic interactions between supervisors and supervisees in response to feedback from journal reviewers, given the common requirement for Indonesian undergraduate students to publish in national or international indexed journals. Furthermore, a qualitative study delving into the perceptions of Indonesian supervisors within the same field as the participants in this study could yield more comprehensive findings.

7. Disclosure statement
No potential conflict of interest was reported by the authors

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