Challenges in Writing a Research Thesis/Dissertation: It's Effect on PhD Students

Authors' Details
[1]**Gohar Ali-**Ph.D. Scholar, Greenwich University, Karachi, Pakistan. Email: goharalisam@gmail.com
[2]**Muhammad Ishaq-**MSN Scholar, Ziauddin University, Karachi, Pakistan [3]**Dr. Masood Hassan-**Ph.D. Institute of Business Management (IoBM) and Visiting Faculty, Greenwich University, Karachi, Pakistan. Email: masoodhassan1@hotmail.com [4]**Dr Ishrat Ishaq-**Gynaecologist, Aga Khan University Hospital, Karachi, Pakistan [5]**Malik Irfan Ahmed-**Ph.D. Scholar, Greenwich University, Karachi, Pakistan. Email: iirfan.malik@gmail.com

Abstract:
It is a burning concern for postgraduate students when it comes to preparing their thesis or dissertation. When confronted with an academic obstacle like drafting a research paper, it is possible that the responders would use their prior views and assumptions since they lack the 'proper' understanding of academic culture. Students' struggles with mental health and well-being are on the rise. There are situations when a PhD student's community of practice does not adequately support and share control with them. This has resulted in a constant conflict between students and the classroom. The most difficult aspects of writing a dissertation are framing the research and structuring the text, referencing one's own work and the literature, as well as receiving feedback in a timely manner, dealing with supervisors who are too busy to meet with students, and preparing adequately for postgraduate studies. Thesis and dissertation completion is also influenced by personal variables, such as psychological considerations and skill preparation. Thus, PhD students' self-esteem, dignity, frustration, and public image are all affected by these problems.
Keywords: Postgraduate, thesis, dissertation, challenges, writing, research

Introduction
As a researcher, you must be able to communicate well and have a good academic background in order to be successful (Phillips & Pugh, 2000). For students completing their PhDs, administrative (SGS) activities are often thought of as relating to an organization's operations or management (Burton & Bruekner, 1955). Establishing a supervisory framework that includes, among other things, a written plan outlining the department's perspective on good supervisory practise and regular meetings between students and supervisors may be beneficial to graduate students' programmes" (Frisher & Larsson, 2000) This method necessitates that the student submit an annual progress report to their advisor outlining the status of his or her work on coursework, thesis, or dissertation (Brown & Atkins, 1988; Council of Graduate Schools, 1990; Donald et al., 1995).

Publication during Postgraduate
As a doctoral student, you're already juggling the responsibilities of research and writing your thesis, so getting published isn't always easy. Students and working researchers in Asian cultures may find it most challenging to publish because of the language limitations and the need to make their work relevant to the global academic community (Flowerdew, 1999; Okamura, 2006).

Most post-graduate research does not aim to produce ground-breaking discoveries or innovative ideas (Postgraduate Research, 2009). It's a training ground for learning the art of methodical investigation. Rather than attempting to make a major scientific discovery or invention, Toncich (2006) argues that the goal of postgraduate research should be to teach graduate students how to conduct systematic investigations, building on the previous work of their peers in the field and then adding to what is already known. It is more important to do a thorough examination than to expand our understanding. As a doctorate recipient, one is expected to adopt a teaching position based on the degree's idea of doctor (Latin-docere meaning to teach). When it comes to pursuing a job in academia, research degrees still signify extensive study in a particular field. Furthermore, research methods and investigation abilities are honed here. Masters and doctoral degrees in certain professional fields like business or administration are in high demand.

Writing Skill

It's difficult and important to have the ability to write well when learning a new language. Development of design concepts, mental demonstrations of knowledge, and topic practice are all included (Jozsef, 2010). Writing an academic paper is a complex, dynamic process that incorporates the specific details and principles of a certain discipline (Pritchard, 2008).

Some higher education stakeholders, such as external examiners and education quality assurance officers, are concerned about the quality of postgraduate students' thesis and dissertation submissions. Many people have expressed worry about the low standard of the study papers (Wang & Li, 2008; Bitchener & Basturkmen, 2006; Holbrook et al., 2004; Lessing & Schulze, 2003). For this research, the author of this post has analysed external examination results for theses and dissertations at four Tanzanian institutions and found that the examiners frequently commented on applicants' shortcomings in presenting different chapters of their work. The flaws appeared to be evenly distributed among the theses and dissertations' extent, relevance, and contribution. Since students have faced difficulties in writing theses and dissertations, this is a truth that cannot be denied No research have been done to study the nature and breadth of this phenomena even though there are such issues. The majority of research on postgraduate education has focused on concerns of supervision around the world (Mapolisa & Mafa, 2011; Taylor & Beasley, 2005; Murray, 2002; Hartley & Jory, 2000). There are just a few research on the difficulties of writing theses and dissertations. Study of international students outside of Africa has been the topic of several recent research, including those by Wang and Li (2008), Bitchener and Basturkmen (2006), and Lessing and Schulze (2003).

Despite the fact that excellent writing can lead to beneficial academic outcomes, It's not a simple effort for many students to write their thesis, as Mousavi and Kashefian-Naeeini (2011) point out. Writing their theses, especially the literature review, is a common problem for most of them (Boote & Beile, 2005; Fergie et al., 2011). According to Akindele (2008), after thesis examiners conclude the literature review, they develop their first opinion of the quality of the thesis. Annotated bibliographies, in contrast to literature reviews, do not include brief explanations or comments for each reference, according to Lopez (2014). Discipline-specific writing necessitates a full, active, and perhaps frustrating involvement with the subject's facts and concepts (Rose, 1985). Academic writing, according to Arkoudis and Tran (2007), is essential for foreign students' academic achievement.

Writing is a tough productive skill for Arabic-speaking learners since it necessitates excellent cognitive and linguistic talents. EFL (English as a Foreign Language) students from the Palestinian Arab region have unique challenges when it comes to improving their English writing abilities as a second language (L2).Writing and speaking have been proven to be the most anxiety-inducing language abilities for students, according to a new study (Aydin, 2008; Tsui, 1996; Aydin, 2008; Atay & Kurt, 2006; Mat Daud, & Abu Kassim, 2005).

Facilitate Collaboration

By working together, researchers are more likely to create high-quality and high-volume articles. It is common for people to ask whether or not they wish to foster joint research. Collaborative success is defined by the following: In what circumstances is it permissible to work together? In the words of Katsouyanni (2008), Researchers have seen an additional facilitator as a result of technological advancements in research collaborations (Abramo et al., 2009; Melin, 2000). Because of advances in transportation and the accessibility of travel, they note that research partners and joint authors may now meet and work together more frequently.

Teaching Method

Student deficits in English were attributed to the teaching technique and atmosphere, according to Al-Khsawneh (2010). The vocabulary of English language learners is restricted. As a result, kids become less creative since they keep repeating the same words. According to Rabab'ah (2003), pupils were unable to express their ideas because they lacked a sufficient vocabulary. Students' expectations and the quality of research instruction are likely to be influenced by the instructor's views of their attitudes toward research (Lazar, 1991).

Most of the research conducted in South African universities was either not published or digitised, making it difficult to access. In its 2007 annual report, the University of Stellenbosch said that the University faced issues linked to student access and success, a backlog with regard to facilities, equipment, and other capital,

and declining government subsidies, all of which necessitated major structural reforms. Many studies in the field of library and information science conducted in Botswana between 1980 and 2006 were solely descriptive in nature, according to Moahi (2007; see also: Moahi et al., 2008). Practitioners and academics seldom work together on cross-disciplinary projects, according to her observations. Despite the increasing calls for academics to collaborate with colleagues across disciplines to address new challenges that transcend traditional boundaries, she remarked that research in eastern, central, and southern Africa has not been impacted by a research agenda.

Academic Knowledge

New postgraduate students encounter several hurdles, especially in terms of their academic knowledge and abilities, according to the concept of re-situations. Developed by Eraut to research the transition from academic study to the workplace, it has now been used by a wide range of academics to study transitions within academic institutions (Edwards, 2005; Tobbell et al., 2010). In order to think, act, and communicate in the new scenario, one must first understand the new situation and then identify the necessary information and skills. These may be found in past learning contexts, extracted, transformed, and then integrated with other knowledge and abilities (Eraut, 2004).He outlines what this may entail for teaching by saying that it's important to develop bridges across subjects and to expand the learning context outside the classroom.

Challenges in Writing Postgraduate Thesis/Dissertation

PhD students have difficulties in maintaining a healthy lifestyle. Doctoral students may not always receive appropriate support and shared authority from the broader community of practice. When students and the learning environment are constantly at odds, it can have a negative impact on their mental health. Even among the most highly selective undergraduates, psychological anguish can have a detrimental effect and lead to withdrawal (Makinen, 2004). "Stress, tiredness, worry, and a lack of interest were frequent," according to Lonka et al. (2008), who discovered a "dysfunctional study orientation" among medical undergraduates. It was our goal to see if the same characteristics were linked to the success of PhD students in their research. Could these symptoms of dysfunction be linked to a desire to stop pursuing a PhD? It has been recently observed that students' socio-psychological well-being also varies depending on the intellectual community that they belong to.

It is important for students to be able to sustain arguments and synthesise ideas in English for academic reasons in order to succeed in the classroom, according to Hyland, 2007. A lack of a "proper" knowledge of academic culture may lead respondents to fall back on the assumptions, attitudes, beliefs, and methods that previously provided them with stability, consistency, and purpose when faced with academic problems like writing a research paper (Schein, 2004).

It's a difficult talent to organise the RA text in an efficient method. Prototypical patterns (e.g., CARS for the introduction and IMRD at the genre level) are established, however research shows that these patterns may be realised differently by disciplines, individual journals, and the theoretical and methodological orientations of the research reported (Peacock, 2002; Posteguillo, 1999; Samraj 2002; Yang & Allison, 2004). Accurate command of the advanced scholarly register also necessitates an ability to grasp discipline-specific citation language to achieve distinct rhetorical objectives in a RA's creation. Buckingham and Nevile (1997), Hyland (1999), and others use metadiscourse to demonstrate their degree of commitment to remarks (Hyland, 1998).Publishers must also deal with many kinds of difficult-to-handle obscured communication (Swales 1996) with gatekeepers, such as reacting to reviews and editing choices. Studies have shown that reviewer remarks tend to be vague and might be deceptive to the inexperienced writer (Lee & Kamler, 2008). Authors need to be adept in interpreting and addressing feedback from reviewers, as well as employing rhetorical techniques in order to make necessary adjustments. Researchers who wish to get their work published in prestigious journals must also think about the impact their findings will have on other countries. Researchers from non-Anglo American contexts have found this to be a substantial issue for certain novices and those working outside the network (Belcher, 2007; Flowerdew 2001; Okamura 1995). In various fields of the social sciences and humanities, scholars are typically required to explore topics that are relevant to their own communities. There are several Asian countries seeking global significance that seem to reject the assumption that internationalism is a form of Western and particularly Anglo-American dominance (Canagarajah, 1996).Doctoral research often results in publications, which necessitate the kind of strategic

planning and management described above (Robins & Kanowski, 2008). There are also practical difficulties, though, with publishing while the thesis is still being worked on. One of the drawbacks is that it adds to the burden of completing research and preparing a thesis. As a result, it is critical that the three jobs be coordinated. The AC format Dudley-Evans, (1999) may be used to create a thesis that is based on a collection of previously published or currently under review articles. It's starting to gain root in the United States, the United Kingdom, and Australia, where PhD by publication is being offered as an alternative method of acquiring a doctorate (Dong, 1998; Park, 2005; Powell, 2004; Robins & Kanowski, 2008). However, students in other contexts are less familiar with the AC thesis and need to be made aware of the possibility of choice.

In this post, we'll look at how to avoid common writing blunders including framing and text structure, citing one's own work (and the work of others), and citing the literature. Academics and researchers may have different understandings of what constitutes acceptable knowledge kinds, knowers and evidence, intertextual practices, and argumentation. This is based on our analysis. Lastly, we suggest some implications for postgraduates exploring topics related to their professional practice in terms of literacy development.

The research process faces three major obstacles, according to Zakri, (2006). Research capacity, research productivity, and research value are some of the issues that researchers face. The ability to perform meaningful research is directly related to the availability of research facilities and adequately skilled employees. Focusing on the applicability of findings to national development goals and priorities, research utility is an important consideration. Because international or national development is a subject that cuts across many disciplines, you should incorporate academics from a number of areas in your research to get the most out of it.By "research product," we mean an effort to maximise the available resources in order to raise the overall standard of the study being conducted. Developmental concerns aren't properly addressed in institutions in underdeveloped nations, says Zakri.

This sort of study has the same challenges as postgraduate study aimed at earning a degree. Graduate students in LIS programmes in East-Central-South African schools were asked to participate in a research that examined the dynamics of supervisor-supervisee relationships. (Mutula, 2009; Mutula, 2009) 40 percent said that there were no clear instructions for monitoring, no timely feedback, no documented meetings, no recourse choices, and no record of meetings. The availability of supervisors to meet with students seems to be non-existent. Not enough support for students from non-LIS subjects, insufficient postgraduate training for faculty, hefty teaching loads, and unnecessary administrative duties should all be taken into account here. Psychological considerations and skill preparation have been found to have an impact on dissertation completion by individuals. Zcd, or the amount of learning a student can do on their own, may be calculated using these two factors. Fear and anxiety are examples of psychological issues. There is a correlation between self-doubt, self-criticism, and a lack of confidence in one's abilities (Gordon, 2003). Put a halt to everything. Preparation for a task The literature also identifies crucial gaps in knowledge and concrete skills among those who are unable to engage successfully in the dissertation effort. Problem definition and development might be a challenge for students at first. A worthwhile endeavour that results in wasted effort and delays in deciding on a subject. Independent research might be challenging for those who aren't familiar with the steps needed (Strachan et al., 2004). Social support from classmates and mentors is essential for pupils' performance in school. Students who finish their PhD programme and are completely involved into their department's social and academic life are more likely than those who do not to graduate, according to one study (Lovitts & Nelson, 2000).

Enhancing Postgraduate Research

There are many factors that contribute to a university's research quality, including the quality of its library facilities, the quality of its ICT infrastructure, the support provided by its institutional framework, the diversity and strength of its postgraduate programmes, and its links with international scholarly communities and industry (Mutula, 2009). Postgraduate programmes at universities often include seminars and workshops on a variety of topics, including time management, project management, business communication, thesis writing, responsible research, essay formatting, citation and referencing techniques, the use of archived sources, and content analysis, critical discourse analysis. These seminars and workshops are designed to help researchers improve their skills and their research (University of Botswana, 2009).

When it comes to graduate school and postdoctoral research, there are various roadblocks that must be crossed by both service providers and clients (Kearney, 2008). Consider the substantial progress achieved by rich countries in resolving research challenges presently faced by the majority of African universities (Scholtz, 2007).

Students' academic writing and other soft skills can be improved through academic development programmes (Reda, 2011; Jacobs, 2007; Layer, 2006). According to the author, academic writing is connected to "what individuals as socially situated agents do, at the level of context of a given circumstance and at the level of cultural context" (Chouliaraki & Fairclough, 1999). This explains why university scholarship in teaching and learning relies so much on academic writing. While adhering to established norms and conventions is important, academic writing is more than that; rather, it is a cultural and social activity that requires the use of distinct cognitive talents to negotiate power, authority and identity in the context of the university environment (Beard, Clegg, & Smith 2007; Street, 2004). Depending on the setting, on power dynamics, and on social interactions that people create when they write, it may be tremendously influential (Archer, 2010; Lillis, 2001; Kelder, 1996).

Studies for PhDs are influenced by the social practises of supervision and the academic community since they take place in a particular context (Delamont, 2000: Golde, 2005). Working groups, such as a seminar, research project, or peer-to-peer group for PhD students, are often referred to as scholarly communities (Cohen, 1988). In contrast, students' notions of "scholarly community" differ widely, according to Pyh alt o et al., (2009). There is a learning environment provided by the scholarly community, which comprises a variety of aspects such as teaching and learning techniques, as well as the sharing of information and expertise. In addition to reflecting the values, norms and concepts of a certain study topic, these practices have their own cultural foundations and are thus interdisciplinary in character (Holley, 2010). Doctoral students' and supervisors' preferences, past learning experiences, knowledge, skills, and resources influence the supervisory relationship and, by extension, the doctorate experience. Practices in the academic world and in the supervision of students PhD students' perceptions of their experience in the programme may be influenced by the intellectual community, according to some academics. Kiley (2009) and Bair (1999) (paraphrase) The experiences of PhD students in this community were found to be very variable, as shown by Pyh et al., 2009, who found that almost a third of the students reported feeling isolated from their academic peers or finding communication with their peers to be difficult. There are many ways to perceive and experience the same academic community, even within the same institution.

Additionally, libraries are digitising their print collections or subscribing to electronic journals (with or without print equivalents) as a means of making their holdings more widely available and improving resource sharing (Youngman, 2007). In order to ensure that their work can be easily and publicly accessed, scholars and publishers are now obligated to make their articles available through open access (Association of Research Libraries, 2006).

Conclusion

No matter what subject you're in, writing requires knowledge of a wide range of concepts and skillsets. These range from vocabulary and syntax to conceptual frameworks and historical contexts. With little prior experience writing research papers or understanding fundamental research theory, many postgraduate/PhD students face a ferocious struggle in their postgraduate/PhD studies while writing their thesis/dissertation. This has resulted in a constant conflict between students and the classroom. As a result, graduate and doctoral students encountered a variety of difficulties when composing their theses and dissertations, among which were: Well-Being, Research capacity, research productivity, and research utility can all be affected by PhD students' lack of adequate support and shared control from their peers in their community of practice, as well as delays in receiving feedback from their supervisors due to lack of guidelines and poor supervision. Supervisors are never able to meet with pupils because they are swamped with work. There is a shortage of support for students. There is a lack of readiness for postgraduate study, large teaching loads for academics, and needless administrative responsibilities for the faculty. Thesis and dissertation completion is also influenced by personal variables, such as psychological considerations and skill preparation. Academics face a wide range of problems from the start. Theses and dissertations might be easier to write for students who have a strong educational foundation in research theory and practice from their undergraduate or master's level studies. Research thesis/dissertation writing is difficult for students who haven't done any basic

research or practice in their undergraduate or graduate studies. Thus, PhD students' self-esteem, dignity, frustration, and public image are all affected by these problems.

References

i. Abramo, G., D'Angelo, C. A., & Di Costa, F. (2009). Research collaboration and productivity: is there correlation? Higher education, 57(2), 155-171.

ii. Akindele, O. (2008). A critical analysis of the literature review section of graduate dissertations at the University of Botswana. ESP 7 (20): 1, 20.

iii. Al-Khasawneh, F. M. S., & Maher, S. (2010). Writing for academic purposes: Problems faced by Arab postgraduate students of the college of business, UUM. ESP World, 9(2), 1-23.

iv. Arkoudis, S., & Tran, L. T. (2007). International students in Australia: Read ten thousand volumes of books and walk ten thousand miles. Asia Pacific Journal of Education, 27(2), 157-169.

v. Atay, D., & Kurt, G. (2006). Prospective teachers and L2 writing anxiety. Asian EFL Journal, 8(4), 100-118.

vi. Belcher, D. (2007). Seeking acceptance in an English-only research world. Journal of Second Language Writing, 16(1), 1–22.

vii. Bitchener, J., & Basturkmen, H. (2006). Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section. Journal of English for Academic Purposes, 5(1), 4-18.

viii. Botha, C. T., & Simelane, S. (2007, September). The Influence of e-learning on student's success rate in human resource development. In WWW Applications Conference Held from (pp. 5-7).

ix. Brown, G., & Atkins, M. (1988). Effective teaching in higher education. London, UK: Methuen and Co.

x. Buckingham, J., &Nevile, M. (1997).A model of citation options. ARAL, 20(2), 51–66.

xi. Burton, W. H., & Brueckner, L. J. (1955). Supervision: A social process. Appleton-Century-Crofts.

xii. Canagarajah, A. S. (1996). "Nondiscursive" requirements in academic publishing, material resources of periphery scholars, and the politics of knowledge production. Written communication, 13(4), 435-472.

xiii. Council of Graduate Schools (1990).Research student and supervisor. In Donald, J. G. (Eds.) (1995). Graduate student supervision policies and procedures: A case study of issues and factors affecting graduate study. The Canadian Journal of Higher Education, XXV(3), 71-92.

xiv. Daud, N. S. M., Daud, N. M., & Kassim, N. L. A. (2016). Second language writing anxiety: Cause or effect. Malaysian journal of ELT research, 1(1), 19.

xv. Delamont, S., Atkinson, P., & Parry, O. (2000). The doctoral experience: success and failure in graduate school (London, & New York, Falmer Press).

xvi. Donald, J. G. (1995). Graduate Student Supervision Policies and Procedures: A Case Study of Issues and Factors Affecting Graduate Study. Canadian Journal of Higher Education, 25(3), 71-92.

xvii. Dong, Y. R. (1998). Non-native graduate students' thesis/dissertation writing in science: Self-reports by students and their advisors from two US institutions. English for Specific Purposes, 17(4), 369-390.

xviii. Dudley-Evans, T. (1999). The dissertation: A case of neglect. Issues in EAP writing research and instruction, 28-36.

xix. Fairclough, N. (1992). Discourse and social change. Cambridge: Polity.

xx. Fernsten, L. A., & Reda, M. (2011). Helping students meet the challenges of academic writing. Teaching in Higher Education, 16(2), 171-182.

xxi. Flowerdew, J. (1999). Writing for scholarly publication in English: The case of Hong Kong. Journal of Second Language Writing, 8(2), 123-145.

xxii. Flowerdew, J. (2001). Attitudes of journal editors to nonnative speaker contributions. TESOL Quarterly, 35,121–150.

xxiii. Frischer, J., & Larsson, K. (2000). Laissez-faire in research education—an inquiry into a Swedish doctoral program. Higher Education Policy, 13(2), 131-155.

xxiv. Golde, C. M. (2005). The role of the department and discipline in doctoral student attrition: Lessons from four departments. The Journal of Higher Education, 76(6), 669-700.

xxv.   Gordon, P. J. (2003). Advising to avoid or to cope with dissertation hang-ups. *Academy of Management Learning & Education, 2(2), 181-187.*

xxvi.   Gosden, H. (2003). 'Why not give us the full story?': functions of referees' comments in peer reviews of scientific research papers. *Journal of English for Academic Purposes, 2(2), 87-101.*

xxvii.   Holbrook, A., Bourke, S., Lovat, T., & Dally, K. (2004). Qualities and Characteristics in the Written Reports of Doctoral Thesis Examiners. *Australian Journal of Educational & Developmental Psychology, 4, 126-145.*

xxviii.   Hyland, K. (1999). Academic attribution: Citation and the construction of disciplinary knowledge. *Applied linguistics, 20(3), 341-367.*

xxix.   Jacobs, C. (2007). Towards a critical understanding of the teaching of discipline-specific academic literacies: Making the tacit explicit. *Journal of education, 41(1), 59-81.*

xxx.   József, H. (2001). Advanced writing in English as a foreign language. *Lingua Franca Csoport.*

xxxi.   Katsouyanni, K. (2008). Collaborative research: accomplishments & potential. *Environmental Health, 7(1), 1-7.*

xxxii.   Kearney, M.L. 2008.The role of postgraduate education in research systems.*Proceedings of UNESCO/DCU Workshop onTrends in Post –Graduate Education, 5-7 March 2008, Dublin City, Ireland.*

xxxiii.   Kiley, M. (2009). Identifying threshold concepts and proposing strategies to support doctoral candidates. *Innovations in Education and Teaching International, 46(3), 293-304.*

xxxiv.   Kourilova, M. (1998). Communicative characteristics of reviews of scientific papers written by non-native users of English. *Endocrine Regulations, 32, 107-114.*

xxxv.   Lazar, A. (1991). Faculty, practitioner, and student attitudes toward research. *Journal of Social Work Education, 27(1), 34-40.*

xxxvi.   Lee, A., &Kamler, B. (2008).Bringing pedagogy to doctoral publishing. *Teaching in Higher Education,13(5), 511–523.*

xxxvii.   Lessing, A. C., & Schulze, S. (2003). Lecturers' experience of postgraduate supervision in a distance education context: research in higher education. *South African Journal of Higher Education, 17(2), 159-168.*

xxxviii.   Lonka, K., Sharafi, P., Karlgren, K., Masiello, I., Nieminen, J., Birgegård, G., & Josephson, A. (2008). MED NORD–A tool for measuring medical students' well-being and study orientations. *Medical teacher, 30(1), 72-79.*

xxxix.   Lovitts, B. E., & Nelson, C. (2000). The hidden crisis in graduate education: Attrition from Ph. D. programs. *Academe, 86(6), 44.*

xl.   Mäkinen, J., Olkinuora, E., & Lonka, K. (2004). Students at risk: Students' general study orientations and abandoning/prolonging the course of studies. *Higher education, 48(2), 173-188.*

xli.   McAlpine, L., & Weiss, J. (2000). Mostly True Confessions: Joint Meaning-Making about the Thesis Journey. *Canadian Journal of Higher Education, 30(1), 1-26.*

xlii.   Melin, G. (2000). Pragmatism and self-organization: Research collaboration on the individual level. *Research policy, 29(1), 31-40.*

xliii.   Moahi, K. H. (2008). Library and Information Science Research in Botswana: An Analysis of Trends and Patterns. *African Journal of Library, Archives & Information Science, 18(1).*

xliv.   Mousavi, H. S., & Kashefian-Naeeini, S. (2011). An investigation into the role of EFL learners' attitudes, motivation and proficiency in learning among Iranian students of National University in Malaysia. *European Journal of Social Sciences, 23(4), 593-603.*

xlv.   Mutula, S. M. (2009, March). Building trust in supervisor-supervisee relationship: Case study of East and Southern Africa. In *Progress in Library and Information Science in Southern Africa (PROLISSA) Conference at the University of South Africa (UNISA) (pp. 4-6).*

xlvi.   Myers, I. B., McCaulley, M. H., Quenk, N. L., & Hammer, A. L. (2009). Myers-Briggs Foundation. *http://www. myersbriggs. org/>. Acesso em, 22(12), 2009.*

xlvii.   Okamura, A. (1995, September). British and Japanese researchers' awareness of a discourse community and citation strategies. In *Proceedings of Conference on Japanese Information Technology at Newcastle (pp. 143-176).*

xlviii. *Okamura, A. (2006). Two types of strategies used by Japanese scientists, when writing research articles in English. System, 34(1), 68-79.*

xlix. *Park, C. (2005). New variant PhD: The changing nature of the doctorate in the UK. Journal of higher education policy and management, 27(2), 189-207.*

l. *Phillips, E. M., & Pugh, D. S. (2000). How to get a PhD. A handbook for students and their supervisors. Buckingham. Open University Press. Riazi, A.(1997). Acquiring disciplinary literacy: A social-cognitive analysis of text production and learning among Iranian graduate students of education. Journal of Second Language Writing, 6(2), 105-137.*

li. *Posteguillo, S. (1999). The schematic structure of computer science research articles. English for specific purposes, 18(2), 139-160.*

lii. *Powell, S. (2004). The award of PhD by published work in the UK. UK Council for Graduate Education.*

liii. *Pyhältö, K., Stubb, J., & Lonka, K. (2009). Developing scholarly communities as learning environments for doctoral students. International Journal for Academic Development, 14(3), 221-232.*

liv. *Robins, L., & Kanowski, P. (2008). PhD by Publication: A Student's Perspective. Journal of Research Practice, 4(2), M3.*

lv. *Rose, M. (1985). The language of exclusion: Writing instruction at the university. College English, 47(4), 341-359.*

lvi. *Samraj, B. (2002). Introductions in research articles: Variations across disciplines. English for specific purposes, 21(1), 1-17.*

lvii. *Strachan, r., murray, r., &grierson, H.(2004). a web-based tool for dissertation writing. British Journal of Educational Technology, 35(3), 369–375.*

lviii. *Stubb, J., Pyhältö, K., & Lonka, K. (2011). Balancing between inspiration and exhaustion: PhD students' experienced socio-psychological well-being. Studies in Continuing Education, 33(1), 33-50.*

lix. *Swales, J. (1996). Occluded Genres In the Academy: The case of the Submission Letter." Academic Writing: Intercultural and Textual Issues. Eds. Eija Ventola and Anna Mauranen.*

lx. *Tsui, A. B. (1996). Reticence and Anxiety in Second Language Learning. Voices from the Language Classroom.*

lxi. *Wang, T., & Li, L. Y. (2008). Understanding international postgraduate research students' challenges and pedagogical needs in thesis writing. International Journal of pedagogies and Learning, 4(3), 88-96.*

lxii. *Yang, R., & Allison, D. (2004). Research articles in applied linguistics: Structures from a functional perspective. English for Specific Purposes, 23, 264–279.*

lxiii. *Zakri, A. H. (2008). Research universities in the 21st century: global challenges and local implications. In Universities as Centres of Research and Knowledge Creation: An Endangered Species? (pp. 41-45). Brill Sense.*