

## Pattern of Managing the Challenges of Thesis Writing in the Educational-Research Field

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### Abstract

**Purpose:** Thesis writing always has been associated with many challenges in different fields and areas and based on this, the present research was conducted with the aim of presenting a pattern of managing the challenges of thesis writing in the educational-research field.

**Methodology:** The current research in terms of implementation method was qualitative and in terms of purpose was applied. The research population was students and graduates of the PhD period of humanities fields at the Islamic Azad University in 2020-21 academic years, which from them number of 12 people were selected as a sample according to the principle of theoretical saturation and with the purposeful sampling method. Data were collected by semi-structured interviews whose validity by 15 professors was obtained by the relative content validity coefficient method 0.84 and its reliability by the Holsti coefficient method was obtained 0.83. Finally, the data were analyzed by methods of open, axial and selective coding and thematic analysis in MAXQDA-18 software.

**Findings:** The findings showed that managing the challenges of thesis writing in the educational-research field had 74 indicators, 13 components and 4 dimensions. The educational gap dimension has includes three components of computer and software training gap, the lack of familiarity with new research methods and the gap in the practical thesis writing course, choosing the subject dimension has includes three components of lack of paying attention to interdisciplinary subjects, lack of suitable guide for choosing subject and not lack of paying attention to students' interests, cooperation of professors dimension has includes five components of back-promising, restrictions on the selection of supervisors, scientific disability of supervisors, lack of access to professors and lack of commitment and responsibility and educational content dimension has includes two components of lack of access to first-hand sources and lack of easy access to content. Finally, pattern of managing the challenges of thesis writing in the educational-research field was drawn using the theme network method.

**Conclusion:** According to the results of this research, planning it seems necessary to managing the challenges of thesis based on the identified dimensions, components and indicators.

**Keywords:** Challenges of thesis writing, educational-research, educational gap, choosing the subject, cooperation of professors, educational content

## Introduction

The event of globalization has covered the whole life of human beings and globalization means the flow of technology, economy, knowledge, value and ideas over the borders and every country regardless of history, traditions and culture is exposed to global risk that this phenomenon of higher education also does. Under the influence of contract in such a way that the 21st century was described as the century of educational mobility and global education (Valimoghaddam Zanjani, Kamali & Mojtazadeh, 2021). The progress and survival of any society depends on the quantity, quality and efficiency of the higher education system of that society, and this educational system plays an important role in producing knowledge and preparing university graduates to assume leadership and responsibility in a competitive, complex and changing world. Certainly, the university has a special position as a sensitive and important social system, and it can perform its important responsibility well if it has a healthy and dynamic organization (Sahebzadeh & Mehri, 2021). The higher education system plays a very important role in the economic, social and cultural progress and development of a country, and developing countries also believe that the main basis of national development is the quantitative and qualitative expansion of higher education. The institution of higher education in any society, especially developing societies, is known as the driver of sustainable development and plays a vital role in sustainable and continuous growth (Ghorbanian, Ghahramani & Abolghasemi, 2021). In the 12th and 13th centuries, universities branched out into monastery schools or schools of scholars, and with the establishment of the University of Berlin in 1810, it was the first modern university to be assigned the two main roles of teaching and research, and since then, universities have been divided according to roles and duties which they defined or illustrated for themselves, had a lot of change and evolution (Taghinezhad, Naderi & Seif-Naraghi, 2021). Research is the foundation of sustainable development and the most important factor of human progress in the third millennium and the fundamental pillar of progress and development of societies, and in this regard, all countries, especially developing countries, have realized that in order to achieve real growth and development and solve social, health and economic problems and formulate Educational programs have no way but to invest in and use research findings, and without research and using their results, they cannot achieve sustainable development in the real sense (Ramezabi, Mehni & Azizi, 2018). A look at developed countries shows that science is not obtained only through education and research is effective in the production and dissemination of science, and countries where research is not carried out in the real sense do not enjoy sufficient growth and development. In other words, research and education are two important wings of the scientific movement of a university, and in Iran's higher education system, the weight and importance of education is stunningly greater than the weight and importance of research, to the point where the process of becoming a high school in some institutions and universities has been completed. In this context, thesis and dissertation can be a combined educational and research activity as the first experiences of students (Mizani, Khabiri, Honari & Sajjadi, 2013). As a level of academic research, the thesis or treatise plays an important role in the production of knowledge or creating a platform for the production of knowledge, discovering new horizons and fields in human knowledge, and can be a valuable tool in meeting the research needs of society. For this reason, student theses and theses are of particular importance, and any attention and precision in the matter of thesis writing and treatise writing and improving its quality will be very useful in the future of Kesho's research (Zarei, Javadipour & Salehi, 2021). The main indicator of research in the field of graduate education and the most important scientific activity of students of the higher education system in all fields is the dissertation or thesis, which is the first systematic step in the research dimension that students are familiar with. Thus, writing a thesis is one of the most important steps that graduate students must go through. The dissertation can be considered as a step in the process of change, a method for teaching, preparation for the continuous learning process, deepening in a specific field or topic, a practical tool for preliminary research, and finally an indicator and standard for quality evaluation of education (Hemmati & Bayat, 2018). Dissertation preparation is the last part of the doctoral course, in which the student is required to conduct research in a field under the supervision of a supervisor or supervisor and advisor. The dissertation is effective in students' self-evaluation of mental abilities, experimental and clinical skills, and the level of scientific and logical maturity, and provides a path for students to learn research methods and critical analysis skills of published articles. In general, six effective factors in students' satisfaction with the thesis writing process include thesis supervision, skill development, general and scientific atmosphere, thesis evaluation process, transparency of goals and expectations, and infrastructure (Khorsandi, Jahani, Vakilian & Sadeghi, 2015). The issue of thesis writing or treatise writing was raised as an abnormal phenomenon in Iran since the beginning of the 2010s. Tejarat e Farda

weekly mentioned it as a money-making product and Science magazine also published an article titled "Shadow market for articles is flourishing in Iran" and in this article it critically looked at the situation of selling articles, theses and treatises and caused a lot of attention inside and outside the country. Also, the phenomenon of thesis writing arises from multiple conditions, complementary procedures and coincidences of policies, legislations and procedures in the university institution (Kazemi & Asghri, 2020).

Due to the importance of thesis writing, few researches have been done about the challenges related to it, and in this field, no research was found that examined its challenges in the educational-research field. In the following, the results of the most important researches about the challenges of dissertation writing are reported with an emphasis on the educational-research field.

Zarei et al (2021) conducted a research on the identification of theses implementation process problems and came to the conclusion that 67 sub-topics in 7 main themes include difficulty in choosing the topic, little mastery of the field of research methodology, disconnection of theoretical topics from practical topics, student problems or Individual factors, professors' problems, university problems, structure and laws or educational factors and problems of related organizations and institutions were identified.

Valiee, Taymoori, Pashaei & Bahmani (2021) in a research concluded that the experiences of professors in the thesis writing process of postgraduate students in four areas of student unpreparedness (with the components of low academic level and knowledge of basic concepts, weakness in English, lack or insufficient ICDL skills, insufficient familiarity with the basics of research, tendency to low-level and low-value research, lack of statistical knowledge and skills, lack of ability to analyze and draw conclusions, and weakness in Persian writing), not prioritizing education (with the components of not having a clear goal of continuing education, employment at the same time as education) lack of motivation and perseverance, lack of attention of the student to comply with the time frame of conducting research, time gap between academic levels, insufficient professional commitment and behavior, student disorder, general student behavior, use of thesis or dissertation service sales centers and various student factors). Weak teamwork (with the components of lack of time of some professors, excessive help of some professors to students, lack or weakness of teamwork culture and lack of friendly relations between the research team) and executive problems related to the experiences of participants in the writing process (with The problems of education for research, the lack of staff in the research unit of colleges and universities, the imposition of taste and responsibilities on the supervisor, the lack of full implementation of educational laws, the increase in the number of students, the lack of allocation of sufficient research funds and the policies of selecting members of research councils and managers) can be explained.

Baradaran, Masoudzadeh & Savari (2021) concluded in a research that the challenges in the higher education system in the category of educational obstacles include non-scientific and non-academic criteria for faculty recruitment, lack of suitable conditions for using new teaching methods from the faculty's point of view, low motivation of professors to Education, lack of knowledge and sufficient awareness of professors in the field of learning evaluation, lack of attention of the evaluation organization to the appropriate selection of students, lack of motivation of students towards the course and future career, in the category of structural obstacles include insufficient knowledge of educational managers about their duties, lack of flexibility in the structure of the university, insignificance and not valuing the evaluation of teaching quality and evaluation forms, weakness in educational laws and regulations, curriculum inefficiency and lack of necessary resources in the university and in the category of infrastructure obstacles including the university's lack of attention and emphasis on the importance and role of education, lack of consensus among policy makers and The planners were based on a specific philosophy and did not pay attention to entrepreneurship as one of the university's missions.

Veisani & Delpisheh (2019), in addition to research, research obstacles and problems from the point of view of faculty members, including lack of time due to teaching jobs, lack of written policies to encourage and encourage researchers and insufficient financial credits, lack of proportionality of research points with the promotion system of faculty members, and lack of human resources. The researcher, from the point of view of the research experts, included the lack of familiarity with the culture of teamwork and defects in formulating goals and plans, and from the point of view of the students, it included the lack of research priorities, little motivation in researchers, the lack of necessary cooperation of the environmental system with researchers, and little research credits.

Hemmati & Bayat (2018) conducted a research on the phenomenological study of students' lived experience of writing a thesis or thesis and concluded that positive and negative preconceptions of writing a thesis, self-perception and scientific and practical capabilities, emotional experience, dual guidance, frustration, withdrawal

And relying on others, the thesis as an opportunity to learn, transition and change the initial mental ideas and finally gaining independence were the most important components of the students' lived experience. They stated that paying serious attention to guidance and positive and constructive interaction between students and professors on the one hand, and the necessity of reforming traditional methods of guidance and paying more attention to the role of peers and professors, and reforming departmental and institutional policies, on the other hand, are among the ways to improve the thesis writing process. Are.

Ghaedi, Safaei-Ghadikolaei, Rezeghi & Madhoshi (2018) concluded in a research that centralization in policy making, attention to quantity instead of quality, commercialization of higher education, increasing society's demand for higher education and degree orientation are among the factors that cause academic corruption including in the field of dissertation writing.

Khorsandi et al (2015) conducted a research on the explanation of the challenges in the preparation of general doctoral theses based on the experiences of the graduates of this field and concluded that the most important challenges in the three main components of educational barriers (with two sub-components of lack of education and educational-scientific conditions), Structural obstacles (with three sub-components of administrative obstacles, financial problems and implementation problems) and human resources obstacles (with three sub-components of theses supervision, lack of motivation and lack of time) were placed.

Behimehr, Riahinia & Mansourian (2014) while researching the problems of thesis writing from the students' point of view including topic selection, proposal writing, compilation of five thesis chapters (research overview, research background and theoretical foundations, methodology, research findings and discussion and conclusion), writing the thesis text, They introduced research ethics and mentors and advisors.

Writing a thesis or conducting research activities can play an important role in solving the economic, social, political, cultural, etc. problems of the society; Of course, on the condition that it has certain conditions, such as being appropriate to the society's situation, doing it correctly, reporting real and unmanipulated findings, etc. One of the main problems of many students is dissertation writing for various reasons, including lack of familiarity with the research method, proposal writing, its steps, writing regulations, etc., and there is no course or unit that can help students in this field. . Therefore, dissertation writing is associated with many challenges that cover different fields and fields, and the educational-research field can be considered one of these important fields and fields. Investigations indicate that although relatively few researches have been conducted on dissertation writing and its challenges, no research was found in this field that specifically investigated the challenges of dissertation writing in the educational-research field. As a result, according to the topics raised and the importance of examining educational-research challenges in dissertation writing, the present study was conducted with the aim of providing a model for managing dissertation challenges in the educational-research field.

## **Methodology**

The current research was qualitative in terms of execution method and practical in terms of purpose. The research population was the students and graduates of the doctoral course of humanities in Islamic Azad University in the academic year 2019-2019, and among them, 12 people were selected as a sample according to the principle of theoretical saturation and the purposeful sampling method. According to the principle of theoretical saturation, sampling continues until the research reaches saturation, and in this research, although the interview reached saturation after the tenth person, the interview was done with two other people to be sure. Also, according to the purposeful sampling method, the samples are selected according to the objectives set by the researchers, which included the desire to participate in the research, agreeing to record the interviews while writing the thesis, or having passed a maximum of three years after graduation.

The process of conducting the research was that after a number of students were selected and interviewed, and this process continued until the research reached saturation. The research reached theoretical saturation after interviewing the tenth person, but to be sure, two other people were also interviewed. For each of the interviewees, the importance and necessity of the research was expressed and the interviewer promised that the content of the interview would remain confidential and would be published without the names of the interviewees and in general. It should be noted that the consent of each of the interviewees to conduct the interview and record the interviews was obtained after the interviewer's commitment to comply with ethical points such as confidentiality, confidentiality of personal information, general analysis of findings, preservation

of samples, etc. In addition, during the interviews, the interviewer recorded the audio of the interviews with the help of a tape recorder and noted the important and key points and expressed the noted contents to the interviewees and obtained their agreement about the correctness of the contents.

The two tools used in the present study included a demographic information form and a semi-structured interview. The first tool, the demographic information form, was designed by the researchers and included information about age, gender, field of study, and place of study. The second tool, semi-structured interview, was designed by the researchers and included five main questions and a number of sub-questions. For this purpose, the interviewer first asked the interviewee the first question and, in addition to recording it, took note of important and key points and used sub-questions or auxiliary questions if the interviewer did not understand the question or if the answer was asked from the framework of the question. The above process was continued for the second to fifth questions. It should be noted that the interviews were conducted individually and at a time and place that was previously determined with the help of the interviewees, and the average duration of the interview with each of the students and graduates of the doctoral course lasted about 45 to 60 minutes. Also, the validity of the interviews was obtained with the method of relative content validity coefficient by 15 professors and its reliability was obtained with the method of Holstein coefficient of 0.83.

The data obtained from the implementation of the demographic information form for each of the doctoral students and graduates by age, gender, field of study and the place of study and the data obtained from the implementation of the semi-structured interview with open, central and selective coding methods and thematic analysis in the MAXQDA-18 software. were analyzed.

## Findings

In this study, after the interview with the 10th person, the research reached saturation, but to be sure, the interview with two other people was also continued, and accordingly, in Table 1, the demographic information of the 12 samples of the present study is divided into age, gender, field of study and place of study. It was reported for students and graduates of doctoral courses in humanities.

**Table 1.** Age, gender, field of study, and place of study of students and graduates of doctoral courses in humanities.

Education place	Major	Gender	Age (years)	Row
Islamic Azad University, Isfahan branch	Education Management	Female	35	1
Islamic Azad University, Isfahan branch	Education Management	Man	37	2
Islamic Azad University, Isfahan branch	Education Management	Man	37	3
Islamic Azad University, Isfahan branch	Education Management	Man	34	4
Islamic Azad University Science and Research Unit	Linguistics	Man	43	5
Islamic Azad University, Bushehr branch	the literature	Man	36	6
Islamic Azad University, Shahreza branch	public rights	Man	38	7
Islamic Azad University, Bushehr branch	the literature	Man	39	8
Islamic Azad University, Isfahan branch	Education Management	Man	52	9
Islamic Azad University, Isfahan branch	Management	Man	42	10
Islamic Azad University, Bushehr branch	the literature	Female	36	11
Islamic Azad University, Bushehr branch	the literature	Female	35	12

As can be seen, the age, gender, field of study, and place of study of each of the 12 students and graduates of the humanities doctoral course were reported (Table 1). In order to identify the management of thesis writing challenges in the educational-research field, 12 students and graduates of doctoral courses in humanities were

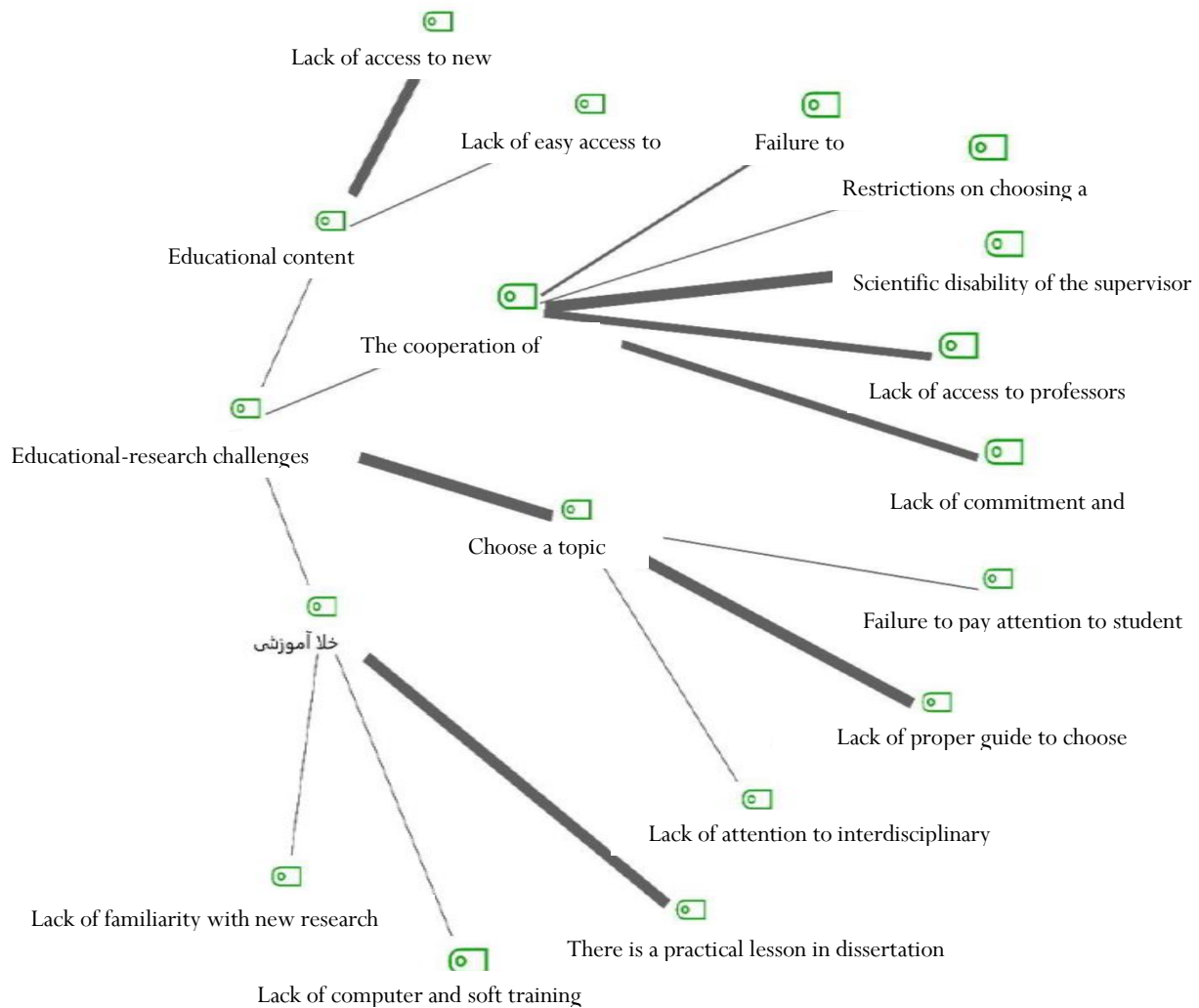
interviewed, and based on this, open, central and selective coding of the management of thesis writing challenges in the educational-research field was reported in Table 2.

**Table 2.** Open, central and selective coding of the management of thesis writing challenges in the educational-research field resulting from interviews with students and graduates of doctoral courses in humanities.

Indicator	Component	Next
<p>1. Lack of mastery of research and statistical and software methods, 2. Lack of sufficient information from useful and widely used sites, 3. Lack of knowledge of how to extract a good article, 4. Lack of necessary knowledge of students about search, 5. Lack of knowledge of doing software work. and 6. Not holding research method courses in the form of software training workshops</p>	<p>The void of computer and software training</p>	
<p>1. Lack of skills in inductive and new methods, 2. Lack of workshop information about new methods, 3. Lack of mastery in the practical implementation of research methods, 4. Unfamiliarity with how to buy software and how to use them, 5. Lack of training in inductive and comparative methods. by the university, 6. lack of sufficient training in qualitative discussion by the university and 7. passing the practical training course on inductive research method outside the university</p>	<p>Lack of familiarity with new research methods</p>	<p>Educational gap</p>
<p>1. The ineffectiveness of theory units at the doctoral level in dissertation writing, 2. The absence of dissertation writing courses in particular, 3. The loss of the university dissertation writing training workshop, 4. The lack of practical exposure to the research method in the dissertation and the provision of theory training, 5. The theory courses are not taken seriously by University and 6. Weakness in the sampling method</p>	<p>The void of the practical course of dissertation writing</p>	
<p>1. Lack of sufficient expertise of respected professors of the department in interdisciplinary subjects, 2. Ignoring different fields in the field by professors, 3. Failure to identify different fields in one field in the university and 4. Neglecting interdisciplinary subjects and training to enter it in the university and professors</p>	<p>Lack of attention to interdisciplinary subjects</p>	
<p>1. Lack of proper guidance for choosing and proposing a subject, 2. Lack of guidance for professors in choosing a subject, 3. Lack of sufficient mastery of all aspects of the subject by the university's scientific department, 4. Defective and unplanned structure of the subject selection mechanism, and 5. Selection and replacement of professors. Help to change the subject</p>	<p>There is no proper guide for choosing the subject</p>	<p>Choose a topic</p>
<p>1. Systematic lack of attention to students' interest in choosing a subject, 2. Lack of attention to students' interests and inclinations in choosing a subject, 3. Insignificance of discussing student interest in choosing a subject, and 4. Neglecting interest due to the difficulty of the process of determining the subject.</p>	<p>Failure to pay attention to the interests of students</p>	
<p>1. The low work discipline of the university in the proposal defense meeting, pre-defense and defense, 2. The delay of the professors in the defense meeting, 3. The cancellation of the defense meeting due to the rudeness of the professor, 4. The irregularity and delay in the entry of the professors to the defense meetings and 5. The non-convection of the meeting due to The rudeness of some professors</p>	<p>behind the promise</p>	<p>The cooperation of professors</p>
<p>1. The university's lack of agreement with a professor from outside the university, 2. Difficulty in changing supervisors and advisors, 2. The number of supervisors and advisors is filled, and 4. There are too many students and too few professors.</p>	<p>Restrictions on choosing a supervisor</p>	

1. The lack of scientific knowledge of the supervisor, 2. The lack of skill of the supervisor in the field of the subject, 3. The lack of scientific and practical knowledge of some university professors in the field of thesis writing, 4. The low academic load of academics, 5. The popularity of most of theses, 6. The ineffectiveness of the supervisor's explanations in the thesis writing process, 7. The professors' low scientific knowledge about various subjects and 8. Not having the scientific ability or enough time to help the student in writing the proposal.	Scientific disability of the supervisor
1. Delays in the work process due to the lack of face-to-face meetings with professors, 2. Hard phone and virtual access to professors, 3. Filling the time of supervisors and advisors with theory classes, 4. Impossibility of proper face-to-face meetings with professors, 5. Lack of Proper communication in virtual space with professors, 6. Professors are busy with work and not having enough time to guide the thesis and 7. Professors lack of concentration in responding to students properly.	Lack of access to professors
1. Termination of professor's cooperation after working on the subject for some time, 2. Impossibility of proper and optimal use of professors' experiences in thesis writing, 3. Professors' lack of cooperation, 4. Professors' little help in thesis writing, 5. Rework due to lack of proper guidance, 6. The inattention of the professors to the quality of the thesis and 7. The concentration of teaching and the thesis of the supervisors and advisors.	Lack of commitment and responsibility
1. Sending Latin resources from the United States, 2. Difficulty and expensive access to resources, 3. Lack of library resources, 4. Difficult access to Latin first-hand sources, 5. Lack of first-hand sources and 6. Iran embargo for access to sources.	Lack of access to first-hand sources
1. The need to buy expensive books to use in the thesis, 2. Going to cities and provinces to collect resources, 3. The difficulty, exhausting, costly and time-consuming nature of preparing scientific resources for the thesis, 4. Lack of help from friends and colleagues due to the novelty of the subject. and 5. Lack of resources due to internal nature of some topics	Lack of easy access to content Educational content

As can be seen, the open, central and selective coding of the management of thesis writing challenges in the educational-research field was reported from interviews with students and graduates of doctoral courses in humanities, according to which the management of thesis writing challenges in the educational-research field has 74 indicators. There were 13 components and 4 dimensions. The dimension of educational gap with 19 indicators, three components including computer and software training gap, lack of familiarity with new research methods and the gap of practical thesis writing course, the dimension of choosing a subject with 13 indicators, three components including lack of attention to interdisciplinary subjects, lack of suitable guide for choosing a subject and Lack of attention to students' interests, the cooperation dimension of professors with 31 indicators, five components including under-promise, restrictions on the selection of supervisors, scientific disability of supervisors, lack of access to professors and lack of sense of commitment and responsibility, and the dimension of educational content with 11 indicators, two components It included lack of access to first-hand sources and lack of easy access to content (Table 2). Therefore, according to the dimensions and components identified for the management of thesis writing challenges in the educational-research field resulting from the interview with 12 students and graduates of the doctoral course of humanities fields, in Figure 1 the theme analysis model of the management of thesis writing challenges in the educational-research field was reported.



**Figure 1.** Thematic analysis of the management of these writing challenges in the educational-research field resulting from interviews with students and graduates of doctoral courses in humanities.

As can be seen, the dimensions and components of managing these writing challenges in the educational-research field were reported from interviews with students and graduates of doctoral courses in humanities (Figure 1).

**Conclusion**

Dissertation writing is the practical application of theory lessons, and doing it was always faced with many challenges, and based on this, the present research was conducted with the aim of presenting a model for managing the challenges of dissertation writing in the educational-research field.

The findings of the current research showed that the management model of thesis writing challenges in the educational-research field had 74 indicators, 13 components and 4 dimensions; So that the dimension of the three-component educational void includes the void of computer and software training, the lack of familiarity with new methods of research and the void of the practical course of thesis writing. , the cooperation dimension of professors has five components including false promises, restrictions on the selection of supervisors, scientific disability of supervisors, lack of access to professors and lack of commitment and responsibility, and the dimension of educational content has two components including lack of access to first-hand sources and lack of easy access to content. had Although no research was found on the management of thesis writing challenges in the educational-research field, the findings of the current research are in some ways aligned with the findings of Zarei et al (2021), Valiee et al (2021), Baradaran et al (2021), Veisani & Delpisheh ( 2019), Hemmati & Bayat (2018), Ghaedi et al (2018), Khorsandi et al (2015) and Behimehr et al (2014).

In explaining and interpreting these findings in terms of the educational gap with the three components of the computer and software education gap, lack of familiarity with new research methods and the gap in the practical



course of thesis writing, it can be concluded that using solutions such as mastering research and statistical and software methods, having information enough about practical sites, knowledge of how to extract articles, familiarity and use of search, knowledge of how to work with software, participation in research method classroom using software, skill in deployment and comparative method, information about new research methods, mastery of research methods, familiarity with different software, training in qualitative research methods, use of applied theory units suitable for thesis writing, having a thesis writing course, practical exposure to research methods, taking theory courses related to thesis writing seriously and familiarity with sampling and strengthening the use of different methods Sampling leads to better management of thesis writing challenges in the dimension of educational gap.

In the explanation and interpretation of these findings in the dimension of subject selection with three components of lack of attention to interdisciplinary subjects, lack of appropriate guide for choosing the subject and lack of attention to students' interests, it can be concluded that the use of indicators such as strengthening professors' awareness of interdisciplinary subjects, attention to the fields different in each field by professors, identifying and introducing different fields of a field by the university, paying attention to interdisciplinary topics and teaching how to research about them, appropriate guidance for selecting and proposing topics, strengthening the mastery of the university's scientific group on various aspects of the topic, improving the structure and mechanism Choosing the subject, trying not to change the supervisor after changing the subject, paying attention to the interest and desire of the students, giving importance to the interest of the students and paying attention to the interest of the students due to the difficulty of the process of determining the subject can play an effective role in managing the challenges of dissertation writing in the aspect of choosing the subject.

Also, in the explanation and interpretation of these findings in the dimension of professors' cooperation with the five components of under-promise, limitations in the selection of supervisors, scientific disability of supervisors, lack of access to professors and lack of sense of commitment and responsibility, it can be concluded that using solutions such as improving discipline The work of the university in the proposal and thesis defense meetings, preventing disorder, delaying and canceling the defense meeting, allowing the use of professors outside the university, facilitating the change of supervisors and advisers, thinking of ways to fill the code of supervisors and advisers, reflecting on the number of students and professors. , strengthening scientific information, scientific load and supervisor's skill in the field of thesis topic, expanding professors' skills about thesis writing, preventing theses from becoming tasteful, strengthening scientific ability and allocating enough time to students by professors for proposal writing and thesis writing, creating an environment for face-to-face meeting with professors, facilitating phone access to professors and not filling their time with theory classes, strengthening the proper communication between students and professors in cyberspace, focusing professors on responding appropriately to students, preventing the professor from interrupting cooperation after Working on the subject for a while, using the experiences of professors in thesis writing, strengthening the cooperation of professors and their help to students in the field of thesis writing, double attention of professors to the quality of the thesis and preventing rework due to the lack of guidance from professors will lead to better management of thesis writing challenges in the cooperation dimension. Becomes professors.

In addition, in the explanation and interpretation of these findings in the dimension of educational content with the two components of lack of access to first-hand sources and lack of easy access to content, it can be concluded that the use of indicators such as facilitating access to Latin sources, reducing the difficulty and cost of accessing first-hand sources, strengthening libraries, strengthening access to first-hand sources, purchasing expensive books by the university, facilitating access to electronic resources of other cities and preventing commuting to cities and provinces, reducing the time and cost of preparing scientific resources for thesis writing and strengthening Resources, especially for domestic and national issues, can play an effective role in managing the challenges of dissertation writing in the dimension of educational content.

The most important limitations of this research include the limitation of the research community to students and graduates of Islamic Azad University, its limitation to humanities and the cities of Isfahan, Bushehr and Tehran. Considering the mentioned limitations, it is suggested to conduct a comparative study with other Iranian universities on the subject and compare its results with the results of the present study. Another research proposal is to conduct research on professors of different universities and even different cities. Undoubtedly, conducting more research on the management of thesis writing challenges in various fields including educational and research and using them can reduce the challenges or manage them better. According to the results of this research,

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planning to manage dissertation writing challenges through the dimensions, components and indicators identified in the four dimensions of educational gap, topic selection, cooperation of professors and educational content seems necessary. Therefore, the specialists and planners of the university can take an effective step in reducing the challenges of thesis writing in this field by considering the dimensions, components and indicators of the management of these writing challenges in the educational-research field and cause the challenges to be managed as best as possible.

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