

Identifying the Effective Components on Managing the Challenges of Thesis Writing based on the Lived Experiences of PhD Students in Islamic Azad University

Article info

Article Type:

Original Research

Authors:

Zabihifard, Abbas¹
MahboubeSadat Fadavi^{2*}
Narges Saeidian³

Article Cite:

Zabihifard A, Fadavi M, Saeidian N. Identifying the Effective Components on Managing the Challenges of Thesis Writing based on the Lived Experiences of PhD Students in Islamic Azad University. Curriculum Research, 2022;2(2): 1-12

Article History:

Received: 2021/09/14
Accepted: 2022/02/07
Published: 2022/07/01

Affiliations:

1. PhD Student of Educational Management, Department of Educational management, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran.
2. Assistant Professor, Department of Higher Educational management, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran. (Corresponding Author). mahboube.fadavi@gmail.com
3. Assistant Professor, Department of educational management, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran.

Abstract

Purpose: The aim of present research was identifying the effective components on managing the challenges of thesis writing based on the lived experiences of PhD students in Islamic Azad University.

Methodology: This study in terms of purpose was applied and in terms of implementation method was phenomenological from type of qualitative. The research population was students and graduates of the PhD period of humanities fields at the Islamic Azad University in 2020-21 academic years. The research sample according to the principle of theoretical saturation was determined 12 people which were selected by purposive sampling method. Data were collected by semi-structured interviews whose validity by 15 professors was obtained by the relative content validity coefficient method 0.866 and its reliability by the Holsti coefficient method was obtained 0.865. Finally, the data were analyzed by open, axial and selective coding method in MAXQDA-18 software.

Findings: The results showed that for managing the challenges of thesis writing based on the lived experiences of PhD students were identified 67 indicators in 13 sub-components and 3 main components. The main components were included administrative-organizational solutions (with three sub-components of maximum use of virtual systems, modification of the thesis doing process and financial assistance), solutions (with three sub-components of increase study, proper planning and strengthening skills) and educational strategies

Conclusion: The results of this study have practical implications for graduate officials and planners, and they can use the identified components to properly manage the challenges of thesis writing and improve them in the higher education system.

Keywords: Challenges of Thesis Writing, Lived Experiences, PhD Students

Introduction

Along with the ever-increasing expansion of science and technology and professional roles becoming more specialized, post-graduate education has also become important and every year more students volunteer to continue their studies in post-graduate courses. However, success in these stages is associated with research-oriented activities such as preparing a thesis or dissertation, which is almost a new experience for graduate students and brings them from the student world to the research world (Sheykhi, Fathabadi & Heidari, 2013). On the one hand, higher education is responsible for cultivating efficient human resources to enter the world of work, and on the other hand, it is responsible for education, research and all-round economic, social, cultural and human development. Universities that work under the umbrella of this organization must be able to respond to the needs of this organization and society (Akhavan Tafti, Taheri Ghaletak & Mohsenpour, 2019).

Higher education in the current style has a history of eight hundred years in the world, and although the growth of higher education during this period has been gradual, but in the last 50 years, especially after 1960, when the fundamental importance of investing in human resources as the most effective factor in economic development was accepted by the World Bank This growth has had an increasing saturation. In our country, the foundation of higher education was considered to be the foundation of Jundishapur University in the era of Sassanid Shapur, but higher education in a new style actually started with the establishment of Dar al-Funun in 1268 and Tehran University as the first university started its activities in 1313. In recent years, there has been a significant quantitative growth in different levels and fields of study. The double importance of postgraduate education comes from the fact that, due to the combination of education and research, it is considered an important source for the production of knowledge, and in addition, it is responsible for the training of specialized human resources to manage the educational, scientific, research, economic and political institutions of the society (Nili, Nasr & Akbary, 2007). Universities and higher education centers represent the highest level of thinking and learning of that society and they manifest the principles of the worldview, belief and value system of the society and by training future thinkers, scientists and managers, they are effective in giving direction to the various intellectual, scientific and cultural movements of the society. Occur In addition to the educational dimension and educational mission, one of the most important tasks of universities is their research mission. Also, postgraduate education is an important stage in the university course; however, some researches indicate the existence of shortcomings, weaknesses and serious problems in the process of completing a thesis or dissertation (Hemmati & Bayat, 2018).

Today, universities and educational institutes are important scientific and research authorities of any country, and thesis is considered one of the important sources to achieve important transcendental goals. Dissertations are writings that are highly regarded due to their importance in society and are always one of the strong and documented references used by students and researchers (Rahmani, Asnafi & Erfan Manesh, 2016). Dissertation or treatise is considered as one of the most important course units for postgraduate students with the aim of developing research. In other words, this course unit is one of the important research tools whose purpose is to increase the power of self-confidence and to cultivate the power of innovation and initiative in line with the country's self-sufficiency and to ensure the university's relative assurance that the graduates are familiar with advanced research methods and the latest scientific achievements. In fact, student theses are valuable sources of information that play an important role in the body of knowledge due to their nature and characteristics, and every year a large amount of the government's financial resources and a significant part of the government's financial resources and a significant part of the energy and time. Academic faculty members of universities are devoted to it (Zahed-Babelan, Moenikia, Nagizade-Bagi & KhanBabazadeh-Ghadim, 2017). Dissertation writing phenomenon arises from many conditions and coincidences of policies, legislations and operational procedures in the university institution and various factors such as centralism in policy making, attention to quantity instead of quality, commercialization of higher education, increasing society's demand for higher education and degree orientation in dissertation writing and Their quality plays an effective role (Kazemi & Asghari, 2020). Apart from its special features as a process and a document, the dissertation is a reflection of a major part of the scientific and intellectual

culture of a society, and in addition, it is a reflection of the author's capabilities, training received, technical skills, and expanded analytical and writing capabilities (Hemmati & Bayat, 2018). The thesis, as the most extensive research product of universities, is the first research experience of master's and doctoral students, which is considered the basis of the curriculum of this course and is the criterion by which students complete their academic activities, and during this process, one of the duties of students is to From your field of study, take science one step further, Although students face many challenges in the process of doing it (Navehebrahim, Mansourian & Rahimi, 2014).

One of the main challenges of the university in Iran due to the increase in the demand to enter the university and the universalization of higher education is planning in order to train graduates with high skills and quality to meet the needs of the society and to satisfy the stakeholders, and since in Iranian universities, researches or in the form of The research projects of university professors and researchers are carried out in the form of theses and dissertations of master's and doctoral students, so there will be many challenges in the field of dissertation writing (Asghari & Nemati, 2014). Since the quantitative growth of post-graduate education has been increasing in Iran, its qualitative dimension should be given the attention of policy makers and decision makers of the higher education system, in which it is necessary to examine the challenges of thesis writing, especially in the doctoral course (Zabihifard, Fadavi & Saedian Khorasgani, 2021).

Although few researches have been conducted on the challenges of dissertation writing, no research was found on the management of dissertation writing challenges. Therefore, the most important researches found are as follows. Montazerifar, Hosseini, Mohammadi, Karajibani & Dashipour (2020) conducted a research on the obstacles to the implementation of general medicine thesis from the point of view of faculty members and concluded that due to insufficient training of students in reviewing texts and articles, lack of guidance for students in statistical analysis of results and Lack of understanding by the student, lack of allocating enough time to guide students under the supervision of supervisors, lack of sufficient information on the country's research priorities, lack of adequate funding for the implementation of the thesis and difficulty in coordinating with medical centers and the place of information collection for research, lack of student training About how to prepare the final report of the thesis and their low knowledge in the field of preparing the final report, the lack of guidance for the student to write the thesis, the repetition of the topic of theses, the low and limited access to statistics professors for advice on the problems of the thesis and the lack of proper design and implementation method for research and The difficulty of finding suitable subjects in the general medicine course was the most important obstacle to completing the thesis.

Hemmati & Bayat (2018) conducted a research on the phenomenological study of students' lived experience of writing a thesis or dissertation and concluded that positive and negative preconceptions of dissertation writing, self-perception and scientific and practical capabilities, emotional experience, dual guidance, frustration, withdrawal And relying on others, the dissertation 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 serious attention to guidance and positive and constructive interaction between students and professors on the one hand, and the need to modify traditional methods of guidance and paying more attention to the role of peers and advisors and reforming departmental and institutional policies, on the other hand, are among the ways to improve the thesis writing process.

Zahed-Babelan, et al (2017) while researching the components of a targeted thesis including the input components of the thesis (with the concepts of student, supervisor, consultant, referee, capital and communication and information technology), process components (with the concepts of choosing a targeted topic and Proposal approval, defense process, article publication, commercialization of research findings and upstream documents) and output components (with the concepts of the principles of scientific writing of a structurally appropriate thesis, the first chapter of the thesis, the second chapter of the thesis, the third chapter of the thesis, the fourth chapter of the thesis, the fifth chapter of the thesis, good and objective English abstract, references, list of references, ethical considerations, article publication, commercialization of research findings and upstream documents).

Asghari & Nemati (2016) while conducting a research on the quality challenge of doctoral thesis in Iran has multiple dimensions and intricate layers of factors of students, professors, managers and policy makers,

organizational structure, procedures, laws and other environmental factors. In addition to that, another powerful and accelerated trend has simultaneously formed between these layers, which is both affected by them and influenced by them, and cases of non-university behaviors that, while damaging the scientific identity of universities, have become a major challenge for the quality of doctoral theses in Iran.

Khorsandi, Jahani, Vakilian & Sadeghi (2015) conducted a research on the explanation of the challenges in the preparation of general doctoral theses based on the experiences of 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 conditions - scientific), structural barriers (with three sub-components of administrative barriers, financial problems and executive problems) and human resources barriers (with three sub-components of theses supervision, lack of motivation and lack of time) were placed. Behimehr, Riahinia & Mansourian (2014) conducted a research on the identification of thesis writing problems from the perspective of students and concluded that students have problems in different parts of the thesis, including topic selection, proposal writing, editing five chapters, thesis text writing, research ethics and supervisors and advisors. .

Bozorg & Khakbaz (2013) conducted a research on the interaction between supervisor and student in master's theses and concluded that proper communication and interaction between supervisor and student played an important role in the quality of master's theses.

What reveals the unique abilities of students to enter the society is not only getting passing grades in university exams, but doing research activities, including a thesis or a dissertation, is an opportunity for students to show their learned abilities, evaluate in a different way, and master Their field of study. In this regard, although passing the course units related to research skills and statistics is a necessary condition for success and writing a dissertation, it is not enough on its own, and the lack of research professionals and insufficient training along with a negative attitude towards research in students causes fear and unwillingness. Their self-confidence is about their ability to write essays (Taghizadeh Tabarsi & Ghiasi Nodoshen, 2019). Also, writing a dissertation is a good opportunity for students to learn how to conduct research during the course of their studies, and every year thousands of students at different levels of education are required to defend it. In other words, the thesis is the last part or units of the supplementary study courses, during which the student is required to do research work in one of the fields of his studies and present the results according to a specific regulation (Zahed-Babelan et al, 2017). . According to the above materials and research backgrounds, it is clear that although researches have been conducted on the challenges of thesis writing, no researches have been found on the management of these challenges. With the help of the results of this research, it is possible to discover the gap in how to manage dissertation writing challenges and use them for better management of those challenges. As a result, the aim of the current research was to identify the effective components on the management of thesis writing challenges based on the lived experiences of doctoral students in Islamic Azad University.

Methodology

This study was applied in terms of purpose and qualitative in terms of phenomenological method. The research population was the students and graduates of the doctoral course in humanities at Islamic Azad University in the academic year 2020-21. The researchers of the present study sought to know the experiences of doctoral students in humanities about managing the challenges of dissertation writing. According to the principle of theoretical saturation, the sample of the research was determined by 12 people who were selected by purposive sampling method. In the purposeful sampling method, the researcher selects people who can bring the research to the maximum results, and the conditions for selecting the samples included willingness to participate in the research, being in the process of writing a thesis, or not more than three years have passed since graduation. In researches that use the principle of theoretical saturation for sampling, the sample size is not known in advance and interviews and sampling to conduct interviews continue until the research reaches saturation. This research reached saturation after conducting 10 interviews and no new data or information was obtained from the interviews with the 11th and 12th samples.

In order to conduct this research, first a list of people in the society to whom the researcher had access was prepared, and then according to the conditions of their selection, the first sample was selected and interviewed, and in the same way, the second to tenth people were selected and interviewed, the eleventh people and the twelfth selected did not add any new information to the research and the research reached saturation with 10 samples. It should be mentioned that before conducting the interviews for the samples, the purpose, importance and necessity of the research was expressed, and their trust and consent was obtained to conduct the research and the necessary coordination was made with them about the place and time of the interview. The interview was conducted with the help of answering questions that were prepared with the help of professors. During the interview, in addition to noting the important and key content, the voice of the interview was recorded, and this content was already known to the interviewees and their consent was obtained.

In this research, a semi-structured interview method was used to collect data, and the interviews were conducted individually, and the average duration of the interview with each person was about 45-60 minutes. It should be noted that the validity of the interviews according to the following formula and with the method of relative coefficient of content validity by 15 professors was 0.866 and their reliability was obtained according to the following formula and with the method of Holstein coefficient 0.865.

$$CVR = \frac{n_E - \frac{N}{2}}{\frac{N}{2}} = \frac{14 - (\frac{15}{2})}{(\frac{15}{2})} = 0/866$$

$$PAO = \frac{2M}{(n_1 + n_2)} = \frac{2(71)}{(80 + 84)} = 0/865$$

Finally, the data obtained from the individual implementation of the semi-structured interview were analyzed with the open, central and selective coding method in the MAXQDA-18 software.

Findings

The samples of the present study were 12 people with an average age of 38.50 years, whose age, gender, field of study and place of study are presented in Table 1.

Table1. Age, gender, field of study and place of study of the samples of the present study

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

According to the results of Table 1, among the 12 samples of the current research, most of them are men (9 people, equal to 75%) and are studying in the field of educational management (5 people, equal to 41.67%) and Isfahan Islamic Azad University (6 people, equal to 50%). or were graduates.

The results of open, central and selective coding showed that the challenges of dissertation writing based on the lived experiences of doctoral students included three main components of administrative-organizational, student and educational challenges, which are under review in another article, and according to that, the effective components on managing dissertation challenges based on The lived experiences of doctoral students were analyzed by coding method and its results were presented in Table 2.

Table2. Coding results to identify the effective components on the management of thesis writing challenges based on the lived experiences of doctoral students.

	Sub component	Indicator
Administrative-organizational solutions	Maximum use of virtual systems	1. The university's use of administrative automation for the thesis writing process, 2. Completing forms from home or work and sending them to professors and university officials, 3. Using electronic signature by the professor and viewing the results of the meetings through the site, 4. Obliging the professors by the university To provide services virtually, 5. Requiring professors to use video conferencing and 6. The university should provide students with electronic versions of resources.
	Modifying the thesis process	1. Determining the research priorities by the university, 2. Modifying the thesis process and selecting the topic and determining it upon entering the university, 3. Allowing the selection of the topic and supervisor and advisor upon entering the university, 4. The university's action to publish students' articles. 5. Identifying the issues of the country and making them available to students in the form of research priorities, 6. Creating a more regular structure for thesis writing and defense meetings, 7. Holding defense meetings in one day and closing classes on that day, 8. Designing a suitable structure for obtaining information. Detailed about the stages of thesis writing and 9. Requiring professors to interact more constructively with students about thesis writing and introduction of journals by the university.
	financial assistance	1. More assistance regarding financial and educational grants from the university and 2. Increasing the amount allocated by the welfare fund and attracting financial sponsors for theses.
Student solutions	Increase study	1. Increasing the amount of study by doctoral students, 2. Not being limited to theoretical courses and using dissertation writing workshops, 3. Getting help from a statistical consultant to write a dissertation, and 4. Appropriate study to choose a good title.
	Proper planning	1. Planning to choose a subject upon entering the university, 2. Not rushing in thesis writing and not sacrificing accuracy for speed, and 3. Students should think about the thesis from the moment they enter the university.
	Strengthening skills	1. Teaching how to search and find sources, 2. Requiring students to participate in search training workshops by the university and providing conditions for them, and 3. Studying statistics and research methods and practicing essay writing.
Educational solutions	Presentation of research priorities by the university	1. The three-sided interaction of students, institutions or organizations and the university for thesis writing, 2. Introduction of research fields by the university to professors and students, 3. Application and community-orienters of thesis topics regardless of political and religious tendencies and 4. Preparation of research priorities by institutions and organizations and sending to universities

Presenting the subject at the same time as entering the university	1. Asking for a doctoral thesis topic during the entrance interview, 2. Choosing a thesis topic in the first or second semesters and the student's continuous attendance at the university, 3. Presenting a thesis writing course and paying attention to statistics and research methods in teaching it, 4. Choosing a thesis topic in upon arrival and according to the student's interest and the society's priorities, 5. Entering the university by subject, 6. Grouping the students upon arrival and dividing them among the professors to practice thesis and essay writing and 7. providing theory courses in line with the thesis topic
Use of experienced teachers	1. Increasing professors' knowledge about thesis writing, 2. Using experienced professors as supervisors and advisors, 3. Accurate refinement of the thesis topic by professors before review in the Research Council, 4. Using the opinions of experienced professors in thesis writing, 5. More appropriate attitude of professors. And the research council for interdisciplinary issues, 6. Assisting the supervisor in introducing magazines and publishing articles and 7. Cooperation of professors in the field of writing and publishing articles
Increasing the teacher-student ratio	1. Recruiting fewer students and reducing the working hours of supervisors and advisers, 2. Recruiting more equivalent professors to guide the thesis, 3. Creating conditions for selecting supervisors and advisers outside the university, 4. Improving the new teaching methods of professors and educational resources, and 5. Changing the university's attitude towards professors' free time in order to better guide students
Creating a counseling center to guide the thesis	1. The establishment of the dissertation counseling unit, 2. Choosing the subject upon arrival and specifying the theoretical courses related to it for the student by the university and the student himself, and 3. Getting academic advice from professors when presenting theoretical courses or from students of higher semesters and even majors. other
Holding scientific and practical workshops	1. Organizing topic selection and thesis writing workshops, 2. Teaching research methods in a practical way instead of theoretical topics, 3. Holding topic selection and thesis writing workshops in the elementary semesters instead of unnecessary prerequisite courses, 4. Holding the aforementioned workshops in an operational manner and carrying out the learned actions, 5. Providing educational workshops at the same time as presenting theoretical courses, 6. Bringing a thesis to the workshop and examining various aspects. That, 7. Mandatory participation in topic selection and dissertation writing workshops instead of unnecessary prerequisite courses, 8. Giving a two-unit theory course on topic selection and dissertation writing, and 9. Dedicating one semester to practical research method and using experienced professors for it.
Monitoring the interaction	1. Having an office for professors to record the time and duration of counseling to students and get their signatures, 2. Examining the ethics and manner of interaction of professors

between professor and student with students by the university, 3. Not subjecting the change of professor to changing the subject and timely intervention by the University Research Council. 4. Increasing the cooperation of supervisors and advisors in thesis writing and 5. Giving importance to discipline by students, professors and universities.

According to the results of Table 2, 67 indicators were identified in 13 sub-components and 3 main components for managing dissertation writing challenges based on the lived experiences of doctoral students. The main components include administrative-organizational solutions (with three sub-components of maximum use of virtual systems, reforming the thesis process and financial assistance), student solutions (with three sub-components of increasing study, proper planning and strengthening skills) and educational solutions (with seven components). The secondary ones were providing research priorities by the university, presenting the subject at the same time as entering the university, using experienced professors, increasing the professor-student ratio, creating a counseling center for dissertation guidance, holding scientific and practical workshops, and monitoring the interaction between professors and students. Therefore, the components affecting the management of thesis writing challenges based on the lived experiences of doctoral students were presented in Figure 1.

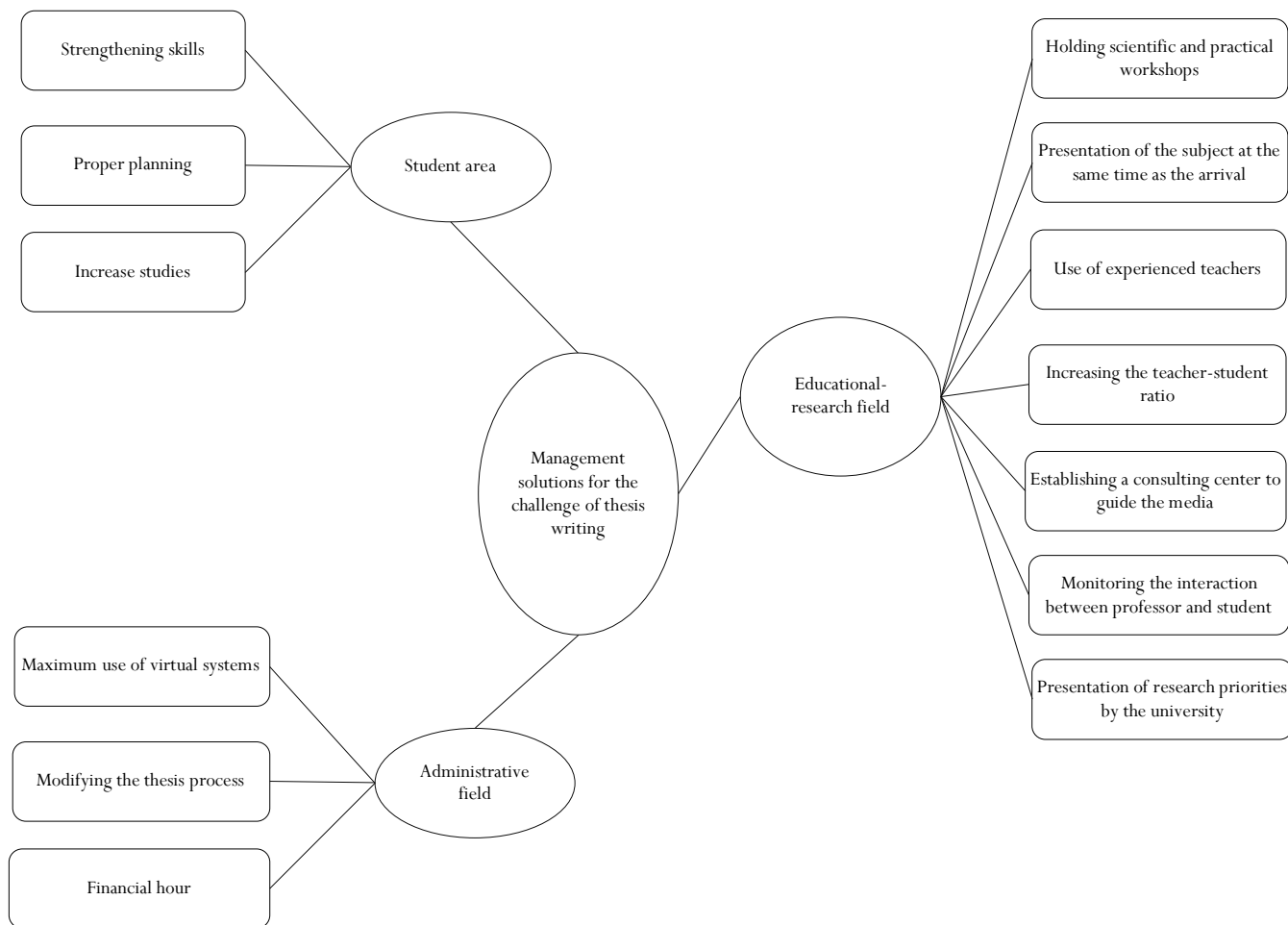


Figure1. Effective components on the management of thesis writing challenges based on the lived experiences of doctoral students

Conclusion

One of the most important or even the most important course units of the doctoral course is the course unit related to the thesis, which is faced with many challenges. As a result, the aim of the current research was to identify the effective components on the management of thesis writing challenges based on the lived experiences of doctoral students in Islamic Azad University.

The findings showed that 67 indicators were identified in 13 sub-components and 3 main components to manage the challenges of dissertation writing based on the lived experiences of doctoral students. The main components include administrative-organizational solutions (with three sub-components of maximum use of virtual systems, reforming the thesis process and financial assistance), student solutions (with three sub-components of increasing study, proper planning and strengthening skills) and educational solutions (with seven components). The secondary ones were providing research priorities by the university, presenting the subject at the same time as entering the university, using experienced professors, increasing the professor-student ratio, creating a counseling center for dissertation guidance, holding scientific and practical workshops, and monitoring the interaction between professors and students.

Although no research was found on the management of thesis writing challenges, there have been studies on thesis writing, and the results of the present research are in some ways consistent with their results, among which the results of Montazerifar, et al (2020), Hemmati & Bayat (2018), Zahed – Babelan, et al (2017), Asghari & Nemati (2016), Khorsandi, et al (2015), Behimehr, et al (2014) and Bozorg & Khakbaz (2013) mentioned.

Regarding the interpretation and explanation of administrative-organizational solutions, it can be said that maximum use of virtual systems is very important. Islamic Azad University's use of administrative automation and using this appropriate virtual space in the thesis writing process, doing most of the administrative tasks through virtual space, requiring professors to use video conferencing to communicate with students and providing the electronic version of the resources needed by the students can be done by the university. Be effective in managing the challenges of this field. Another challenge is the lack of a database in the university regarding topics and problems that can be used as a research topic for students. Therefore, if research priorities are determined in the university and unnecessary time and cost are not imposed on the students, the scientific output and production of science will be done by the university in a more appropriate way. Modifying the thesis process can be effective. Financial issues are another challenge in the administrative-organizational part and the solution is financial assistance, and more assistance should be given to doctoral students regarding financial and educational assistance. If the amount allocated by the welfare fund is increased and it is possible to attract financial sponsors to write dissertations with the intermediary of the university, this can reduce a major part of the students' problems in this field, and this cost reduction can improve the student's morale to continue working. Dissertation writing has a positive effect.

Also, regarding the interpretation and explanation of student strategies, it can be said that the most important strategies include increasing study, proper planning, and strengthening skills. Increasing study is one of the best topics to overcome the challenges of dissertation writing, and it is better for students of this course to increase their study. Students should not limit themselves to theory courses offered in the university, but should participate in thesis writing workshops inside and outside the university. In order to have a good dissertation, you must first choose a topic, which requires sufficient study and research. If the PhD student has proper planning from the beginning, time and money will be saved and he will not lose much time and financial burden will not increase. Choosing the subject of the dissertation should be in the mind of the student from the beginning of entering this course, and yet, one should not rush in writing the dissertation and one should not sacrifice accuracy for speed. Therefore, thesis writing should be accompanied by a plan and planning. Another important point is that students should receive sufficient training in the field of thesis writing and strengthen their skills in this field. For example, they should learn to search and find their sources and strengthen their skills for thesis and essay writing. Therefore, it is necessary for students to improve their abilities in this

course by using the facilities, equipment and workshops of the university, and before starting the thesis, practice thesis and essay writing and make good use of statistics and research methods in doing them. In addition to that, regarding the interpretation and explanation of educational solutions, it is possible to present research priorities by the university, to present the subject at the same time as entering the university, to use experienced professors, to increase the ratio of professors to students, to create a counseling center for thesis guidance, to hold scientific and practical workshops and Monitoring the interaction between professor and student. Providing research priorities by the university can reduce confusion in this field, and one of the useful solutions in choosing a topic is to determine research priorities by various institutions and organizations and send them to the university. Azad University can prepare a list of research priorities in each subject and provide it to different subject groups so that students can choose a subject according to their interest and field of study and work on it. If the university presents the subjects based on the society's priorities when the doctoral students enter, the students can choose the subject based on their interest from the very beginning, and the university also has the freedom to choose subjects based on the classification of subjects, courses and Develop appropriate workshops in the curriculum of students. If the topic selection stage is in the first or second semesters, it has the advantage that it is easier for the student to access the professors, and the continuous presence of the student in the university environment is more, and the student's effort to follow up on the thesis matters is more. Another important point is the use of experienced professors, and increasing the knowledge of professors in the field of thesis writing is an important and inevitable matter. The knowledge of the professors in the thesis writing process and their help to publish the article can be very effective in reducing the challenges in this field. Getting advice from professors when presenting theoretical courses, advice from students of higher semesters, and even getting ideas from students of other disciplines and increasing the ratio of professors to students can better reveal the path of thesis writing for students to avoid wasting time and money. Another important point is the use of dissertation writing training workshops that can help students in the actual process of choosing a topic and writing a dissertation, and monitoring the interaction between professor and student is another important issue, and the level of cooperation between the supervisor and advisor in the dissertation writing process should be increased, and education should be Monitor the type of interaction and the level of communication between the supervisor and the advisor with the students. The university research council can have a positive impact on this interaction by entering on time and reporting, and to a large extent prevent the replacement of the professor and do not make the replacement of the professor dependent on the replacement of the subject.

The first limitation of the current research was the little theoretical background about thesis writing and its challenges and the lack of research on the management of thesis writing challenges to compare the results of the current research with its results. Another important limitation of the current research is the limitation of the population to students and graduates of humanities fields in Islamic Azad University, which limits the generalization of the results to students of other fields and other universities. Therefore, it is necessary to conduct research on the challenges of thesis writing and how to manage them in other fields of study and other universities, including government, Payam Noor, etc., in order to formulate appropriate programs in this field. Another research suggestion is to compare the challenges of dissertation writing and their management methods in different universities, such as comparing it in the Islamic Azad University with the state university.

According to the results of the present research, the following practical suggestions can be mentioned about the three main components of administrative-organizational solutions, student solutions and educational solutions. Providing software and hardware conditions for communication between professors and students, creating a database for society's issues and problems, and providing more financial and academic assistance to doctoral students and trying to attract financial sponsors regarding administrative-organizational solutions, requiring students to participate in thesis writing workshops and essay writing, increasing the amount of study by students and reporting to professors and planning the process and how to do dissertations and essays and practice them regarding student solutions and

introducing all research areas to professors and students, providing dissertation and essay writing course units, a more positive view of professors and universities towards Interdisciplinary subjects, establishment of a dissertation and essay writing counseling unit, compulsory attendance of students in dissertation and essay writing workshops, and preparation of notebooks by professors to specify the time and date of counseling to students and to get signatures from them regarding educational solutions are suggested.

References

- Akhavan Tafti M, Taheri Ghaletak F, Mohsenpour M. (2019). Evaluating the quality of master degree thesis of Educational Psychology graduates. *Research and Planning in Higher Education*, 25(2), 87-113.
- Asghari F, Nemati MA. (2016). The challenge of the quality of PhD thesis in Iran (based on the concept of value chain). *Journal of Iranian Cultural Research*, 9(2), 159-191.
- Behimehr S, Riahinia N, Mansourian Y. (2014). The problems of dissertation writing process, according to Library and information science students' viewpoint. *Journal of Academic Librarianship and Information Research*, 48(1), 39-59.
- Bozorg H, Khakbaz AS. (2013). Hidden supervisor: The emergent curriculum of advising graduate students thesis (Case study: Training science course). *Research in Curriculum Planning*, 10(9), 38-50.
- Hemmati R, Bayat A. (2018). A phenomenological study of lived experience of students in the process of thesis writing. *Strategy for Culture*, 11(43), 89-122.
- Kazemi A, Asghri Z. (2020). A look at phenomenon of dissertation ghost writing in Iran: Policies and the condition of possibility. *Research and Planning in Higher Education*, 25(4), 1-22.
- Khorsandi M, Jahani F, Vakilian K, Sadeghi H. (2015). Exploring present challenges in performing general practitioner dissertation: (From the view of GP graduates – A qualitative study). *Bimonthly Journal of Sabzevar University of Medical Sciences*, 22(5), 842-853.
- Montazerifar F, Hosseini R, Mohammadi Sh, Karajibani M, Dashipour A R. (2020). Barriers to general medicine dissertation implementation from the faculty members viewpoints in Zahedan University of Medical Sciences in 2017: A short report. *Journal of Rafsanjan University of Medical Sciences*, 18(12), 1301-1308.
- Navehebrahim A, Mansourian Y, Rahimi S. (2014). An evaluation of the quality of dissertations in educational administration to improve university learning. *Journal of Future Studies Management*, 25(100), 1-12.
- Nili MR, Nasr AR, Akbari N. (2007). A study of guidance quality of supervisors on dissertations of postgraduate students. *Teaching and Learning Research*, 14(24), 111-122.
- Rahmani M, Asnafi AR, Erfan Manesh MA. (2016). Survey on citation accuracy of thesis in Faculty of Psychology and Educational sciences in Shahid Beheshti University. *Iranian Journal of Information Management*, 1(1-2), 97-115.
- Sheykhi M, Fathabadi J, Heidari M. (2013). The relations of anxiety, self-efficacy and perfectionism to dissertation procrastination. *Journal of Developmental Psychology: Iranian Psychologists*, 9(35), 283-295.
- Taghizadeh Tabarsi M, Ghiasi Nodoshen S. (2019). Investigate the effect of students' self-efficacy and self-handicapping components on completion of dissertation/ thesis process. *Quarterly Journal of Training in Police Sciences*, 6(21), 51-70.
- Zabihifard A, Fadavi MS, Saeidian Khorasgani N. (2021). Challenges of dissertation writing based on the lived experiences of doctoral students at Islamic Azad University. *Jundishapur Education Development Journal*, 12(1), 214-221.
- Zahed-Babelan A, Moenikia M, Nagizade-Bagi A, KhanBabazadeh-Ghadim M. (2017). Identification of the components of a purposive thesis in the country's Universities of Medical Sciences based on grounded theory. *Jundishapur Education Development Journal*, 8(3), 284-299.