CHAPTER-I
INTRODUCTION

The present study "Students' Perception on Writing Thesis" consists of five chapters. Background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms come under chapter one. Similarly, reviews of related literature, theoretical and conceptual framework are included under second chapter. In the same way, methods and procedure of the study incorporate design and method, population, sampling and sampling strategy, study area/ field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure under third chapter. The fourth chapter deals with the analysis and interpretation of results and the fifth one with conclusion and recommendation.

1.1   Background of the Study

The word 'Research' is derived from the French word 'Reserche' which means to go about seeking. It is an orderly investigation of a subject matter for the purpose of adding to existing body of knowledge. It is a systematic inquiry to describe, explain, predict and control the observed phenomenon. Research can be pure, applied and action. Pure research is carried out to postulate a new theory. An applied research is assumed to solve the problem by applying the knowledge produced by theoretical research. But an action research addresses, and practically solves the problems.

In Nunan's (1992, p.3) word, "Research is a systematic process of inquiry consisting of three components: (1) a question, problem or hypothesis, (2) data (3) analysis and interpretation of data." Similarly, Howard and Sharp (1983, p.6) define research as "Seeking through methodical processes to add to one's own body of knowledge and, hopefully, to that of others, by the discovery of non trivial facts and insights". We can find out about the world around us in many ways. The most direct way we have is through direct experience. What is

true today may not be true tomorrow and what was believed as untrue in the past can be true at present. The so-called established beliefs or truth can be verified through the research.

There are various types of academic writing. Among them 'Thesis Writing' is one of the most important academic writing. Every university around the world introduces Thesis Writing as a part of their academic course. So is the case with all the Faculties under Tribhavan University where hundreds of students enroll themselves for writing thesis. A thesis is a formal and lengthy research paper, especially a work of original research in partial fulfillment of the requirements for a degree programme. Writing a thesis is completely a new experience from taking the examination. It marks a major transition in one's student life and thus causes significant stress. This is why, writing thesis is not an easy process; inevitably, there are ups and downs and moments when it is difficult to decide on the next step. However, the best way to make it easy and enjoyable is to begin by planning carefully and defining the topic well.

Universities are the backbone of the higher education. There was not any university in Nepal until the declaration of democracy. In this regard, TU Today (2070) states "Tribhuvan University is the first, oldest and largest national institution of higher education in Nepal". It was established in 1959 A.D. with the objectives of providing quality higher education, producing skilled manpower, carrying out researches and enhancing disseminating and expanding the knowledge and research of arts, science, technology and other vocational fields with the changing time. Regarding this, TU Today (2007) provides the information that:

> Since its inception, TU, a state owned university, has expanded
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> its programmes in different disciplines. There are five technical
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> institutes, namely Institute of Medicine (IoM), Institute of
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> Engineering (IoE), Institute of Science and Technology (IoST),

Institute of Forestry (IoF), and Institute of Agriculture and Animal science (IAAS); four general faculties viz. Faculty of Humanities and Social Science (FoHSS), Faculty of Management (FoM), Faculty of Law (FoL), and Faculty of Education (FoE); and four research centers viz. Centre for Economic Development and Administration (CEDA), Centre for Nepal and Asian Studies (CNAS), Research Centre for Applied Science and Technology (RECAST), and Research Centre for Educational Innovation and Development (CERID). Moreover, 38 central departments, 60 Constituent campuses and 832 affiliated colleges of the university have been providing higher education throughout the country.

Along with the programmes mentioned above TU, a state owned university, has many changes in its structure, foundation, academic activities with the change in time. So, it has become a stepping stone for the development of the nation by providing quality education and producing skilled manpower in the respective disciplines.

1.1.1. Faculty of Education

Out of four Faculties of Tribhuvan University, Faculty of Education (FoE) aims to produce trained teachers, education specialists, education planners, supervisors, curriculum designers and educational administrators. The objectives of this faculty are:

⟩ To institutionalize teacher development activities in the country
⟩ To produce trained teachers
⟩ To produce teacher educators, supervisors and education administrators.

It runs two types of academic programs: General Education and Vocational Education. Under General education, the faculty runs Three Year Bachelor of Education (B.Ed.), One Year Bachelor of Education (B.Ed.) and Two-Year Master in Education (M.Ed) programmes. Besides, the faculty has been running M.phil. in Education Programme for last six years. The Faculty also offers Doctor of Philosophy (Ph.D.) in Education (Department Profile 2003).

With the introduction of various programmes, Faculty of Education has contributed a lot in the production of trained teachers, teacher educators, supervisors and education administrators. Similarly, it has contributed a lot to institutionalize teacher development activities in the country.

1.1.2. Central Department of Education

Tribhuvan University has thirty- eight central departments. Among them Central Department of Education is the one which has its own unique structure. It is unique in the sense that it is an umbrella term for seventeen other constituent departments. The Central Department of Education, University Campus, is the oldest of the thirty eight central departments currently in existence under TU. The Central Department of Education is the richest one in terms of human resources and student enrollment. According to Free Student Union Souvenir (2065-2069, p.89), currently, there are 183 staff members (136 teaching and 47 non teaching), 29 part time (daily wages) employees and 7106 students from different parts of kingdom.

Though it is the richest and unique department in its structure, it has been facing many difficulties. One among them is the requirement of and demands for the autonomy to most of the departments because 17 departments are

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clubbed into one which has made the administrative and academic programmes difficult to manage smoothly for a single central department.

Central Department of Education has remained itself as a complex type of Department among others. So, conducting academic programmes have been very difficult with the attachment of various departments under only one department from the view point of administration. Despite the challenges faced by the departments they have tried to establish themselves as a centre of providing quality education.

1.1.3. Department of English Education

As mentioned in the Department profile (2003, p.29), "Department of English Education has remained a sole authority for producing trained English teachers, high quality experts, and ELT researchers required for the country. Similarly, syllabus designing and it's updating, disseminating and materials producing as well as publication have been some important activities carried out under the Department."

 In this regard Department Profile (2003, p.29) provides the information about the Department of English Education that:

> the functions and structures of the department have been changing since its inception. Although, English occupied an important position in the syllabus in Nepal it included only literature oriented courses until 1970. With the introduction of National Education System Plan (NESP) in 1971 the type of English to be taught in Nepal was made in consonance with the current trends of second or foreign language teaching in the west.

Regarding Master level programme (M.Ed.) in English, it was introduced for the first time in 1976. The two year programme expanded the contents introduced at the graduate level. The Department then was known as English Instruction Committee and was headed by late Shree Chandra Bir Singh Kansakar. Later on, the committee was merged with Nepali Instruction committee and renamed as Central Department of Language Arts. After about a decade again these were separated and the Department of English Language Education came into existence. Currently the language has been omitted and it is renamed as Department of English Education. All of the courses were revised and updated time and again.

Currently the Department runs two year M.Ed. programme. The course of study for the programme was introduced in 1999 and revised and updated in 2009. M.Ed. programme offers all together 1000 full marks courses that spread over two years. Of these, core courses that are Education components cover 200 full marks and the rest English language specialization areas.

The course titles for Two Year M.Ed. programme are given in appendix iv.

The Department owns a rich library containing thousands of authentic books and more than fifteen hundred Master's level theses. It is one of the richest Departments of all in terms of library, staff, and student enrollment. Currently there are more than thousand students studying in the Department. In terms of

research activities it has a high heritage too .Moreover, many more new researches are in the process.

The Department has many changes in its structure and foundation from its inception. It has revised and updated its programme to provide quality education and to produce skilled manpower with the changes of time. Currently, it has introduced semester system to enhance the quality of education as a part of its continuous development.

1.2. Statement of the Problem

All students writing research / thesis face the new challenge of having to manage large amounts of text across a lengthy period of time. Highlighting the difficulty of writing this kind of report, Prior (1998, as cited in Paltridge and Starfied, 2007) write, "In-depth study of students writing with their disciplines clearly demonstrates that 'even successful students struggle with writing at an advanced level; it is both quantitatively and qualitatively a different task to their previous experience of academic writing". This challenge is heightened for English as foreign or second language learner as they may struggle simultaneously in several domains, all of which have been identified as influencing academic writing at an advanced level.

Conducting academic research is not an easy process; inevitably, there are ups and downs and moments when it is difficult to decide on the next step. This is all because of students' experience of having the system of only annual examination. Present education system does not require students to sit for any examination within the whole year and to be involved in writing any academic paper to develop their study. Students have the habit of taking the examination only at the end of academic session which last for a year. This makes them feel confused when they actually involve themselves in writing research based academic papers. Supporting this fact Gay (1987, as cited in Bhattarai 2009, p.22) writes, "For beginner researchers, selection of a problem (topic) is the most difficult step in the research process. Some graduate students spend many

anxiety-ridden days and sleepless nights worrying about where they are going to find the problems they need for their thesis".

Hundreds of students submit thesis in partial fulfillment for the Master of Education in English in one academic year. Only a few numbers of students are able to submit/ write thesis within the allocated time. Others may spend years and years in submitting thesis or drop out writing thesis and finally choose to attempt paper. This may be because of various factors. In this context, I would like to attempt to explore students' perception on writing a thesis and challenges they face in the process. Thus, thesis writing, as a part of academic writing, has been the major factor of inspiration in selecting my problem.

1.3. Objectives of the Study

The study has the following objectives.

⟩   To find out students' perception towards thesis writing

⟩   To find out the challenges faced by the students during thesis writing

⟩   To find out the possible ways to overcome the challenges

⟩   To postulate some pedagogical implications

1.4. Research Questions

The research questions for this study are:

⟩   What perception do university students have towards thesis writing (i.e. plagiarism, reviewing the literature, methods and the procedure of the study, challenges, etc)?

⟩   What are the challenges that the university students frequently face while writing a thesis?

⟩   What are the ways to overcome these challenges?

1.5. Significance of the Study

The study will be significant for those who are writing thesis at M.Ed level. In the same way the study will be beneficial for those who are involved in language teaching, especially English language teaching in the context of Nepal. Research writers, policy makers, language planners, curriculum designers, writers, instructional materials producer can also be benefitted. Similarly, this study will certainly help the new researcher and guides to choose such a topic which has not been researched yet. Moreover, it is beneficial for every one interested on SLA or TEFL because it provides overall scenario of Nepal in concise form.

1.6. Delimitations of the Study

I will carry out this study considering the following limitations in order to make it precise and systematic.

-) The study will be limited within university level students of the Department of English Education only. It does not concern about the students from other departments and other faculties.
-) The sample will be confined within 30 University students of the Department of English Education.
-) The study will be limited to analyze the perceptions and challenges of thesis writing only.
-) The data will only be derived from questionnaire.

1.7. Operational Definitions of the Key Terms

While writing a research report the researcher may use some technical words which may be very difficult for the readers to understand. Sometimes, a common word may also have a specific and contextual meaning in research. To make the readers feel easy I have listed some technical terms used in this work with their meanings. They are as follows:

Ethics- university student's moral behavior that educational research should be conducted within an ethic of respect for person, respect for knowledge and respect for educational research itself

Project- university student's planned piece of work that is designed to find out information about something or to produce something new.

Plagiarism- academic dishonesty of university students by representing the words or ideas of someone else's as one's own while writing research report

Perceptions- university students views on thesis writing

Challenges- difficulties and problems students face during thesis writing

CHAPTER-II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of detail of reviewed studies and its implications on the study. In the same way, the theoretical concepts and conceptual framework also are included under this chapter.

2.1 Review of the Theoretical Literature

A theoretical framework is a collection of interrelated concepts, like a theory. The study "Students' Perception on Writing a Thesis" will be based on the following theoretical framework.

2.1.1 A Brief Introduction to Thesis Writing

A thesis is a document submitted in support of candidature for academic degree or professional qualification presenting the authors research and findings. In other words, thesis writing is writing a research report. It is the last but very essential stage of any research. In the words of Kumar (2005, p.266), "Research writing must be absolute, accurate, clear, free of ambiguity, logical and concise." The purpose of any research report is to tell readers the problem investigated, the methods used to solve the problem, the result of the investigation and the suggestions s/he would like to offer to solve the problem. The researcher needs to be very careful while preparing the thesis or report because as Burns (1994, as cited in Best &Kahn, 2007) says "Extremely valuable and interesting practical work may be spoiled at the last minute by a student who is not able to communicate results easily" (p.229). To put it other way, the most valuable practical work can be worthless if it is not communicated well through the research report. This is why one experiences huge difference between research/ thesis writing and other writing. In this regard, Kumar (2005, p.226) opines that "The main difference between

research and other writing is in the degree of control, rigorousness and caution required…"

Kumar (2005) mentions some important factors that determine the quality of the thesis (report). The researcher should be careful to develop such skills and try to leave a lasting impression. The researcher needs to have the following skills to write an effective research report (thesis).

)   Written communication skill
)   Ability to express thoughts in a logical and sequential manner.
)   Knowledge of the subject matter
)   Proper application of the statistical procedures
)   Use of Para-orthographic presentation (if/as required)
)   Research language.

Each and every university or institution has its own style of writing thesis or research report. Therefore, the structure of research report varies from institution to institution or even department to department. It also varies from one discipline to another discipline within the same department or institution. The same is the case with the style of writing thesis in the Department of English Education. There is the provision of writing thesis in partial fulfillment of master' degree. It has been allocated 50 marks but it is not compulsory. Currently, instead of writing thesis one can choose a subject named 'Advanced Academic Reading and Writing'.

Though thesis writing is an optional subject in the Department of English Education, it has a long history of about 35 years. The first thesis was written by Awasthi (1979) entitled *a study of attitudes of different groups of people towards the English language in the secondary school of Kathmandu district.* Another thesis was completed by Pathak in the same year. The work of thesis writing got continuity and upto 2015 more than 1700 theses have been submitted to the department.

Currently, the Department of English Education follows the following structure of thesis:

i)   **Preliminaries of the Thesis**

There are some pages containing information made available by the department itself preceding the body of the thesis which is called preliminaries of the thesis. This section contains-cover page, inside cover page, declaration, recommendation for acceptance, recommendation for evaluation, evaluation and approval, dedication, acknowledgements, abstract, table of contents, list of tables and charts, and of abbreviation and symbols.

ii)   **The Body of the Thesis**

This is the main part of the thesis. It describes what the problem was, how the study was carried out, what are the findings and implications. Mainly it contains - five chapters, i.e. introduction, review of related literature and conceptual framework, methods and procedures of the study, results and discussion, summary, conclusion and implications of the study.

iii)   **Other Components of the Thesis**

This is the last section of the thesis. In this section the supportive evidences are included which can prove and verify the logics. It contains footnote, references/bibliography, and appendix.

Recently the Dean's office has prepared and prescribed a single format for all the departments under the Faculty of Education. Students carrying out thesis have to abide by the guideline and follow the present format. The format and guidelines are revised and updated on a periodic basis as per the global practices, changes in the field of ELT and applied linguistics by The Department of English Education. The newly revised format prescribed by The Department of English Education is given in appendix.

Therefore, it is essential for the researcher to become very much careful while writing a thesis. A research student needs to have a number of qualities to prepare an effective research report (thesis). Such skills include sound communication skills clarity of thoughts, ability to express thoughts in logical and sequential manner and knowledge base of the subject data.

2.1.2 Issues of Thesis Writing in English as a Second or Foreign Language

Managing large amounts of text across a lengthy period of time (i.e. 8000-10000 words are the typical length of a master's thesis in Nepalese University) has become a new challenge faced by many students in writing a research thesis. Prior (1998, as cited in Paltridge & Starfield, 2007) view, "In-depth study of graduate students writing within their disciplines clearly demonstrates that even successful students struggle with writing at an advance level; it is both quantitatively and qualitatively a different task to their previous experiences of academic writing. This challenge is heightened for the second or foreign language students as they may struggle simultaneously in several domains, all of which have been identified as influencing academic writing at an advanced level.

Paltridge and Starfield (2007, p.43) discuss four cluster of issues which can directly impact on the second language- speakers writing a thesis in English. They are described in next page.

2.1.2.1 Psycho-affective emotional issues

There are a cluster of issues which may directly affect student's ability to write. Paltridge and Starfield (2007, p.43) say, "These are a lack of confidence, what is called the 'Impostor syndrome', and fear of failure and rejection, or its counterpart perfectionism". The unifying thread in all of these psycho-affective issues that may lead to 'writer's block' or the inability to write is the fear the writer has that they are not competent to write a research report.

Similarly, Paltridge and Starfield (ibid) view anxiety about potential failure or rejection of thesis can become paralyzing for the international students for whom the stakes are that much higher. The desire to write the 'perfect' thesis is the other side of anxiety which can be just paralyzing especially when submission draws nearer.

Murray (2002, as cited in Paltridge & Starfield, 2007) points out that, fear of the supervisor's feedback or fear of the supervisor himself/herself can also have an effect on the student's ability to write. Often this fear is related less to something the supervisor may have done but more to the student's own image of the supervisor as punishing and judging figure. The researcher needs to seek assistance from student learning centers and negotiate with the teacher to overcome their lack of confidence and their fear upon the supervisors.

2.1.2.2 Behavioral issues

Many researcher struggles with writing a thesis because they don not have the habit of writing. In this regard Paltridge & Starfield (2007) say that many of us believe that writing is a creative and spontaneous act of inspiration. We can write only when inspiration comes in us. However, Zerubavel (1999, as cited in Paltridge & Starfield (2007, p. 45) says, "Writing needs to become a habit". One of the greatest obstacles to students' writing to him is the little phrase 'writing up' -which leads students putting off until such time as the research is perceived to be 'done'. Students need to see writing as an integral part of the research process and to be encouraged to write from early on in the process, whether it be initially through notes and reflections, through logos and diaries or through early drafts of a literature review. This is vital for the second language speaker, as the skills of writing are acquired developmentally over time and language continues to develop incrementally.

Biggs et al. (1999, as cited in Paltridge & Starfield, 2007) point out that second language writers may be spending proportionately too much time on the mechanics of writing- on sentence, grammar and word level features rather

than on generating meaning at a higher level and then organizing it into sentences and finding the appropriate words. The overarching themes of the writing may then be lost and unsupported and sections of text become irrelevant even though well written at a sentence level. Making the habit of regular writing, seeking help from supervisors and colleagues, involving one in different workshops regarding academic writing can be the best ways to overcome the writing challenge.

2.1.2.3 Rhetorical issues

Managing and structuring such a large amount of text in thesis writing may be the first activity in their study period for many students. In this regard, Dong (1998 as cited in Paltridge and Starfield, 2007) argues that writing a thesis or a dissertation is the:

> most formidable task for many graduate students. Not only because of the daunting size of the document but also because of the high standard to which the thesis/dissertation is held. The writing challenge is not only demonstrating knowledge related to the research but also using that knowledge to 'argue logically and coherently the meaning of the research results' (p.48)

Biggs et al. (1999) and Torrance and Thompson (1994), (as cited in Paltridge & Starfield, 2007) claimed that native and non native thesis writer benefit from explicit instruction on how to structure a thesis and its constituent parts. They emphasize the importance of explicit teaching of structure of specific written genres, particularly to second- language students in academic writing. The advance academic literacy needed by research students require not only linguistic ability but 'rhetorical insight' (i.e. how language and the conventions of thesis writing are used to persuade the reader of the validity of the writer's argument) into their disciplinary community's ways of building and

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disseminating information. Therefore, supervisors need to give explicit instruction on how to write thesis and what conventions of writing are followed by the Department.

2.1.2.4 Social issues

The solitary nature of writing a thesis and its potential for isolation are well known. Particularly, second language students may be vulnerable in this regard if their isolation affects their ability to receive and benefit from feedback during the process of writing.

Most of the second language thesis writers do not make use of feedback from colleagues as a resource in the writing process, either for revising or for editing. Therefore, there is a crucial role of both colleagues and supervisors in providing a supportive environment for the researcher to make them feel comfortable in their project.

Many universities now offer thesis- writing courses via a centrally based learning centre or writing centre. Researchers will then have the opportunity to engage with other researchers from different disciplines or schools and will be able to talk to one another about their research and writing.

2.1.3 Ethics in Research

Ethics, nowadays, has become a cornerstone for conducting effective and meaningful research. Collins Dictionary (1979, as cited in Kumar, 2005) defines, "Ethical means in accordance with principles of conduct that are considered correct, especially those of a given profession or group"(p.210). No doubt all professions are guided by some sort of code of code of ethics/ conduct. Every research bodies have evolved a code of ethics separately for research. Business, law, education, psychology and other social sciences have well established codes of ethics for research. Ethics is a moral behavior which controls one from doing something wrong. Here ethics, is one of the issues in

research because, to be a good researcher or professional one has to think of his/her ethics.

All researchers, whether they are new or experienced have to follow some sort of ethical guidelines to make their research process systematic and run smoothly. Universities have their own set of ethical guidelines which every researcher will need to be aware of before they carry out their research. According to Lowe (2007, p.19-20), "the British Educational Research Association works to a series of ethical guidelines that set out that educational research should be conducted within an ethic of respect for persons, respect for knowledge, respect for democratic values, and respect for the quality of educational research."

The guidelines according to Lowe (ibid) include.

- Avoiding fabrication, falsification, or misrepresentation of evidence, data, findings or conclusion. The researcher should not 'make things up'
- Making findings of research available to the people involved
- Reporting research ideas, procedures, results and analyses accurately and in sufficient detail to allow other people to understand and interpret them.
- Honesty and openness should characterize the relationship between researchers and their participants.

Every university has their own code of ethics/conduct for carrying out a research. Researchers carrying out a research must follow the prescribed code of ethics/conduct to make their research work effective and meaningful. A research is said to be meaningful if it strictly follows code of conduct prescribed by the institutions.

2.1.4 Criteria for a good Research

Although the research works and studies differ in their form and kind, they all still meet on the common ground of scientific methods employed by them. According to Kothari (2004), scientific research is expected to satisfy the following criteria:

1. The aim of the research should be clearly mentioned, along with the use of common concepts.
2. The procedures used in the research should be adequately described, in order to permit another researcher to repeat the research for further advancement, while maintaining the continuity of what has already been done.
3. The research's procedural design should be carefully planned to obtain results that are as objective as possible.
4. The flaws in the procedural design should be sincerely reported by the researcher to correctly estimate their effects upon the findings.
5. The data analysis should be adequate to reveal its significance.
6. The methods used during the analysis should be appropriate.
7. The reliability and validity of the concerned data should be checked carefully.
8. The conclusions are needed to be confined and limited to only those data, which are justified and adequately provided by the research.
9. In case, the researcher is experienced and has a good reputation in the field of research, greater confidence in research is warranted.

These are not fixed, final and absolute criteria for research report writing. It might differ from different university to university or even department to department. To make the research effective and meaningful one should follow the criteria prescribed by the authorities.

2.1.5 Plagiarism as a Challenge for Writing Thesis

Plagiarism is a complex issue especially among non-native students and it has received a lot of attention from researchers and scholars of academic writing. Plagiarism is the act of taking and using the thoughts, writing inventions, etc., of another person as one's own. This seems quite clear, but many researchers say that they are unclear about what does and does not constitute plagiarism. Plagiarism has been a great challenge among research students at universities. In this regard, American Psychological Association (2010, p.16) states "Authors do not present the work of another as if it were their own work." One must credit the source whether paraphrasing, quoting an author directly, or describing an idea that influenced his/her work.

Simply stated, plagiarism is copying someone else's words, information or even ideas without acknowledging the source (the person and the work).There are many ways in which students plagiarize. According to Cheng et al. (1999) below are some instances in which one could be found guilty of plagiarism:

a.   Copying any portion from books, journals and electronic sources without acknowledgement;

b.   Copying other student's work (sentences or paragraphs), without acknowledgement;

c.   Using any part of a previously marked work in a new assignment for the same/another tutor/lecturer.

Plagiarism, according to Cheng et al. (1999), is a very serious academic offence, and can result in serious consequences for one as a student including:

   a. A "Fail" grade for one's work (assignment, project, thesis, course).

   b. Suspension of one semester or one academic session.

   c. Expulsion from the University.

   d. Withdrawal of degree.

Though plagiarism has been a great challenge, a number of authors have discussed the issue of plagiarism in academic writing, Pennycook, (1996), for example, argues that plagiarism, for second language students especially, is not

a simply black and white affair that can be prevented by threats warnings and admonitions. In his view:

> All language learning is to some extent a process of borrowing others words and we need to be flexible not dogmatic, about where we draw boundaries between acceptable or unacceptable textual borrowings. (Pennycook 1996, p.227)

Similarly, in the words of Abasi et al. (2006, p.114), 'all texts are indeed, 'intertexts' and behind all knowledge lies not physical reality but other texts, followed by other texts as well as others (often contestable) views rather than impersonal and absolute truths'. Researcher, thus need to learn how to borrow other people's texts and words so they will be able to achieve their rhetorical and intellectual goals as well as make it clear the work they are presenting is their own, not someone else's (Canagarajah 2002, p.156).

Thus, to achieve academic excellence, one should produce original work with appropriate and correct citation of the work, information, ideas that one has taken from any source. This is correct research conduct for all post graduates students.

2.1.5.1 Techniques/ Strategies for Avoiding Plagiarism

Being honest on oneself is the best way of avoiding plagiarism. Researchers need to know how to include the information they have taken from other's work into their own work. This, simply, can be done through the use of techniques such as citation, quotation, paraphrase, summarize and citation. There are some strategies/ techniques that the researcher can adopt to avoid plagiarism following American psychological Association (2010). They are briefly discussed below:

a.   Quotation

A quotation is

- a word for word presentation of what is said or written in someone else's work.
- presented by using quotation marks ("…").
- the source of the quote must be cited in the text and reference list.
- sometimes referred to as a "direct quote".

What to do:

- Quote only when necessary – the quoted part should only be supplementary to your own work.
- Copy the sentence(s) exactly the same as the original.
- Use quotation marks ("…") at the beginning and end of the quote (For a long quote, use an indented block set off from the main text).
- Identify every source of the quote; write its author, title of article/ journal/ book, volume number, year and place of publication, publisher, page number, website address, etc.

What NOT to do:

- Substituting just a few words in the original text and passing it off as your own.
- Borrowing large portions of the original work.

b.   Paraphrase

A paraphrase is

- a restatement of what someone else wrote or said (in your own words).

What to do:

- Use your own words.

- Your paraphrased text can be shorter or longer than the source.
- The source of the paraphrase must be cited in the text and reference list.

What NOT to do:

- Use the original words, phrases, and expression.
- Omit details of the original source.
- Lose the original sense of the source.
- Replace only a few words in the original.
- Rearrange the order of words/or sentences.

c. **Summary**

A summary is

- a shortened version of the original source without changing the meaning.

What to do:

- Clearly identify the main points.
- Leave out details and examples.
- The source of the summary must be cited.

What NOT to do:

- Change the original meaning of the text

d. **Citation**

A citation is

- an identification of the source of a quote, paraphrase or summary.

Academic and professional writing requires a full citation:

- in text;

)   in a bibliography at the end of the text;

)   includes author and title of article/ journal/ book, volume number, year and place of publication, publisher, page number, website address, etc.

2.1.6   Common Challenges of Thesis Writing

Most of the university students cringe at the thought of having to distil a whole year's research knowledge into a single thesis/report. Sir! "Beginning has always been a problem for me", "it is impossible!", "I will never be able to do it", "10,000 words…I must be mad!" are typically students reaction when they first confront the challenge of writing a thesis. In this regard, Gay (1987, as cited in Bhattarai 2009, p.22) says, "For beginner researchers selection of a problem (topic) is the most difficult step in the research process. Some graduate students spend many anxiety-ridden days and sleepless nights worrying about where they are going to find the problems they need for their thesis". Without formulating a research problem a researcher cannot set his/her objectives, decide upon his/her methodology, research design, sampling design, research tool, methods of data collection and analysis for conducting effective and meaningful research. According to Deirdre Schwlesow (2010), some of the challenges that the researchers face are as follows:

a)   Choosing the right topic.

b)   Choosing the right methodology.

c)   Assembling a research team.

d)   Finding study participants.

e)   Getting institution to participate.

f)   Dealing with the data.

Students writing a thesis face various challenges in writing process. The abovementioned points are only a short list. The researcher faces various challenges from the very beginning until the completion of it. To overcome the challenges one should have sound knowledge of literature, be careful regarding the conventions of writing, and seek help from colleagues and supervisors.

2.1.6.1 Common Mistakes of the Student in Writing a Thesis

The researchers commit several mistakes while writing a thesis. Even minor mistakes may make the supervisor irritating to see it. Therefore, in order to avoid such mistakes the researchers should be very careful. Some of the mistakes committed by most of the researchers while writing research report are as follows:

1. Mistakes in writing a research problem.
2. Failing to get organized.
3. Amassing descriptions and lists of points without developing an argument which makes sense of it all and ties it together in an integrated narrative.
4. Drawing conclusions which do not follow from the evidence presented.
5. Failing to consult with supervisor regularly.
6. Quoting available sources from secondary literature without checking the original and failing to assess the viewpoint and authority of sources quoted. Quoting people on issues which are marginal to a person's real area of expertise. Failure to consult multiple sources.
7. Quoting authorities on issues about which the research student must be able to form their own judgment. Researchers often accept things at face value it is actually the purpose of their research to test.
8. Including stuff which may have been of interest or an exciting personal discovery, yet at the end of the day is not actually part of the thesis argument. Most of us find it hard to accept that a thesis is not a compilation of everything we have done and discovered but a disciplined extract from our research arguing a thesis which can be tested. If it is not falsifiable, it is not a thesis.
9. Failure to develop a critical framework by consulting parallel studies and placing the type of argument used in the context of how others have done similar types of research project. Lack of evidence of a literature survey which shows mastery of these issues.

10. Inadequate bibliographical searches and failure to discern the most appropriate monographs, journal articles and worldwide web resources.

11. Expecting their supervisor and others to do work on their research and writing that they have not been prepared to do themselves.

12. Failing to incorporate all the thesis advisor's suggestions.

13. Failing to follow the prescribed (APA) style of citation and referencing.

(Retrieved 12 Nov. 2014 from http://www.google.com)

2.1.7 Perception: A Brief Introduction

The term 'perception' is derived from the Latin word 'Perceptio' which was in turn derived from Latin word Percepere', this means observation. Oxford Advanced Learner's Dictionary (7th edition) defines perception as "An idea, a belief, or image you have as a result of hoe you see or understand something." Similarly, Hochberg (1964, p.669) argues that, "Perception refers to both the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished." Thus, it is concerned with the deeper or natural understanding of something or the way of understanding and interpreting something. Perception not only creates our experiences of the world around us; it allows us to act within environment. It is based on the experience of previous knowledge. It refers to awareness, understanding and interpreting something very deeply and closely. Perception develops from organization of present and past experiences about subject matter. Therefore, perception is a powerful device or key that can change the way of language learning.

2.2 Review of the Related Empirical Literature

The research remains incomplete if the earlier findings are not included, and it will be futile and worthless if no newness is shown and no investigation is done. In this regard, this study provides information and development. The aim of reviewing the previous researches and literature are to explore what has

already done and what is left to be done in the very realm. No researches have been carried out to find the challenges of thesis writing under the department of Tribhuvan University. However, a few researches have been carried out under foreign universities. A few researches that the researcher consulted during the studies are briefed below:

Rijal (2003) conducted a research on "A Study of Different Types of Errors From Error Analysis Thesis of the Department" to find out the most common error committed by the Nepali learner of English on the basis of researches so far carried out on error analysis in the Department of English Education. He analyzed eighteen theses, compared the types of errors discussed in those theses using the observation as research tool for collecting the data and descriptive approach for analyzing and interpreting the data. He found forty eight different types of errors in those eighteen theses in which the error in tense is the most common type of error. Unattempted items come under the second position and error in agreement; spelling, article, preposition, word order and selection of grammatical item come in the third position. Errors in gerund/infinitive, negation, interrogation, tag-question, passivization, parts of speech, word, conjunction, number, separation, combination, capitalization, adverb of manner, place, frequency, some/any suppletion, do insertion, if clause, main clause, sentence making, syntactic error, lexical error, covert error, question forms, and error in compliments in the use of causative verbs come in the last position in the hierarchy of errors as they are found in only one topic.

Al- Khasawneh (2010) carried out a research on "Writing for Academic Purposes: Problems Faced by Arab Postgraduate Students of the College of Business, UUM". The main objective of the study is to investigate the academic writing problems of the Arab post graduate students of the college of Business at universiti Utara Malaysia and to provide solutions to these problems. The data for the study were collected via (face to face) interviews. Four research questions were posed and the answer to these questions were

provided and discussed. The informants of this study were postgraduate students from the college of Business at Universiti Utara Malaysia for the academic year 2008-2009. The findings of the study revealed that the students faced problems in relation to vocabulary register, organization of ideas, grammar, spelling, and referencing.

Butt and Shams (2013) carried out a study on "Master in Education Student Attitudes towards Research: A comparison between two Public Sector Universities in Punjab."The main objective of this study is to explore the student teacher attitudes towards research. The sample consisted of 194 participants from two public universities of Pakistan and it was taken by using census sampling technique. The participants were master in Education students in their second semester. The attitude towards research scale was used for data collection. The scale was consisted of 30 items which were divided into five factors: research usefulness, research anxiety, positive attitude, relevance to life, and research difficulties. The data were analyzed using descriptive statistics, t-test and ANOVA. The finding of this research showed that student teachers have a negative attitude towards research.
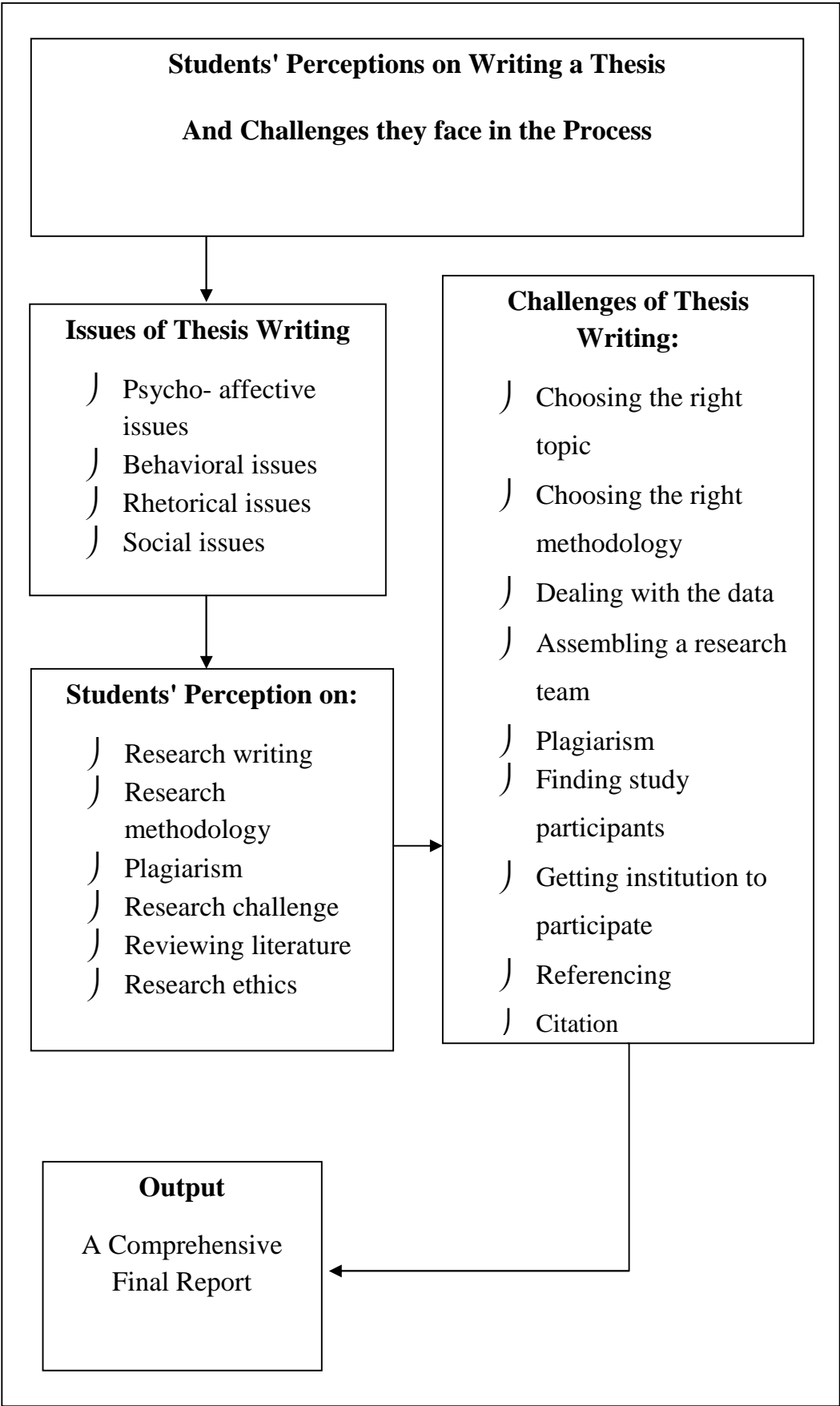
2.3   Implication of the Review for the Study

All the reviewed literatures were regarding how to write a thesis and the issues and challenges the students faced in writing. The research becomes effective and meaningful if the earlier findings are included with what is left to be done in the very realm. So, the aim of reviewing the previous researches and literatures are to explore what has already done and what is left to be done in that area. I got lots of theoretical knowledge from the reviewed literatures which helped me to bridge the gaps between thesis writing and the challenges they face in the process. Writing a thesis in ESL/EFL context is really a great challenge for the beginner researcher. The reviewed literatures have the implications on exploring how students' perceive about thesis writing and the challenges they face in the process. In this regard, Paltridge and Starfield

(2007) pointed out various issues regarding thesis writing such as psycho-affective, behavioral, rhetorical, and social issues. After reviewing this literature it helped me to explore whether those issues affect in writing thesis in our context. Similarly, Schwlesow (2010), showed various challenges that the researchers faced in the process of writing thesis. Being based on those challenges, I will find out what challenges do university students face in writing thesis in our context. Similarly, after reviewing the empirical literature of different scholars it is found that only a few researches has been carried out in the very topic. Al-Khasawneh (2010) conducted a study to find out the problems faced by Arab postgraduate students of Business at University Utara Malaysia. His research focused on the problems faced by postgraduate students in writing. Similarly, Butt and Shams (2013) carried out research to find out master in education students attitudes towards research. In order to conduct these researches they have used survey research design. Therefore, after reviewing their research works, I got lots of ideas of the process of survey research design. Likewise, they have used interviews, questionnaire, observation and attitude towards research scale for the collection of data and I will use questionnaire and focused group discussion as a tool for data collection. They have studied about the problems faced by students of different universities with different cultural background and student teacher's attitude towards research. There is not any research carried out under the Department of English. The reviewed literatures have provided me lots of ideas regarding how to conduct a research, what methodology to use, how to organize etc. therefore, I have planned to study the perceptions and challenges of thesis writing faced by university students at Tribhuvan University under the Department of English Education.

2.4   Conceptual Framework

The study entitled "Students' Perceptions on Writing Thesis" will be based on the following conceptual framework.

Students' Perceptions on Writing a Thesis

And Challenges they face in the Process

Issues of Thesis Writing

-) Psycho- affective issues
-) Behavioral issues
-) Rhetorical issues
-) Social issues

Challenges of Thesis Writing:

-) Choosing the right topic
-) Choosing the right methodology
-) Dealing with the data
-) Assembling a research team
-) Plagiarism
-) Finding study participants
-) Getting institution to participate
-) Referencing
-) Citation

Students' Perception on:

-) Research writing
-) Research methodology
-) Plagiarism
-) Research challenge
-) Reviewing literature
-) Research ethics

Output

A Comprehensive
Final Report

CHAPTER-III
METHODS AND PROCEDURE OF THE STUDY

The following methodology will be adopted to fulfill the above mentioned objectives:

3.1   Design and Method

Survey research is one of the most important areas of measurement in applied social research. I will carry out the survey research for achieving the determined objectives. It can be carried out either by a group of researches or by individual. It mainly depends upon the nature of the study. It mainly depends upon the nature of the study. Kerlinger, (1978, p.13) states, "survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables". Similarly, according to Cohen and Manion (1985, as cited in Nunan, (1993, p.140), "Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigation through to small scale studies carried out by single researcher" . These definitions convey that one of the most important features of the survey research is that, it is in favor of external validity. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes and events at a single point in time. From the above mentioned definitions, we can conclude that survey research is a type of a research which is cross-sectional in nature. The collected data or information is analyzed descriptively or statistically to get findings. The findings of the study are generalized to whole population. The main purpose of conducting a survey research is to find out people's attitudes and specified behavior on certain issues, phenomenon or situation, and to study certain trends, historical or on going to discover about the fact.

 It is carried out in a systematic way following certain procedures or steps. According to Nunan (1993, p.14) there are eight step of survey:

Step1: Define objectives

Step 2: Identify target population

Step3: Literature review

Step4: Determine sample

Step5: Identify survey instruments

Step6: Design survey procedures

Step7: Identify analytical procedures

Step8: Determine reporting procedures

However, every institution or organization has their own research tradition or procedures. The same is the case with the Department of English Education to conduct the survey research. I have also chosen survey research as my research design because it has wide and inclusive coverage. It is done to explore person's perceptions, attitude and behaviors of individual or a group of individuals.

3.2   Population, Sample and Sampling Strategy

All university students of the Department of English Education were the population of my study. The total sample size consisted of 30 university students. Fifteen students were selected from thesis writing group (TWG) and other fifteen were the students who have completed their Master's thesis (TCG) under the same Department as the sample for the study. I collected the information from fifteen thesis year students using quota sampling procedure. Similarly, I used purposive sampling procedure for choosing remaining informants who had completed their master thesis under the same Department.

3.3   Study Areas/ Field

I selected Tribhuvan University as the area of my study. I selected university students as the population of my study. 30 students were selected as the sample of my study dividing into two groups including 15 participants in each from thesis writing group (TWG) and thesis completed group (TCG) respectively. The field of my study was academic writing where I studied 'Students' Perception on Writing Thesis.

3.4   Data Collection Tools and Techniques

I used questionnaire as a research tool to collect the data. Both the open ended and closed-ended questions were used to know the perception and challenges of thesis writing.

3.5   Data Collection Procedures

I had adopted the step wise methodological procedure to collect the required data. For this, I visited the students who are carrying out research and those who had completed their Master's thesis from the Department of English Education. The processes of data collection procedures were as follows.

-)   I visited the students of the Department of English Education who were writing a thesis and build rapport with them.
-)   I selected 15 students including five students from each section (i.e. A, B and C) using quota sampling. Similarly, for selecting remaining 15 students those who had completed Master's thesis, I used purposive sampling procedure.
-)   After identifying target population and determining sample size, I made them clear regarding the purpose of my research.
-)   Then, I distributed questionnaire and asked them to answer as per their experience.
-)   After that, the collected data was discussed and analyzed for the comprehensive final report.

3.6   Data Analysis and Interpretation Procedure

The systematically collected data was analyzed and interpreted qualitatively as well as quantitatively using simple statistical tool. I presented the facts in different lists, tables and figures.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

In this section, the data collected from the primary sources have been analyzed and interpreted. This section mainly aims at finding out the challenges of thesis writing as well as perception of different student's viz. thesis writing i.e. those who are in the process of thesis writing and the students those who have finished writing their thesis. On the basis of the analysis and interpretation of the data, some findings will be derived which will further be used to make pedagogical recommendation in the next chapter. To collect the required data the respondents were requested to respond to two broad areas as mentioned below.

1.   Students' Perception on Writing Thesis
2.   Students' Perception on Challenges of Thesis Writing

In each of these topics, there were a set of questions and statements and the respondents were requested to respond to them by ticking the most appropriate option according to their understanding. A few questions were open-ended type where the respondents had to write a few words or sentences to express their opinions. Both the groups were given the same questionnaire. The item wise analysis and interpretation of the data collected from the questionnaire has been presented below.

4.1   Students' Perception on Writing Thesis

Under this topic the respondents were asked to respond to a set of questions related to their perception on writing thesis. The respondents were given a set of questions under this topic. Most of the questions/statements were multiple choice type and few of them were open-ended. The questions dealt with the general concept of thesis writing. The researcher tried to find out the answer of the areas like students interest in writing thesis, selection of the problem, research plan, perception to thesis writing, colleagues and supervisor's role in

research writing, researchers' confidence as an independent researcher, level of satisfaction with academic supervision received, etc.

4.1.1 Students' Interest in Writing Thesis

Thesis writing is one of the elective courses under the Department of English Education where hundreds of students submit research reports in a one academic year. In the same way, only a few students choose to take/ attend the exam paper. To find out the major factor of inspiration/ interest in writing thesis, the respondents of both the groups i.e. students writing thesis and students who have completed their master thesis were asked to show their responses. The major factors of inspiration in selecting thesis writing were.

- to secure good marks
- to bring theoretical knowledge in to real practice
- to boost up confidence in the field of research
- to be able to deal with the problems occurred
- to broaden the knowledge and to investigate something new in the concerned field
- thesis writing helps in researching and to develop writing skills
- helps to become a researcher and provides ideas about how to write academic based research papers.

This shows that students' major factor of inspiration in selecting thesis writing is to secure good marks and investigating something new in the concerned field.

4.1.2 Selection of the Problem

Every researcher has to put their effort in selecting the research topic. However, selecting a research problem, as a novice researcher, is not an easy task. Problems cannot be borrowed from others rather it has to come from the researcher's one's own area of interest. To find out the respondents' view in the

selection of the problem, they were asked to show their responses. The data obtained is presented in table no.1.

Table No. 1

Selection of the Problem

S.N.	Response	TWG		TCG		Total	
		No	%	No	%	No	%
1	It was suggested to me by a professor	0	0	2	13.4	2	6.6
2	It came from my essay topic	0	0	0	0	0	0
3	It was something that I became interested in during a class I took at T.U.	13	86.6	12	8o0	25	83.4
D	Other (please explain)	2	13.4	1	6.6	3	10

From the above table, it is clear that 86.6% of the respondents who are in thesis writing process choose their topic from the class they became interested in during they took at Tribhuvan University (TU). Both the participants who ticked 'Other' indicated that they selected their topic from the problems encountered while teaching at secondary level. Similarly, out of 15 participants, 13.4% of the respondents who had completed their master thesis indicated that the source of their topic was suggested to them by their professor. Eighty percent of the 15 respondents from thesis completed group chose their topic from the class they became interested in during they took at TU. One of the respondents from the thesis completed group said that the topic was chosen from the peace education as he had been affected from the conflict that occurred in the country. Among all the respondents, 6.6 % said that the topic to them was suggested by a professor. Similarly, 83.4% said that they had chosen the topic from the class they became interested in during they took at TU. Ten percent (10%) of all the respondents selected the topic from their area of interest. From the above analysis, it can be concluded that majority of the respondents had chosen the topic as they became interested in during a class

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they took at Tribhuvan University. This shows that topics are generally selected being based on one's own area of interest.

4.1.3 Area of Research

Hundreds of theses are written being based on the same area. Only a few researches are carried out in new area. To find out the respondents' view on whether their topic was totally a new field of research, they were asked to show their responses. The data obtained is presented in table no. 2.

Table No. 2

Area of Research

S.N.	Response	TWG		TCG		Total	
		No.	%	No.	%	No.	%
1	Yes	10	66.6	7	546.6	17	56.6
2	No	5	33.4	8	53.4	13	43.4

As it can be seen in the above table, 66.6 % (out of 15) of the respondents who are writing thesis said yes and 33.4% said No. similarly, 46.6% (out of 15) of the respondents from thesis completed group said yes and 53.4% No. Among all the respondents 56.6% said yes and 43.4 No. The analysis shows that most of the respondents' research topic was totally a new field for them. This shows that the university students mostly select their research topic from less carried field.

4.1.4 Change in Topic

It is expected that refinements to research topic will occur from time-to-time, and in particular at the time the final version of proposal and/or thesis is drafted. Minor changes to the title of the research topic may be notified at any time by supervisors. To find out respondents' view whether they brought change in their topic, they were asked to respond the question 'Did you ever change your topic? If yes, when and why did you change it?' The responses obtained are presented in figure no. 1.

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Figure No. 1

Change in Topic
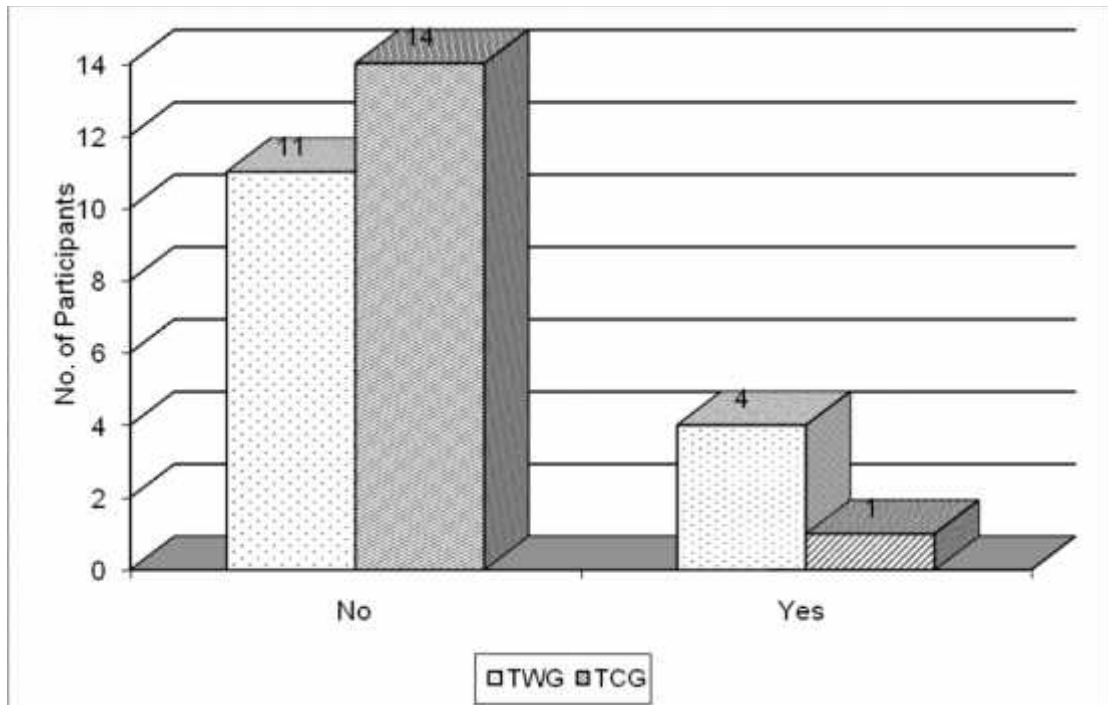
This figure clearly shows that four out of fifteen (26.7%) participants from thesis writing group had changed their topic during the research process, whereas majority of the respondents (73.3%) did not need to change their research topic. Among the 15 respondents from thesis completed group, one of the participants was asked to change his research topic, while the majority of them did not need to change their topic. Combining all the respondents, only 5 participants marked yes, signifying that 16.6% of them are asked to change their research topic. In the same way, 83.4% of them did not need to bring change in their research topic. It can be concluded that, only few of the respondents had changed their research topic. This means that topics are occasionally changed.

They were then asked to respond when and why did they change it. Majority of the participants said that their supervisors had brought change in topic while they were writing research proposal. One of the participants said that his topic was similar to the research that was previously done. So, the professor later on modified his topic.

4.1.5 Research Plan

Planning is one of the most important to project management and time management techniques. Planning is preparing a sequence of action steps to achieve some specific goal. If it is done effectively, one can reduce much the time and effort for achieving the goal. In order to manage and complete the task in allocated time one needs to plan the project carefully and systematically. To find out the respondents' views whether they have concrete research plan before they begin their research activities, they were asked to show their responses. The data obtained is presented in table no.3.

Table No 3

Research Plan

| S.N.	Response	TWG		TCG		Total	
		No.	%	No.	%	No.	%
1	Yes	8	53.4	8	53.4	16	53.4
2	No	7	46.6	7	46.6	14	46.6

On the basis of the data shown in the above table, eight participants (53.4%) from thesis writing group had planned systematically before doing research, whereas seven participants (46.6%) of the same group said they did not plan. Similarly, eight respondents (53.4%) from thesis completed group had planned and seven participants (46.6%) did not plan. Among all the respondents 53.4% said yes and 46.6% said no. It indicates that most of the respondents had planned before they begin their research work. Majority of them planned about the framework of research such as, time, sample population, place, and methodology and to read extensively in their disciplinary areas. This shows that planning is the most inevitable process before carrying out any research work.

4.1.6 Publication of Academic Writing

Writing for general publication is a worthwhile but challenging activity that requires clear motives, purpose, planning and execution. To find out the respondents' view towards the publication of academic writing or acceptance

for publication, they were asked to show the responses. The responses obtained are presented in the table below.

Figure No. 2

Publication of Academic Writing
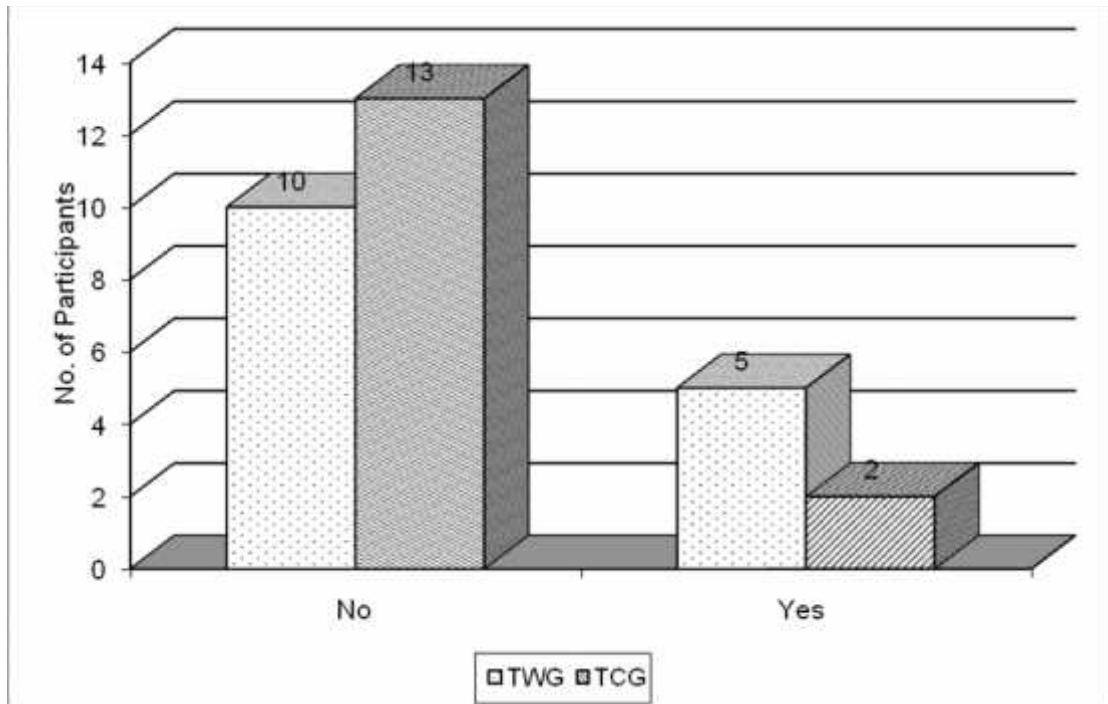
As the above figure clearly states, five participants (33.4%) from thesis writing group said they had written academic articles for the publication, whereas majority of the respondents (66.6%) said they had not written any academic articles while in the program. Among the respondents from thesis completed group, two participants (13.4%) had written for publication, while the majority of them (86.6%) had no experience of writing academic paper. Thus, it can be concluded that majority of the respondents from both the groups had no experience in writing and publishing academic papers.

They were then asked to respond on how many articles they had written if said yes. Of thirty (30) participants, five (33.4%) from thesis writing group and two (13.4%) from completed group had written for publication. Both the participants, from thesis completed group, who ticked yes, had written five articles each. Among the participants from thesis writing group, two of them had written two articles for the publication, another two of them wrote one

article each and one of them had written three articles for the publication. It can be concluded that the respondents from both the group had less experience of article writing for publication. This shows that little or no experience of writing articles for the publication creates problems in research work. Thus, researchers must have an experience of writing for publication to boost up their confidence in research activities.

4.1.7 Articles based on thesis

All the thesis writers/researchers do not write articles being based on their thesis. Only few of them show interest and write articles based on their thesis. To find out the respondents view whether they had written and /or planning to write articles based on their thesis, they were asked to show their responses. The data obtained is presented in figure no.3.

Figure No. 3

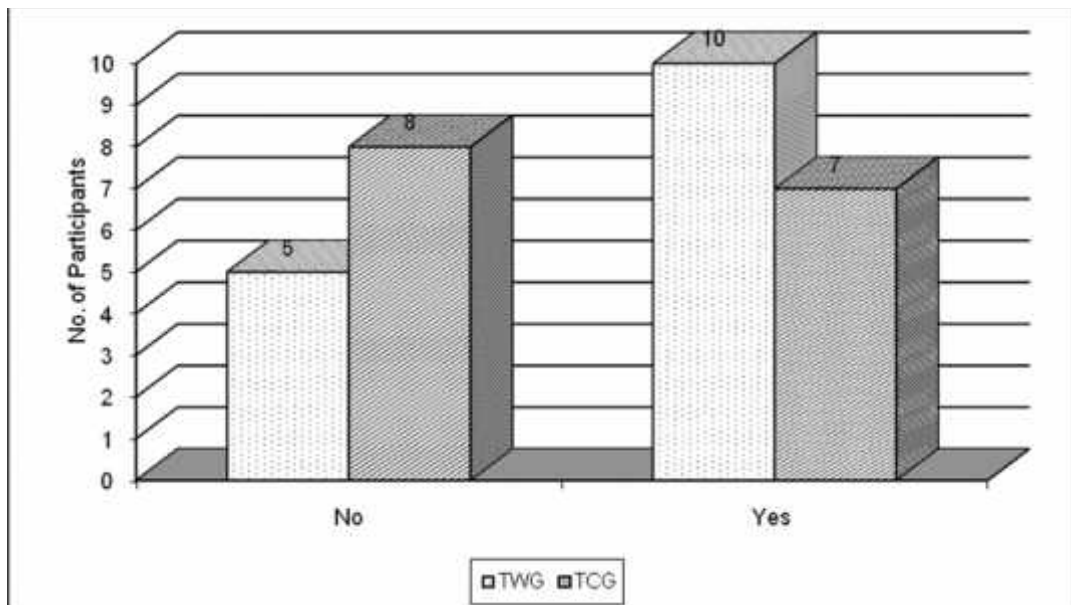**Articles Based on Thesis**

Figure 3 shows that, more than half of the respondents (66.6%) from thesis writing group were planning to write articles based on their theses, whereas, five (33.4%) of them said they had no interest in writing. Among the respondents from thesis completed group majority of them (53.4%) did not want to write articles being based on their theses. Only 7 participants (46.6%)

said that they were planning to write articles being based on their theses. Combining all the respondents, majority of the respondents marked yes, signifying that 56.6% of the samples were planning to write articles based on their theses. On the other hand, there were 13 participants (43.4%) who said that they had not planned yet to write articles. In conclusion, as the majority of the respondents ticked yes, it becomes clear that they will write articles based on their theses in the days to come. This shows that students these days are planning to write articles being based on their research work.

4.1.8 Workshops on Thesis Writing

Most of the institute offers a wide variety of writing workshops, ranging from general to more specialized topics, such as academic genres, writing in certain disciplinary areas, or writing English as a second Language which provide assistance to research students. To find out students' view on whether their institutions conduct workshops regarding thesis writing, they were asked to show their responses. The responses obtained are presented in figure no 4.

Figure No. 4

Workshops on Thesis Writing
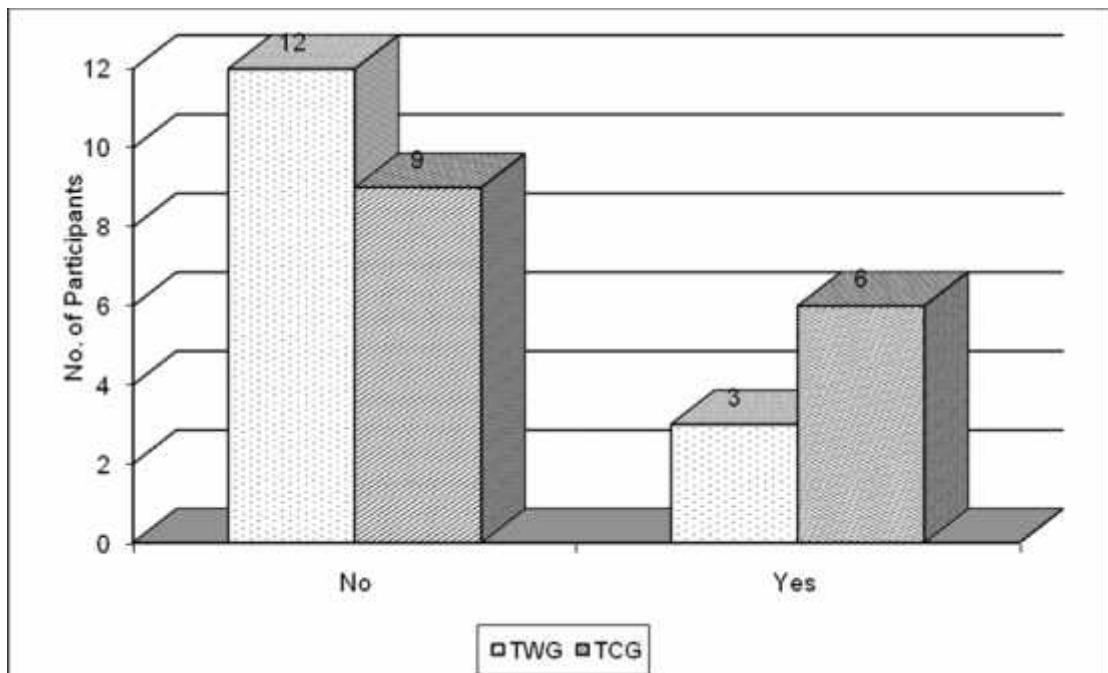
Of 15 participants from thesis writing group, 3 participants (20%) said that their institution organized workshop on thesis writing, whereas 12 participants (80%) of them said their institutions had not organized workshop on thesis writing. Among the respondents from thesis completed group, 40% said that their institution had organized workshop, where as 60% of them said no. Thus it can be concluded that majority of the respondents were not satisfied with the facilitation provided on thesis writing in their institutions. This shows that the conduction of academic writing workshops assist in many ways to the novice researchers.

4.1.9 Thesis writing

Every individual is unique. They have their own thoughts, feelings, beliefs, attitudes and perception towards research work. None of them have same level of thinking. The same is the case with students' perception on thesis writing. To find out students' perception on writing thesis, they were asked to give their responses. The major responses given by them are listed below.

- Research based writing written by a candidate for an academic degree
- Documentation of findings from the research
- Complete attempt to discover findings through thorough research.
- Preparation of the research in detail
- Research oriented writing in which various procedures is used to find out remedies of some problem.
- Detailed study on particular area

The study shows that thesis writing is a detailed investigation on particular area and documentation of the findings.

4.1.10 Managing a text as a challenge

All ESL/EFL researchers have some sort of challenges regarding managing the text across a lengthy period of time. To find out the respondents' view whether they faced challenges in managing text in writing a thesis, they were asked to

show their responses. The responses obtained are presented in the following table.

Table No: 4

Managing a Text as a Challenge

Response	T.WG		TC.G		Total	
	No.	%	No.	%	No.	%
Strongly Agree	4	26.6	5	33.4	9	30
Agree	11	73.4	10	66.6	21	70
Undecided	0	0	0	0	0	0
Disagree	0	0	0	0	0	0
Strongly Disagree	0	0	0	0	0	0

From the above table, it is clear that 26.6% students writing thesis strongly agreed and 73.4% agreed. Similarly, 33.4% of the students who had completed their theses strongly agreed and 66.6% agreed. Among the total respondents, 30% strongly agreed and 70% agreed with the statement. As the majority of the participants agreed with the statement, it becomes clear that managing large amount of text across a lengthy period of time in writing a thesis had become a great challenge for them. It shows that managing a large amount of text in thesis writing has really become a challenging task for ESL/ EFL researchers.

4.1.11 Writing as an integral part of research

As an integral part of the research process, professional researchers have a clear understanding of the global requirements/ expectations and guidelines in writing academic research report. A well written research report can aid the production of high quality documents. To find out the respondents' view towards its role, they were asked to respond to the statement 'students need to see writing as an integral part of the research process and to be encouraged to write from early on in the process whether it be initially through notes and reflections, through logs and diaries or throng early drafts of literature review. The responses obtained are presented below.

Table No. 5

Writing as an Integral Part of Research

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Strongly Agree	6	40	6	40	12	40
Agree	9	60	8	53.4	17	56.7
Undecided	0	0	0	0	0	0
Disagree			1	6.6	1	3.3
Strongly Disagree	0	0	0	0	0	0

As the above table clearly shows, 40% students writing thesis strongly agreed and 60% agreed with the statement. Similarly, among the respondents from thesis completed group, 40 % strongly agreed, 53.4% agreed and 6.6% disagreed. Among all the respondents, 40% strongly agreed, 56.7% agreed and 3.3% disagreed. From the above data it can be concluded that writing plays a significant role and it should be taken as an integral part of research process. Majority of the respondents agreed on this statement.

This shows that all researchers need to see writing as an integral part of the research process and to be encouraged to write from early on in the process, whether it be initially through notes and reflections, through logos and diaries or through early drafts of a literature review.

4.1.12 Explicit Instruction on Structuring a Thesis

Before we begin writing any drafts, we need to think about the questions: In what order should we explain the various terms and positions we will be discussing? What guidelines should we follow while writing? In what order should we offer/write our findings? And so on. The overall clarity of our paper greatly depends on its structure. That is why it is important to think about these questions before we begin to write. To find out respondents' view towards the benefit of explicit instruction on structuring a thesis and its constituent parts, they were asked to show their responses. The actual statement given to them

was 'Explicit Instruction on how to structure thesis and its constituent parts will benefit non-native thesis writers'. The data obtained is presented in the table below.

Table No. 6

Explicit Instruction on Structuring a Thesis

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Strongly Agree	4	26.8	7	46.5	11	36.6
Agree	9	60	8	53.5	17	56.6
Undecided	1	6.6	0	0	1	3.4
Disagree	1	6.6	0	0	1	3.4
Strongly Disagree	0		0	0	0	0

As the above table clearly shows, 26.8% of the students writing thesis strongly agreed, 60% agreed, 6.6 disagreed and 6.6 % marked undecided. Among the thesis completed group, 46.6% strongly agreed and 53.4% agreed with the statement. Similarly, 36.6% of the total respondents said they strongly agree, 56.6% agree, 3.4% undecided and 3.4 % disagree. Thus, it can be concluded that most of the participants believe that explicit instruction on structuring thesis and its constituent parts will benefit non-native thesis writers. The result shows that supervisors as well as the concerned authorities must provide explicit instruction on structuring the thesis for the researchers.

4.1.13 Fear of the supervisor's feedback in writing

A wide range of beliefs and practices about feedback are hold by supervisors. From the student perspective, direct or to-the –point/ explicit feedback was easier to understand and act on. But, in our context, students writing thesis feel fear of the supervisors feedback on their ability to write, as they may not be able to write thesis incorporating all the feedbacks provided. To find out the respondents' view towards the effects of the fear of supervisors' feedback in

writing thesis, they were asked to show their responses. The data obtained is presented in table below.

Table No. 7

Fear of the supervisor's feedback in writing

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Strongly Agree	10	66.6	4	26.7	14	46.6
Agree	4	26.7	7	46.6	11	36.6
Undecided	1	6.7	0	0.0	1	3.4
Disagree	0	0.0	3	20	3	10.0
Strongly Disagree	0	0.0	1	6.7	1	3.4

This table clearly shows that 66.6% of the students from thesis writing group strongly agreed, 26.7 percent agreed and 6.7 percent marked undecided. Among the respondents from thesis completed group, 26.7 percent strongly agreed, 46.6 percent agreed, 20 percent disagreed and 6.7 percent strongly disagreed with the statement. Similarly, 46.6 percent of the total respondents said they strongly agree, 36.6 percent agree, 3.4 percent undecided, 10 percent disagree and 3.4 percent strongly disagree. Thus, it can be concluded that most of the people believe that there is the effect of the fear of supervisor's feedback in writing their theses. This shows that the researchers, in our context, feel fear of supervisors' feedback as they could not be able to incorporate all the requirements of thesis provided by the supervisors.

4.1.14 Colleagues and Supervisors Role in Research Writing

Colleagues in general and supervisors in particular help the researchers at every stage, from formulation of their research projects through establishing methodologies and discussing results, to presentation and possible publication of thesis. Supervisors must also ensure that their students' work meets the standards of the University and the academic discipline. To find out the respondents' view towards the role of colleagues and supervisors in providing

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supportive environment for the researchers to make them feel comfortable in their research work, the respondents were asked to show their responses. The data obtained is presented in the table given below.

Table No. 8

Role of Colleagues and Supervisors in Research Writing

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Strongly Agree	10	66.6	11	73.4	21	70.0
Agree	5	33.4	4	26.6	9	30.0
Undecided	0	0.0	0	0.0	0	0.0
Disagree	0	0.0	0	0.0	0	0.0
Strongly Disagree	0	0.0	0	0.0	0	0.0

Of two groups, including 15 in each, all the participants agreed or strongly agreed with this statement, signifying that colleagues and supervisors play crucial role in providing a supportive environment for the researcher to make them feel comfortable in their research work. This shows that the researchers must seek assistance from colleagues and supervisors to make them feel contented in their research work.

4.1.15 Ethics in Research

All researchers, whether they are new or experienced have to follow some sort of ethical guidelines to make their research process systematic and run smoothly. Universities have their own set of ethical guideline which every researcher will need to be aware of before they carry out research. To find out the respondents' view towards ethics for conducting effective and meaningful research, the respondents were asked to show their responses. The data obtained is presented in the table below.

Table No. 9

Ethics in Research

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Strongly Agree	6	40.0	4	26.6	10	33.4
Agree	7	46.6	10	66.7	17	56.6
Undecided	2	13.4	1	6.7	3	10.0
Disagree	0	0.0	0	0.0	0	0.0
Strongly Disagree	0	0.0	0	0.0	0	0.0

The table clearly shows that 40 percent of the students from thesis writing group strongly agreed, 46.6 percent agreed and 13.4 percent marked undecided. In the same way, 26.6 percent respondents from thesis completed group strongly agreed, 66.7 percent agreed and 6.7 percent marked undecided. Combining all the respondents 33.4 percent strongly agreed, 56.6 percent agreed and 10 percent marked undecided. As the majority of the respondents agreed with the statement, it becomes clear that ethic, nowadays, has become a cornerstone for conducting effective and meaningful research. Being based on the above analysis it can be said that, one must follow the prescribed guidelines provided by the concerned authorities.

4.1.16 Following Ethnical Guidelines for a Systematic Research

Ethnics, nowadays, has become a cornerstone for conducting effective and meaningful research. However, one must follow ethical guidelines while conducting the research. To find out students/respondents' view towards this statement the respondents were requested to respond to the statement 'researchers have to follow the ethnical guideline to make their research process systematic and run smoothly.' The schematic presentation of the data obtained is presented in table no.10.

Table No. 10

Following Ethical Guidelines for a Systematic Research

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Strongly Agree	8	53.4	6	40.0	14	46.6
Agree	6	40.0	9	60.0	15	50.0
Undecided	1	6.6	0	0.0	1	3.4
Disagree	0	0.0	0	0.0	0	0.0
Strongly Disagree	0	0.0	0	0.0	0	0.0

As the above table clearly shows, 53.4 percent of the respondents from thesis writing group strongly agreed, 40 percent agreed and 6.6 percent marked undecided. Among the respondents from thesis completed group, 40 percent strongly agreed and 60 percent agreed. Combining all respondents, 46.6 percent strongly agreed, 50 percent agreed and 3.4 percent marked undecided. As the majority of the respondents agreed with the statement, it becomes clear that one must follow the ethical guidelines to make the research process systematic and run smoothly. In order to make the research process systematic and run smoothly one must follow the ethical guidelines prescribed by the department.

4.1.17 Adequacy of Research or Professional Training Opportunity

Researchers can run their research project systematically and smoothly if they are provided opportunity to take part in research or professional training. Institutions play a vital role to manage and conduct it. To find out the respondents' view towards the adequacy of research or professional training opportunity, they were asked to show their responses. The data obtained is presented in the table 11.

Table No. 11

Adequacy of Research or Professional Training Opportunity

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Very good	1	6.6	1	6.6	2	6.6
Good	5	33.4	6	40.0	11	36.7
Satisfactory	4	26.6	2	13.4	6	20.0
Poor	5	33.4	6	40.0	11	36.7

On the basis of the data shown in the above table, 6.6 percent of the respondents from thesis writing group said the adequacy of training opportunity is very good, 33.4 percent good, 26.6 percent satisfactory and 33.4 percent poor. Among the respondents from thesis completed group, 6.6 said the adequacy of training opportunity is very good, 40 percent good, 13.4 percent satisfactory and 40 percent poor. Combining all the responses, 6.6 percent said the adequacy of training opportunity is very good, 36.7 percent good, 20 percent satisfactory and 36.7 percent poor. Thus, it can be concluded that the research or professional training opportunity for students in their institution is not adequate.

4.1.18 Confidence as an Independent Researcher

In the purest sense, confidence in knowing what we are good at, the value we provide, and acting in a way that conveys that to others. To find out the respondents' view towards their confidence as an independent researcher, they were asked to show their responses. The data obtained is presented table 12.

Table No. 12

Confidence as an Independent Researcher

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Very good	3	20.0	3	20.0	6	20.00
Good	9	60.0	8	53.4	17	56.7
Satisfactory	3	20.0	2	13.3	5	16.7
Poor	0	0.0	2	13.3	2	6.6

As the above table clearly shows, 20 percent of the respondents from thesis writing group said that their confidence as an independent researcher was very good, 60 percent good and 20 percent satisfactory. Among the respondents from thesis completed group, 20 percent said that their confidence as an independent researcher was very good, 53.4 percent good, 13.3 percent satisfactory and 13.3 percent poor. Combining all the respondents, 20 percent said their confidence as an independent researcher was very good, 56.70 percent good, 16.7 percent satisfactory and 6.6 percent poor. Thus, it can be concluded that their confidence as an independent researcher is good. This shows that the researchers are confident enough to carry out research in their disciplinary area.

4.1.19 Level of Satisfaction with the Academic Supervision Received

Supervision helps in providing support and guidelines in conducting research. Without proper supervision no research work can be carried out smoothly and effectively. To find out the respondents' view towards their level of satisfaction with the academic supervision and/or guidance they received, they were asked to show their responses. The data obtained is presented in table 13.

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Table No. 13

Level of Satisfaction with the Academic Supervision Received

</div>

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Very good	1	6.6	1	6.6	2	6.6
Good	8	53.4	7	46.7	15	50.0
Satisfactory	5	33.4	4	26.7	9	30.0
Poor	1	6.6	3	20.0	4	13.4

As the above table clearly shows, 6.6 percent of the respondents from thesis writing group said that their satisfaction with the supervision they received was very good, 53.4 percent good, 33.4 percent satisfactory and 6.6 percent poor. Among the respondents from thesis completed group, 6.6 percent said that their satisfaction with the supervision they received was very good, 46.7 percent good, 26.7 percent satisfactory and 20 percent poor. Combining all the respondents, 6.6 percent said that their satisfaction with the supervision they received is very good, 50 percent good, 30 percent satisfactory and 13.4 percent poor. Thus, it can be concluded that students are satisfied with the academic guidance they are provided with.

4.1.20 Plagiarism

Plagiarism can be defined as an act of academic dishonesty by representing the words or ideas of someone else as one's own. Plagiarism has been a great challenge in academic writing. To find out the respondents' view on plagiarism, they were asked to show their responses on what does and does not constitute plagiarism given in the statements below.

The responses obtained are presented in table 14.

Table No. 14

Plagiarism

S.N.	Statements	Responses in Total (i.e. TWG & TCG)			
		Yes	%	No	%
1.	Using an author's exact words without putting them in quotation marks.	23	76.6	7	23.3
2.	Researching with a friend and submitting similar papers for an individual assignment.	21	70.0	9	30.0
3.	Paying someone to write an assignment for you.	19	63.3	11	36.6
4.	Paraphrasing an author's work without attribution	22	73.3	8	26.6
5.	Changing a few words of the source text without documentation	25	83.3	5	16.6
6.	Using a paragraph of your friend's written work in your own assignment.	25	83.3	5	16.6
7.	Translating a specific work into another language, but not citing the author.	25	83.3	5	16.6
8.	Not including a journal article you have read (but did not cite) in your reference list.	14	46.6	16	53.3
9.	Using charts and images in your work without stating their origins.	26	86.6	4	13.3
10.	Using data from interviews and conversations conducted by you, but without documentation.	19	63.3	11	36.6

As the above table clearly shows, out of thirty respondents, 23 marked yes, signifying that 76.6% from both the groups knew that using author's exact word without putting in quotation marks does not mark the work one's own, thus it needs to be attributed. Similarly, 7 participants marked. No, signifying

that 23.4 percent did not identify using others words without putting in quotation marks as an instance of plagiarism. Thus, it can be concluded that, despite few respondents, most of them knew that it was an instance of plagiarism.

Similarly, 70 percent of the total respondents considered the submission of similar paper for individual assignment as an instance of plagiarism while 30 percent of them considered the submission of similar papers for individual assignments acceptable. Thus it can be concluded that about half of the whole sample were not aware about plagiarism.

In response of the statement 3, 19 participants marked yes, signifying that 63.3 percent respondents considered it as an instance of plagiarism while 36.6 percent considered it as acceptable form.

Similarly, 73.3 percent of the total respondents knew that paraphrasing does not make the work one's own, thus it need to attributed whereas 26.6 percent of them did not considered to be attributed. Thus, it can be concluded that majority of the respondents knew paraphrasing needs to be attributed.

The use of source text without documentation was also considered as an instance of plagiarism by majority of the respondents (83.3%) whereas only 5 participants (16.6%) considered it as acceptable form. This finding indicates that most of the respondents were aware of the need for documentation.

Similarly, 83.3 percent of the respondents considered using a paragraph of their friend's work in their writing as a case of plagiarism while 16.6 percent did not consider it as a case of plagiarism.

Another form of plagiarism of ideas is translating from one language to another language without attribution. This issue is addressed in statement 7 and it was not considered as an instance of plagiarism by few respondents (16.6%). Most of the respondents considered it as an instance of plagiarism.

Majority of the respondents (53.4%) did not considered statement 8 as an instance of plagiarism while 14 participants (46.6%), considered it as an instance of plagiarism. More than half of the respondents are aware of what does and does not constitute plagiarism.

Similarly, some respondents still showed confusion about other features of citation as only 86 percent of the respondents showed knowledge of the need to cite charts and figures which are used from other sources. These findings indicate that some respondents (13.3%) are not very familiar with the paraphrasing and citation rules. Thus, they need to receive explicit instruction on this aspect of academic writing.

The use of undocumented conversations and interviews is a more complex form of plagiarism of ideas which was reflected in question number 10. In this case, majority of the respondents (63.3%) considered it as an instance of plagiarism while 36.6 percent of them did not consider it as plagiarism. Few of the respondents were not aware about the need for documentation.

Although majority of the respondents were aware of what does and does not constitute plagiarism, the also findings also indicate that some students are not very familiar with referencing, citation and paraphrasing rules. Thus, they need to receive explicit instruction on these aspects of academic writing.

4.2 Students' perception on Challenges of Thesis Writing

Conducting academic research is not an easy process; inevitably, there are ups and downs and moments when it is difficult to decide on the next step. All researchers writing thesis/research face the new challenge of having to manage large amount of text across a lengthy period of time. This challenge is even heightened for English as foreign or second language (EFL/ESL) learners as they may struggle simultaneously in several domains, all of which have been identified as influencing academic writing at an advanced level.

Under this topic, the respondents were asked to respond a set of questions related to the challenges of thesis writing while they are in the process. The researcher tried to find out the answer of the areas like difficulty in understanding the requirements of a thesis, challenging part(s) in writing thesis, difficulty in choosing the right topic, dealing with the data, reviewing the related information and citation, supervision time, understanding of supervisors, structuring of writing, etc.

4.2.1 Understanding the Requirements of a Thesis

Every researcher must know the requirements of thesis writing in their discipline, e.g., the structure and rhetorical demands or the functions and characteristics in each section of thesis. To find out the respondents view; they were asked whether they experienced difficulties in understanding the requirements of thesis writing and, if so to what degree. The statement is presented in italics below.

I experienced difficulty in understanding the requirements of thesis writing in my discipline, e.g. the structure and rhetorical demands or the functions and characteristic in each section of thesis.

The responses obtained are presented in figure 5.

Figure No. 5

Understanding the Requirements of a Thesis
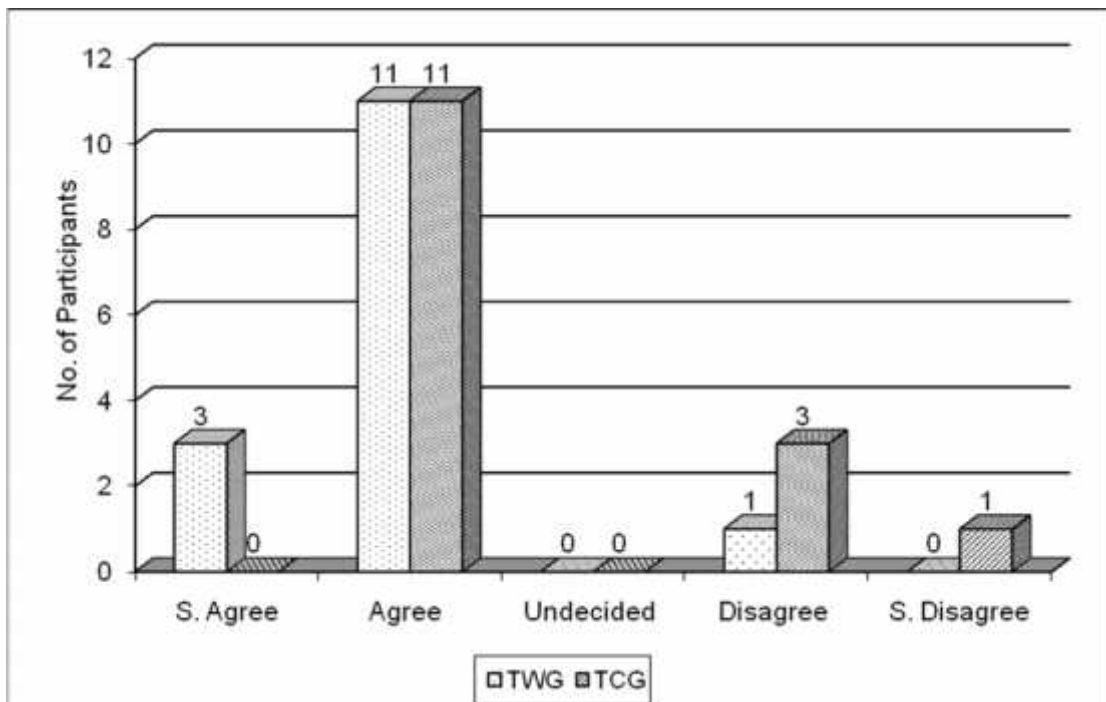
Fourteen participants from thesis writing group agreed or strongly agreed with this statement, signifying that 93.4 percent of the sample had trouble in understanding the thesis genre of their disciplines. On the other hand, there was only one participant who indicated that s/he did not encounter this difficulty.

Similarly, among the respondents from thesis completed group, eleven participants agreed with statement, signifying that 73.4 percent of the sample had trouble in understanding the requirements of thesis in their disciplines. On the other hand, 20 percent of them disagreed and 6.6 percent strongly disagreed with the statement. Combining all the respondents, 83.3 percent of the respondents said that they had trouble in understanding the thesis genre of their disciplines. On the other hand 16.7 percent indicated that they did not encounter this difficultly. As the majority of the respondents agreed with the statement, it becomes clear that they had experienced difficulty in understanding the requirements of thesis in their disciplines. This shows that the researchers did not understand the requirements of thesis writing in their discipline. This shows that students have problems with understanding the requirements of thesis writing. Thus, the concerned authority must provide them with explicit instruction on the requirements of thesis writing.

They were then asked to comment on how they overcame the difficulties they faced by ticking, where applicable, the choices provided.

Table No. 15

Understanding the Requirements of a Thesis

S.N.	Solution	Frequency		
		TWG	TCG	Total
a)	I read published guide and handbook on thesis writing.	6	12	18
b)	I read extensively in my area.	14	9	23
c)	I ask my supervisor for help.	10	10	20
d)	I discuss issues with my peers.	8	4	12
e)	I access the internet learning centre/support.	7	6	13
f)	I do not need help in this regard.	0	1	1

It appears that the most popular strategies employed by the participants were self study (published books, reading of one's discipline and others' theses) and

social resources (assistance from supervisors, peers and student learning support). This shows that extensive reading, seeking assistance from supervisors and peers are the best strategies to understand the requirements of thesis.

4.2.2 Challenging Part(s) in Writing a Thesis

Most of the ESL/EFL researchers cringe at the thought of having to distil a whole year's research knowledge in to a single thesis/report. As thesis is combined with different parts i.e. introduction, methodology, literature review, conclusions and recommendation and so on, different researcher may find different parts as challenging one while writing thesis. To find out the respondents view towards the challenge in writing thesis, they were asked to show their responses to the question 'Which part(s) do you find the most challenging in writing a thesis? The responses obtained are presented below.

Table No. 16

Challenging Part in Writing a Thesis

Response	TWG		TCG		Total	
	No.	%	No.	%	No.	%
Introduction	0	0.00	3	20.0	3	10.0
Statement of the problem	4	26.6	4	26.6	8	26.7
Methodology	5	33.4	5	33.4	10	33.4
Conclusions and recommendations	3	20.0	1	6.6	4	13.3
Any other	3	20.0	2	13.4	5	16.6

On the basis of the data shown in the above table, none of the respondents from thesis writing group had faced problem in introduction part, 26.6 percent said that they found writing statement of the problem as challenging part, 33.4 percent with methodology, 20 percent with conclusions and recommendations and 20 percent participants who ticked 'any other' indicated that they found analysis and interpretation of the data and reviewing related literature as challenging parts.
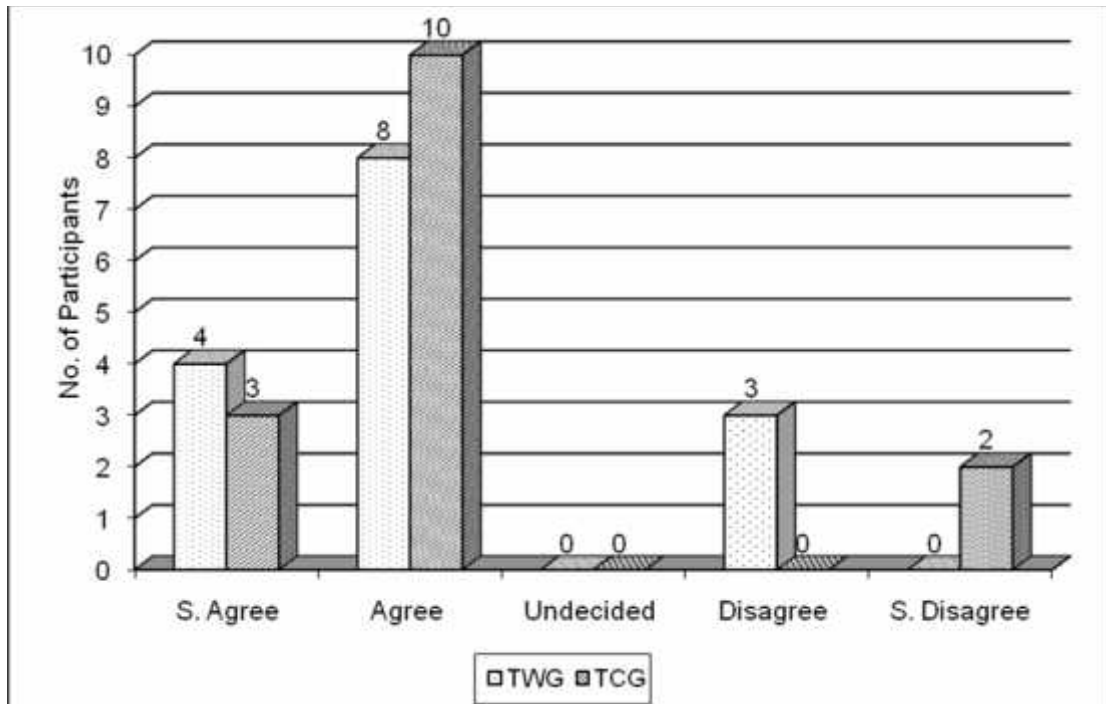
Among the respondents from thesis completed group, 20 percent said that they had problem with introduction part, 26.6 percent with statement of the problem, 33.4 percent with methodological part, 6.6 percent with conclusions and recommendations and 13.4 percent participants who ticked 'any other' indicated that they found reviewing the related literature and analysis and interpretation of the data as challenging parts. Combining all the respondents, 10 percent said that they had problem with introduction part, 26.7 percent with statement of problem, 33.4 percent with methodology, 13.3 percent with conclusions and 16.6 percent participants who ticked 'Any other' indicated that they had problem with analysis and interpretation of the data and reviewing related literature as challenging one. Thus, it can be concluded that majority of the respondents found methodological as well as statement of the problem as challenging part in writing a thesis. Writing methodology and statement of problem are relatively challenging parts in thesis writing.

4.2.3   Getting Proper Resources or Reference Materials

Reference materials are essential, when accuracy and reliability of research works are to be ensured. It helps to supplement the study. In order to carry out the respondents' view towards the difficulty in getting proper resources or reference materials to supplement their study, they were asked to show their responses. The responses obtained are presented in the figure given below.

Getting Proper Resource or Reference Materials

As the figure clearly shows, four (26.7%) participants from thesis writing group strongly agreed with the statement, 53.3 percent agreed and 20 percent disagreed. Among the respondents from thesis completed group 20 percent strongly agreed, 66.7 percent agreed and 13.3 percent strongly disagreed with the statement. Combining all the respondents, twenty five respondents agreed or strongly agreed with the statement, signifying that 83.3 percent of the sample had experienced difficulty in getting proper resources or reference materials to supplement their study. On the other hand, there were five participants who indicated that they did not encounter this difficulty. As the majority of the respondents agreed or strongly agreed with the statement, it becomes clear that they had experienced difficulty in getting authentic materials to supplement their research work. This shows that inadequate amount of reference materials create difficulties in research process.

In order to get an authentic materials, they were then asked to comment on how they overcame the difficulties they faced by ticking, where applicable, the choices provided.

Table No. 17

Getting Proper Resource or Reference Materials

| S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I seek advice from my supervisor.	8	14	22
b)	I access the internet learning centre/support.	10	10	20
c)	I do not have problem in this regard.	2	0	2

Table 20 shows that supervisor provided the most important assistance in getting proper resources or reference materials to supplement their research. Similarly, accessing internet learning centre/support was the second most popular strategy utilized.

Only two participants indicated that they did not encounter difficulty in this regard. Thus, it can be concluded that taking assistance from supervisors and accessing internet learning centre would be the best strategies to overcome this difficulty.

4.2.4 Choosing the Right Topic

There are hundreds of theses done in the same field such as error analysis, teaching methodologies, teaching strategies etc.). Only few researchers courage to do research in a new area, where they find no difficulty in getting the right topic. But, as the majority of the researchers what to do research in previously done area; they may find difficulty in choosing the right topic. To find out the respondents view towards the difficulty in choosing the right topic, they were asked to show their responses. The responses obtained are presented in the figure given below.

Figure No. 7
Choosing the Right Topic
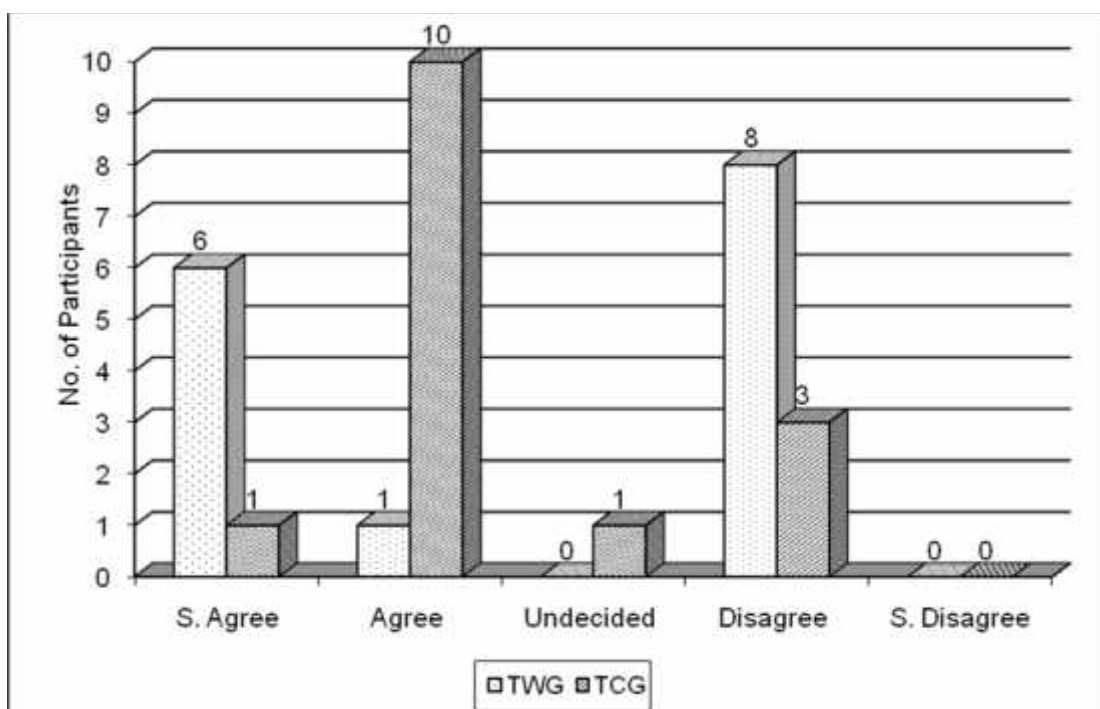
As the figure clearly shows, 46.6 percent of the respondents from thesis writing group agreed or strongly agreed with the statement, that they had faced trouble in choosing the right topic and 53.4 percent disagreed with the statement. On the other hand, among the respondents from thesis completed group, 73.2 percent agreed or strongly agreed, 20 percent disagreed and 6.6 percent marked undecided with the statement. Sixty percent (60%) of the total respondents said they agreed or strongly agreed, 36.6 percent disagreed and 3.4 percent marked undecided. Thus, it can be concluded that most of the participants had difficulty in choosing the right topic. This shows that selecting the research problem is a difficult task for the novice researchers.

In order to choose the right topic, they were then asked to comment on how they overcame the difficulties they faced by ticking, where applicable, the choices provided.

Table No. 18

Choosing the Right Topic

S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I discuss with my supervisor.	4	13	17
b)	I access the internet learning centre/support.	3	10	13
c)	I seek help of friends in choosing the right topic.	5	3	8
d)	I do not need help in this regard.	7	1	8

Most of the respondents from thesis writing group had not faced any problem in choosing the right topic. Those who had problems would seek help of their friends, communicate with supervisors and access internet learning support respectively. Among the respondents from thesis completed group, most participants would communicate with their supervisor if they encountered this issue. There was only one who had not encountered any problem in this issue.

In conclusion, combining all the respondents, it appears that most participants were active in seeking assistance from their supervisors and accessing internet learning centre to ensure they had enough guidance and means to choose the right topic. Seeking assistance from their supervisors and accessing internet learning centre are the best strategies for selecting the research topic.
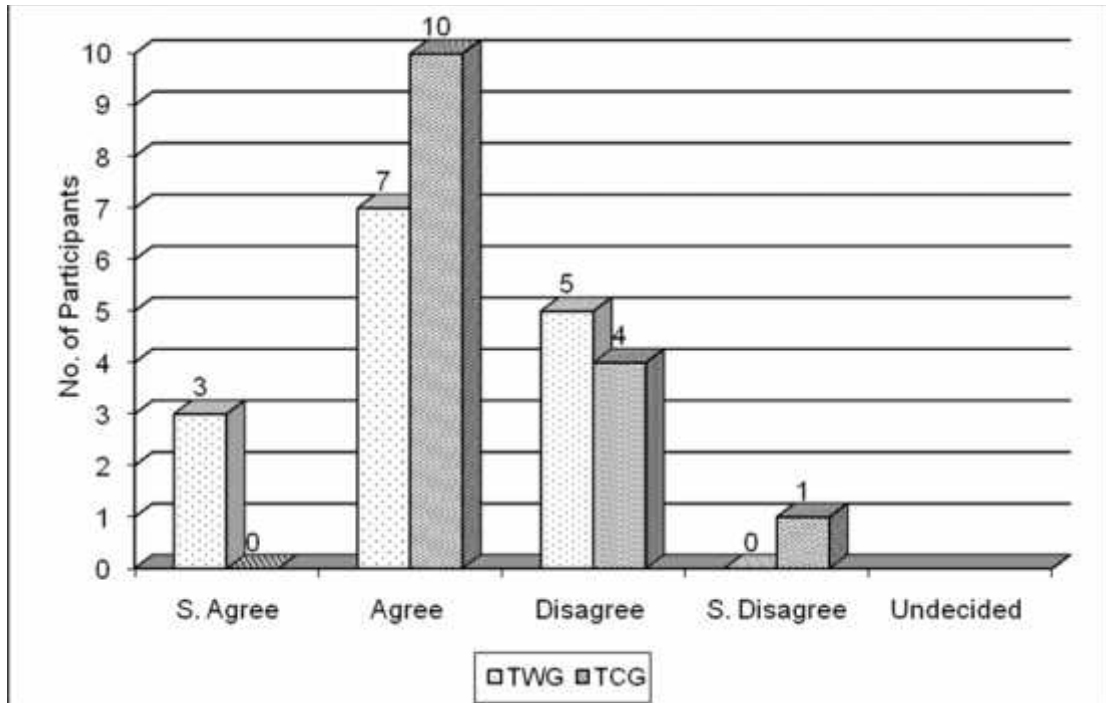
4.2.5 Choosing the Right Methodology

Selecting the correct type from the different research methods can be a little daunting, at first. There are so many factors to take into account and evaluate before selecting the methodology in writing a thesis. To find out the respondents view, they were asked whether they experienced difficulty in selecting the right methodology in writing their thesis and, if so to what degree. The statement is presented in italics below.

I have trouble choosing the right methodology in writing my thesis.

The responses obtained are presented below.

Figure No. 8

Choosing the Right Methodology

The figure clearly shows that 66.6 percent of the respondents from thesis writing group said that they had trouble selecting the right methodology. On the other hand, there were five participants who indicated that they did not encounter this difficulty. Among the respondents from thesis completed group, 66.6 percent said that they had trouble selecting the right methodology and 33.3 percent indicated that they did not encounter this difficulty. Combining all the respondent, twenty participants agreed or strongly agreed with this statement, signifying that 66.6 percent of the sample had trouble selecting the right methodology in writing their thesis. On the other hand, there were ten participants who indicated that they did not encounter this difficulty. Thus, it can be concluded that most of the respondents had trouble selecting the right methodology to write their thesis. It shows that selecting appropriate methodology for conducting research activities is of great challenge for researchers.

They were then asked to comment on how they overcame the difficulties they faced by ticking, where applicable, the choices provided.

Table No. 19

Choosing the Right Methodology

S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I read extensively in my discipline area for choosing the right methodology.	13	14	27
b)	I seek advice from my supervisor.	4	7	11
c)	I discuss this with my peers and ask their advice.	3	1	4
d)	I do not need help in this regard.	2	2	4

Overall, respondents from both the groups attempted to help themselves by reading widely within their discipline. Seeking assistance from supervisors was the second most popular strategy utilized. In addition, discuss the issue with peers and asking their advice was also helpful for some participants.
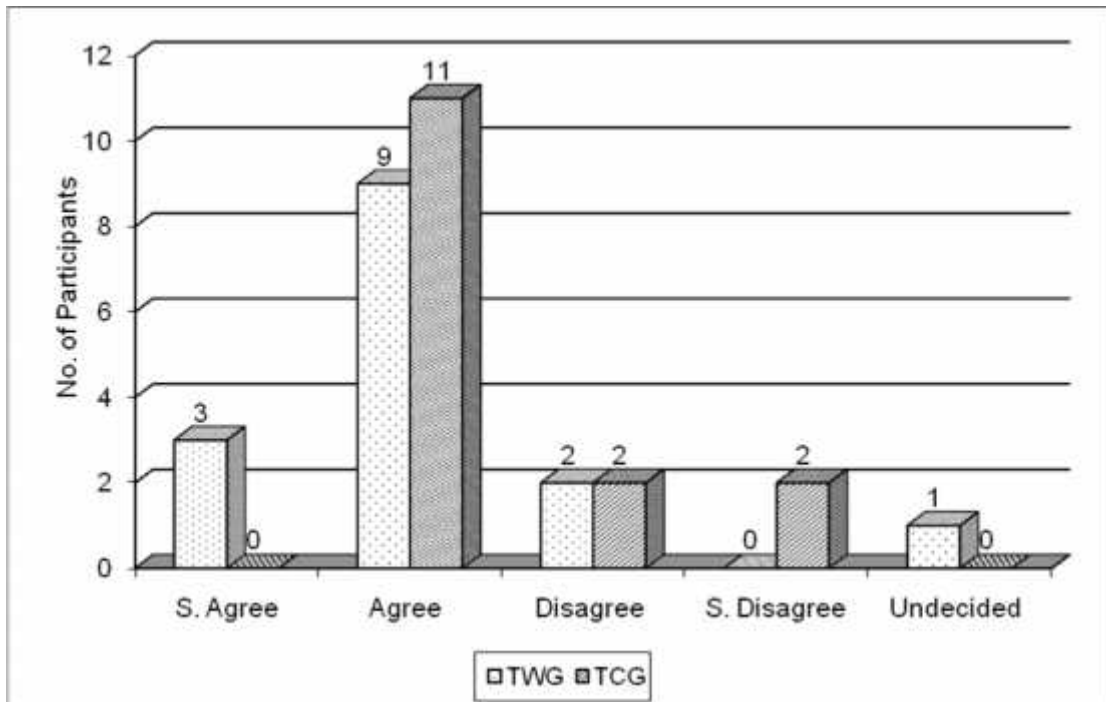
4.2.6 Difficulty in Dealing with the Data

In this statement, participants were asked whether they experienced difficulties in dealing with the data and, if so to what degree. The statement is presented below.

I experienced difficulty in dealing with the data.

The responses obtained are presented in the figure below.

Figure No. 9

Difficulty in Dealing with the Data

Twelve participants from thesis writing group agreed or strongly agreed with the statement, signifying that 80 percent of the sample had faced difficulty in dealing with the data. On the other hand, only two participants indicated that they did not encounter this difficulty. Similarly, among the respondents only one participant marked undecided. In the same way, 73.4 percent of the respondents from thesis completed group agreed with the statement and 26.6 percent disagreed or strongly disagreed.

Combining all the respondents, 76.6 percent agreed or strongly agreed with the statement, 20 percent disagreed or strongly disagreed and 3.3 percent marked undecided. Thus, it can be concluded that majority of the respondents from both the groups had faced difficulty in dealing with the data.

In order to analyze and interpret the data in an easy way, they were then asked to comment on how they overcome the difficulties they faced by ticking, where applicable, the choices provided.

Table No. 20

Difficulty in Dealing with the Data

| S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I read extensively the previous research to connect my project.	10	10	20
b)	I seek advice from my supervisor	7	9	16
c)	I do not have problem in this regard.	2	3	5

Extensive reading of disciplinary articles/researchers was the most popular solutions, followed by seeking supervisors' guidance and/or advice five participants indicated that they did not encounter this difficulty.

4.2.7 Structuring of Thesis

Research writing must be well structured in order to communicate the ideas, findings to the readers. This statement asked participants to indicate the extent to which they had trouble structuring their writing to meet the demands of thesis in their respective discipline.

I have trouble structuring my writing to meet the demands of thesis.

Figure No. 10

Structuring of Thesis
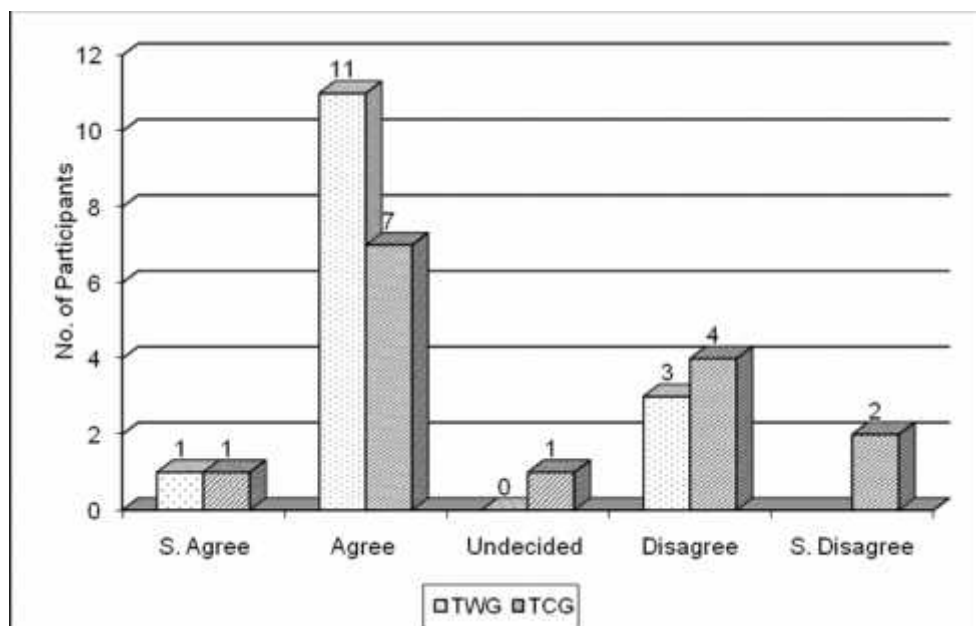
The figure clearly shows that 80 percent of the respondents from thesis writing group had this difficulty in structuring their thesis, while 20 percent of them disagreed. On the other hand 53.3 percent of the respondents from thesis completed group had the difficulty, while 40 percent of them disagreed. Similarly, 6.6 percent marked undecided. Combining all the respondents, 66.6 percent had experienced this difficulty; 60 percent disagreed and 3.3 percent marked undecided. As the majority of the respondents agreed with the statement, it becomes clear that students writing thesis had encountered this difficulty.

They were then asked to comment on how they overcome the difficulties they faced by ticking, where applicable, the choices provided.

Table No. 21

Structuring of Thesis

S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	Look at published books on structuring coherent, logical writing.	5	8	13
b)	I ask for feedback from my friends.	6	2	8
c)	I discuss with my supervisor.	7	7	14
d)	I read extensively in my discipline area and pay attention to the overall structure of the thesis.	8	7	15
e)	I do not need help in this regard.	2	5	7

Extensive reading of disciplinary areas, published books on structuring coherent and logical writing was the most popular solutions, followed by seeking supervisors' guidance and engaging with peers. Similarly, seven participants indicated that they did not need help in this regard.

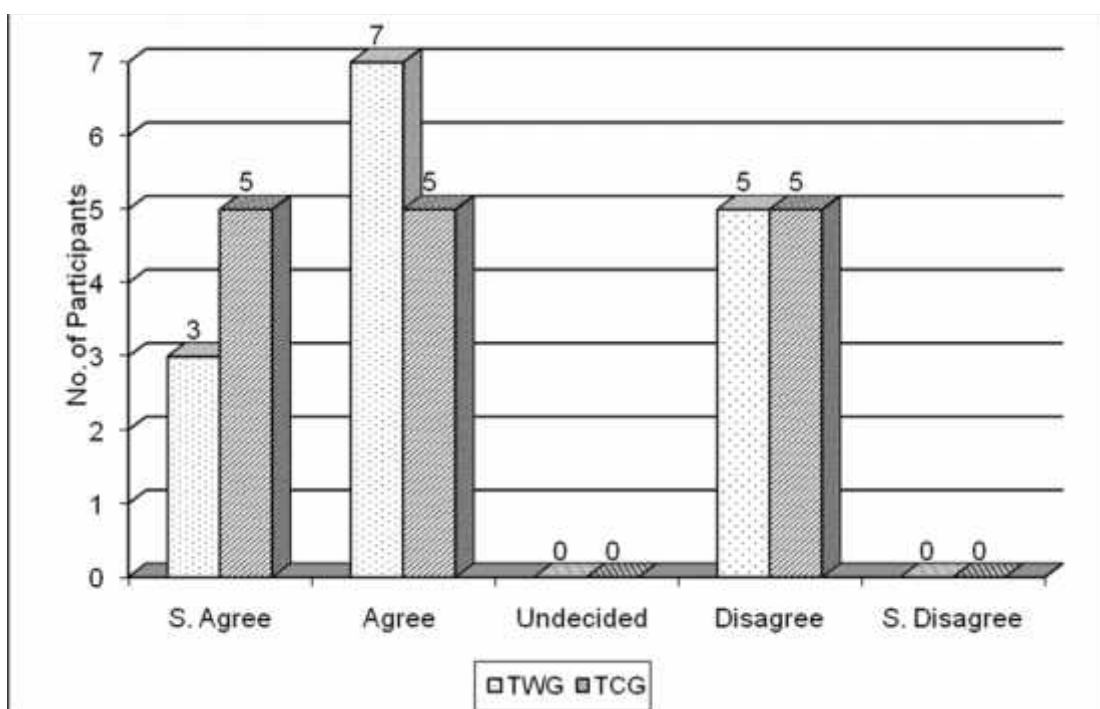### 4.2.8 Reviewing the Related Literature and Citing the Relevant Information

The research remains incomplete if the earlier findings are not included, and it will be futile and worthless if no newness is shown and no investigation is done. Similarly, citation makes the work authentic and reliable as it is an identification of the source of a quote, paraphrase or summary. To find out the respondents' view they were asked whether they experienced difficulty in reviewing the literature and citing the relevant information and, if so to what degree. The statement is presented in italics below.

I experience difficulty in reviewing the related literature and citing the relevant information.

The responses obtained are presented figure 11.

Figure No. 11

Reviewing and Citing the Related Literature/Information

This figure clearly shows that 66.6 percent of the respondents from thesis writing group had this difficulty in reviewing the related literature and citing the relevant information, while 33.3 percent of them disagreed. On the other hand, again 66.6 percent of the respondents from thesis completed group had this difficulty, while 33.3 percent of them disagree. Combining all the respondents, 66.6 percent participants from each group had this difficulty, while 33 percent from each group had this difficulty, while 33 percent participants did not encounter this difficulty. As the majority of the respondents agreed with the statement, it becomes clear that they had difficulty in reviewing and citing the relevant information.

As most of the sample had difficulty in this issue, they were then asked to comment on how they overcome the difficulty by ticking, where applicable, the choices provided.

Table No. 22

Reviewing and Citing the Related Literature/Information

S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I read extensively the previous research to connect my project.	14	14	28
b)	I seek advice from my supervisor.	2	8	10
c)	I do not have problem in this regard.	1	0	1

Of all the respondents, twenty-eight participants, fourteen from each group, would consult the previous research to connect their theses. In addition, seeking assistance from supervisors was also another strategy utilized. There was only one who did not encounter this difficulty. One significant finding is that participants would read extensively in the disciplinary areas if they had this problem.

4.2.9 The Understanding of the Supervisor

Statement I sought to investigate participants' perception of the empathy supervisors had for the challenges they faced.

I feel that my supervisor has little understanding of the difficulties I face in writing my thesis.

The responses obtained are presented in figure 12.

Figure No. 12

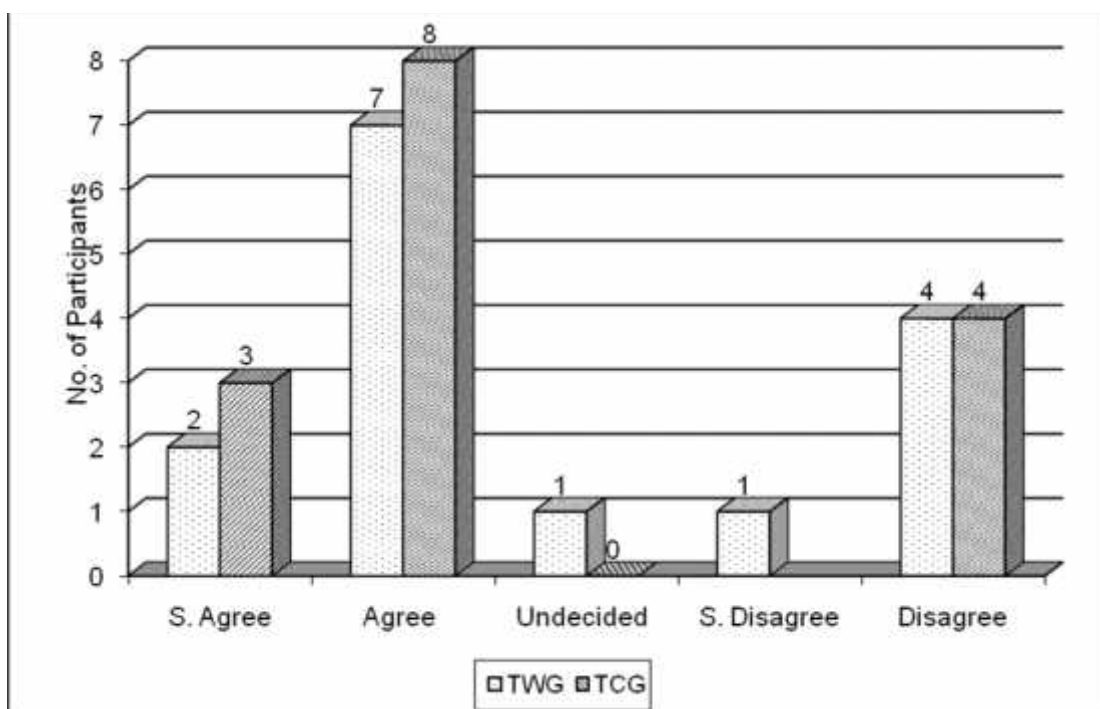**The Understanding of the Supervisor**

Figure 12 shows that more than half of the respondents from thesis writing group had supervisors who were not sympathetic about the difficulties their students faced. Only 33.3 percent of participants had supervisors who were sympathetic about the difficulties they faced and 6.6 percent marked undecided. Among the respondents from thesis completed group, 73.4 percent agreed or strongly agreed with the statement, while 26.6 percent of them disagreed. Combining all the respondents, only 30 percent had supervisors who

were sympathetic about the difficulties they faced, whereas, over half of the whole sample had supervisors who were not sympathetic about the difficulties their students faced 3.4 percent of the whole sample had marked undecided. Thus, it can be concluded that most of the respondents did not have relatively smooth supervisory relationship with their supervisors.

Participants were asked to indicated what they did if this was an issue for them.

Table No. 23

The Understanding of the Supervisor

S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I speak to my supervisor.	12	13	25
b)	I do not have a problem in this regard.	3	2	5

According to table 26, only 5 (16.6%) participants of the whole sample indicated that they did not have a problem in this regard, whereas 25 (83.4%) participants had indicated that they would talk to their supervisors if they had this problem.
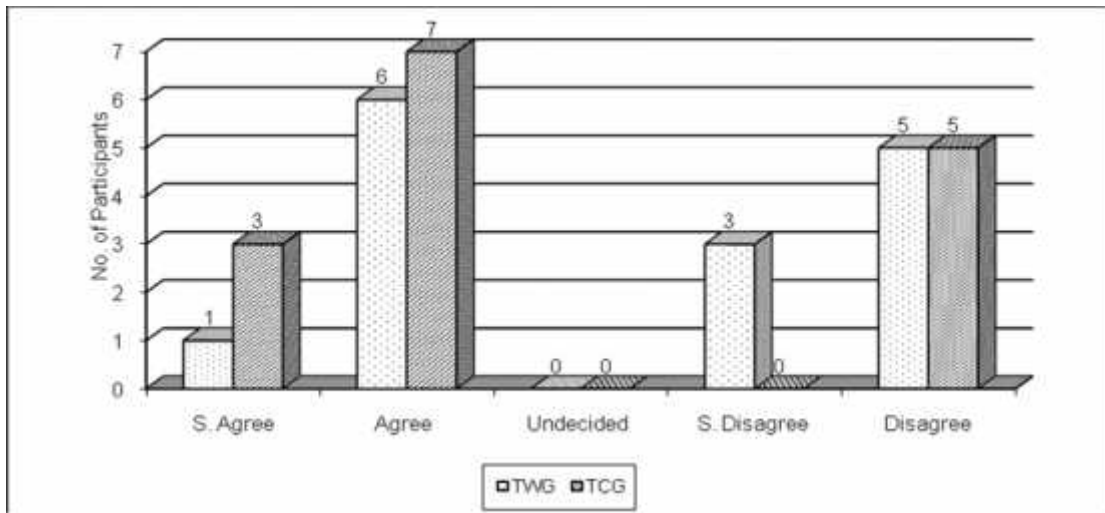
4.2.10 Supervision Time

This statement examined the extent to which participants were satisfied with the supervision time they had received.

I receive an inadequate amount of time from my supervisor.

The responses obtained are presented in figure given below.

Figure No. 13

Supervision Time

Of 15 participants from thesis writing group, 8 (53.3%) were satisfied with the supervision time they had received, whereas 7 (46.6%) of them perceived their supervision time as inadequate. Among the respondents from thesis completed group, only 33.4 percent were satisfied with the supervision time they had received whereas majority of the respondents (i.e. 66.6%) perceived their supervision time as inadequate. Combining the whole sample, only 43.3 percent were satisfied with the supervision time they had received, whereas 56.6 percent of them perceived their supervision time as inadequate. Thus, it can be concluded that most of the respondents were not satisfied with the supervision time they had received.

They were then asked to provide the amount of supervision time they thought they needed. Five participants from thesis completed group did not offer an answer. The average supervisory time participants (i.e. thesis writing and thesis completed group) felt they needed was 8.7 and 8.6 hours per month respectively.

Participants were again asked to explain how they sought guidance. The solutions which they sought were:

Table No. 24

Supervision Time

S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I speak to my supervisor.	5	8	
b)	I speak to other staff members.	4	0	
c)	I talked to people who are in the authority e.g. head of the department.	5	4	
d)	I do not have problem in this regard.	4	5	

Most participants would communicate with their supervisors if they encountered this problem. Similarly, there were 13 participants who would speak to higher authority and other staff members to resolve this problem. In addition, I participants indicated that they did not had problem in this regard. In conclusion, it was quality of supervision rather than time allocated in measuring participants' satisfaction with supervision.
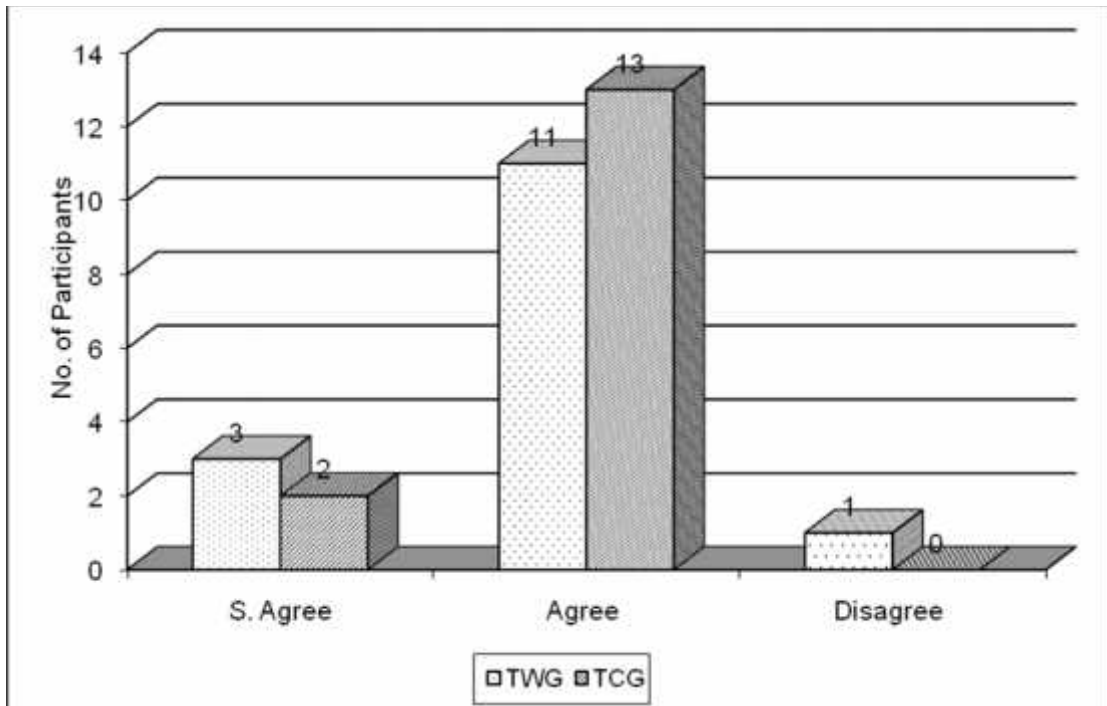
4.2.11 Self Directedness and Efficacy

This statement examined the extent to which participants' learning, including thesis writing, was self managed.

It is difficult for me to study on my own without a lot of guidance.

The responses obtained are presented in the figure below.

Figure No. 14

Self Directedness and Efficacy

Of 15 participants from thesis writing group, 14 participants agreed or strongly agreed with the statement, signifying that 93.4 percent of the sample needed a great deal of external guidance in undertaking their work, whereas only few of the respondents (6.6%) did not need this guidance. Among the participants from thesis completed group, all the participants agreed with the statement, signifying the 100 percent of them needed a great deal of external guidance in undertaking their work. Combining all the respondents, only 3.4 percent of the respondents felt that s/he did not need guidance. Thus, it can be concluded that the majority of the respondents needed a great deal of guidance.

Participants were asked to indicate what they did if this was an issue for them.

Table No. 25

Self Directedness and Efficacy

S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I talked to my supervisor.	7	11	18
b)	I seek assistance from the student learning centre.	4	4	8
c)	I exchange ideas with peers.	10	6	16
d)	I do not have a problem in this regard.	1	1	2

As table 28 shows, the most frequently consulted people were supervisors and peers, particularly those who had experience of thesis writing. In addition, other resources such as the library or the internet were considered informative too. It appears that most participants were active seeking external assistance to ensure they had enough guidance for thesis writing.

4.2.12 Autonomy in the Supervisory Relationship

Some researchers want freedom or autonomy when working with their supervisors. The researchers, however, in most of the cases have to be bounded with ethical guidelines, this statement asked participants to evaluate the autonomy they had when working with their supervisors.

I feel that I am not allowed sufficient autonomy in doing my work the way I want.

The responses obtained are presented in the figure given below.

Figure No. 15

Autonomy in the Supervisory Relationship
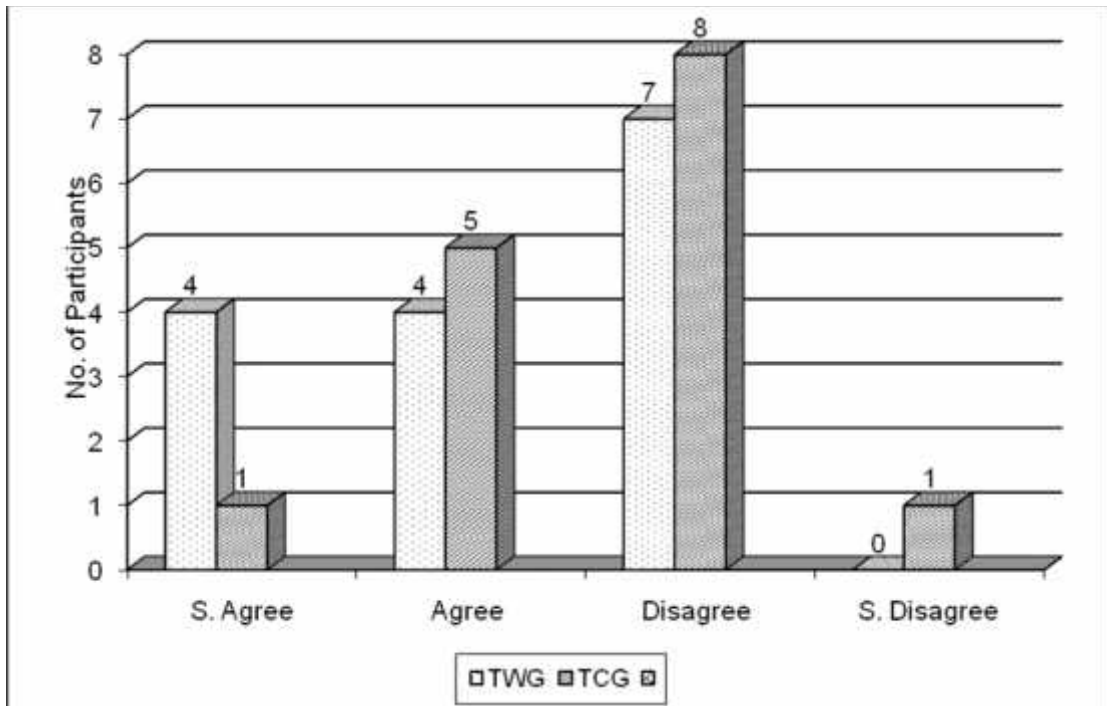
As shown in figure 11, only 7 participants from thesis writing group felt the enjoyable autonomy in doing their work. Eight out of 15 participants felt their autonomy was compromised. Similarly, among the thesis completed group, 9 participants disagreed with the statement, signifying that 60 percent of the sample felt that they enjoyed autonomy in doing the work. In addition, only 6 out of 15 participants felt that their autonomy was compromised. Combining all the participants, 53.4 percent felt that they enjoyed autonomy in doing the work, which is slightly more than those who agreed (46.6%) with the statement. Thus, it can be concluded that this was the area that proved to be the least problematic for the majority of participants in total.

Participants were asked to indicate what they did if this was an issue for them.

Table No. 26

Autonomy in the Supervisory Relationship

S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I negotiate with my supervisor.	7	12	19
b)	I seek assistance from the student learning centre/support.	1	2	3
c)	I discuss the issue with peers and ask their advice.	4	3	7
d)	I do not have problem in this regard.	5	2	7

In table 26, majority of the respondents from both groups (i.e. thesis writing and thesis completed group) mostly negotiated with their supervisors those who had this issue. 7 participants, in total, stated that they did not have this problem at all. In addition, discussing the issue with peers and asking their help was the second most popular strategy utilized. Few of them (10%) sought assistance from the library or internet learning centre to overcome this issue.

4.2.13 Getting Institutions to Discuss the Topic

Institutions play a vital role in providing the platform for researchers to discuss about their topic. Conducting workshops regularly help researcher to share their ideas, experiences about the research topic. In this statement, participants were asleep the extent to which they had got institutions to participate for the discussion of their topic.

It is difficult for me to get intuitions to participate for the discussion of my topic.

The responses obtained are presented in the figure below.

Figure No. 16
Getting Institutions to Discuss the Topic
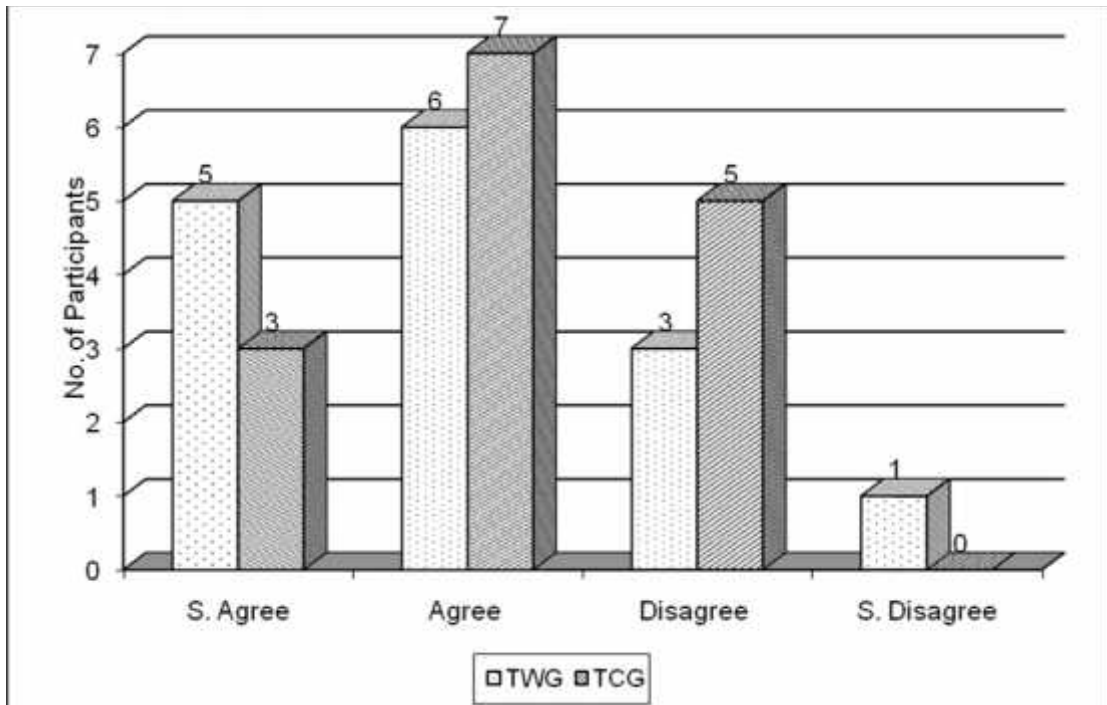
Eleven participants from thesis writing group agreed or strongly agreed with the statement, signifying that 73.3 percent of the sample had trouble getting institutions to participate for the discussion of their topic, whereas 26.6 percent of them disagreed. Similarly, 66.6 percent of the sample from thesis completed group indicated that they had trouble finding institutions to participate and discuss their research topic whereas 33.3 percent disagree. Combining the entire respondent, 21 participants agree with the statement, signifying that 70 percent of the sample had trouble getting institutions to participate for the discussion of their research topic, whereas 30 percent of them did not encounter this difficulty. As the majority of the respondents agreed with the statement, it becomes clear that institutions must conduct workshops, research training, and thesis orientation classes regularly to boost up researchers professionally.

Participants were then asked to indicate what they did if this was an issue for them.

Table No. 27

Getting Institutions to Discuss the Topic

S.N.	Solutions	Frequency		
		TWG	TCG	Total
a)	I attended the academic writing workshop conducted in the department.	7	9	16
b)	I seek advice from my supervisor.	8	8	16
c)	I do not have problem in this regard.	3	1	4

In table 27, majority of the respondents from both groups (i.e. thesis writing and thesis completed group) attended the workshop conducted in the department and sought assistance from their supervisor to overcome this issue. Of 30 participants, four indicated that they did not encounter this difficulty. Attending the workshop conducted on academic writing at the department and seeking assistance from supervisors are the common strategies to get institutions to participate and discuss the research topic.

Thesis writing is considered as a collaborative work for it involves researchers, supervisors, thesis guidance committee and many other individuals and organization. Therefore, all the stakeholders need to develop a favorable environment to run the research project smoothly.

4.3   Summary of Findings

On the basis of presentation, rigorous analysis and interpretation of the data, the major findings of the study are summarized and presented as follows.

1.   The respondents provide various opinions on thesis writing. Their opinion include: (a) it is a documentation of findings, (b) complete attempt to discover findings through research, (c) preparation of the research in detail, (d) research oriented writing in which various procedures are used to find out remedies of some problems.

2. Similarly, the respondents provide various opinions on why they are interested in writing thesis instead of taking exam paper. Their opinion included (a) to secure good marks, (b) to bring theoretical knowledge into real practice, (c) to develop writing skill, (d) to boost up confidence, broaden the knowledge and to investigate something new in the concerned field, (e) helps to provide ideas about how to write academic based research papers and to become a good researcher.

3. Majority of the respondents (56.6%) selected their research problem/topic from their own area of interest.

4. Only, 43.4 percent respondents are well familiar about the research topic they are going to carry out whereas for majority of them their topics are totally a new field for them.

5. Only 16.6 percent of the respondents have changed their research topic in pre-research phase.

6. Majority of the respondents (53.4%) planned their research activities by reading extensively within the discipline and seeking assistance from supervisors and friends.

7. A large number of respondents (86.6%) do not have an experience of writing and publishing articles. Only a few of them have written articles for publication while in the program. Most of them are planning to write articles being based on their thesis.

8. A large number of respondents (70%) are not satisfied with the facilitation provided on thesis writing.

9. All of the respondents (100%) have experienced difficulty in managing large amount of text across a lengthy period of time while writing their thesis.

10. Majority of the respondents (93.2%) think that explicit instruction on how to structure thesis and it constituent part helps non-native researchers.

11. Most of the respondents (83.2) agree with the statement that fear of supervisor's feedback can have an effect on the student's ability to write.

12. A large number of the respondents agree with the statement that colleagues and supervisors have crucial role in providing supportive environment for them to fell comfortable in their research work.

13. Ethic has become cornerstone for conducting effective and meaningful research. Therefore, all researchers have to follow the ethical guidelines to make the research process systematic and run smoothly.

14. The adequacy of research or professional training opportunities for students in their institutions is not good. The majority of the respondents think they are either not satisfactory or are poor.

15. A large number of respondents (76.6%) have difficulty in understanding the thesis genre in their disciplines.

16. A large number of respondents (83.3%) experienced difficulty in getting proper resource or reference material. Similarly, most of them have difficulty in reviewing and citing the relevant information.

17. Methodology, statement of the problems, reviewing the literature and analyzing and interpreting the data are found to be the most challenging parts in writing thesis.

18. Most of the respondents experienced difficulty in selecting the research problem, appropriate methodology and structuring their writing to meet the demand of thesis writing.

19.	Thirty percent respondents have supervisors who were sympathetic about the difficulties they face. Similarly, 66.6 percent of them have supervisors who were not sympathetic about their difficulties whereas 3.4 percent marked undecided. This might imply that most of the participants have not smooth supervisory relationships.

20.	Ninety six and six percent participants needed a great deal of external guidance in undertaking their research work. Similarly, most of the respondents think that the amount of the supervision they are provided is inadequate. They needed at least 8.5 hours of supervision per months.

21.	The most popular strategies students used to overcame the difficulties they face in writing thesis are: (a) reading extensively within the discipline, (b) seeking assistance from the supervisors and colleagues and (c) accessing the internet as well as student learning centre.

22.	Most of the respondents lack proper institutions to participate for the discussion of their research topic.

23.	Although majority of the respondents were aware of what does and does not constitute plagiarism, the findings also indicate that some students are not very familiar with referencing, citation paraphrasing rules. Thus, they need to receive explicit instruction on these aspects of academic writing.

CHAPTER - V
CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion of findings, recommendations from the close analysis of the data and its implications of the different levels.

5.1   Conclusion

The study was initiated with the intention of exploring students' perception on thesis writing and challenges they face in the process at Tribhuvan University. The complexities involved within the process of composing a thesis in a second language were discussed. The study has found students' perception on their writing and challenges they face in the process. Out of 30 participants almost all of them have similar opinion on thesis writing. Thesis writing to them is a research oriented writing in which various procedures is used to find out remedies of the problems. Majority of the respondents (56.6%) stated that they are not familiar about the research topic they are going to carry out. A large number of respondents (60%) encountered difficulty in selecting the research problem. Most of the respondents have experienced difficulties in reviewing the related literature, choosing the appropriate methodology, analysis and interpreting the data and citing the relevant information. In the same way, most of the respondents were not satisfied with the adequacy of supervision time they received.   The findings also indicate that supervision which is characterized by mutual respect and communication is most likely to promote effective learning. Exchanging ideas with peers, guidance from supervisors and extensive reading in the disciplinary areas were the main source of support and information. The findings also indicated that the supervisory relationship has a great effect on students' learning and thesis production. The extent to which participants were self directed in their studies was indicated by questions, 32, 33 and 34. Although participants felt pressure by deadlines, they did enjoy a large extent of autonomy in their work. Similarly, the participants mentioned that explicit instruction on various aspects (i.e. how, why and what) of

academic writing must be provided to overcome the gaps occurred in the research process.

5.2 Recommendations

On the basis of findings of the research, the following recommendations have been made so that, the difficulties encountered in writing a thesis might be minimized. The main recommendations of the study have been listed in three different levels i.e. policy level practice level and future research level.

5.2.1 Policy Level

The major recommendations of the study at policy level are as follows:

ɩ) Department of English Education can utilize this study to formulate the policies related to the challenges of thesis writing faced by university students.

ɩ) It can be effective to make the policies of avoiding plagiarism for making the researchers aware of what does and does not constitute plagiarism.

ɩ) Department of English Education as well as other research bodies/ centers can organize different programmes e.g. workshops, research oriented trainings, meetings, orientation classes etc. on academic writing.

ɩ) Explicit instruction should be provided on structuring the thesis and its constituent parts by the concerned authorities.

ɩ) As the majority of the respondents are not satisfied with the facilitation provided on thesis writing, the concerned authority should frequently organize workshops, research oriented trainings and orientation classes effectively to create supportive and favorable environment for the researchers.

) Majority of the respondents are not satisfied with the academic supervision they received. So, for their satisfaction the concerned authorities should provide adequate amount of supervision time.

) It will be helpful for the curriculum development centers to include the concept of the challenges of thesis writing faced by university students in the new courses.

5.2.2 Practice Level

The major recommendations of the study at practice level are as follows:

) As the majority of the respondents have difficulty in reviewing and citing the relevant information, the supervisors should help recommending essential materials (i.e. theses, journals, books etc.) required to be consulted.

) The researchers should be aware about the ethical guidelines prescribed by the Department before carrying out their research work.

) The researchers should try to be honest in avoiding plagiarism. Researchers need to know how to include information that has taken from other's work into their work. This, simply, can be done through the use of techniques such as citation, quotation, paraphrase, summarize and citation.

) The researchers should frequently write journals articles, reviews which will develop their personal as well as professional creative writing skill.

) The supervisory relationship between the researchers and supervisors should be smooth and sympathetic.

) The researchers should realize that the supervisor has many other duties which may at times delay their access to the supervisors. So, there should be mutual understanding between both of them.

)   The supervisors should provide essential suggestions/advice from the beginning through the completion of thesis writing.

)   The researchers themselves have to seek assistance from supervisors, peers and the members of thesis guidance committee on the matter of confusion and difficulties.

)   The researcher must abide by the suggestion given by supervisors to strengthen their research work.

)   As the study focused on exploring the university students' perception on thesis writing and challenges they face on the process, it provides novice researchers ideas about how to overcome the challenges occurred in the various aspects of thesis writing while they are in the research process.

)   The novice researchers who are struggling to increase their personal as well as professional development will be benefited from this study.

)   This study will help the supervisors and researchers to share their ideas about the thesis writing difficulties and the possible ways to overcome the problems.

5.2.3   Further Research Level

The implication of the research study for further research can not be exaggerated. Thesis writing is a broad field; thousands of studies can be carried out in this field. Many emerging areas are in this field. The study only talks about students' perception on writing thesis and challenges they face in the process. It does not talk about teachers' perception towards university students writing thesis, common mistakes and problems in research report writing, how to avoid plagiarism and so on. Only few studies are carried out in this field. The present study will only help the researchers to find out students' perception on writing thesis and challenges they face in the process. So, other researchers interested in this field can study this work and select the appropriate problem in this field for their future research. This study can just add a brick to carry out a similar research on the basis of its findings. Therefore, I hope this study will be highly beneficial for the researchers who are interested in conducting further studies in this broad field and reach their destination.

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APPENDICES
Appendix - I
Covering Letter

Dear Sir/ Madam

This questionnaire is a research tool for gathering information of the research entitled **'Students' Perceptions on Writing Thesis'** for the partial fulfillment of my master's degree in English Education at T.U. My thesis deals with students' perception towards research writing and the challenges they face in the process. I am very interested in finding out the challenges you face and the strategies you use to overcome the challenges. It is also hoped that the research findings may also be useful for you in the sense that we can learn from each other's experiences.

Your name and the name of your organization are optional. All the information collected through the questionnaire will be kept confidential. Please feel free while filling in the questionnaire.

If you have any queries regarding the questionnaire or research, please do not hesitate to talk to the researcher in person or contact him on 9841064006 or send an email to dsitaula315@gmail.com.

Thank you for taking the time and effort to respond to this questionnaire.

Deepak Sitaula

Appendix II

Questionnaire

Name (optional): ……………………………………………

Name of the Institution: ………………………………….

Level: ………………………………………………..

Part: One

Thesis writing in general

1) Why are you interested in writing thesis instead of taking exam paper?

……………………………………………………………………………

……………………………………………………………………………

……………………

2) How did you choose your topic? (tick only one item from the given options)

   a) It was suggested to me by a professor

   b) It came from my essay topic

   c) It was something that I became interested in during a class I took at Tribhuvan University.

   d) Other (please explain)

   …………………………………………………….

3) Was your topic a totally new field of research for you?

   a) Yes (please explain)

   ..……………………………………………………………………………

   ………….

   b) No

4) Did you ever change your topic? If yes, when and why did you change it?

a) No

b) Yes (please explain)

……....……………………………………………………………

…………………………………………………………………….

5) Did you have concrete research plan before you begin? (If so what was it?)

………………………………………………………………

6) a) Did you publish a paper or have a paper accepted for publication in a refereed journal while in the program?

Yes

No

b) *If you answered yes above (6a.), how many?* ………..

7) Have you written, or do you plan to write a paper for publication based on your thesis?

Yes

No

8) Did your institution organize workshop regarding thesis writing?

Yes

No

Part: Two

Perception to thesis writing

9)   What is thesis writing?

………………………………………………………………………………………

…………...……………………………………………………………………

……………………

10)   Why are you writing a thesis?

....

....

11)   Managing large amounts of text across a lengthy period of time in
        writing a thesis has become a great challenge for ESL/EFL students.

        a) Strongly Agree   b) Agree   c) Disagree

        d) Strongly Disagree   e) Undecided

12)   Students need to see writing as an integral part of the research process
        and to be encouraged to write from early on in the process, whether it be
        initially through notes and reflections, through logos and diaries or
        through early drafts of a literature review.

        a) Strongly Agree   b) Agree   c) Disagree

        d) Strongly Disagree   e) Undecided

13)   Explicit instruction on how to structure a thesis and its constituent parts
        will benefit non-native thesis writers.

        a) Strongly Agree   b) Agree   c) Disagree

        d) Strongly Disagree   e) Undecided

14)   Fear of the supervisor's feedback or fear of the supervisor him or herself
        can also have an effect on the student's ability to write.

        a) Strongly Agree   b) Agree   c) Disagree

        d) Strongly Disagree   e) Undecided

15) There is a crucial role of both colleagues and supervisors in providing a supportive environment for the researcher to make them feel comfortable in their research work.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

16) Ethics, nowadays, has become a cornerstone for conducting effective and meaningful research.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

17) All researchers, whether they are new or experienced have to follow some sort of ethical guidelines to make their research process systematic and run smoothly.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

18) Rate the adequacy of research or professional training opportunities for students in your institution.

a) Very good   b) Good

c) Satisfactory   d) Poor

19) Rate your confidence as an independent scholar/researcher in your field.

a) Very good   b) Good

c) Satisfactory   d) Poor

20) Indicate your level of satisfaction with the academic supervision and/or guidance you received.

a) Very good   b) Good

c) Satisfactory   d) Poor

21) Is this plagiarism? (Write yes or no for each of the item)

a) Using an author's exact words without putting them in quotation marks (" ")….

b) Researching with a friend and submitting similar papers for an individual assignment…..

c) Paying someone to write an assignment for you. ……

d) Paraphrasing an author's work without attribution. …..

e) Changing a few words of the source text without documentation. …..

f) Using a paragraph of your friend's written work in your own assignment…..

22) Ethics, nowadays, has become a cornerstone for conducting effective and meaningful research.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

23) All researchers, whether they are new or experienced have to follow some sort of ethical guidelines to make their research process systematic and run smoothly.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

24) Rate the adequacy of research or professional training opportunities for students in your institution.

a) Very good   b) Good

 c) Satisfactory   d) Poor

25) Rate your confidence as an independent scholar/researcher in your field.

a) Very good   b) Good

 c) Satisfactory   d) Poor

26) Indicate your level of satisfaction with the academic supervision and/or guidance you received.

a) Very good   b) Good

 c) Satisfactory   d) Poor

27) Is this plagiarism? (Write yes or no for each of the item)

g) Using an author's exact words without putting them in quotation marks (" ")….

h) Researching with a friend and submitting similar papers for an individual assignment…..

i) Paying someone to write an assignment for you. ……

j) Paraphrasing an author's work without attribution. …..

k) Changing a few words of the source text without documentation. …..

l) Using a paragraph of your friend's written work in your own assignment…..

28) Ethics, nowadays, has become a cornerstone for conducting effective and meaningful research.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

29) All researchers, whether they are new or experienced have to follow some sort of ethical guidelines to make their research process systematic and run smoothly.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

30) Rate the adequacy of research or professional training opportunities for students in your institution.

a) Very good   b) Good

c) Satisfactory   d) Poor

31) Rate your confidence as an independent scholar/researcher in your field.

a) Very good   b) Good

c) Satisfactory   d) Poor

32) Indicate your level of satisfaction with the academic supervision and/or guidance you received.

a) Very good   b) Good

c) Satisfactory   d) Poor

33) Is this plagiarism? (Write yes or no for each of the item)

m) Using an author's exact words without putting them in quotation marks (" ")….

n) Researching with a friend and submitting similar papers for an individual assignment…..

o) Paying someone to write an assignment for you. ……

p) Paraphrasing an author's work without attribution. …..

q) Changing a few words of the source text without documentation. …..

r) Using a paragraph of your friend's written work in your own assignment…..

s) Translating a specific work into another language, but not citing the author….

t) Not including a journal article you have read (but did not cite) in your reference list. …..

u) Using charts and images in your work without stating their origins. …..

v) Using data from interviews and conversations conducted by you, but without documentation. …..

Part: Three

The following questions are related to the challenges of thesis writing. Please go through the questions and show the response on the way of your understanding.

34) I experience difficulty in understanding the requirements of thesis writing in my discipline, e.g. the structure and rhetorical demands or the functions and characteristic in each section of thesis.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I read published guide and handbook on thesis writing.

b) I read extensively in my area.

c) I ask my supervisor for help.

d) I discuss issues with my peers.

e) I access the internet learning centre/ support.

f) I do not need help in this regard.

35) Which part(s) do you find the most challenging in writing a thesis?

a) Introduction

b) Statement of the problem

c) Methodology

d) Conclusions and Recommendation

e) Any other ……………………………………………………

36) I experience difficulty in getting proper resources or reference materials to supplement my study.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I seek advice from my supervisor.

b) I access the internet learning centre/ support.

c) I do not have problem in this regard.

37) I experience difficulty in choosing the right topic.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I discuss with my supervisor.

b) I access the internet learning centre/support.

c) I seek help of friends in choosing the topic.

d) I do not need help in this regard.

38) I have trouble choosing the right methodology in writing my thesis.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I read extensively in my discipline area for choosing the right methodology.

b) I seek advice from my supervisor.

c) I discuss this with my peers and ask their advice.

d) I do not need help in this regard.

39) I experience difficulty in dealing with the data.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I read extensively the previous research to connect my project.

b) I seek advice from my supervisor.

c) I do not have problem in this regard.

40) I have trouble structuring my writing to meet the demands of thesis.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I looked at published books on structuring coherent, logical writing.

b) I ask for feedback from my friends.

c) I discuss with my supervisor.

d) I read extensively in my discipline area and pay attention to the over all structure of the thesis.

e) I do not need help in this regard.

41) I experience difficulty in reviewing the related literature and citing the relevant information.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I read extensively the previous research to connect my project.

b) I seek advice from my supervisor.

c) I do not have problem in this regard.

42) I feel that my supervisor has little understanding of the difficulties I face in writing my thesis.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I speak to my supervisor.

b) I do not have problem in this regard.

43) I receive an inadequate amount of time from my supervisor.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

I think I need at least……………. hours of supervision per months.

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I speak to my supervisor.

b) I speak to other staff members.

c) I talked to people who are in the authority, e.g. head of the Department

d) I do not have problem in this regard.

44) It is difficult for me to study on my own without a lot of guidance.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: ………………….

a) I talk to my supervisor.

b) I seek assistance from the student learning centre/support.

c) I exchange ideas with peers.

d) I do not have problem in this regard.

45) I feel that I am not allowed sufficient autonomy in doing my thesis the way I want.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: …………………

a) I negotiate with my supervisor.

b) I seek assistance from the student learning centre/support.

c) I discuss the issue with peers and ask their advice.

d) I do not have problem in this regard.

46) It is difficult for me to get institutions to participate for the discussion of my topic.

a) Strongly Agree   b) Agree   c) Disagree

d) Strongly Disagree   e) Undecided

In facing this challenge, what particular solution do you apply to overcome it?

Please indicate all item(s) that apply to you: …………………

a) I will attend the academic writing workshop conducted in the department.

b) I seek advice from my supervisor.

c) I do not have problem in this regard.

Thank you for taking the time and effort to respond to this questionnaire.

APPENDIX III

List of the Central Departments of Tribhuvan University

1 Central Department of Botany, Kirtipur

2 Central Department of Physics, Kirtipur

3 Central Department of Metrology, Kirtipur

4 Central Department of Microbiology, Kirtipur

5 Central Department of Zoology, Kirtipur

6 Central Department of Chemistry, Kirtipur

7 Central Department of Geology, Kirtipur

8 Central Department of Mathematics, Kirtipur

9 Central Department of Statistics, Kirtipur

10 Central Department of Environmental Science, Kirtipur

11 Central Department of Computer and Information Technology, Kirtipur

12 Central Department of Bio-Technology, Kirtipur

13 Central Department of management, Kirtipur

14 Central Department of Education, Kirtipur

15 Central Department of Psychology, Kirtipur

16 Central Department of Economics, Kirtipur

17 Central Department of Geography, Kirtipur

18 Central Department of Sociology/Anthropology, Kirtipur

19 Central Department of Nepali, Kirtipur

20 Central Department of English, Kirtipur

21 Central Department of Political Scienc, Kirtipur

22 Central Department of Sanskrit, Kirtipur

23 Central Department of Hindi, Kirtipur

24 Central Department of History, Kirtipur

25 Central Department of Nepali Culture, History and Archeology, Kirtipur

26 Central Department of Population, Kirtipur

27 Central Department of Library and Information Science, Kirtipur

28 Central Department of Linguistics, Kirtipur

29   Central Department of Buddhist Studies, Kirtipur

30   Central Department of Rural Development, Kirtipur

31   Central Department of Lalitkala, Kirtipur

32   Central Department of Nepal Bhasha, Patan Dhoka

33   Central Department of Home Science, Bagh Bazar

34   Central Department of law, Exhibition Road

35   Central Department of public Administration, Jamal

36   Central Department of journalism and Mass Communication, Exhibition Road

37   Central Department of Maithili, Janakpur

38   Central Department of Food Technology, Dharan

Appendix- IV

Courses for Two Year M.Ed. Programme

Year	Course No.	Course Title	F.M	Nature
First	Ed. 512	Foundation of Education	100	Theory
	Ed. 513	Educational psychology	50	Theory
	Ed. 514	Curriculum Planning and Practice	50	Theory
	Eng. Ed. 516	Phonetics and Phonology	100	Theory
	Eng. Ed. 517	English Grammar for Teachers	100	Theory
	Eng. Ed. 518	Sociolinguistics	50	Theory
	Eng. Ed. 519	Second Language Acquisition	50	Theory
Second				
	Eng. Ed.520	Research Methodology in Language Education	50	Theory
	Eng. Ed.521	Language Testing	50	Theory
	Eng. Ed.522	Literature in English Language Teaching	50	Theory
	Eng. Ed.523	Pragmatics and Discourse Analysis	50	Theory
	Eng. Ed.524	English Language Teacher Development	50	Theory
	Eng. Ed.525	Directions and Issues in Applied Linguistics	50	Theory
	Eng. Ed.526	Advanced Academic Reading and Writing (elective)	50	Theory
	Eng. Ed.527	Translation Studies (elective)	50	Theory
	Eng. Ed.528	ELT Curriculum and, Materials and Management (elective)	50	Theory
	Eng. Ed.529	Reading in English (elective)	50	Theory
	Eng. Ed.591	Advanced English Language Teaching Methodology	50	Theory
	Eng. Ed.599	Practicum	50	Practical
	Eng. Ed.598	Thesis Writing	50	Practical

Appendix- V

Format for M.Ed. Thesis Writing

Title Page

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Recommendation for Approval

Evaluation and Approval

Dedication

Acknowledgements

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    Significance of the Study

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Chapter II: Review of Related Literature and Conceptual Framework

    Review of Related Literature

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    Theoretical/ Conceptual Framework

Chapter III: Methods and Procedures of the Study

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    Data information Collection Tools and Techniques

Data information Collection Procedure

Data Analysis and Interpretation Procedure

Chapter IV: Analysis and Interpretation of Results

Results

Discussion/ Interpretation

Chapter V: Conclusions and Recommendation

Policy level

Practice level

Further research

References

Appendices

Note: *Citation and Reference should be according to the Publication Manual of APA (American Psychology Association) 6th edition (2010)*
(*Source: CDEE)*