

Strategies Used in Writing Theses and Dissertations at Yemeni Universities

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Abstract

This study aims to identify the strategies used in writing theses and dissertations at Yemen universities. A quantitative research method was employed to collect data from 100 MA and PhD students, 21 supervisors, and 19 examiners through a questionnaire and analyze it using SPSS descriptive statistics. The results showed that postgraduate students used different strategies, such as selecting an achievable topic, early selection of study topic in their master's or PhD programs, consulting their supervisor for advice, citing previous studies to support their ideas, and revising the draft of their theses or dissertations before submitting it to the examiners. The results also revealed no significant differences between males and females in the utilization of writing strategies in any of the dimensions. Additionally, there were no significant variations found between master's and Ph.D. level students regarding the strategies used in writing their theses and dissertations. The researcher recommended the need for a comprehensive study to explore postgraduate students' writing strategies, examining differences across disciplines and universities, gender and qualification impacts, and the effectiveness of specific strategies. The role of supervisors and examiners in promoting effective writing strategies should also be evaluated, with suggestions for enhancing their support.

1. INTRODUCTION

Colleges and universities play a crucial role in the development of a nation, contributing to both higher education and scientific academic research. According to Clawson and Page (2011), these institutions are recognized as the cornerstones of the present-day higher education system. Universities must assume a significant role in fostering scientific research and training students to become scholars and active participants in the field. Moreover, Bergan and Damian (2010) also emphasized the importance of universities in preparing future leaders. Furthermore, higher education has become an integral part of a global shift towards a new approach to knowledge creation and utilization that prioritizes problem-solving and responsiveness to customer needs, as noted by Ramsden (2003).

The rationale behind choosing this aspect is motivated by the fact that it is frequently discussed both formally and informally among postgraduate students and professors.

Therefore, they face many difficulties since they are not aware of writing strategies. Shukri (2014) suggested that difficulties in writing may arise from negative transfer from the students' first language to their second language, as well as their cultural background. The study specifically focuses on postgraduate students who have completed their theses and dissertations at universities in Yemen, as well as the supervisors and examiners, to identify the writing strategies used by postgraduate students. The expected findings of this study aim to improve higher education programs and provide valuable data for decision-making in the field of higher education in Yemen.

1.1. Questions of the Study

The main objective of this study is to identify the writing strategies used by postgraduate students when writing their theses and dissertations.

This study attempted to answer the following questions:

- 1) What are the strategies used by postgraduate students in writing theses and dissertations?
- 2) To what extent do the strategies in writing theses and dissertations vary according to their genders and qualifications from the perspectives of postgraduate students, supervisors, and examiners?

2. LITERATURE REVIEW

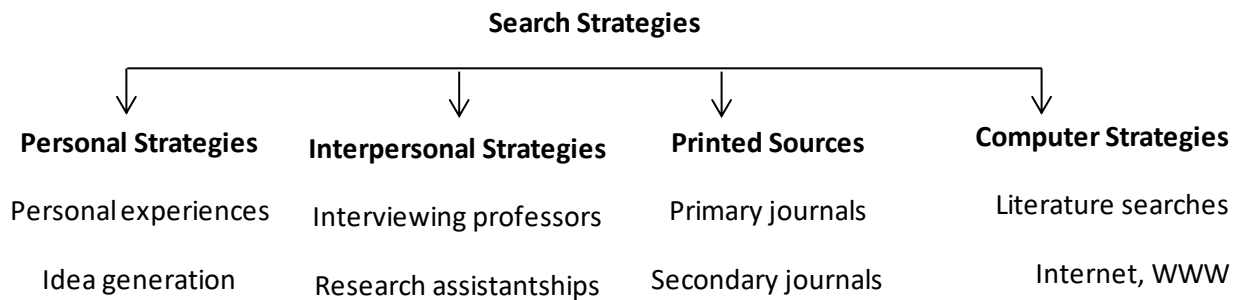
2.1. Strategies in Writing Theses and Dissertations

Writing strategies are particularly beneficial for master's and doctorate postgraduate students, as they help in their writing process. For this reason, Durkin (2021) emphasized the significance of these strategies, as they not only assist students in organizing their thoughts but also encourage writing as a form of critical thinking rather than a mere skill. The strategies reviewed in the literature include topic identification strategies, study summarization strategies, data collection strategies, data analysis strategies, data interpretation strategies, and study revision strategies, as discussed below.

2.2. Topic Identification Strategies

Topic identification strategies are the initial steps postgraduate students take to explore potential research areas, laying the groundwork for the entire research process. These strategies are employed before delving into detailed research activities such as data collection or analysis. Fontbonne University (2022) emphasized the importance of selecting a topic as the initial and most important step in the research and writing process. This decision lays the groundwork for subsequent steps, such as formulating a thesis statement, determining sources, and establishing the writing approach. Du Plooy (1995) stated that the selection of a research topic has a significant impact on the investigation's nature and quality, influencing the study's design, methodology, and procedure. Therefore, researchers must choose a topic that aligns with their interests and capabilities to avoid potential difficulties throughout the thesis or dissertation process. Wimmer and Dominick (2013) acknowledged that beginners in research often struggle with where to start when choosing a topic. Therefore, Carter and Lubinsky (2015) suggested that extensive reading and discussions with colleagues can be an effective strategy for discovering a research topic, allowing postgraduate students to explore different perspectives and identify knowledge gaps in their field. At this stage, the topics being considered may be broad, as individuals may not yet have a comprehensive understanding of each issue. Leong

(2006, p. 23) asserted that “the best way to find an interesting and important research topic is to be prepared to consider a wide range of options, at least at the beginning of the search process.” He also suggested several alternative strategies for discovering research topics, as illustrated in a figure.



Figures 2.3: Search Strategies for Finding a Research Topic by Leong

2.3. Studies Summarization Strategies

This strategy focuses on how a researcher can provide a comprehensive overview of previous research done by other authors in the field and draw appropriate conclusions from it. Machado and Davim (2020) indicated that researchers can gain a comprehensive understanding of previous research by critically analyzing existing literature. This analysis involves identifying similarities and differences among various studies and assertions within the field. To achieve this, researchers first identify relevant studies through systematic search strategies (Durkin, 2021). Machado and Davim (2020) further suggested using selection criteria to choose studies that warrant further discussion and ensure they are highly relevant to the current research. This meticulous selection process ensures the chosen studies serve as valuable references and a strong foundation for the researcher’s work. Lunenburg and Irby (2008) emphasize the importance of focusing on literature directly related to the researcher’s study. This focused approach allows researchers to effectively summarize previous studies and highlight key findings. Determining which research studies are relevant to the researcher’s work can be difficult. To address this difficulty, Durkin (2021) suggested that researchers consistently question how the empirical evidence supports the need for their proposed study. Additionally, taking detailed notes on each study to capture its methodology, key findings, and contribution to the field is crucial. Finally, creating visual aids like tables or figures can further enhance the understanding of the summarized research (Johnson & Turner, 2008).

2.4. Data Collection Strategies

Researchers must carefully select appropriate data collection strategies to effectively address their research questions. Hodges and Videto (2010, p. 66) demonstrated that “after identifying what information is needed and considering available resources and characteristics, data collection strategies are selected. Some strategies are more appropriate and more commonly used for certain types or sources of data.” Therefore, it is important for the researcher to carefully consider which strategies will produce the most accurate and reliable results. Bamberger and Mabry (2020) suggested that *using mixed-method designs can capitalize on the strengths of both qualitative and quantitative strategies, and each can help compensate for the weaknesses of the other.* Huotari et al. (2014) further explained that

researchers typically choose between different strategies, such as quantitative, qualitative, or mixed methods, as well as analysis procedures, when conducting their studies. These strategies include various interview styles, such as structured and unstructured interviews, questionnaires, focus groups, and other strategies. Axinn and Pearce (2006) also argued that mixed-method data collection strategies build on the advantages of individual methods to create an approach that offers significant benefits for certain types of research problems. Because of the importance of this strategy, Suzuki et al. (2007,p.308) explained that “*interviewing is one of the most important qualitative data-collection strategies and is a key source of data for biographies, phenomenological studies, grounded-theory studies, ethnographic studies, and case studies.*” In contrast, Akkaya et al. (2021) stated that quantitative research methods involve polls, questionnaires, surveys, and the manipulation of pre-existing statistical data.

2.5.Study Revision Strategies

The writing process does not end after the initial draft. Revision, considered the most crucial stage (Atlee, 2005; Wang, 2010), is where researchers refine their work. MacArthur et al. (2008,p.282) indicated that “*numerous researchers and writers view revision as the most important part of the composing process*”. The reason behind this significance is that revision is considered a crucial step in the postgraduate student’s writing process as it allows them to reconsider their ideas and thesis or dissertation structure and work out any problems in development and coherence. Students thoroughly review their written chapters to ensure accuracy and consistency. They use various strategies, such as modifying words, sentences, and paragraphs, as well as incorporating or eliminating information, to improve clarity and structure. According to Christoforo-Mitchell (1998), postgraduate students use “study revision strategies” to ensure the accuracy of their theses or dissertations. Sherman et al. (2010) also suggested that postgraduate students can employ “coherence writing strategies,” which involve techniques like repetition, transitional expressions, pronouns, and synonyms. These strategies help establish connections between ideas, sentences, and paragraphs, adding variety to the writing. By using these strategies, students can enhance the coherence of their writing. Durkin (2021) emphasized that the revision process greatly impacts students’ perception and understanding as they revisit and revise their work to achieve a coherent and logical flow.

3. METHOD

This study adopted a quantitative descriptive design to explore strategies employed by postgraduate students when writing theses and dissertations. Questionnaires are widely recognized as an important tool in research due to their effectiveness in data collection. Therefore, a quantitative questionnaire research method was used to collect data for this research. Johnson and Turner (2003) asserted that questionnaires are the most efficient means of gathering data, primarily because researchers do not need to be physically present during the completion of the questionnaire.

3.1.Participants

The participants in this study were from the English departments in the higher education programs at Sana’a University and Aden University from 2018 to 2022. The participants consisted of 100 postgraduate students, 5 supervisors, and 5 examiners, who were

selected using purposive sampling techniques. Among the respondents, there were 63 females and 77 males.

3.2. Instruments

The researcher designed a questionnaire as a research instrument to collect data from the participants. Before distributing and administering it, the researcher consulted experts in English departments to ensure its validity and standard. Following the assessment of the questionnaire’s content validity, a pilot study was conducted to evaluate its internal consistency. This pilot test not only helped improve the wording and clarity of the questionnaire but also assessed its reliability. Reliability is a crucial aspect of research, ensuring that the collected data is trustworthy and consistent. By calculating Cronbach’s alpha coefficient, the researchers obtained a high value (0.850), indicating a reliable questionnaire. Subsequently, the questionnaire was distributed to postgraduate students, supervisors, and examiners at Sana’a University and Aden University.

3.3. Data Analysis

To answer the questions of this study, the collected data was analyzed using descriptive statistics such as mean, frequency, and percentage. The scales were utilized to assess the perceived extent of the strategies by postgraduate students, supervisors, and examiners. These scales are presented in Table 1.

Table 3.1 Approximate Scale for Strategies Used by Postgraduate Students

Response	Mean (Range)	Direction	Rank	Extent
Never true	From 1 to 1.79	Never true	5	Low
Usually not true	From 1.80 to 2.59	Usually not true	4	
Somewhat true	From 2.60 to 3.39	Somewhat true	3	Moderate
Usually true	From 3.40 to 4.19	Usually true	2	High
Always true	More than 4.20	Always true	1	

Jalagat and Al-Habsi (2017, p.5134). Macfie and Nufrio (2006, p.70).

4. RESULTS AND DISCUSSIONS

The questionnaire covered the strategies used by postgraduate students, including strategies for Pre-Writing of Theses or Dissertations, During-Writing of Theses or Dissertations, and Post-Writing (Revising) of Theses or Dissertations. After collecting the responses of postgraduate students’, supervisors’, and examiners’ responses, scores were analyzed in frequency, standard deviations, percentages, and rank by using SPSS.

The first question of this study is, “What are the strategies used by postgraduate students in writing theses and dissertations?” To answer this question, the researcher analyzed the data to understand the writing strategies employed by postgraduate students. This analysis involved comparing the perspectives of all participants and identifying the most and least frequently mentioned writing strategies by postgraduate students, supervisors, and examiners. Frequency analysis was employed to determine the importance of each strategy within each group.

Table 4.1: Comparing All Participants Overall Perspectives Regarding Pre-Writing Strategies

Items	Pre-writing Strategies											
	Postgraduate students				Supervisors				Examiners			
	M	Std.	%	R	M	Std.	%	R	M	Std.	%	R
1. Selected my study topic early in my master/Ph.D. programs.	2.99	1.541	59.8	5	4.10	1.136	82.0	1	3.79	1.273	75.8	2
2. Made sure my topic can be achieved.	4.06	1.188	81.2	1	3.76	1.411	75.2	2	3.89	1.370	77.8	1
3. Selected a supervisor who is an expert in the area of my study.	3.57	1.217	71.4	3	3.62	1.465	72.4	3	3.47	1.429	69.4	4
4. Planned the time frame of my study.	3.51	1.453	70.2	4	3.38	1.396	67.6	5	2.32	.946	46.3	5
5. Understood the strategies used in each chapter.	3.85	1.184	77.0	2	3.52	1.504	70.4	4	2.53	.841	50.6	3
Total	3.60	0.665	72.0		3.68	0.991	73.6		3.20	0.462	64.0	

Table 4.1 shows the highest score among the strategies in this dimension was “Made sure my topic can be achieved” with a percentage of (81.2%), while the least utilized strategy was “Selected my study topic early in my master/Ph.D. programs” with a percentage of (59.8%). On the other hand, the results from the supervisors indicate that the strategy with the highest score among the “Pre-writing strategies” is “Selected my study topic early in my master’s or Ph.D. programs” with a percentage of (82.0%), whereas the least utilized strategy was “Planned the time frame of my study” with a percentage of (67.6%). As for the examiners’ results, the strategy of “Made sure my topic can be achieved” was classified as the highest strategy employed by postgraduate students, with a percentage of (77.8%), while the least utilized strategy was “Planned the time frame of my study” with a percentage of (46.3%). Despite the varying perspectives and percentages among the three categories of participants, it can be concluded that the majority of postgraduate students are aware of the significance of employing “Pre-writing strategies” before writing their theses or dissertations.

The effectiveness of the strategy “Made sure my topic can be achieved” among postgraduate students in their writing is attributed to their focus on the variables that their study

will contain and their ability to obtain relevant references and previous studies. This strategy ensures that their chosen topic can be accomplished. As a result, postgraduate students ranked this strategy as the most effective. The researcher suggests that rushing to choose the first title that comes to mind for the study can lead to subject lack and repetition of the title, potentially causing difficulties in the future. Additionally, postgraduate students are aware of the strategy “Planned the time frame of my study” but they rated it as the least effective due to the difficulties they faced in practicing it. This difficulty in implementing the time frame strategy makes it challenging for postgraduate students to complete their theses or dissertations on time.

Table 4.2: Comparing All Participants Overall Perspectives Regarding During-Writing Strategies

Items	Postgraduate students				Supervisors				Examiners			
	M	Std.	%	R	M	Std.	%	R	M	Std.	%	R
6. Considered writing from a general overview to more specific points, then to very specific.	3.77	.920	75.4	5	3.48	1.436	69.6	7	2.68	.885	53.6	8
7. Narrowed the statement of the problem to make it doable.	3.73	.983	74.6	7	3.29	1.736	65.8	8	2.68	.749	53.6	7
8. Written a few sentences to complete at least half a page every half an hour.	2.47	1.105	49.4	8	2.48	.750	49.6	9	2.37	.597	47.4	9
9. Cited previous studies to support my ideas.	4.12	1.047	82.2	1	4.19	.814	83.8	2	4.16	1.167	83.2	1
10. Made sure that descriptive data does not	3.24	1.111	64.8	9	3.57	1.660	71.4	5	3.42	1.170	68.4	6

bury the evidence.													
11. Asked validators to examine the instruments of study.	3.59	1.401	71.8	2	3.52	1.470	70.4	6	3.47	1.020	69.4	5	
12. Used tools such as graphs, charts, and tables.	3.95	1.250	79.0	3	3.95	1.203	79.0	3	4.11	1.049	82.2	2	
13. Modified my outline as I acquired more information.	3.76	1.036	75.2	6	3.62	1.244	72.4	4	3.95	1.311	79.0	4	
14. Consulted my supervisor for advice	3.77	1.294	75.4	4	4.33	.966	86.6	1	4.00	1.247	80.0	3	
Total	3.60	0.447	72.0		3.60	0.623	72.0		3.43	0.431	68.6		

The results presented in Table 4.2 indicate that the highest strategy used was “Cited previous studies to support my ideas” which scored the highest percentage (82.2%). On the other hand, the least utilized strategy by postgraduate students was “Write a few sentences to complete at least half a page every half an hour” with a percentage of (64.8%). When considering the supervisors’ perspective, the strategy that received the highest result among the “During-writing strategies” was “Consulted my supervisor for advice” scoring (86.6%). Conversely, the strategy of “Narrowed the statement of the problem to make it doable” obtained the lowest score of (49.6%). Impressively, the examiners agreed with the postgraduate students in selecting the same strategies, although the percentages differed. According to the examiners’ results, the highest strategy used by postgraduate students was “Cited previous studies to support my ideas” with a percentage of (83.2%). Conversely, the least utilized strategy was “Write a few sentences to complete at least half a page every half an hour” scoring (47.4%). In conclusion, while there are three different perspectives, it is evident that there is a common belief among postgraduate students, supervisors, and examiners regarding the importance of employing “During-writing strategies” when writing theses and dissertations. The majority of postgraduate students are aware of the significance of these strategies in their academic writing process.

The results of the present study are consistent with the previous research conducted by Marhaban et al. (2021), indicating doctoral students used strategies to cite previous studies effectively. By reading a lot of reputable international journal articles and organizing their

writing activities, candidates were able to incorporate relevant literature to support their ideas and build a theoretical framework for their dissertations.

The researcher attributes that postgraduate students consider previous studies to be essential in organizing their scientific research. These studies serve as a foundation for generating ideas and supporting their results with relevant evidence. Furthermore, previous studies offer new insights and information, which is why postgraduate students are encouraged to actively seek out new sources and diverse perspectives to enhance their research. Additionally, the researcher emphasizes the significance of consulting a supervisor for postgraduate students' success. Supervisors provide crucial advice and assistance to both master's and doctoral students. However, investigating the strategy of "Write a few sentences to complete at least half a page every half an hour" can be challenging for postgraduate students. This is because they need to incorporate quoting, summarizing, analyzing, and creative skills into their writing process. While some postgraduate students possess these skills, others have put in efforts to develop them. In conclusion, the majority of postgraduate students acknowledge the importance of utilizing "During-writing strategies" in their theses or dissertations, based on previously discussed data.

Table 4.3 Comparing All Participants Overall Perspectives Regarding Post-Writing Strategies

Items	Postgraduate students				Supervisors				Examiners			
	M	Std.	%	R	M	Std.	%	R	M	Std.	%	R
15. Kept all of my drafts since I may need work I rejected early in my discussion or revisions.	3.64	1.299	72.8	5	3.62	1.396	72.4	5	2.95	1.026	59.0	4
16. Made sure my paragraph has unity (i.e. all the sentences are about the topic).	3.95	1.019	79.0	6	3.71	1.384	74.2	4	2.89	.658	57.8	5
17. Revised the sentences flow in terms of academic coherence.	3.95	0.936	79.0	3	3.33	1.494	66.6	6	2.89	.875	57.8	6

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18. Modified the concepts or the content for developing them.	3.88	.902	77.6	4	3.81	1.365	76.2	3	4.05	1.129	81.0	3
19. Used bibliographic software to help with my references.	3.28	1.422	65.6	7	3.14	1.558	62.8	7	2.84	1.015	56.8	7
20. Asked others from the same area of specialization to proofread my study.	3.42	1.319	68.4	2	3.90	.995	78.0	2	4.21	.976	84.2	2
21. Revised the draft of my thesis/ dissertation before submitting it to the examiners.	4.26	1.143	85.2	1	4.10	1.221	82.0	1	4.26	1.195	85.2	1
Total	3.77	0.475	75.4		3.66	0.892	73.2		3.44	0.375	68.8	

The table 4.3 reveals that the most commonly used strategy by postgraduate students was “Revised the draft of my thesis/dissertation before submitting it to the examiners” with a score of (85.2%). On the other hand, the strategy with the lowest score was “Used bibliographic software to help with my references” with a score of (65.6%). The supervisors ranked “Revised the draft of my thesis/dissertation before submitting it to the examiners” as the most frequently used strategy by postgraduate students, with a score of (82.0%). The least used strategy was “Used bibliographic software to help with my references” with a score of (62.8%). The examiners reported that the strategy “Revised the draft of my thesis or dissertation before submitting it to the examiners” had the highest acceptance rate, with a score of (85.2%). The strategy with the lowest percentage was “Used bibliographic software to help with my references” with a score of (56.8%). The results indicate that postgraduate students are aware of the importance of “Post-writing strategies” to ensure the accuracy of their theses and dissertations. Overall, the data suggests that revising the draft before submission is the most commonly used and highly accepted strategy by postgraduate students, supervisors, and examiners.

The results of the present study are consistent with the previous research conducted by Arifin (2020), suggesting that postgraduate students employ revision strategies to improve the

quality of their writing. Similar to Arifin’s findings, this present study demonstrates that postgraduate students actively revise their work to enhance its overall effectiveness. This revision process likely involves tasks such as ensuring clarity, coherence, and grammatical correctness, ultimately leading to a polished and impactful final product.

The researcher attributes this to the fact that the majority of postgraduate students have a clear understanding of the significance of revising their thesis drafts. In addition, they recognize the importance of ensuring that the data they include is both appropriate and relevant to their research topic. Moreover, they are well aware that combining irrelevant information can have an impact on the overall quality of their study. Consequently, postgraduate students must acknowledge their primary responsibility for the accuracy and relevance of the data they cite in their theses or dissertations. These stages of the research process pose significant challenges, particularly for master’s and postgraduate students. In terms of the bibliography strategy, postgraduate students often struggle with effectively utilizing bibliographies in their thesis writing due to misconceptions and a lack of interest in employing it as a primary strategy. This approach, however, plays a crucial role in guiding users toward production and publishing trends, directing them to materials that align with their level of knowledge and expertise.

The second question of this study is “*To what extent do the strategies in writing theses and dissertations vary according to their genders and qualifications from the point of view of postgraduate students, supervisors, and examiners?*”. To answer this question, A T-Test analysis was conducted on the results from questionnaires. The analysis considered gender and qualifications as variables to determine if there are differences in the strategies used for writing theses and dissertations based on these factors.

Table 4.4 Descriptive Statistics for T-test by Gender on Writing Strategies

T – Test by Gender							
Dimension	Gender	N	Mean	Std. Deviation	df	t	Sig.
Pre-writing strategies	Male	77	3.61	0.688	138	-.985	0.326
	Female	63	3.49	0.737			
During-writing strategies	Male	77	3.55	0.441	138	0.788	0.432
	Female	63	3.61	0.516			
Post-writing strategies	Male	77	3.71	0.546	138	0.031	0.976
	Female	63	3.71	0.566			
Total	Male	77	3.62	0.398	138	0.003	0.997

Female 63 3.62 0.449

The results of the T-test analysis in Table 4.48 show that there are no significant differences between the overall mean scores of “males” and “females” at the significance level of ($\alpha = 0.05$). Additionally, the table indicates that there are no significant differences in the use of pre-writing, during-writing, post-writing, or total writing strategies between males and females. These findings suggest that gender does not have a significant impact on overall writing performance and strategy utilization.

Table 4.5 Descriptive Statistics for T-test by Qualification on Writing Strategies

T – Test by Qualification

Dimension	Qualification.	N	Mean	Std. Deviation	df	t	Sig.
Pre-writing strategies	Master	63	3.48	0.638	138	1.179	0.241
	Ph.D	77	3.62	0.762			
During-writing strategies	Master	63	3.58	0.431	138	0.073	0.942
	Ph.D	77	3.57	0.511			
Post-writing strategies	Master	63	3.78	0.531	138	1.485	0.140
	Ph.D	77	3.65	0.566			
Total	Master	63	3.62	0.350	138	0.206	0.837
	Ph.D	77	3.61	0.472			

The results in Table 4.48 demonstrate that the T-Test analysis based on qualification did not find any significant differences between the overall means of “Master” and “Ph.D.” Additionally, the table shows that there are no statistically significant differences in the mean scores of the study sample across different writing strategies, including “Pre-writing Strategies,” “During-writing Strategies,” and “Post-writing Strategies.” Furthermore, the significance levels associated with the qualification variable (Master and Ph.D.) were higher than the predetermined significance level of ($\alpha = 0.05$). These findings suggest that there are no significant variations in the strategies used in writing theses and dissertations.

5. CONCLUSIONS

In light of the research findings presented in this study, it is evident that postgraduate students exhibit a strong awareness of the importance of employing pre-writing, during-writing, and post-writing strategies in their thesis and dissertation writing processes. The data indicates varying perspectives among postgraduates, supervisors, and examiners regarding the utilization and effectiveness of these strategies. Notably, strategies such as “Made sure my topic can be achieved”, “Cited previous studies to support my ideas” and “Revised the draft of my thesis/dissertation before submitting it to the examiners” emerged as crucial elements in ensuring the quality and success of academic writing endeavors. The findings found that there were no significant differences in average scores between male and female participants, as well as in the use of pre-writing, during-writing, post-writing, and total writing strategies. This suggests that gender does not have a significant impact on writing proficiency. Additionally, the findings showed that the mean scores of participants did not vary significantly across different writing strategies, including “Pre-writing Strategies,” “During-writing Strategies,” and “Post-writing Strategies,” with the significance levels related to the qualification variable being higher than expected.

Recommendations

This study addresses the research problem by proposing a set of recommendations for stakeholders in higher education. These recommendations aim to enhance the writing practices of postgraduate students. Specifically, the recommendations target supervisors, examiners, academic committees, and policymakers.

- 1- Develop and implement comprehensive training programs for postgraduate students to enhance their understanding and utilization of pre-writing, during-writing, and post-writing strategies.
- 2- Encourage supervisors to provide consistent guidance and support to postgraduate students in implementing effective writing strategies throughout the research process.
- 3- Establish clear assessment criteria for examiners to evaluate the incorporation of writing strategies in theses and dissertations, promoting a standardized approach to academic writing quality.
- 4- Foster collaboration between academic committees and policy makers to integrate writing strategy development into higher education curricula, ensuring a holistic approach to academic skill enhancement.

Limitations of the Study

It is important to acknowledge the limitations of this study, including the sample size, scope of the research, and potential intervening variables that could be explored in future research. The findings are based on a specific sample size and may not be generalizable to a larger population. Additionally, the scope of the study focused on a particular set of writing strategies, leaving room for further exploration of additional variables that could impact writing performance among postgraduate students.

In conclusion, the insights gained from this study underscore the significance of writing strategies in the academic journey of postgraduate students. By implementing the aforementioned recommendations and addressing the study's limitations, stakeholders can contribute to the continuous improvement of writing practices in higher education settings.

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