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ABSTRACT

The objective of this study was to explore the strategies adopted by Library and Information Science (LIS) Postgraduate M. Phil. and Ph.D. Students to cope with challenges in dissertation-writing. Firstly, an in-depth analysis of the relevant literature was done. A quantitative approach followed by a survey research design was followed to meet the set objective of the study. The population of the study was 98 research scholars of which 72 were enrolled in M.Phil. Program and 26 in Ph.D. Program. The findings of the study show that researchers face several problems during dissertation writing and they adopt different strategies to cope with prevalent challenges. Researchers face problems related to their supervisors, topic selection, population, institutional related challenges, etc. Library Science Scholars adopt various strategies to cope with challenges during dissertation writing. They attend language classes to grab language skills. They attend special training sessions to get the requisite skills. They get assistance from friends and colleagues. The study has practical implications for Library Schools to implement practical solutions to be offered to LIS Research Scholars so that they might bring completion to research-based tasks efficiently.

Key Words:
- Dissertation Writing Strategies, Problems in Writing Thesis and Solutions

BACKGROUND AND INTRODUCTION

A postgraduate degree is an advanced academic degree normally awarded by a university. These are the higher degrees in any academic discipline. A holder of a Master of Philosophy degree is awarded for MPhil and a doctoral degree is awarded for the Doctor of Philosophy (Ph.D.). Before the commencement of MPhil and Ph.D. degree programs, a student is expected to have gone through postgraduate training in the relevant discipline. It is primarily obtained through research under the supervision or tutelage of senior academic staff in a university, usually a professor in the discipline. According to HEC, the Higher Education Commission of Pakistan (2015) reported in the national qualifications framework that, "The qualifications offered were mostly at the undergraduate, Level 5, and Masters, Level 6. The system of collegiate instruction and university examinations resulted in qualifications that called for traditional methods of teaching and learning emphasizing dissemination of an existing and limited range of disciplines of knowledge with little reliance on the discovery of knowledge through creative and innovative research that could solve the critical problems facing the society. Very limited attention was paid to Levels 7 and 8, therefore, a small number of students challenged to devote their efforts to original research leading to the discovery of new, useful knowledge and skills impacting society"; According to HEC, Higher Education Commission of Pakistan (2015), the postgraduate's curriculum Level 7 and 8 demands from the students in acquiring research skills and is normally assessed by thesis or examination or both and these students are specialized Master of Philosophy (MPhil) and Doctor of Philosophy Ph.D.

The minimum period to complete MPhil and Ph.D. degree program varies from one university to another, but it is usually two years for MPhil and three years for the Ph.D. degree; in some cases; it may be longer or shorter. It can be offered on a full-time or part-time basis (HEC, Higher Education Commission of Pakistan, 2015). In many cases, postgraduate students are also expected to complete some courses relevant to the research discipline, such as advanced research methods, computational analysis, etc. The main requirement for obtaining an MPhil and Ph.D. is the submission of a substantial body of original research reports in the field in the form of a thesis, which is assessed and confirmed by external assessors in an oral defense examination.

LIS Postgraduate MPhil research program is offered for two years after Master in library and information Sciences degree while Ph.D. research program is offered for three years after Master of Philosophy degree in Pakistani Universities. Thesis based program was first time introduced for the Ph.D. degree by the University of Karachi in1967. The first regular course-work based MPhil and Ph.D. programs with thesis writing were offered from University of the Punjab in 2005. Islamia University Bahawalpur, Sargodha University and Minhaj University was also offered MPhil and Ph.D. program for LIS postgraduate students. Superior University Lahore has been started MPhil programs for LIS Postgraduate study. As a result, the number of MPhil and Ph.D. LIS students are growing in Punjab that is the largest province of Pakistan according to its population. Due to the growth of research activities in LIS schools, the research programs, postgraduate students, and research literature on various facts are more producing day by day. The good job opportunities available for postgraduate degree holders in the market and many higher position jobs are vacant in the LIS profession in Pakistan. Thus, the quality of research work and outstanding LIS postgraduate students is low due to certain challenges that are improper infrastructure, low standard quality research education, improper guidance from faculty members or supervisory role, internal politics, absence of ICT competencies of students and faculty members, lack of critical thinking and language barrier in thesis writing or research reports (Ameen & Warraich, 2014).

According to Verger (1999), the proposal of the thesis depends on the professional degree or diploma or any other bachelor's degree, in other words, any degree that is related to higher education. Collin (2012) conducted a study that postgraduate students are those who wanted to study further or get advanced knowledge from renowned universities. In the background of this study, postgraduate degree holders are those who have taken the first degree in social sciences and other subjects i.e. MPhil and Ph.D. Thesis writing is the requirement to take a degree of postgraduate level. Mauch and Park (2003) carried out in the study, thesis writing is a long-term process whereas a dissertation is based on personal research, written by the students to fulfill the requirement for any university degree. James and slater (2013) described that a complete research project is based on thesis writing that revealed the whole investigation of research questions in the relevant field of the study. Thesis writing is showing the way students are adopted to conduct any research project. In thesis writing

students' exposure to the related field is required with the help of literature, research, textbook, and many more tools to complete the thesis writing is needed. The key points to write a thesis is as under:

1) Literature, which is required to write the thesis.
2) Thesis proposal at which topic writing is done.
3) Proposal for thesis meeting with the committee.
4) Data collection
5) Report writing
6) Presentation with thesis committee for the defense
7) Thesis viva

Pearson (2005) carried out in his study that this is the most difficult process for a student to write up the thesis to get a postgraduate degree. There are many hurdles faced by these students. According to Wang and Li (2008) reported that there are a lot of worries about the participant in higher education, i.e. those who are a part to approve thesis writing, components are standard of examiners, quality officers writing style of the thesis submitted by Ph.D. and report writing in research is very low in standard. This is not informal work for every Ph.D. scholar. According to Komba (2015) investigated in his study, the flaws of postgraduate students in giving many chapters of the thesis, these flaws are a selection on the area of choice, benefits, and implication of thesis. Collins (2012) Stated that thesis writing is the technical process of writing, this task can be done with critical thinking which refers to those students who faced many challenges in writing a thesis for their graduate degree program. Olaitan, Ukonze, and Ifeanyieze (2009) Reported that many students faced hurdles in thesis writing is the selection of topics, lacking knowledge about material, unfriendly and sometimes aggressive behavior of supervisors, less motivation from the side of students, fewer resources, bad health during the research project.

Therefore, this study is important as it covers the gap in the literature in the Pakistani context because limited research has been conducted formerly at globally but not a single study formerly existing in Pakistan's perspective. This study is conducted to discover strategies that are adopted by Library Science Scholars to coping the hurdles in the write-up process of thesis writing.

Objective of the Study

1) To explore coping tactics adopted by LIS postgraduate students or scholars to overcome these challenges in the thesis writing process.

LITERATURE REVIEW

According to Ho, Kember, and Hong (2012), there are many aims of postgraduate students to study at the postgraduate level. The aims are associated with education, promotion in job, future success in career, keen interest, continuous students, professional upgrading, and many more. Teowkul et al. (2009) revealed that many postgraduate students want to gain education for respect in the society, transfer from the job and proof their self at the new place and side by side enjoy the comfort at the new place by completing their higher study. That's why to complete this whole process thesis writing is required which was the main subject of the study. In another study, Brailsford (2010) investigated that students have to study at the postgraduate level for improvement of knowledge, job opportunity, personal interest, and personality development and participate in research activity. One another study by Teowkul et al. (2009) and stated that it is the way to train the postgraduate students about conducting research projects individually and through this type of training the person conducts and introduces research in front of the community. This type of activity must be done with the option of coursework and thesis writing.

According to Marttunen and Laurinen (2001), students should be motivated to select a perilous learning approach, if students select a deep learning approach, it could be committed to the gripping complete subject matter to relate domain. According to Bailin et al. (1999), critical thinking is not only the repetition of skills but also the skill of knowledge. Biggs (1996) suggested that at the postgraduate level; it is necessary to understand all the aspects or in other words, command on complete topic, which helps to write the thesis. It should be able to relate to daily life, on the other hand, thesis writing is a mental activity, this is used to help in writing critical thinking .it is revealed in this study, those who used their critical must be high achievers academically and given satisfaction in writing in their dissertation writing. Kelley (2008) stated that, in thesis writing, the first factor is critical thinking that depends on cognitive knowledge

and relates to different domains. Writing capability is the most important factor in personal and professional life, which is used to express emotion and feelings. On the other hand, writing skill is the most important factor to create the ideas and connect to the linguistic system whereas writing skill is needed to fulfill the requirement academically which is used by M.Phil., Ph.D. students. According to Leki and Carson (1994), it is expected from higher educational level students to "knowledge-telling" to "knowledge-transformation" while thesis writing

Barnett (1997) revealed that Critical thinking is a crucial capability for the learner to create new ideas and innovation and thinking. This type of critical writing develops a person to conclude the ideas systematically. This type of activity tries to prepare a person to lead a successful life in the future. Learning in this way is only possible with critical thinking this all concept is explained by western countries educational systems. According to Davidson (1998), this type of critical writing is interlinked with academic writing that is used in thesis or dissertation, if students have less ability of critical thinking, then students faced an obstacle in writing thesis and research process. According to Al-Shabanah and Maher (2005), supervisors complain about critical thinking as well and some skills like paraphrasing, outlining, and setting in thesis writing. Elander et al. (2006) reported that in thesis writing expertise is the most important factor. Hyland (2002) conducted a study that, teachers play a vital role in the given guideline in self-writing and complete command and critical writing in their thesis so the learners will be trained to write the thesis in a better way in the secondary language (Hyland, 2002). Kereni (2004) viewed that language barrier has issue to write the thesis; on this expertise is required and if students write their thesis in the first language it could be easy for them.

Most female students feel difficulty in front of a supervisor especially in the case when the supervisor was male and has critical and narrow-minded and this cause would be a negative effect and create obstacles in the completion of thesis writing (Humble et al., 2006). Minority religious groups of students, racial-ethnic, female gender, and even female complexion issues can make the challenge in thesis writing from the supervisor (Mahtani, 2004; Subanthore, 2011; Williams et al., 2005). Demographic variables were the most challenging issues is reported in the writing thesis phase i.e. Religion (Tummala-Narra & Claudius, 2013); Language (Malan,

Marnewick & Lourens, 2010; Albertyn, Kapp & Bitzer, 2008), and gender (Lee, 2008; Humble, Solomon, Allen, Blaisure, & Johnson 2006; Manathunga, 2005; Mahatani, 2004; Grant, 2003; Grace & Gouthro, 2000). All these demographic variables have challenges in thesis writing. Genoni and Partridge (2000) identified under a study that the postgraduate doctoral students faced the following challenges about personal research management skills.

1. They prepared personal research management tasks inadequately.
2. The students and supervisor were mostly supposed that they have the personal research management skills and well cope collected information but actually, they have not.
3. Many students have no skills to handle and manage the collected data from respondents for the selected topic in writing a thesis or report.

Isolation of postgraduate students in the writing thesis phase is the most common difficulty or challenge in the literature was noticed (Grant, 2003; Manathunga, 2005; Wisker, Robinson & Shacham, 2007; Wright, 2003). It is an extremely isolated process and consisting of a student working with one or two supervisors. According to Wright (2003) that many postgraduate students observed their thesis writing experience as lonely and sometimes even depressed. According to Hofman and Berg (2000) described that less amounts of funds was the major issue to conduct the research. Numbers of personal difficulties of postgraduate students such as health and financial issues also have challenges in the thesis writing process (El-Ghoroury et al., 2012; Lee, 2008; Lightfoot & Doerner, 2008; Sayed, Kruss & Badat, 1998). According to Shafie, Maesin, Osman, Nayan, and Mansor (2010) thesis writing is an art for a postgraduate degree usually it was the test for postgraduate students before the completion of the degree. Tardy (2010) revealed in his study that lack of self-confidence is the most important difficulty in writing the thesis. According to Can and Walker (2011), students must be confident in writing a thesis and that is good for the contributor to give positive feedback. Mange Previous research revealed that most postgraduate students of social sciences complete their course-work in time but are specifically delayed in the thesis writing phase due to many challenges and dropout rate of social sciences significantly higher than other disciplines (Armstrong, Allison & Hayes, 2004; Pillay & Kritzinger, 2007; Sayed, Kruss & Badat, 1998).

Lazarus and Folkman (1984) revealed that if a person faces the challenge, hazard, damage, and loss during performing the events for obtaining set goals and individual growth and try to put different efforts against difficulties to administer and overcome, this is called coping tactics. Lazarus (1991) identified under his study "Emotion and Adaptation" that coping is a cognitive effort to resolve or reduce individual and relational problems or hassle. Zeidner and Endler (1996) observed that if a person taking many decisions and actions to overcome strain or anxiety through diverse strategies are called coping tactics. According to the background of this study, coping tactics are required by LIS postgraduate students against such challenges that they faced during thesis writing for obtaining their postgraduate degrees. Snyder (1999) stated under his study and mentioned three types of coping tactics, first, one is called assessment focused, the second one challenging focused and third one sentiment focused and usually postgraduate students used all three types of coping tactics to overcome the difficulties and challenges that they faced in thesis writing phase. Most students verify that all three methods are useful to reduce challenges but the problem-focused coping method is most useful against such challenges. Wright (2003) stated that the coping tactics of postgraduate students' "inner strength, confidence, and self-determination can enable an individual to succeed in thesis writing phase". Mafa and Mapolisa (2011) surveyed a study in which it was concluded that many students were unable to prepare a proposal to write a thesis for their degree and the main reason is that, they were unable to cope with their challenges. Therefore, it has been observed that the successful postgraduate students mostly used above mentioned three types of coping tactics against challenges and the most concern of the researcher in this study was to explore the perceptions about challenges and coping tactics by LIS postgraduate scholars for success in the completion of their thesis.

METHODOLOGY:

A quantitative approach followed by a survey research design was followed to meet the set objective of the study. The population of the study was 98 research scholars of which 72 were enrolled in M.Phil. Program and 26 in Ph.D. Program. The tool of the questionnaire was developed to gather the required data. Accumulated data were analyzed through SPSS Software. Different statistical tests were applied.

DATA ANALYSIS AND INTERPRETATION

Population Related Challenges

Table 1.0 presents the responses that were associated with population-related challenges, postgraduate scholars were asked to indicate which of the five reply options discovered their perceptions about the difficulty in selection of appropriate population according to his or her thesis topic, the majority of respondents (52%) agreed that they faced difficulty in selection of suitable population according to the selected topic as (41%) disagreed with this theme. 57% of respondents feel difficulty in selection of correct sampling technique it means that the majority of postgraduate students were unable to understand the correct sampling techniques while 38% disagreed with this statement. Similarly, a large majority of postgraduate respondents claimed the hindrance to approach the selected population for data collection of their research or thesis. Most of the respondents (62%) stated that their sample population was disinclined to respond to the questionnaire and there was a big challenge by the researcher for data collection. Less than half of the respondents (45%) claimed that their target population significantly denied his or her access for data collection while less than half of the responses (44%) argued that their population was supportive to provide required data.

Table 1.0

Responses of respondents on statements associated with selection of population-related challenges (N=71)

	SDA	DA	N	A	SA	*M*	*SD*
	%	%	%	%	%		
Difficulty in the selection of appropriate population according to my thesis topic	11	30	7	41	11	3.11	1.27
Difficulty in the selection of correct sampling technique according to selected population	11	27	6	37	20	3.27	1.35
Difficulty to approach the selected population for data collection	11	18	10	37	24	3.44	1.34
Respondents are reluctant to respond to my questionnaire/instrument for data collection.	7	23	8	39	23	3.48	1.26
My Target population strictly denied me access to data collection.	13	31	11	32	13	3.01	1.29

SDA=Strongly Disagree, DA=Disagree, N= Neutral, A =Agree, SA= Strongly Agree, M =Mean, SD= Standard Deviation, %=percentage

Participants' Tactics to Reduce the Language Obstacle

Table 2.0 shows the coping tactic adopted by LIS postgraduate MPhil and Ph.D. scholars to reduce the language barrier. The majority 42 (59%) respondents out of 71 accepted that they took up self-practice as a coping tactic for enhancement of English language skills to reduce language obstacles in thesis writing while on the other hand 20(28%) respondents out of 71 practiced special training sessions for this purpose and only 9 (13%) respondents adopted language classes to overcome this obstacle.

Table 2.0

Frequency and Percentage of Participants' Characteristics of coping Tactics adopted by LIS postgraduate students or scholars to reduce the Language Obstacle

Item of statement	Coping Tactic	f	%
The source students have learned for improvement of English language skills to Cope Language obstacle in thesis writing	Language classes		
		9	13
	Special training session	20	28
	Self-practice	42	59

Note: f=frequency, %=percentage

Tactics adopted by LIS postgraduate scholars to reduce the computer and searching related obstacles

Table 3.0 shows the coping tactic adopted by LIS postgraduate MPhil and Ph.D. scholars to reduce the computer and searching correlated difficulties. The majority 32 (45%) respondents out of 71 were acknowledged that they attended workshops or training sessions for improvement of computer and searching skills to cope with these challenges in thesis writing while alternatively 14(20%) respondents out of 71 adopted friends or colleagues help for this purpose and 13 (18%) respondents obtained special language classes to reduce this obstacle. 12 (17%) respondents out of 71 selected others coping tactics to overcome these challenges.

Table 3.0

Frequency and Percentage of Participants' Characteristics of coping Tactics adopted by LIS postgraduate students or scholars to reduce the computer and searching related Obstacle

Item of statement	Coping Tactic	f	%
The source for improves the expertise in computer and searching skills	Special Classes	13	18
	Workshops or training session	32	45
	Friends / Colleagues	14	20
	Others	12	17

Note: f=frequency, %=percentage

Tactics adopted to reduce the management and data analysis software related obstacle

Table 4.0 shows the coping tactic adopted by LIS postgraduate MPhil and Ph.D. scholars to reduce the reference management and data analysis software associated difficulties. The majority 29 (41%) respondents out of 71 were acknowledged that they attended workshops or training sessions for improvement of reference management and data analysis software expertise to cope with reference Management and Data Analysis software-related challenges in thesis writing while 24(34%) respondents out of 71 adopted friends or colleagues help to get expertise.13 (18%) respondents obtained special language classes to reduce this obstacle and only 5 (7%) respondents out of 71 selected others coping tactics to overcome these challenges.

Table 4.0

Frequency and Percentage of Participants' Characteristics of coping Tactics adopted by LIS postgraduate scholars to reduce the management and data analysis software related obstacle

Item of statement	Coping Tactic	f	%
The source students get expertise in reference management and data analysis software	Special Classes	13	18
	Workshops or training session	29	41
	Friends / Colleagues	24	34
	Others	5	7

Note: f=frequency, %=percentage

Pearson Product-Moment Correlation Coefficient between Challenges and Coping Tactics

Table 5.0 represents the results of the Pearson product-moment correlation coefficient between challenges and coping tactics in research thesis writing. The most frequent challenges faced by LIS scholars were related to Population (M=3.26, SD=1.07). The relationship between challenges and coping tactics in the research thesis was determined through Pearson product-moment correlation coefficient. The value of correlation varies from 0.426 to 0.589. The strongest relationship (r=0.589) was found between Student and institutional related challenges and Coping Tactics. It means that the LIS scholars mostly adopted Coping Tactics for solving student and institutional related challenges and least Coping Tactics (r= 0.426) were adopted for solving Library & ICT related challenges.

Table 5.0

Pearson product-Moment Correlation coefficient between Challenges and Coping Tactics

Item statement	*M*	*SD*	1	2	3	4	5	6
1. Supervisor related challenges	2.10	0.85	-					
2. Topic related challenges	2.82	0.84	.433**	-				
3.Population related challenges	3.26	1.07	.403**	.455**	-			
4.Library & ICT related challenges	2.34	0.67	.466**	.489**	.578**	-		
5.Student and institutional related challenges	2.96	0.64	.352**	.510**	.518**	.624**	-	
6.Coping Tactics to overcome the Challenges	3.12	0.49	.322**	.541**	.437**	.426**	.589**	-

Note: M= Mean, SD = Standard Deviation

Independent samples t-test to compare male and female students' views on challenges and coping strategies related to research thesis

Table 6.0 represents the independent samples t-test to compare male and female students' views on challenges and coping strategies related to the research thesis. There was no significant difference (p>.05) between male and female students' views on Supervisor related challenges, Topic related challenges, Student and institutional-related challenges, Coping Tactics adopted to Overcome the Challenges. There was a significant difference t (69) =2.19, p=. 032 between male and female students' views on Library & ICT related challenges. The mean scores of Male (M=2.45, SD=0.72) are higher than the mean scores of females (M=2.08, SD=0.44). It means that male LIS scholars have frequently faced Library & ICT-related challenges as compare to female LIS scholars.

Table 6.0

Independent samples t-test to compare male and female students' views on
challenges and coping strategies related to research thesis

Item statement	Male		Female		Independent samples t-test		
	M	SD	M	SD	T	Df	p
Supervisor related challenges	2.18	0.87	1.90	0.77	1.26	69	0.210
Topic related challenges	2.87	0.88	2.69	0.72	0.86	69	0.395
Population related challenges					-		
	3.22	1.07	3.35	1.08	0.46	69	0.648
Library & ICT related challenges	2.45	0.72	2.08	0.44	2.19	69	0.032*
Student and institutional related challenges	3.01	0.68	2.83	0.55	1.09	69	0.282
Coping Tactics adopted to Overcome the Challenges					-		
	3.12	0.52	3.13	0.44	0.05	69	0.959

*p<. 05, M= Mean, SD = Standard Deviation, df = Difference

Independent samples t-test to compare Private and Public sector Universities students' views on challenges and coping strategies related to research thesis

Table 7.0 represents the independent samples t-test to compare Public and Private sector LIS postgraduate students' or scholars' views on challenges and coping strategies related to the research thesis. There was no significant difference (p>.05) between Public and Private sector LIS postgraduate university students' or scholar's views on the topic, population, library & ICT, student and institutional related challenges, and coping tactics adopted to overcome these challenges. There was a significant difference t (69) = -5.75, p= <0.001, between Public and Private sector LIS postgraduate university students' or scholar's views on supervisor-related challenges. The mean scores of Private sector university LIS postgraduate Student's scholar's (M=2.53, SD=0.86) is higher than mean scores of Public sector University LIS postgraduate Student's or scholar's (M=1.57, SD=0.42). It means that Private sector

LIS Postgraduate Students or scholars were frequently faced supervisor's related challenges as compared to Public sector LIS Postgraduate Students or scholars.

Table 7.0

Independent samples t-test to compare Private and Public sector Universities students' views on challenges and coping strategies related to research thesis

Item statement	Public		Private		Independent samples t-test		
	M	SD	M	SD	T	df	P
Supervisor related challenges					-		
	1.57	0.42	2.53	0.86	5.75	69	<.001*
Topic related challenges					-		
	2.78	0.79	2.85	0.88	0.32	69	0.747
Population related challenges					-		
	3.08	0.92	3.41	1.17	1.30	69	0.199
Library & ICT related challenges					-		
	2.21	0.59	2.45	0.71	1.53	69	0.131
Student and institutional related challenges					-		
	2.88	0.58	3.02	0.69	0.85	69	0.397
Coping Tactics adopted to Overcome the Challenges	3.17	0.49	3.09	0.50	0.65	69	0.515

*p<.05

Post-Hoc Tukey test for Pairwise comparison between universities students' views on challenges and coping tactics.

Table 8.0 represents the post-doc Tukey test was conducted for a Pairwise comparison between LIS postgraduate universities students' views on challenges and coping tactics associated with thesis writing. The mean scores of LIS postgraduate students of Superior University (M=2.37, SD=1.06) are higher than the mean scores of LIS postgraduate students of Punjab University (M=1.55, SD=0.34). It means that LIS postgraduate students of Superior University exceedingly faced supervisor-related

challenges as compared to LIS postgraduate students of Punjab University. Moreover, the mean scores of LIS postgraduate students of Minhaj University (M=2.71, SD=0.48) are higher than the mean scores of LIS postgraduate students of Punjab University (M=1.55, SD=0.34). It means that LIS postgraduate students of Minhaj University were more faced with supervisor-related challenges as compared to LIS postgraduate students of Punjab University. Furthermore, the mean scores of LIS postgraduate students of superior University (M=2.37, SD=1.06) are higher than the mean scores of LIS postgraduate students of Islamia University (M=1.58, SD=0.63). It means LIS postgraduate students of Superior University were more faced with supervisor-related challenges as compared to LIS postgraduate students of Islamia University Bahawalpur. Additionally, the mean scores of LIS postgraduate students of Minhaj University (M=2.71, SD=0.48) are higher than the mean scores of LIS postgraduate students of Islamia University (M=1.58, SD=0.63). It means LIS postgraduate students of Minhaj University were more faced with supervisor-related challenges as compared to LIS postgraduate students of Islamia University Bahawalpur.

In addition, the mean scores of LIS postgraduate students of Islamia University Bahawalpur (M=3.58, SD=0.52) are higher than the mean scores of LIS postgraduate students of Punjab University (M=2.57, SD=0.66). It means LIS postgraduate students of Islamia University Bahawalpur were more faced topic related challenges as compared to LIS postgraduate students of Punjab University.

In addition, the mean scores of LIS postgraduate students of Islamia University Bahawalpur (M=3.58, SD=0.52) are higher than the mean scores of LIS postgraduate students of superior University (M=2.65, SD=1.13). It means LIS postgraduate students of Islamia University Bahawalpur faced more topic related challenges as compared to LIS postgraduate students of superior University.

Similarly, when we discussed population-related challenges the mean scores of LIS postgraduate students of Minhaj University (M=4.21, SD=0.56) are higher than the mean scores of LIS postgraduate students of Punjab University (M=2.88, SD=0.98). It means LIS postgraduate students of Minhaj University faced more with population-related challenges as compared to LIS postgraduate students of Punjab University. Additionally, the mean scores of LIS postgraduate students of Minhaj University

(M=4.21, SD=0.56) are higher than the mean scores of LIS postgraduate students of superior University (M=2.75, SD=1.10). It means LIS postgraduate students of Minhaj University were more faced with population-related challenges as compared to LIS postgraduate students of superior University. When we discussed students and institutional related challenges according to table 4.17, the mean scores of LIS postgraduate students of Islamia University (M=3.46, SD=0.33) are higher than the mean scores of LIS postgraduate students of Punjab University (M=2.71, SD=0.52). It means LIS postgraduate students of Islamia University were more faced with Student and institutional related challenges as compared to LIS postgraduate students of Punjab University.

Table 8.0

Post-Hoc Tukey test for Pairwise comparison between universities students' views on challenges and coping tactics.

Dependent Variable	University I	University J	Mean diff.	SE	p
1. Supervisor related challenges	PU	Superior	-.81 (*)	0.21	.001
	PU	Islamia	-.02	0.29	1.000
	PU	Minhaj	-1.15(*)	0.22	.000
	Superior	Islamia	.79(*)	0.29	.038
	Superior	Minhaj	-.34	0.22	.434
	Islamia	Minhaj	-1.13*	0.03	.002
2. Topic related challenges	PU	Superior	-.08	0.24	.986
	PU	Islamia	-1.00(*)	0.32	.015
	PU	Minhaj	-.41	0.25	.349
	Superior	Islamia	-.92(*)	0.33	.031
	Superior	Minhaj	-.33	0.25	.547
	Islamia	Minhaj	.59	0.34	.309
3. Population related challenges	PU	Superior	.13	0.27	.959
	PU	Islamia	-.77	0.37	.162
	PU	Minhaj	-1.33 (*)	0.28	.000
	Superior	Islamia	-.90	0.37	.077
	Superior	Minhaj	-1.46 (*)	0.28	.000

	Islamia	Minhaj	-.56	0.38	.455
4. Library & ICT related challenges	PU	Superior	-.38	0.19	.201
	PU	Islamia	-.50	0.27	.234
	PU	Minhaj	-.40	0.20	.203
	Superior	Islamia	-.12	0.27	.967
	Superior	Minhaj	-.02	0.21	1.000
	Islamia	Minhaj	.10	0.28	.982
5. Student and institutional related challenges	PU	Superior	-.16	0.18	.789
	PU	Islamia	-.75 (*)	0.25	.018
	PU	Minhaj	-.43	0.19	.114
	Superior	Islamia	-.58	0.25	.101
	Superior	Minhaj	-.27	0.19	.515
	Islamia	Minhaj	.32	0.26	.610
6. Coping Tactics to Overcome the Challenges	PU	Superior	.02	0.14	.998
	PU	Islamia	-.42	0.20	.157
	PU	Minhaj	-.09	0.15	.927
	Superior	Islamia	-.44	0.20	.124
	Superior	Minhaj	-.12	0.15	.866
	Islamia	Minhaj	.33	0.21	.390

*$p < .05$

CONCLUSION

Thesis writing is very significant in academic research especially for postgraduate MPhil and Ph.D. students as it is essential to obtain a master of philosophy (MPhil) and doctoral program (Ph.D.) degree. It also creates new knowledge in the specific area of study. Timely completion of postgraduate higher degrees in any field as well as in the library and information sciences (LIS) field is very significant to participate positively in the nationwide economy. Most LIS Postgraduates students have delayed getting their LIS MPhil and Ph.D. degrees due to challenges encountered in thesis writing.

The basic purpose of this study is to find out what is the purpose of LIS Postgraduate Scholars' interests in postgraduate studies and explore challenges that are faced by LIS postgraduate students or scholars in thesis writing. Additionally, the objective of the study is to find out what are coping tactics adopted by LIS postgraduate students or scholars to overcome these challenges in the thesis writings process.

In this study, the frequencies and percentages have been used to measure the participants' characteristics by gender, program, sector, University, age, aims of the study, coping Tactics adopted to reduce the Language obstacle, computer and searching Obstacle, management, and data analysis software related obstacles. Moreover, descriptive statistics have been used for data interpretation. Mean is commonly used to calculate the value of challenges that were faced and coping tactics adopted by LIS postgraduate students in thesis writing, while the standard deviation (SD) was used for the distribution of data.

The Independent sample t-test was used to compare the mean score of male and female, MPhil and Ph.D., Public and Private sector LIS postgraduate students' views on challenges and coping tactics related to the research thesis. One-way ANOVA test was used to compare the age groups and between LIS postgraduate universities students' views on challenges and coping tactics associated with thesis writing. Post-Hoc Tukey test was used for Pairwise comparison between LIS postgraduate universities students' views on challenges and coping tactics associated with the research thesis.

DISCUSSION

For checking the most frequent type of challenges faced by LIS postgraduate students and also verify the strongest relationship between challenges and coping tactics in thesis writing, the Pearson product-moment correlation coefficient test was analyzed in this section, the result shows findings that the most frequent challenges faced by LIS postgraduate students were population-related. The strongest relationship was found between Student & institutional-related challenges and Coping Tactics. It means that the LIS scholars mostly adopted Coping Tactics for solving student and institutional-

related challenges and least Coping Tactics were adopted for solving Library & ICT-related challenges.

To compare the mean score of male and female students' views on challenges and coping tactics in thesis writing, the independent sample t-test was applied to all sections. It was quite interesting that there was no significant difference found between male and female students' views on supervisor-related challenges, topic-related challenges, student and institutional-related challenges, and coping tactics. It was also interesting to notice that the variation was found in the mean values between male and female students' views on Library & ICT-related challenges. The mean score of the male was higher than the mean score of females; it means that male LIS postgraduate students were found to frequently faced library & ICT-related challenges as compare to female LIS postgraduate students.

To assess the difference in MPhil and Ph.D. students' views on challenges & coping tactics in thesis writing, the independent sample t-test was applied. There was no significant difference found between MPhil and Ph.D. students' views on topic related challenges, Population related challenges, Library & ICT related challenges, Student and institutional related challenges, and coping Tactics while There was variation found in the mean values between MPhil and Ph.D. students' views on supervisor related challenges. The mean scores of MPhil scholars were higher than the mean scores of Ph.D. scholars, It means that MPhil LIS postgraduate students were frequently faced supervisor's related challenges as compared to Ph.D. LIS postgraduate Students.

To evaluate the difference in private and public sector universities students' views on challenges & coping tactics in thesis writing, the independent sample t-test was applied. There was no variation found between Public and Private sector LIS postgraduate university students' or scholar's views on the topic, population, library & ICT, student, and institutional related challenges and coping tactics in thesis writing. There was variation found between Public and Private sector LIS postgraduate university students' or scholar's views on supervisor-related challenges in thesis writing. The mean scores of Private sector university LIS postgraduate scholars were higher than the mean scores of Public sector University LIS postgraduate students. It

means that Private sector LIS Postgraduate Students were frequently faced supervisor's related challenges as compared to Public sector LIS Postgraduate Students.

To compare the age groups of LIS postgraduate scholars' views on challenges and coping tactics related to the research thesis. A one-way ANOVA test was conducted. There was no significant difference found among age groups of LIS postgraduate scholar's views on the supervisor, topic, population, library & ICT, student and institutional related challenges, and coping tactics.

To compare among LIS postgraduate students' views of different universities on challenges and coping strategies related to the research thesis. One-way ANOVA test was conducted, there was no variation found among LIS postgraduate four selected universities students' views on library & ICT related challenges and coping tactics. There was a significant difference found among LIS postgraduate universities students' views on supervisor-related challenges, topic related challenges. Population-related challenges and Student /institutional-related challenges.

To evaluate Pair-wise comparison between LIS postgraduate universities students' views on challenges and coping tactics associated with thesis writing. Post-Hoc Tukey test was applied on all sections for this purpose. The mean scores of LIS postgraduate students of Superior University were found higher than the mean scores of LIS postgraduate students of Punjab University. It means that LIS postgraduate students of Superior University were frequently faced supervisor-related challenges as compared to LIS postgraduate students of Punjab University. Moreover, LIS postgraduate students of Minhaj University were more faced with supervisor-related challenges as compared to LIS postgraduate students of Punjab University. Furthermore, LIS postgraduate students of Superior University were more faced with supervisor-related challenges as compared to LIS postgraduate students of Islamia University Bahawalpur. Additionally LIS postgraduate students of Minhaj University were more faced with supervisor-related challenges as compared to LIS postgraduate students of Islamia University Bahawalpur.

In addition, the LIS postgraduate students of Islamia University Bahawalpur faced more topic related challenges as compared to LIS postgraduate students of Punjab University.

Similarly, when we discussed population-related challenges, the mean scores of LIS postgraduate students of Minhaj University were found greater than the mean scores of LIS postgraduate students of Punjab University It means LIS postgraduate students of Minhaj University faced more population-related challenges as compared to LIS postgraduate students of Punjab University. Additionally, the mean scores of LIS postgraduate students of Minhaj University are higher than the mean scores of LIS postgraduate students of superior University. When we discussed students and institutional related challenges according to table 4.17, the mean scores of LIS postgraduate students of Islamia University were found higher than mean scores LIS postgraduate students of Punjab University It means LIS postgraduate students of Islamia University faced more institutional related challenges as compared to LIS postgraduate students of Punjab University.

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