

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Challenges Faced by Senior Students

Upon analyzing the interview results, the thematic analysis revealed key findings regarding the sociocultural challenges experienced by senior students in completing their thesis, along with relevant participant quotes:

a. Supervisor Changes and Title Modifications:

The challenges faced by senior students due to supervisor changes and title modifications during their thesis journey significantly impact their progress and overall experience. The frequent shifts in supervisors can disrupt the continuity of guidance and support, leading to uncertainties in the direction of the research. As highlighted by RN, "My supervisor changed several times... which also affected the title of my proposal which also changed several times". This quote underscores the direct correlation between supervisor changes and the subsequent modifications in the thesis title, indicating a tangible consequence of such disruptions on the research trajectory.

Moreover, the instability caused by supervisor changes can create a sense of disorientation and hinder the establishment of a strong working relationship between the student and the supervisor. This lack of consistent guidance may impede the student's ability to progress smoothly through the thesis writing process, potentially leading to delays and challenges in meeting academic deadlines. The participant's quote, "I didn't know what to do because I hadn't worked on my thesis for so long", reflects the impact of prolonged breaks resulting from supervisor changes, further emphasizing the difficulties in resuming work after such interruptions.

b. Difficulty Restarting After Breaks:

The challenge of restarting after breaks in the thesis writing process poses significant hurdles for senior students, impacting their momentum and progress towards completion. Taking extended breaks from research can lead to a sense of disconnection and loss of continuity, as highlighted by participant RN: "I didn't know what to do because I hadn't worked on my thesis for so long". This quote encapsulates the struggle faced by students in resuming their work after a hiatus, underscoring the difficulty of re-engaging with the research project and regaining the initial focus and motivation.

The experience of feeling like one has forgotten everything after a break further compounds the challenges associated with restarting the thesis writing process. Senior students may encounter obstacles in reorienting themselves within the research context, potentially leading to delays in progress and a sense of frustration. Participant RN's quote sheds light on this aspect, emphasizing the impact of prolonged breaks on the continuity of work and the subsequent challenges in re-establishing a productive workflow within the thesis framework.

c. Personal and Emotional Challenges:

The personal and emotional challenges encountered by senior students during the thesis writing process significantly impact their well-being and academic progress. Participant AQ's experience sheds light on the immense pressure and frustration students can face, leading to feelings of worthlessness and even suicidal thoughts. The quote, "Their turning point involved encouragement and support from their partner", underscores the critical role of a strong support system in helping students navigate through emotional distress and overcome challenges.

Imposter syndrome and fear of supervisor interaction, as highlighted by participant AP, contribute to feelings of insecurity and doubt among senior students. Overcoming these challenges involves gathering the courage to interact with supervisors and

seek guidance, as positive reinforcement and motivation from mentors can help alleviate self-doubt and boost confidence. Participant AP's quote, "I learned to motivate myself... by looking at the achievements of my friends to be more motivated", reflects the importance of external stimuli in driving progress and overcoming personal insecurities.

Moreover, the impact of personal problems and supervisor changes, as illustrated by participant RN, can significantly affect motivation and progress in thesis writing. Relying on a strong support system from friends and loved ones for daily encouragement and motivation becomes crucial in navigating through challenging circumstances. Overcoming these challenges involved relying on a strong support system from friends and a girlfriend for daily encouragement and motivation, this highlights the resilience and determination exhibited by students in overcoming personal and emotional obstacles during their thesis journey.

d. Imposter Syndrome and Fear of Interaction:

Imposter syndrome and fear of interaction with supervisors are significant challenges faced by senior students during the thesis writing process, impacting their confidence and ability to progress effectively. Participant AP's experience highlights feelings of insecurity due to peer progress and apprehension

towards consulting the supervisor. This sense of inadequacy and self-doubt can hinder students' willingness to seek help and guidance, ultimately impeding their academic advancement. Overcoming these challenges involves mustering the courage to engage with supervisors and address feelings of imposter syndrome, as positive reinforcement and support from mentors can help alleviate such anxieties. Overcoming this challenge involved gathering the courage to interact with the supervisor who, in turn, provided positive reinforcement and motivation, this underscores the transformative impact of supportive interactions in combating imposter syndrome.

The fear of supervisor interaction can stem from concerns about judgment, criticism, or a perceived lack of competence. These apprehensions may create barriers to effective communication and collaboration, hindering the student's ability to seek guidance and feedback essential for thesis progress. By acknowledging and addressing these fears, senior students can cultivate a more open and constructive relationship with their supervisors, fostering a supportive environment conducive to academic growth. This could be related to imposter syndrome, where students doubt their abilities, this highlights the psychological impact of self-doubt on student perceptions and interactions within the academic setting.

e. Language Barriers:

Language barriers present significant challenges for senior students during the thesis writing process, particularly for non-native English speakers. Participant AP's experience highlights the difficulties in understanding English source materials, with peers assisting in finding translations to overcome comprehension obstacles. This struggle underscores the impact of language differences on accessing and interpreting academic content, emphasizing the need for additional support and resources to navigate linguistic challenges effectively. Their peers helped by finding translations, suggesting that language can be a significant barrier for non-native English speakers, this illuminates the collaborative efforts required to address language barriers in thesis writing.

Moreover, academic writing grammar poses a specific challenge for students like participant RN, who may face difficulties in articulating their research findings in a scholarly manner. The influence of educational backgrounds, such as attending an Islamic boarding school where English instruction may prioritize vocabulary over formal writing style, can contribute to language barriers in academic writing. Seeking guidance from experts and supervisors becomes essential for students grappling with language intricacies, enabling them to

refine their writing skills and effectively communicate their research ideas. Participant RN's narrative sheds light on the nuanced nature of language barriers, emphasizing the importance of tailored support and mentorship in overcoming linguistic obstacles in thesis writing.

Individual differences in language proficiency among students, as highlighted by participant AQ, further underscore the varied experiences and challenges associated with language barriers in thesis writing. While some students may navigate the linguistic demands of academic writing with relative ease, others may encounter significant hurdles in expressing their ideas cohesively and accurately. Recognizing and addressing these disparities through targeted language support programs, writing workshops, and mentorship opportunities can enhance students' ability to communicate their research effectively and navigate the complexities of thesis writing. AQ did not report any language barriers, highlighting individual differences in English proficiency among students, emphasizes the diverse linguistic backgrounds and skills present within the student cohort, underscoring the need for tailored interventions to support students facing language challenges in their academic pursuits.

f. Support System and Resilience:

The role of a strong support system and resilience is paramount in helping senior students navigate the challenges encountered during the thesis writing process. Participant AP's experience underscores the value of receiving support from various sources, including supervisors, peers, department resources, and outside experts. This diverse network of assistance not only provides practical guidance but also emotional encouragement, highlighting the positive impact of a comprehensive support system on thesis completion. All participants (AP, RN, AQ, RK) received help from various sources, including supervisors, peers, department resources, and even outside experts, emphasizes the importance of accessing a wide range of support mechanisms to bolster academic progress and well-being.

Furthermore, the impactful nature of the support received by senior students is evident in their narratives, with all participants emphasizing the positive influence of guidance and encouragement on their thesis writing journey. This suggests that having access to a supportive network significantly aids in thesis completion, fostering motivation, resilience, and a sense of community among students. All participants emphasized the positive impact of the support they received, this underscores the

transformative power of a robust support system in mitigating challenges and enhancing academic outcomes.

The variations in support networks among participants highlight the individualized nature of seeking help during the thesis writing process. While supervisors were a common source of assistance for all participants, the additional support from peers, department resources, and external experts catered to diverse needs and preferences. This underscores the importance of recognizing and accommodating students' unique support requirements, ensuring that they have access to resources that align with their individual strengths and challenges. While supervisors were a common source of help for all participants, the other sources differed, this emphasizes the personalized nature of support systems and the significance of tailoring assistance to meet students' specific needs effectively.

The sociocultural challenges experienced by senior students in completing their thesis encompass supervisor changes, difficulty restarting after breaks, personal and emotional challenges, imposter syndrome, language barriers, and the importance of a strong support system. These challenges highlight the complexities involved in the thesis process and the significance of resilience in overcoming obstacles within the sociocultural context of academic research.

2. Impact of Socio-cultural to Students in Completing Thesis

a. Social Environment and Thesis writing

This interview data reveals several key themes related to how social environment influences the thesis writing process:

- 1) **Motivation and Support:** All participants (AP, RN, AQ, RK) highlighted the positive influence of their social environment on motivation and support.
- 2) **Types of Social Support:** The narratives showcase various forms of social support:
 - a) **Verbal encouragement:** AP mentioned the motivating effect of a generally supportive environment.
 - b) **Pressure to succeed:** RN's experience highlights how friends and peers who had graduated motivated them to finish the thesis for employment opportunities.
 - c) **Shared experience:** AQ found motivation from being surrounded by other final semester students working on their theses. Their boyfriend also provided personal encouragement.
 - d) **Comparison and Pressure:** RK described the motivating pressure they felt from seeing friends their age already working, even without a degree.

These narratives emphasize the importance of a supportive social environment for thesis writing success. The specific forms

of support can vary, but having people who believe in you, share your experience, or provide a gentle push can be highly beneficial.

b. Social Environment and Thesis Writing Motivation

This interview data reveals a central theme: Social environment plays a significant role in motivating students during thesis writing.

Types of Social Influence: The narratives showcase various ways social environments influence motivation:

- 1) Direct Support:
 - a) AP highlights a generally supportive environment that motivates them.
 - b) RN emphasizes direct verbal support from peers and a partner who encourage finishing the thesis for job opportunities.
- 2) Shared Experience and Inspiration:
 - a) AQ describes the motivating effect of being surrounded by other final-year students working on their theses. This creates a sense of shared experience and progress.
- 3) External Pressure and Comparison:
 - a) RK describes feeling pressure from friends back home who are already working, even without a

degree. This creates a sense of needing to catch up and finish their studies.

Overall Impact: These narratives suggest that a positive social environment with supportive people can significantly boost motivation during the demanding thesis writing process. Social support can come in various forms: encouragement, shared experiences, or even gentle pressure to keep moving forward.

c. Cultural Background and Thesis Writing

This interview data presents a single, consistent theme:

No Perceived Influence of Cultural Background: All participants (AP, RN, AQ, RK) stated that their cultural background or identity did not influence their approach to writing their thesis.

d. Cultural and Language Barriers in Thesis Writing

This interview data reveals several key themes related to cultural and language barriers faced by students during thesis writing:

- 1) Translation Difficulties: AP experienced challenges understanding English source materials. Their peers helped by finding translations, suggesting that language can be a significant barrier for non-native English speakers.
- 2) Grammar and Writing Style: RN, while understanding English, struggled with academic writing grammar. Their background in an Islamic boarding school, where English

instruction might prioritize vocabulary over formal writing style, may have contributed to this difficulty.

- 3) Individual Variation in Language Skills: AQ did not report any language barriers, highlighting individual differences in English proficiency among students.
- 4) Preference for Thesis Language: RK expressed a preference for writing the thesis in Indonesian, suggesting that using their native language would make the process easier.

These narratives highlight the challenges that language and cultural background can pose for students writing a thesis in a foreign language. Difficulties can range from comprehension issues to problems with academic writing style. The data also suggests that some students may not experience significant language barriers.

e. Supervisor-Student Relationship and Thesis Writing

This interview data reveals several key themes related to the impact of the supervisor-student relationship on the thesis writing process:

- 1) Positive and Supportive Relationships:
 - a) AP and AQ both described having positive and supportive relationships with their supervisors. They appreciated the guidance and direction provided by

their supervisors, which facilitated their thesis writing progress.

- 2) Challenges with Supervisor Interaction:
 - a) RN faced challenges due to frequent changes in supervisors (3 times). This lack of continuity may have hindered their ability to establish a strong working relationship and receive consistent guidance.
- 3) Varying Levels of Closeness:
 - a) RK's relationship with their supervisor was not as close as AP and AQ's, but it was still supportive enough to motivate them to complete their thesis promptly.

These narratives suggest that a positive and supportive supervisor-student relationship can significantly contribute to a successful thesis writing experience. Supervisors play a crucial role in providing guidance, direction, and motivation to students. However, challenges such as frequent supervisor changes can hinder the effectiveness of this relationship.

f. Comfort Level Seeking Help from Supervisor

This interview data reveals a central theme related to student comfort in seeking help from their thesis supervisor:

- 1) Overcoming Initial Hesitation:
 - a) AP initially felt apprehensive due to their supervisor's perceived sternness. This highlights how student perceptions can create a barrier to seeking help. However, their experience ultimately challenged this perception, demonstrating the value of overcoming initial hesitation.
- 2) Varying Levels of Comfort:
 - a) RN felt comfortable and even proactive in seeking help from their supervisor and departmental faculty.
 - b) AQ attributed their comfort level to their supervisor's friendly and supportive nature.
 - c) RK felt comfortable seeking help, viewing it as a normal part of the student-supervisor relationship.

These experiences illustrate individual differences in comfort levels, influenced by student perceptions and supervisor personality.

g. Supervisor Expectations and Thesis Writing

This interview data reveals a theme related to the influence of supervisor expectations on the thesis writing process, but with a surprising twist:

- 1) Clarity and Ease:
 - a) All participants (AP, RN, AQ, RK) felt that their supervisor's expectations, which focused on adherence to existing faculty or campus writing guidelines, were clear and easy to follow. This suggests that well-defined expectations can simplify the thesis writing process for students.
- 2) Focus on Completion:
 - a) AP and AQ's responses suggest that their supervisors prioritized thesis completion within the established guidelines. This may have benefited students who appreciate clear deadlines and a structured approach.

B. Discussions

1. Sociocultural Challenges Experienced by The Students

The narratives from the senior students in the study shed light on various sociocultural challenges faced during the thesis writing process. These challenges include the influence of the social environment on motivation and support, the pressure to succeed from peers and family, imposter syndrome, fear of supervisor interaction, personal problems impacting progress, the impact of supervisor changes on motivation and progress, and language barriers.

- a) Influence of The Social Environment on Motivation and Support.

The findings of this study underscore the significant role of a supportive social network in boosting students' morale, providing motivation, and fostering a sense of community and solidarity, ultimately contributing to their perseverance and success in completing their theses. This is consistent with the research conducted on STEM students, which found that social support and motivation play a critical role in promoting student well-being and academic success (Horrocks, 2021). Participant AP highlighted the motivating effect of a generally supportive environment, emphasizing the importance of verbal encouragement from friends and family. Similarly, participant RN mentioned how peers and a partner provided direct verbal support, encouraging thesis completion for job opportunities. Participant AQ found motivation from being surrounded by other final-year students working on their theses, creating a sense of shared experience and progress. Additionally, participant RK described feeling pressure from friends already in the workforce, even without a degree, which motivated them to strive for academic success. These narratives further reinforce the importance of a supportive social environment in influencing motivation and support for senior students during thesis writing.

b) The Pressure to Succeed from Peers and Family

Based on the data from the findings, the pressure to succeed from peers and family. The pressure to succeed from peers and family, as experienced by the participants, indeed played a significant role in motivating senior students during their thesis writing process. This is consistent with the findings of Epping (2018), who highlighted the impact of parental involvement on students' academic achievement. As experienced by the participants, played a significant role in motivating senior students during their thesis writing process. RN highlighted how peers and a partner provided direct verbal support, encouraging them to complete their thesis for job opportunities, indicating the influence of external expectations on their academic endeavors. Additionally, RK described feeling pressure from friends already in the workforce, even without a degree, which created a sense of needing to catch up and finish their studies, showcasing the impact of comparison and societal expectations on their motivation to excel academically. These narratives illustrate how the expectations and support from peers and family members can serve as powerful motivators, driving students to strive for success and complete their theses despite challenges they may face.

c) Imposter Syndrome

Drawing from the insights of Findings, the experience of Imposter Syndrome, as exemplified by AP and RN, sheds light on the personal and emotional challenges faced by students during the thesis writing process. The experience of Imposter Syndrome, as exemplified by AP and RN, indeed sheds light on the personal and emotional challenges faced by students during the thesis writing process. This is consistent with the findings of Burford, Fyffe, and Khoo (2022), who highlighted that the imposter syndrome is endemic in academia, and particularly affects new or marginalized researchers. AP's narrative highlighted feelings of insecurity stemming from peer progress and a fear of consulting the supervisor, reflecting common symptoms of Imposter Syndrome where individuals doubt their abilities and feel like frauds despite their accomplishments. Similarly, RN's narrative showcased how significant personal issues, coupled with frequent supervisor changes, led to challenges that almost resulted in giving up, indicating the presence of feelings of inadequacy and self-doubt. Overcoming this challenge for both AP and RN involved gathering the courage to interact with the supervisor, who provided positive reinforcement and motivation, underscoring the importance of addressing and overcoming feelings of inadequacy and self-doubt to progress effectively in academic pursuits.

d) Fear of Supervisor Interaction

The fear of supervisor interaction, as depicted by AP in the findings, illuminates the personal and emotional challenges encountered by students during the thesis writing process. The fear of supervisor interaction, as depicted by AP in the findings, indeed illuminates the personal and emotional challenges encountered by students during the thesis writing process. This is consistent with the findings of Sumardi (2023), who highlighted that dialogic feedback in higher education is perceived through the lens of graduate students in the thesis supervision context. AP's experience highlighted feelings of insecurity due to peer progress and apprehension about consulting the supervisor, reflecting a common fear among students of not meeting expectations or appearing incompetent. Overcoming this challenge for AP involved gathering the courage to engage with the supervisor, who provided positive reinforcement and motivation. These experiences underscore the significance of addressing and managing fears related to supervisor interaction to create a supportive academic environment conducive to student success.

e) Personal Problems Impacting Progress

The findings, delves into the impact of personal problems on students' progress during the thesis writing process. The

impact of personal problems on students' progress during the thesis writing process, as depicted in the findings, indeed illuminates the personal and emotional challenges encountered by students. This is consistent with the findings of Hwang et al. (2015), who highlighted that external obligations, emotional concerns, and support for completion were among the perceived barriers that slow the progress toward completing a doctoral dissertation¹. The study found that the non-completion of doctoral degrees has been a concern due to its economic, social, and personal consequences. RN's narrative exemplifies how significant personal issues can impede motivation and advancement, particularly when coupled with frequent supervisor changes, almost leading to a point of giving up. In contrast, AP and AQ did not explicitly mention personal problems affecting their progress, focusing more on feelings of insecurity and immense pressure, respectively. RN's experience sheds light on the challenges students face when personal issues intersect with academic demands, emphasizing the importance of a strong support system, as evidenced by RN relying on friends and a girlfriend for daily encouragement and motivation. This narrative underscores the complex interplay between personal challenges and academic pursuits, highlighting the need for holistic support mechanisms to help students navigate such obstacles effectively.

f) Impact of Supervisor Changes on Motivation and Progress

The findings, discusses the impact of supervisor changes on students' motivation and progress during the thesis writing journey. The impact of supervisor changes on students' motivation and progress during the thesis-writing journey, as depicted in the findings, indeed illuminates the personal and emotional challenges encountered by students. This is consistent with the findings of Mohd Azkah, Sidhu, & Abdul Rahman (2014), who highlighted that failure to complete theses writing and problems related to supervision have been among the main reasons that contribute to high attrition and low completion rates among postgraduate students. In line with this, practice in research supervision; particularly in the aspect of supervisory feedback has been a crucial factor to ensure successful completion among the students. RN's narrative vividly illustrates how frequent supervisor changes significantly affected their motivation and progress, almost leading to a point of giving up. In contrast, AP, AQ, and RK did not explicitly mention facing challenges related to supervisor changes, focusing more on personal insecurities, immense pressure, and the need for motivation from external sources. RN's experience highlights the disruptive nature of supervisor changes on students' academic endeavors, emphasizing the importance of continuity and stability

in the supervisor-student relationship for maintaining motivation and momentum in thesis writing. This narrative underscores the critical role of consistent guidance and support from supervisors in fostering a conducive academic environment for student success.

g) Language Barriers

The findings, delves into the language barriers faced by senior students during thesis writing, as experienced by AP, RN, and RK. AP encountered challenges in understanding English source materials, highlighting the significant barrier language comprehension posed for non-native English speakers. The findings of this study delve into the language barriers faced by senior students during thesis writing, as experienced by AP, RN, and RK. AP's challenges in understanding English source materials highlight the significant barrier language comprehension poses for non-native English speakers (Sánchez Cabanillas, 2022). This aligns with the findings of Sánchez Cabanillas (2022), who found that language barriers can make it challenging for international students to grasp the cultural norms and expectations of essay writing in a university setting. RN, while proficient in English, struggled with academic writing grammar, potentially influenced by their educational background. In contrast, AQ did not report facing language barriers,

showcasing individual differences in English proficiency among students. Additionally, RK expressed a preference for writing in Indonesian, indicating a potential ease in the writing process using their native language. These narratives underscore the diverse language challenges students face, ranging from comprehension difficulties to writing style nuances, emphasizing the need for tailored support to address language barriers and enhance students' thesis writing experiences.

2. Impact of Sociocultural Challenges on Students' Thesis Completion

The sociocultural challenges experienced by senior students have a significant impact on their thesis completion. The narratives reveal how social support, verbal encouragement, pressure to succeed, shared experiences, and comparison with peers influence motivation and progress in thesis writing. Additionally, personal and emotional challenges such as imposter syndrome, fear of supervisor interaction, personal problems, and feelings of overwhelm can affect students' well-being and academic performance. The impact of these challenges underscores the importance of a supportive social environment and the need for strategies to address personal and emotional hurdles in the thesis writing process.

a) Impact on Motivation and Progress in Thesis Writing

The findings of this study delve into the impact of sociocultural challenges on students' motivation and progress in thesis writing. The narratives of AP, RN, AQ, and RK collectively highlight the pivotal role of the social environment in influencing students' academic endeavors. This aligns with the findings of previous research that emphasizes the significant influence of sociocultural factors on student achievement motivation (Lai Fong Lee, Gurnam Kaur Sidhu & Yuen Fook Chan, 2014).

AP emphasized the positive impact of a supportive environment, indicating how verbal encouragement and a sense of community can fuel motivation. This is consistent with the findings of Lai Fong Lee et al. (2014), who found that students' personal histories, experiences, and participation in the writing community, intertwined with individual, institutional, and societal factors, significantly impact their academic writing.

RN's experience underscored the influence of peers and a partner in providing direct verbal support, pushing them towards completing the thesis for future job prospects. Similarly, AQ found motivation through shared experiences with fellow final-year students, fostering a sense of camaraderie and progress, while also receiving personal encouragement from their boyfriend. These findings are in line with the research by Lai

Fong Lee et al. (2014), which highlighted the importance of a supportive social environment in fostering student motivation and progress in academic writing.

Additionally, RK's narrative revealed the motivating pressure derived from observing friends already in the workforce, instilling a sense of urgency to complete their studies. This pressure and the comparisons experienced by RK from friends already working without a degree exemplify how external influences can also create challenges in the thesis writing process. This is consistent with the findings of Lai Fong Lee et al. (2014), who emphasized the need to understand the multifaceted impact of sociocultural dynamics on students' motivation and progress.

Understanding these dynamics is crucial for educators and institutions to provide tailored support systems that nurture a conducive academic environment for all students, enabling them to overcome challenges and thrive in their academic pursuits. This aligns with the recommendations of Lai Fong Lee et al. (2014), who suggested that the impact of sociocultural factors, students' personal histories, experience, and intent participation on academic writing should not be underestimated.

b) Impact on Students' Well-being and Academic Performance

The findings of this study shed light on the impact of sociocultural challenges on students' well-being and academic

performance. The narratives of AP, RN, AQ, and RK collectively highlight how the social environment can influence students' overall well-being and academic outcomes. This aligns with the findings of previous research that emphasizes the significant influence of sociocultural factors on student achievement motivation (Wang, Guo & Degol, 2019).

AP's experience underscores the positive impact of a supportive social environment on well-being, indicating that encouragement and shared experiences can contribute to a sense of belonging and motivation. This is consistent with the findings of Govorova, Benítez, & Muñiz (2020), who found that the cognitive well-being dimension, composed of enjoyment of science, self-efficacy, and instrumental motivation, as well as test anxiety all had a consistent relationship with student performance across countries.

RN's narrative, although not explicitly mentioning sociocultural challenges, indirectly suggests that a lack of support or disruptions in the social environment can potentially impact well-being and academic performance. This aligns with the findings of Daramola (2014), who found that the desire to meet or exceed societal standards may lead to heightened stress levels and, paradoxically, impact performance negatively.

AQ's account emphasizes the importance of social support in maintaining well-being, as being surrounded by peers working on their theses and receiving personal encouragement positively influenced their academic performance and mental health. This is consistent with the findings of Araiza & Kutugata (2013), who found that international students' sociocultural adaptation process has been significantly associated with higher stress levels.

Additionally, RK's narrative highlights the external pressures and comparisons from friends already in the workforce, indicating how sociocultural factors can affect well-being and academic performance by creating additional stress and expectations. This aligns with the findings of Daramola (2014), who found that the desire to meet or exceed societal standards may lead to heightened stress levels and, paradoxically, impact performance negatively.

Moreover, the narratives in the findings underscore the intricate relationship between sociocultural challenges and students' well-being and academic performance. The positive influence of a supportive social environment, as seen in AP and AQ's experiences, can enhance students' mental health and motivation, leading to improved academic outcomes. Conversely, the pressures and comparisons faced by RK demonstrate how external factors can negatively impact well-being and academic

performance, potentially leading to heightened stress and performance anxiety. Understanding the nuances of sociocultural dynamics on students' well-being and academic performance is essential for educational institutions to implement targeted support mechanisms that foster a positive and inclusive social environment, ultimately promoting student success and holistic development.

By analyzing the narratives provided in the findings, it is evident that the sociocultural challenges experienced by senior students play a crucial role in shaping their thesis completion journey. The impact of these challenges on motivation, progress, and well-being highlights the interconnectedness of social factors with academic performance and underscores the need for a holistic approach to supporting students in their thesis writing endeavors.