Academic Writing as Professional Communication: A Quantitative Study of Workplace Communication Training and Writing Competence among Research Scholars in Chennai.

I. Haseena
PhD Research Scholar
Department of Business Administration
Annamalai University
Annamalai Nagar, India
Essa.haseena@gmail.com

Dr. B. Vimala
Associate Professor, CSE
Department of Business Administration
LRG College of Arts (Women)
Tiruppur, India
athishmom@gmail.com

Abstract
Research scholars need to have academic writing skills, but most of the doctoral students in India are unable to achieve international publication standards especially in English medium academic environments. Whereas workplace communication training (WCT) has been highly established in the promotion of professional-level communication skills in work-related context, its applicability in the context of the academic writing has been underreported. By framing the thinking of academic writing as a kind of professional communication, the paper will explore the correlation between employee training in workplace communication and academic writing skill among research fellows at Chennai, Tamil Nadu. With a quantitative cross-sectional survey design, the data were collected on 384 research scholars of the university and research institutions in Chennai through a form of structured questionnaire that assessed the exposure to communication training at the workplace, academic writing performance, language proficiency, readiness to training, social support, and self-motivation. The analysis of data was conducted through descriptive statistics, reliability analysis, Pearson correlation, t-tests, ANOVA, and multiple regression and hierarchical regression in SPSS (Version 28). The findings indicated that the positive relationship between workplace communication training and academic writing performance was statistically significant ($r = 0.304$, $p < 0.001$). The readiness to train was found to be the best predictor of academic writing performance ($b = 0.715$, $p < 0.001$) then workplace communication training exposure ($b = 0.252$, $p < 0.001$), and finally, language proficiency, social support, and self-motivation also showed significant but relatively weak effects. Hierarchical regression also supported that workplace communication training prepared special explanatory force not shared by demographic, lingo, and psychosocial factors ($DR2 = 0.061$, $p < 0.001$). The results are empirical evidence that professional communication skills are applicable to scholarly writing settings and emphasize on the role of the learner preparedness and the role of communication training. A combination of workplace communication training principles with doctoral education can provide a flexible and efficient approach to enhancing academic writing competency, publication success, and the overall productive research in multilingual higher education institutions.
Keywords: Workplace communication, academic writing, communication training, competence, Chennai

Introduction
The academic writing is a core part of the doctoral education, being the main source of construction, evaluation, and sharing of research knowledge in the academic circles. To scholars of research, the skill to express sophisticated concepts distinctly and in a convincing manner is not just a language need but a professional need that directly affects the dissertation writing, publication outcome and career advancement. Nonetheless, the existing range of studies suggests that a large proportion of doctoral students have substantial difficulties with academic writing, especially students who work in the English language as a second or extra language (Ahmad et al., 2023; Bachiri and Oifaa, 2020). These issues usually go beyond the level of surface-oriented grammar to include the problems of argumentation, form, voice, and genre awareness, thus influencing the quality and timely nature of doctoral production. The stressors on doctoral writing are further compounded by the larger psychosocial and institutional forces. Research has reported stress, anxiety, and emotional strains at the dissertation stage which are often associated with the writing tasks and the lack of a support system (Bazrafkan et al., 2016; Aitchison et al., 2012). Writing is also introduced as a tacit ability that doctoral learners are supposed to learn on their own, which leads to disproportional learning and increased susceptibility especially among first-year researchers and those belonging to non-dominant academic groups. Delayed completion and attrition, along with the importance the writing competence holds to doctoral persistence, are also connected to inadequate writing support (Caruth, 2015; Alfermann et al., 2021).

In more recent scholarship, academic writing has been gradually becoming conceptualized as a socially situated and a professional practice rather than a cognitive or linguistic process. According to Badenhorst and Xu (2016), most doctoral writing expectations are implicit, which is an injustice to the scholars who have no previous experience with academic discourse conventions. Equally, Carter (2011) constructs the doctorate as genre in itself, and it must be clearly taught and actively mentored. In this view, academic writing is quite similar to those of professional communication practice, which have similar principles of audience awareness, coherence, clarity and purpose-driven structure. Workplace communication training (WCT), which is widely applicable in professional and organizational practices, has proven to be effective in building up structured writing, expressiveness and confidence in communicative tasks. Although this kind of training is typically placed outside of academia, its focus on transferable communication skills implies that it may also apply to doctoral writing training. However, there is still little empirical research on the application of workplace-oriented communication training and its impact on academic writing competence, especially in multilingual higher education. To fill this gap, the current paper theorizes academic writing as a professional communication and explores how training on workplace communication is related to academic writing competence in research scholars within Chennai, Tamil Nadu.

Review of Literature

It has always been established that doctoral writing is one of the most challenging parts of studying as a postgraduate. According to Aitchison et al. (2012), doctoral writing is an emotive process that has been described as vulnerable, uncertain, and highly subject to expectation especially in the sciences. The difficulties faced in writing in an academic context are even enhanced in situations where teaching to write is informal or assumed as opposed to being taught. Ahmad et al. (2023) discovered that ESL doctoral students are still experiencing chronic problems with organizing the arguments, reacting to reviewer comments, and presenting their research in the oral presentation, which indicates that the problems with writing are present throughout the research life cycle. Lack of systematic writing support is one of the leading factors to long completion-time and attrition. According to Caruth (2015), doctoral attrition is one of the longstanding issues in higher education, and the stress associated with writing and the insufficient academic integration were mentioned to be its key contributing factors. Accordingly, Alfermann et al. (2021) state that doctoral students who have a hard time coping with academic tasks, such as writing, tend to think of dropping out more often, especially in the field of computer science, which is very demanding. The issue of identity, voice, and agency are highly interwoven in academic writing. As Botelho de Magalhaes et al. (2019) show, English as an additional language doctoral writers frequently have difficulties negotiating the authorial voice within the hegemonic academic standards. These struggles can be seen as more general problems of access and authority in the scholarly discourse populations. Cai (2013) also points out that the perception of the academic writing by the students often demonstrates the lack of the met needs regarding the genre awareness and rhetorical expectation, which supports the idea of explicit writing teaching. The concept of the doctorate as a genre highlights the importance of learning writing competence as a process of socialization and as a process that is achieved through socialization and practice. According to Carter (2011), cross-campus writing assistance has the potential to de-mystify the nature of doctoral writing and encourage equal participation. Badenhorst et al. (2021) also believe in redefining doctoral writing as a process that involves emotional, social, and intellectual aspects as it develops. Self-determination and motivation are very crucial in doctoral writing. Clercq et al. (2021) discovered that students with autonomous motivation patterns in the doctoral level were likely to persevere and advance to completion. When seen as an important and relevant writing activity, it may be a way of increasing engagement and resilience. Alzubi and Nazim (2024) also prove the point that intrinsic motivation is a strong factor determining the performance in the academic writing, especially when students work with the topics of their own interest. The writing development is also largely influenced by social and supervisory support. As Amani and others (2022) note, the inability to finish the task on time is usually associated with poor supervision and lack of clarity about the standards of writing. The stress related to writing and the results can be reduced and the outcomes can be enhanced by means of supportive academic environments which encourage feedback, mentoring and collaborative learning. Capello (2020) explains how a person can use the support structures of their peers to effectively improve the dissertation writing process. The correspondence between academic writing and professional communication has been receiving growing consideration. According to Bachiri and Oifaa (2020), writing is one of the professional skills that PhD scholars should master to achieve success in publication because the level of English language writing proficiency reduces the chances of remaining an academic unknown. This point of view is consistent with the workplace communication models which are focused on clarity, structure and adaptation to the audience. As soon as academic writing is described as professional communication, it can be subject to systematic training interventions instead of being an unspoken expectation. Ethical and professional standards also support the need to communicate responsibly and ethically in academia. American Psychological Association (2020) highlights the ethical requirement of researchers to present the findings in an accurate and transparent manner. The research institutes a solid argument that academic writing problems are complex and multidimensional as they involve linguistic, motivational, social, and institutional levels. Although considerable literature has been conducted on the problem of doctoral writing and device of writing assistance, very little research has been conducted on the problem of whether workplace communication training can be used to improve academic writing ability. The literature is inclined to separate the concepts of professional communication and academic writing because these areas of communication do not realize their communicative similarities. The latter is especially noticeable in the multilingual environment, where the systematic transferable communication training can be a useful contribution to research scholars. This gap is filled by the present study that empirically looks at academic writing in terms of professional communication training.

Methodology

This research has assumed a quantitative, cross-sectional survey design that was located on a causal-comparative paradigm to investigate the role of communication training in workplace on academic writing proficiency among researchers. The quantitative approach was considered to be the most suitable due to the fact that the research aimed to quantify the relationship between specific variables and determine important predictors of academic writing performance with the help of statistical methods. The cross-sectional design also made it possible to collect data at one point in time and to study the patterns and associations of a large and diverse group of research scholars, without experimental control. This design is especially applicable in the context of educational and social research in which the variables are incontrollable in terms of ethics and practicability.

Population and the Study Context.

The study sample included research scholars currently pursuing doctoral degrees by full-time and part-time PhD, postdoctoral scientists and faculty members within the universities and research institutions located in Chennai, Tamil Nadu, India. The choice of Chennai as the site of study was because it is a very large academic and research center in South India that has most of the public, private, and autonomous institutions. The multilingual and high-density of doctoral researchers in the city offered

an adequate setting in which the research on academic writing as a professional communication practice would be conducted. In figure 1 the methodology is depicted.
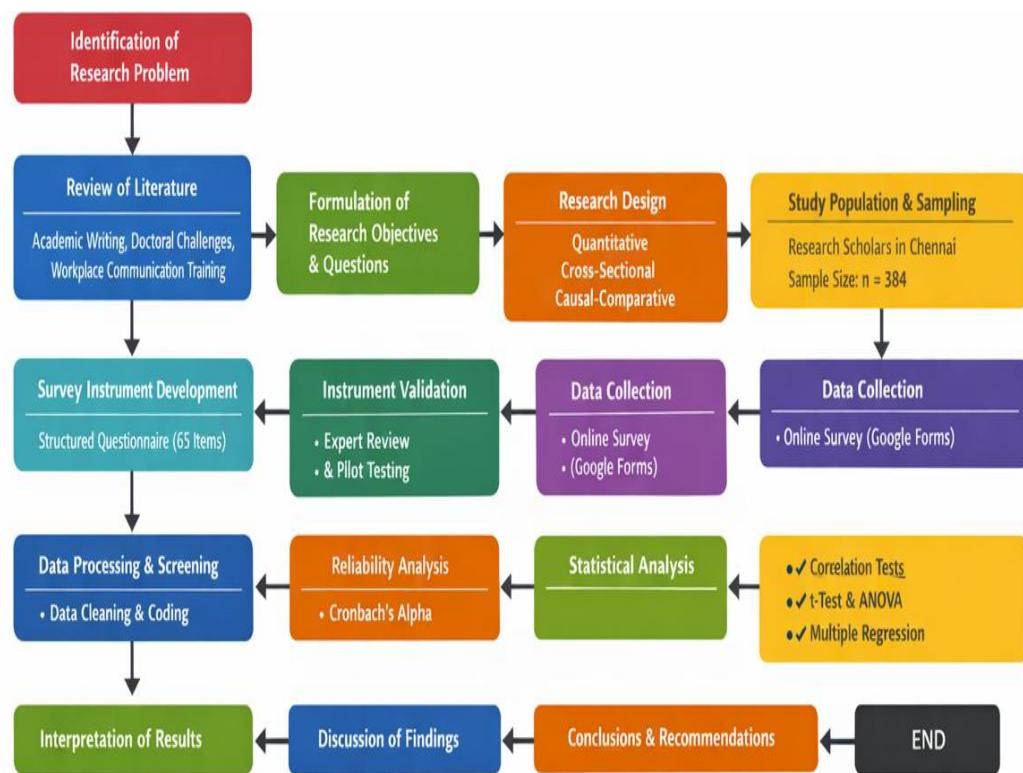
Sample Size and Sampling technique.

The determination of sample size was also informed by the formula of finite populations by Israel (2013), in which the level of the confidence was set at 95 percent and the margin of error at 5 percent. This gave a minimum of 384 respondents, which was deemed sufficient to provide statistical power of the correlation analysis as well as regression analysis. This paper has utilized both non-probability convenience sampling method and snowball sampling because there was no centralized database of doctoral scholars in institutions. The first respondents were recruited by institutional contacts, networks, and academic networks as well as by online scholar forums and persuaded to refer to other qualified respondents. In spite of the fact that non-probability sampling restricts generalizability, it is very popular in research in the field of higher education that uses dispersed academic population.

Research Instrument

A structured self-administered questionnaire was used to collect data and the questionnaire was called Influence of Workplace Communication Training on Academic Writing among Research Scholars. The tool had 65 questions that were grouped into seven parts, namely demographic profile, language proficiency, readiness to take communication training, social support, self-motivation, exposure to communication training at workplaces, and academic performance in writing. Every attitudinal and perceptual item was assessed based on a five-point Likert scale with 1 (Strongly Disagree) to 5 (Strongly Agree). The survey was formulated to have both formal and informal exposure to communication training and the measurement of the individual perceived academic writing competence in the light of clarity, structure, argumentation and citation practices.

Validity and Reliability of the Instrument

In order to achieve content validity, the questionnaire questions were modified after the existing questions employed in the previous studies in the area of academic writing, motivation, and adult learning. A panel of applied linguistics, higher education and organizational communication experts was used to review the draft instrument and assess the relevance, clarity and contextual appropriateness of the items. On their suggestions, minor changes were done so as to make the words better and closer to the Indian doctoral context. To evaluate face validity and understanding, a pilot study was done among 30 research scholars. The tests of reliability (based on Cronbach alpha) showed high internal consistency of all multi-items scales, and coefficients were greater than the acceptable value of 0.70, indicating that the instrument was psychometrically suitable in collecting data in large scale.

Data Collection Procedure

The online survey platform (Google Forms) was used in data collection to guarantee access and anonymity, as well as effective data management. The invitation was sent to the participants giving them the aim of the study, the eligibility criteria, and ethical assurances. Participation was voluntary, informed consent was taken electronically before taking the survey. Data collection took about six to eight weeks where regular reminders were distributed to enhance the respondent rates. The mean

time taken to fill the questionnaire was about 15-20 minutes hence, reducing the fatigue of the respondents and at the same time, captured full information.

Ethical Considerations

During the research, ethical integrity was upheld. The participants were also made aware of the goals of the study, and the voluntary nature of the participation, as well as the right of the participants to drop out at any point without punishment. No personally identifiable data were gathered and the responses were highly confidential. The information was placed in a secure place and could only be accessed by the researcher. The paper has followed the standard ethical principles of conducting research involving human subjects and observed the principles of academic integrity and responsible publication.

Data Analysis Techniques

The IBM SPSS Statistics (Version 28) was used to analyse the data. The analysis was done in a number of steps. In the first place, the demographic characteristics and key variables were summarized using descriptive statistics (frequencies, percentages, means, and standard deviations). Second, the analysis of reliability was conducted to ensure internal consistency of the scales. Third, Pearson correlation analysis was used to determine the degree of relationships and the direction of relationships between training on workplace communication and academic writing performance among other predictor variables. Fourth, t-tests of independent samples and one-way ANOVA were used to determine the difference in academic writing performance between demographic groups. Lastly, the analyses of multiple linear regression and hierarchical regression have been aimed to find significant predictors of academic writing performance and determine the special role of workplace communication training by controlling the demographic, linguistic, and psychosocial variables.

Table 1

Summary of Study Variables and Measurement

Variable Type	Variable	Description	Measurement
Dependent Variable	Academic Writing Performance	Perceived ability to write clearly, logically, and persuasively in academic contexts	5 items, Likert scale
Independent Variable	Workplace Communication Training	Exposure to formal and informal professional communication training	10 items, Likert scale
Predictor Variable	Readiness for Training	Cognitive and motivational preparedness for communication skill development	10 items, Likert scale
Predictor Variable	Language Proficiency	Functional proficiency in English for academic purposes	8 items, Likert scale
Predictor Variable	Social Support	Mentorship, peer feedback, and institutional writing support	12 items, Likert scale
Predictor Variable	Self-Motivation	Persistence, goal orientation, and self-regulation in writing tasks	10 items, Likert scale
Control Variables	Demographics	Age, gender, discipline, research experience, medium of instruction, institution type	Categorical

Results

The IBM SPSS Statistics (Version 28) were used in analysing data collected on 384 research scholars. Screening Preliminary testing confirmed that the dataset satisfied assumptions of normality, linearity, and homoscedasticity necessary to test the parametric tests. The findings are organized in a logical manner with the reliability of measurement scales followed by correlation analysis and regression modeling to answer the research goals. Cronbach's alpha was used to determine the internal consistency of the study constructs. All the scales were found to be highly reliable as indicated in Table 2 with alpha coefficients that ranged between 0.84 and 0.92. These values are above the recommended value of 0.70 which means that there is good internal consistency and they can use the scales in the further analysis of the statistics.

Table 2

Reliability Statistics for Key Study Variables (N = 384)

Construct	Number of Items	Cronbach's α
Academic Writing Performance	5	0.871
Workplace Communication Training	10	0.903
Readiness for Training	10	0.918
Language Proficiency	8	0.842
Social Support	12	0.887
Self-Motivation	10	0.895

Relationship between Workplace Communication Training and Academic Writing
Results

The analysis was performed with the use of IBM SPSS Statistics (Version 28) to analyse the data obtained with 384 research scholars. Initial screening ensured that the dataset was normal, linear and homoscedastic as necessary to perform the tests of parametricity. Cronbach's alpha was used to measure the internal consistency of the study constructs and the correlation analysis and regression modeling to deal with the research objectives, the results are presented in a sequential order, the first

being the reliability of the measurement scales, and the second one is the correlation analysis and regression modeling. Table 2 indicates that the reliability of all the scales was good, with alpha coefficients ranging between 0.84 and 0.92. The values are much higher than the recommended level of 0.70, which makes the scales have satisfactory internal consistency and allows using them to conduct additional statistical analysis.

The correlation analysis carried out by Pearson was aimed at determining the correlation between academic writing performance and workplace communication training. As shown in Table 3, workplace communication training had a statistically significant positive effect on academic writing performance ($r = .304$, $p < .001$), which implies that the higher the level of exposure to professional communication training, the higher the level of perceived academic writing competence. Academic writing performance had statistically significant positive relationships with readiness to training ($r = .512$, $p < .001$), self-motivation ($r = .356$, $p < .001$), language proficiency ($r = .289$, $p < .00$ One of these variables, readiness to training, exhibited the highest level of association, which implies that the preparedness and willingness to develop the communication skills by the doctoral scholars is a key factor of success in academic writing. The general tendency of the correlations proves the multidimensionality of academic writing and supports the idea of its conceptualization as a professional type of communication practice that is conditioned by personal and contextual issues.

Table 3

Pearson Correlation Matrix

Variable	1	2	3	4	5	6
1. Academic Writing Performance	1					
2. Workplace Communication Training	.304	1				
3. Readiness for Training	.512	.447	1			
4. Language Proficiency	.289	.265	.331	1		
5. Social Support	.241	.298	.369	.214	1	
6. Self-Motivation	.356	.321	.541	.308	.372	1

Note. $p < .01$

Predictors of Academic Writing Performance

A multiple regression analysis was used to estimate the relationship between the contribution of training of workplace communication and other factors explaining the performance of academic writing. The overall model was statistically significant ($F(5, 378) = 118.72$, $p < .001$) and explained 61 percent of the variation among academic writing performance ($R^2 = .61$; Adjusted $R^2 = .60$). As was found in Table 4, the strongest predictor of academic writing performance was readiness to train ($b = .715$, $p < .001$). Another factor that was significant in the model, despite the fact that it was controlled by language proficiency, motivation, and social support, was the training in workplace communication ($b = .252$, $p < .001$). Language proficiency, social support, and self-motivation were also substantial predictors, but smaller in magnitude, although the fact that academic writing is a professionalized and transferable communication skill solidifies the position of academic writing as a marketing skill.

Table 4

Multiple Regression Analysis Predicting Academic Writing Performance

Predictor	β	t	p
Readiness for Training	.715	12.84	$< .001$
Workplace Communication Training	.252	5.96	$< .001$
Self-Motivation	.189	4.11	$< .001$
Language Proficiency	.143	3.28	.001
Social Support	.118	2.67	.008

Summary of Results

The findings reveal that workplace communication training is also very effective in developing academic writing competence among research scholars. Preparation to training was the most powerful factor then exposure to organized training on communication. The results of this study allow developing the concept of academic writing as a professional communication process and stress the importance of applying communication training models in doctoral education.

Discussion

The current paper aimed to test the competence of academic writing in a group of research scholars by applying professional communication and focusing on the importance of training in workplace communication, motivational preparation, and other psychosocial phenomena. The results provide solid empirical evidence of the idea of defining academic writing as a transferring professional skill instead of either linguistic or disciplinary skill. On the whole, the findings indicate that readiness to training and organized communication exposure are at the core of influencing the performance of doctoral scholars during writing, in particular, in multilingual and English-as-an-additional-language academic environments. Among the most prominent findings of the study, one must note the considerable contribution of workplace communication training to academic writing performance, which is independent. This finding is in line with the new scholarship which highlights the permeability of academic and workplace writing practices. Inouye and McAlpine (2023) consider that doctoral writing is not limited to academic genres only but is highly interdependent on the more extensive practice of professional communication that scholars experience in an institutional and occupational context. The current results build on this argument by showing, by quantitative

data, that having exposure to professional communication training increases the ability of scholars to write effective academic text. This indicates that audience awareness, clarity, coherence and rhetorical organization competencies, which are usually focused upon in workplace communication, directly relatable to the academic writing tasks. The statistical significance of the moderate correlation between the use of workplace communication training and academic writing performance supports the significance of situated learning and language socialization even further. The importance of language socialization study is not new to the idea that academic writing proficiency is achieved via discourse communities but not by the isolated teaching of language (Duff, 2010b; Duff and Anderson, 2015). The training of workplace communication might serve as a supplemental space of socialization with chances of the feedback, teamwork, and awareness of the genre that supplements the old system of doctoral supervision. This observation is especially applicable in other situations where there is limited or informal teaching of academic writing. Perhaps the most surprising result of the regression analysis is that the readiness to train is the strongest predictor of the academic writing performance. Theoretically, this observation is in line with the Self-Determination Theory which asserts that autonomy and psychological readiness are major predictors of any learning outcome (Deci and Ryan, 1980). The more scholars are more prepared to take communication training, the more they will become engaged in the training of feedback, will persevere in the challenges of writing, and will pursue the opportunity of furthering their skills. The current research therefore contributes to the literature showing motivation and self-regulation as the key resources of doctoral persistence and success (Litalien and Guay, 2015; Kumar and Kaur, 2019).

The predictive power of training preparation is also very strong and it is consistent with the studies on doctoral completion and attrition. Devos et al. (2017) highlight that the close relationship between doctoral success and a sense of progress and meaning making in students is accompanied by a shortage of engagement that frequently results in distress, as well as intent to drop out. In this connection, training preparedness could indicate a larger readiness to active learning and professional identity building. Those scholars who view communication training as pertinent to their career and academic aspirations might experience a greater advantage of all the challenges of doctoral writing and remain sustained throughout the research process. Although significantly so, language proficiency proved to be a relatively less powerful predictor of academic writing performance. These results are in opposition to the deficit-based perspectives which position academic writing problems as major linguistic weaknesses, especially in second-language scholars. Rather, they are consistent with genre-based and English for Academic Purposes (EAP) approaches that state that the competence of academic writing is determined by disciplinary norms, rhetorical consciousness, and sociality as opposed to grammatical correctness per se (Hyland, 2006; Hyland, 2021). In this sense, language proficiency is a necessary but insufficient requirement of good academic writing, and thus pedagogical methods that are not focused on teaching the surface-level language knowledge should be used.

The importance of relational and institutional contexts is further supported by the role of social support as a predictor of academic writing performance, which is very important but minor. Previous research has shown that guidance and peer interaction by the supervisor, and departmental cultures are key in determining doctoral writing experiences (Gardner, 2007; Gonzalez-Ocampo and Castello, 2018). Social support also seems to have an enabling effect in the current investigation in the sense that it enables people to receive feedback easily and reduce isolation, however, does not entirely substitute the lack of personal preparedness or formal training. This result indicates that although supportive settings are required, they have to be accompanied by deliberate skill training programs. Self-motivation too was found to be a predictor of considerable importance, which confirms previous findings that intrinsic motivation is associated with persistent involvement in complicated academic activities. It is common knowledge that doctoral writing is also an emotionally taxing and a lengthy process that may be full of stress and self-doubt. The research on doctoral well-being has emphasized the role of motivation and self-efficacy as protective factors against burnout and disengagement (Kusurkar et al., 2021; Hamilton, 2023). This current literature is related to other studies that have shown motivation can significantly enhance communication training and feedback through the realisation of writing improvements.

Collectively, the findings are solid empirical evidence of the reframing of academic writing into a professional communication practice in the context of larger learning ecosystem. There are significant implications of this reframing on policy and practice of doctoral education. The classic paradigms of doctoral education usually presuppose that the writing competence will be eventually acquired subtly through supervision and immersion in the discourse. But recent studies have also challenged this view stating that most of the expectations in academic writing are not explicit and are unevenly distributed (Hyland, 2008; Johns and Swales, 2002). Doctoral completion and research productivity also have implications on the findings of the present study as it may be possible to make these expectations visible and accessible to a broader group of scholars by integrating explicit communication training into doctoral programs. One of the most mentioned causes of delay in completion and attrition is writing problems (Golde, 2005; Geven et al., 2018). Institutions can indirectly increase completion rates and decrease doctoral distress by increasing writing competence by training structured communication and preparing students to develop skills. The study is especially applicable in the context in which the right to be published in English-language journals is strongly directly connected to the academic progress because the linguistic and rhetorical barriers are not only theoretical, but there are also direct career implications (Di Bitetti and Ferreras, 2017).Nevertheless, the study has its limitations, which need to be mentioned. The use of self-report measures can create bias in response because what the participants perceive to be competence in their writing does not necessarily reflect what the objective data will show. Also, the cross-sectional design does not allow us to make a causal analysis, and a longitudinal study in the future would shed more light on the role of communication training in the development of writing in the long-term. However, the sample size is large and the statistical analyses are compelling enough to give credence to the observed relationships. Future studies can expand on the results by

offering an investigation into how there might be differences in effectiveness of workplace communication training based on discipline or investigating how various types of training such as writing workshop, professional development, or industry partnerships influence the outcomes of academic writing. The qualitative research may also aid insight by providing scholars with experience of experience in responding to the academic and professional writing demands. The paper adds to the existing research that questions the limited, language-focused perspectives on academic writing. The findings emphasise the importance of taking a holistic and professional framework of communication when teaching doctoral education, by illustrating the importance of workplace communication training and motivational preparedness. With this approach, writing competence may be improved along with doctoral persistence, well-being and long-term scholarly productivity.

Conclusion

This paper aimed to explore the academic writing competency in research scholars based on the conceptualization of academic writing as professional communication as well as empirically exploring the contributions of training on workplace communication in addition to motivation and contextual factors. All these findings evidence that the process of developing academic writing cannot be considered to be a linguistic or disciplinary process, but a complex and socially situated practice, which is conditioned by training exposure, readiness of the learner, and a wider experience of communication in the workplace. Thus, the research reflects the current attempts to redefine doctoral writing as a skill to be learned and transferred and not to be limited by traditional academic contexts. The findings represent the importance of systematic communication training as a way of promoting academic writing competence, but only in cases when scholars are cognitively and motivationally read to participate in such training. This is in tandem with previous studies that have indicated that postgraduate writers usually fail not because they do not have knowledge in the field of disciplinary knowledge per se, but because of inadequate access to explicit instruction on academic conventions, rhetoric demands, and writing strategies (Mohammad Almatarneh et al., 2018). As the readiness to train is a central predictor, the study further supports the idea that doctoral writing support needs to go beyond ad hoc supervision and implicit learning models. Pedagogically, learners should go beyond ad hoc supervision and implicit learning models since these factors form the core of the study findings. The studies on the thesis writing are focused on the importance of active implementation of such strategies as goal setting, feedback-seeking, and second-by-second revision, which can be successfully used by doctoral writers in favourable learning conditions (Odena and Burgess, 2017). Incorporation of workplace communication training concepts in doctoral curriculum can serve as a guide within which such competencies can be developed in a well-organized manner hence enhancing writing skills as well as research output.

The study is methodologically appropriate to illustrate the usefulness of the survey-based quantitative research to report on large-scale patterns in the doctoral writing experiences and training outcomes. Well-constructed survey research makes it possible to study the connection between numerous psychosocial and educational variables and provide evidence that determines what decisions to make at the institutional level (Nardi, 2018). Simultaneously, the results indicate that one of the primary aspects that need to be reconsidered in terms of academic writing is the concept that it should be viewed as professional communication and that the structured training in communication should be incorporated into the doctoral education process (Olehnovica et al., 2015). This method has potentials of enhancing competence in writing, alleviating stresses associated with writing and facilitating the doctoral completion in time, especially in multilingual and research-intensive settings. Future studies can be based on these conclusions by employing longitudinal and mixed methods designs to further investigate the ways that communication training tracks determine the growth of doctoral writers in the long-term.

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