
Cultivating Competence: An In-Depth Exploration Of Challenges Experienced by Senior High School Students in Writing Research Papers

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Abstract — This research used qualitative research methodologies to explore the lived experiences of Grade 12 senior high school students at Quezon National High School in writing research papers. The students were expected to be competent in writing research papers because they had already finished the Practical Research 1 subject during Grade 11. However, based on a research comprehensive assessment, they had a mean percentage score (MPS) of 33.89%, which means their mastery level was low. Furthermore, the performance task assessment using the rubric in writing research papers, almost all the students had a score ranging from 50-59 out of 80, which had a descriptive interpretation of “needs improvement.” Through phenomenology, the study involved five (5) Grade 12 Senior High School informants in Quezon National High School handled by the researcher. Purposive and convenience sampling were used. Unstructured interviews with probing questions were conducted. The responses were analyzed using Van Manen's approach with thematic analysis. Validity was done through member-checking with the informants. Through in-depth interviews, results revealed two overarching themes: "Academic Challenges and Collaborative Constraints" and "Personal Barriers to Academic Success." Within the Academic Challenges theme, deficiencies in English skills, reflecting self-doubt, struggles in verbal expression, and difficulties in paraphrasing, crafting the Review of Related Literature (RRL), lack of guidance, uncooperative group dynamics, and the overwhelming workload from other subjects, and incompetent teachers were expressed. The Personal Barriers theme revealed challenges in balancing personal obligations and family issues with academic demands. Family problems, financial constraints, mental health struggles, insufficient resources, and time

constraints were also stated. In conclusion, this study reveals the importance of a holistic approach to address interconnected student challenges. Recommendations include improved teacher training, fostering collaborative learning environments, enhancing resource accessibility, balancing academic workloads, establishing holistic support systems, and implementing effective time management strategies.

Keywords: Research writing; senior high school; research challenges; holistic approach

I. INTRODUCTION

Within the education system, research paper writing skills serves as a fundamental competency that is applicable in all disciplines, serving as one of the foundations for nurturing critical thinking and effective communication. Globally, the early stages of writing a research paper are depicted by overwhelming cognitive and administrative challenges, as students struggle with complex macro-structures like introductory parts (Ali & Zayid, 2022; Luthfianda et al., 2021) and systemic academic and organizational barriers (El-Freihat, 2021). For senior high school students, taking on the journey of writing research papers presented a challenging undertaking that includes both academic and personal aspects (Landicho, 2020; Sanchez et al., 2023). This research is dedicated to delving into the core of these challenges, with the aim of shedding light on the multifaceted challenges and difficulties that senior high students experienced as they delve in the domain of writing research papers. Moreover, it marked a transformative phase where students frequently grappled with the transition from basic assignments to more independent research projects (Gunas, 2020). Locally, these academic requirements manifest as acute affective obstacles, prompting a cycle of intense writing anxiety that severely affects and reduces underlying writing capabilities (Kabigting et al., 2020). Understanding the challenges experienced by senior high students has crucial importance for educators, curriculum developers, and policymakers. Understanding these could inform pedagogical strategies, curriculum enhancements, and support systems aimed at facilitating the academic growth of students in the domains of research and scholarly writing (Roxas, 2020). This research embarked on an exploratory journey, employing qualitative research methodologies to delve deeply into the lived experiences of senior high school students as they engaged in writing research papers as a requirement in the K-12 curriculum.

Background of the Study

In the advent of modern education and its ever-changing characteristic, the ability of students to write research papers is very important. It goes beyond academic disciplines, nurtures critical thinking, hones analytical expertise, and enhances effective communication. For senior high school students, this task remains an important phase in their educational journey, requiring the development and refinement of these necessary skills.

Quezon National High School (QNHS), the largest school in Quezon Province under the Department of Education Division of Quezon, provided an ideal setting to investigate these challenges. Through the application of qualitative research method mainly the in-depth interview, this study gained a comprehensive understanding of the challenges that these students experienced.

The Grade 12 Senior High School students were expected to be competent and have an understanding of the concepts of research and the ability to write research papers because they had already undergone the Practical Research 1 subject during Grade 11. However, based on the test to assess their knowledge on research, the Senior High School students handled by the researcher had a mean percentage score (MPS) of 33.89%, which meant that the students' mastery level was low. Furthermore, based on the performance task assessment using the rubric in writing research papers, almost all of the students had a score ranging from 50-59 out of 80, which had a descriptive interpretation of "needs improvement." This made the researcher delve deeper into the experiences of the students in writing research papers to understand in a more in-depth manner the challenges that they are going through.

Statement of the Problem

The central problem addressed by this study is:
How do the students describe their experiences in writing research?

Sub-Problems:

1. How do the informants describe the challenges they encountered in writing research papers?
2. What themes emerged in their lived experiences?
3. What framework can be proposed based on the findings of the research?

II. METHODOLOGY

Phenomenology was the chosen philosophical framework for this research. It enabled a detailed examination of the lived experiences of the informants, which uncovered the essence of the challenges they experienced and perspectives in writing research papers. This study was conducted at Quezon National High School, with informants as senior high school students. Five (5) senior high school students were selected using purposive and convenient sampling to participate in the interviews. The collection process was through one-on-one unstructured interviews. These interviews were conducted in a private, secure setting at Quezon National High School, and the environment was conducive to open discussions and enabled the students to open-up. Unstructured interviews with probing questions guided the conversations, which allowed for flexibility to go deeper into informants' narratives and responses. To reinforce data validity, informants were offered a member-checking opportunity in which they reviewed interview transcripts and findings for accuracy and to ensure alignment with their answers and experiences. In analyzing the data for this phenomenological research, Van Manen's (2023) approach was utilized to reveal the core experiences of senior high school students and the challenges they encountered in writing research papers. Moreover, thematic analysis was applied, which enabled the identification of emergent themes and recurring patterns. The research also adhered to ethical considerations, involving the principles of informed consent, anonymity, and confidentiality, which were consistently advocated throughout the research process.

III. RESULTS AND DISCUSSION

This section presented the themes that emerged during the data gathering interview of the informants answering the question “How do you describe your experience in writing research paper?” All the informants described their experience in writing research paper as challenging and difficult. The researcher further explored these challenges by asking probing questions to gain an in-depth understanding of their experiences. Seven themes emerged based on the informants' answers during the data gathering interview. In order to achieve Van Manen's (2023) well-articulated aim of phenomenological research, the themes are presented using the reflective narratives of the research informants.

Table 1 shows the emerging themes, significant statements and formulated meanings based on the responses of the informants.

TABLE 1
EMERGING THEMES, SUB-THEMES/CATEGORIES, SIGNIFICANT STATEMENTS
AND FORMULATED MEANINGS

EMERGENT THEMES	SUB-THEMES	SIGNIFICANT STATEMENTS	FORMULATED MEANINGS
THEME 1: ACADEMIC CHALLENGES AND COLLABORATIVE CONSTRAINTS	ENGLISH SKILLS DEFICIENCY	Informant 4: I feel lack I lack more knowledge in writing research papers... I feel like I'm not smart enough. Nahihirapan po ako mag express through words... sa utak ko po kasi nagkakalat kalat po yung words... sa construction of sentences po. Hindi po ako sanay magsalita po, since nagkapandemic po wala po ako masyadong kausap. Also sa paraphrasing (skills) po ako nagla-lack... basic English lang po kasi ang alam ko, nahihirapan po ako sa pag change ng words, kaya minsan po nagdi-dictionary nalang po ako.	Informant 4's account showed a deep sense of self-doubt and perceived incompetence in writing the research paper. The informant expressed a perceived lack of intellectual capacity and difficulty with verbal expression. The informant also stated difficulty in organizing thoughts and writing coherent sentences. Moreover, the effect of the pandemic is evident in the limited opportunities for interpersonal relationships and verbal communication, which made the struggles worse (Tarrayo et al., 2022). Furthermore, the informant identified

			challenges in writing information using his own words (paraphrasing), and stated limitations of using basic English language and difficulty in word substitution. To cope with lexical limitations and create and write coherent sentences, the informant heavily relied on dictionaries. This behavior emphasizes a fundamental difficulty with vocabulary acquisition and academic phrasing common among language learners. L2 and EFL writers mostly experience great mechanical and vocabulary difficulties when trying to express complex arguments (Ahmed, 2019). This reliance on secondary tools such as dictionaries is strategic and highlights the persistent difficulties students face with basic sentence construction, coherence, cohesion during formal writing activities (Gunas, 2020; Hafriison, 2020).
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	DIFFICULTY FINDING SOURCES	Informant 1: Dun po ako nahirapan sa Chapter 2 (RRL), kasi nanggawa po kami sabi daw po ay may mali daw po... sa mga citations... hindi ko din po alam ang tamang pag gawa sa RRL... nabibigla po ako kung pano gumawa, kulang po sa days (class meetings), kasi yung mga lectures nakakalimutan ko po minsan (gumawa ng RRL) at naghahalo halo na po yung pinag aaralan naming since ang dami din pong ginagawa sa ibang subjects. Informant 2: Wala kaming naging RRL... yung naging research title kasi namin hindi namin alam na kailangan pala ng ganun (mga sources). Hindi namin kaagad (naconsider) yung	The qualitative insights given by Informants 1 and 2 states the challenges they experienced in the research writing process, specifically in writing Chapter 2 (Review of Related Literature or RRL). Informant 1 expressed difficulty in accomplishing citation requirements and the overall writing of the RRL, further stating that the challenges were due to a lack of guidance and difficulty in balancing academic responsibilities. On the other hand, Informant 2 revealed through his responses a lack of awareness about the need for an RRL, making a way to a realization that their research topic required sources. Both informants faced challenges in finding relevant information, with Informant 2 not being able to achieve the minimum required references. These

		magiging research title namin na kailangan may sources pala kami makuha... wala po masyado lumalabas na sources (references) sa internet... out of 10 minimum na nirequire sa amin, 3 lang nakuha namin.	responses from them led to awareness about the complexities and challenges related with research writing, which focuses on issues of teacher guidance, information retrieval, and awareness (Landicho, 2020).
	UNCOOPERATIVE GROUPMATES	Informant 1 Sa mga kaklase po... pag nagdidiscuss po... halimbawa po sa parts ng research... pag wala po akong naiintindihan dahil po sa ingay ng mga students... talaga pong challenge po yun sa amin since wala kaming natutunan parang ang hirap makinig, paano namin magagwa yung research.	The informants, specifically informants 1, 4, and 5, stated the difficulty they encountered with their uncooperative groupmates while writing their research papers. Informant 1 specifically mentioned challenges during class discussions, where noise from classmates became a hindrance to understanding and learning research, making it more challenging to continue with their research paper writing. This highlights the importance of a conducive environment (Juliati, 2019), and groupmates must cooperate for effective understanding

		Informant 4: no one was really helping me... I did it all by myself... no one was participating po [my groupmates]. Informant 5: It's hard to conduct research or good research, syempre na rin po sir like groupings or mga members na kinapapalooban po ng group ko, hindi po sila totally nakikipag participate.	and application of research concepts (Regmi et al., 2022). Additionally, informants 4 and 5 emphasized the lack of support and participation from their groupmates. Informant 4 said that a solo effort was given in completing the research paper due to minimal inputs and assistance from groupmates, while Informant 5 expressed challenges in conducting thorough research within a group where members were not fully cooperating and participating. These responses emphasize the importance of collaborative and supportive groupmates for creating a successful research paper. The findings suggest the need for having an environment that fosters active participation and cooperation among groupmates to attain the research goals successfully (Shadiev & Wang, 2022).
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	BALANCING OVERWHELMING REQUIREMENTS FROM OTHER SUBJECTS	Informant 1: Yun pinaka challenge po sa amin ay yung nakaka overwhelm... Since meron din po kaming research sa ibang subjects mahirap din po talagang pagsabay sabayin parang hindi po ba natatapos yung research sa isa tapos dun sa isa ka lang [na requirement] naka focus... and yung pressure... kapag po halimbawa yung una [na requirement] nagbigay ay PR1, then sa ibang subject like sa Filipino may nagbibigay din po ng research [requirement] so bale napre-pressure ka po na kailangan tapusin mo muna ito kasi nauna na itong gawin [yung PR1] pero kailangan mo na din isulat itong isa... yung pressure po talaga challenging po ito sa amin bilang mga nanggagawa ng research.	The informants' responses revealed a common challenge experienced by students during research writing. Specifically, Informants 1, 2, 4, and 5 stated that writing their research papers became challenging due to the many requirements from other subjects. As Senior High School students, they had a difficult time to manage different and overwhelming demands from other subjects simultaneously. This simultaneous pressure from different subjects created more difficulty, making it challenging for these students to focus exclusively on writing and creating their research papers. The informants' observations highlight the importance of adopting a more integrated and coordinated approach across subjects (Sanchez et
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		Informant 2: Kasi sir nagkaroon kami ng research paper sa Filipino, tapos nagrurush pa kami ng research paper sa PR1 kasi idedefense namin yun. Informant 4: When it comes to writing research po kasi, hindi po maiiwasang magkaroon ng kasabay na activities from other subjects... ang hirap pong mag time management. Informant 5: kung marami pong subjects pa yung nagpagawa ng activities so may madadagdag na naman po macoconsume yung time ko sa pag gawa ng research.	al., 2023) to ease the workload on students and create a conducive learning environment for effective research paper writing (Gatcho & Hajan, 2019).
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	INCOMPETENT TEACHERS	Informant 3: We experienced a lot of struggles... we were taught by practice teachers, I'm not stereotyping po practice teachers pero when it comes to practice teachers po kasi we weren't taught parang hindi po masyado naexplain sa amin ng maayos (yung research) or siguro mas nag lack lang po siyla ng pag elaborate... it's not really in depth compared to other teachers that time... it weren't that deep parang surface level lang [yung tinuturo sa research]... so we were really having struggles especially with groupmates too, like we have to search through the internet to gain knowledge and information and that stuff. Informant 3 further added:	Informants 2, 3 and 4 narrated the challenges they experienced associated with the incompetent teachers during the research paper writing process. Informant 3 specifically cited difficulties in understanding the depth of instruction that were taught by practice teachers. This impacted their capacity to understand and learn research concepts fully, which led to challenges in collaboration with their groupmates and independent research. Informant 2, on the other hand, stated issues with clarity on discussions and delays in approval of research parts related to the practice teacher's approach during PR1 classes. These findings emphasized the importance of effective communication and comprehensive instruction from teachers in enabling a
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		I just want to clarify things po... I am not against practice teachers po... I'm just telling my experience and what I learned. Informant 2: During PR1 po kasi nagdidiscuss po [yung teacher namin] pero hindi po clarified kung ano yung tinutukoy or yung key words kung ano ba talaga definition nyan, meaning nyan... ang daming struggle na nangyari... yung title pa namin inabot pa ng 3 weeks bago ma approve. Informant 4: Since practice teacher ang na assign sa amin that time, hindi din po sya masyado familiar dun sa tinuturo nya... Since practice palang po sila, hindi pa po sila master	smoother research writing process for students (Villanueva, 2022). It is important for teachers, regardless of their status, to teach excellently and give the students clear guidance, instruction and support during the teaching-learning process inside the classroom and during consultations, especially in research, to improve students' learning outcomes (Toquero, 2021).
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		dun hindi pa po sila totally teacher kasi nag aaral pa din po sila... kulang po siya sa pag eexplain. Hindi po kami na guide ng maayos, yung practice teacher kasi naming nagte take orders lang sya dun sa teacher naming... Nahihirapan po sya magturo.	
THEME 2: PERSONAL BARRIERS TO ACADEMIC SUCCESS	BALANCING PERSONAL OBLIGATIONS AND FAMILY PROBLEMS WITH ACADEMIC DEMANDS	Informant 4: After school po kasi hindi po ako basta basta lang makakahiga, makakagawa ng kung ano, nagte take care po ako sa brother ko, he's around 5 years old, my parent is also working, I'm the eldest child po kasi. Yung mommy ko lang po [yung nagwowork], yung daddy ko po nag aasikaso ng papers to go abroad. There are family problems... apparently po my parents are always fighting due to financial struggles po since the prices of foods and	Informant 4's statements give light on the additional responsibilities she is required to do beyond her academic tasks. The need to care for a younger sibling, which was made more complex by the absence of one parent due to work and the other parent's accomplishing paperwork as a requirement to work abroad, significantly influenced Informant 4's daily routine. This external factor gave insights into the challenges that the informants experienced outside the classroom,

		necessities are getting higher day by day... it affected my mental state so bad that I can't do any activities like how I used to do... specifically the research paper. Informant 3: When we were nung ano po [writing research paper] PR1, I have mental problems din po nun, so it's really especially like what I said earlier I'm the leader of our group... it's very hard to explain to them and to keep my balance, to keep my pose, to be stable explaining to them... I have to be cautious with what I am saying because every now and then I breakdown a lot... I've experienced din po kasi na sinasabi nila na 'ayy reason mo lang yan' so it's very hard for me to explain what I am experiencing to them especially when I know	which impacted her ability to give or dedicate extended time to academic requirements such as writing the research paper (Ballena & Liwag, 2019). Understanding external factors beyond academics such as this is essential for teachers and researchers in developing strategies that consider not just the academic development but also the holistic well-being of students (Suryadi & Rahayu, 2021). These statements underscored the significant impact of mental and emotional health problems on informants' capacity to participate in the research paper writing process. Family problems, doubts about parentage, anxiety, depression and instances of physical and verbal abuse created a difficult, toxic and challenging environment- mentally, emotionally and physically for the informants which affected their well-being and ability
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		that a lot of people are telling me that I am just reasoning out [my mental problems]. Informant 3 further added: I have family problems... yes sir because my mother and father weren't in really good terms... My mother is really talkative and stuff... she was getting into my nerves... she was always shouting at me and telling me to die... there is physical and verbal abuse Last year po I was diagnosed with depression and I have anxiety din po that time, I have insomnia din po yung trouble sleeping... it's very hard for me to keep up [with writing the research paper] especially since I don't understand myself really well... it's very hard for me to explain what I am going through. .	to focus on academic tasks specifically writing research papers (Biri, 2022). Understanding these challenges is significant for teachers and researchers to also consider the significance of a supportive and empathetic approach to students facing such struggles and challenges. Addressing emotional and mental health issues and encouraging an inclusive and compassionate learning environment are essential methods of ensuring students' overall well-being and success in research (Riegel, 2021; Urbano et al., 2021).
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	LACK OF RESOURCES	Informant 4: since back then po I don't usually load my phone, wala din pong WiFi, since pinaputol po yung WiFi namin, I don't have any money. Informant 4: since back then po I don't usually load my phone, wala din pong WiFi, since pinaputol po yung WiFi namin, I don't have any money. Also, lack of resources din po like load, etc. nagiging challenge po siya kasi hindi po ako maka access agad sa internet. Instead po sa books na magte take time ako magbasa, sa internet isang pindot lang maa-access ko na... ang laki po kasing time makukuha kung magbo books pa po kami kaya internet nalang po kami (humahanap ng sources/references). Hindi po kami natapos sa Chapter 4 hanggang chapter 3 lang po, hindi po kinaya ng buong	Both informants 4 and 5 narrated difficulties caused by insufficient resources. Informant 5 emphasized the difficulty of using a cell phone for research due to its limitations and occasional technical errors, highlighting the significance of sufficient tools for effective research writing. Informant 4, on the other hand, experienced difficulties accessing the internet, an important resource in our modern time for data gathering and accessing information for the research paper. Further, the lack of WiFi and financial constraints added to the challenges, emphasizing the crucial role of access to resources in writing the research paper. These responses emphasize the impact of limited resources on the ability of students to create and accomplish writing
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		section. Magagastusan po kasi kami pag gumawa pa po kami ng surveys, pa-xerox po ng surveys nila, etc. Nagagastusan na po kasi kami sa specialization naming... so hindi po namin talaga mabalance yung gastos namin... tapos magagastusan na naman kami sa pag Xerox ng surveys. Informant 5: lack of gadgets, like mahirap din po sa cell phone gawin yung research kasi nagloloko din po pag minsan.	effective research (Gomez & Catan, 2021). They highlight the importance of addressing such limitations to ensure equal opportunities for all students in the research writing process (Anzaldo & Cudiamat, 2019; Riegel, 2021).
	TIME CONSTRAINT	Informant 1: Sa amin po meron po kasi kaming ibang subjects pa na mga ginagawa po... ang hirap po.. hindi naman po pwede na mag focus lang kami sa PR1 so parang ang hirap pong pagsabay sabayan... sobrang trabaho po ng PR1 like may target po na interviews, parang kulang po ba sa panahon para	The informants narrated a substantial difficulty in their research writing process, specifically connected with not having enough time. They found it difficult to manage complying with the demands and requirements of different subjects, while also accomplishing the demanding tasks of writing

		mag conduct... since mahirap din po yung mga rooms yung schedule po, ang hirap po maglaan ng oras sap ag iinterview. Informant 2: sobrang hirap po maghanap ng informants... and since kulang na din po kami sa panahon, nag defense na po kami kahit kulang sa informants.	the research in PR1 subject. These academic workloads made it challenging for them to set aside enough time to accomplish and focus on important parts of PR1, like conducting targeted interviews. Furthermore, challenges in finding conducive and appropriate places for interviews made it more difficult to manage their time effectively. Informant 2's statement about the struggle in finding informants who will decide to be a part of their research became another challenge. Because of the limited time that they had, the informants had to move forward with the research defense because of the deadline, even though they did not have enough informants. This emphasized the need for balance that researchers need to have between meeting academic deadlines and dealing with the practical challenges of
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			conducting the research such as interviews. (Ballena & Liwag, 2019; Suryadi & Rahayu, 2021). These also underscored the fundamental significance of addressing time-related difficulties in planning and data-gathering in doing research, especially in academic environments where students are required to accomplish many academic requirements simultaneously (El-Freihat, 2021; Landicho, 2020).
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The discussion of the qualitative data revealed significant information about different challenges experienced by students during the research paper writing process. In the theme of "Academic Challenges and Collaborative Constraints," the data highlighted the crucial impact of English skills deficiency on students, as narrated by Informant 4. This lack of English skills not only affected verbal expression but also hindered constructing and writing coherent sentences and paraphrasing. Informants 1 and 2 further expanded the complexities of academic challenges through the difficulties they experienced in writing Chapter 2 (RRL). The struggle in finding sources, emphasized the importance of group cooperation in order to have successful research were expressed by Informants 1, 4, and 5.

Within the theme of "Personal Barriers to Academic Success," the interview examined the interplay of personal obligations and family problems with academic requirements and demands. Informant 4's narrative shed light on the intricate responsibilities that students need to accomplish beyond academics and school hours, which impacted their ability to dedicate time to academic tasks, specifically writing the research paper. Further, the interview narratives highlighted the deep

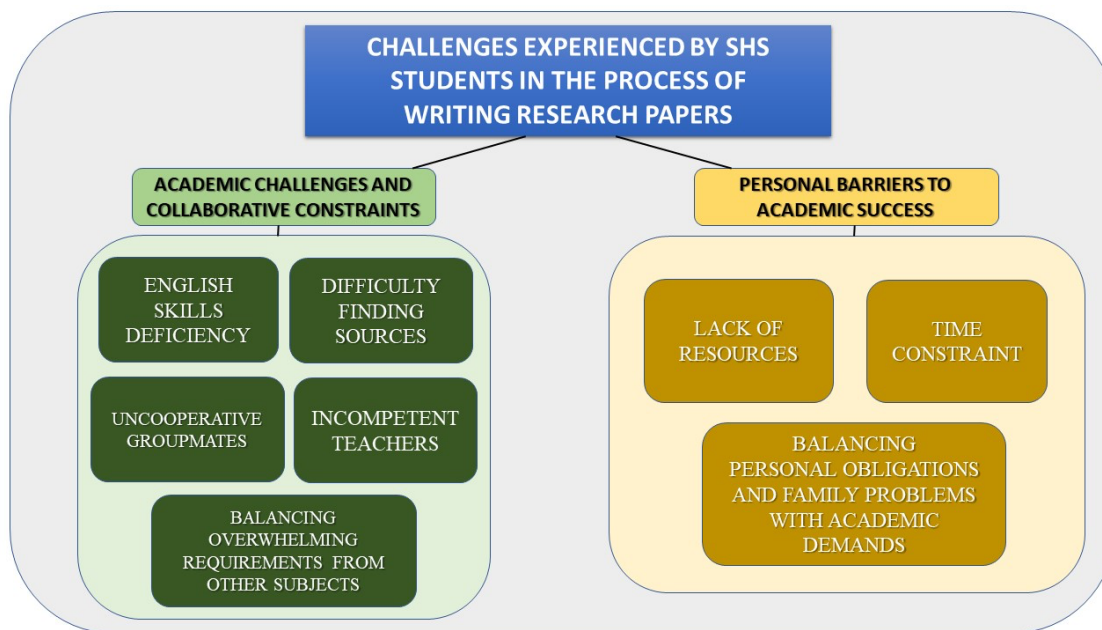
impact of mental and emotional health problems on the research writing process, with Informant 3 sharing experiences of anxiety, depression, and family challenges. This emphasized the need for compassion and support from teachers.

In the sub-theme of "Balancing Personal Obligations and Family Problems with Academic Demands," Informant 4's narrative showed the balance that is needed between family responsibilities and academic tasks. The interview revealed the potential effects of family problems on emotional and mental well-being of students, which influenced students' focus and concentration on academic requirements, specifically in the research writing process. The theme of "Lack of Resources" emphasized the challenges experienced by the students, highlighting the importance of finding solutions to limited resources to ensure equal opportunities for them. Finally, time constraints discussed by Informants 1 and 2 highlighted the balance needed between accomplishing tasks to meet academic deadlines and managing practical challenges in writing research. Overall, these qualitative findings gave insights into the different academic challenges, collaborative restraints, personal barriers, and lack of resources experienced by students in writing the research paper.

Framework of Challenges Experienced by Senior High School Students in the Process of Writing Research Papers

Based on the results of this study, a framework was developed to present the challenges experienced by senior high school students in writing research papers.

FIGURE 1
FRAMEWORK OF CHALLENGES EXPERIENCED BY SENIOR HIGH SCHOOL STUDENTS IN WRITING RESEARCH PAPERS



The framework, which was developed in this study, titled "Challenges Experienced by Senior High School Students in the Process of Writing Research Papers," illustrated a comprehensive structure for understanding the different challenges experienced by students in the process of writing their research papers. The qualitative data analysis revealed two overarching themes, each theme with specific sub-themes, which gave insights into the challenges encountered by students in writing research papers.

Theme 1: Academic Challenges and Collaborative Constraints

Sub-theme 1: English Skills Deficiency

This sub-theme emphasized the challenges encountered by Informant 4, who stated self-doubt and perceived inadequacy in writing research papers. The informant mentioned challenges in verbal expression, thought organization, and rewriting using his own words. Moreover, the impact of the pandemic which limited the occasions of face-to-face verbal communication, further exasperated

these challenges. The use of a dictionary to cope further highlighted the challenges in articulating thoughts clearly and effectively.

Sub-theme 2: Difficulty Finding Sources

Informants 1 and 2 shared the difficulties they experienced in writing Chapter 2 Review of Related Literature (RRL). Informant 1 cited difficulties in meeting the required citation requirements and overall writing of the RRL. The challenge was attributed the lack of guidance and instruction from the teacher. Informant 2 revealed a lack of awareness regarding the need for an RRL, which led to challenges in finding important sources of information. Both informants faced difficulties in achieving the minimum required references for the research paper, and emphasized issues related to lack of guidance from the teacher, lack of awareness, and difficulty in gathering and finding information.

Sub-theme 3: Uncooperative Groupmates

Informants 1, 4, and 5 mentioned difficulties encountered in group work. Informant 1 cited difficulties during class lectures and discussions, where specifically the classroom noise hindered proper comprehension and learning important concepts in research. Moreover, the significance of having a conducive learning environment was highlighted. Informants 4 and 5 emphasized the lack of contribution, cooperation, inputs, and participation from groupmates. Informant 4 added that a solo effort was done as a last resort to complete the research paper. These insights emphasized the importance of collaborative and supportive group work for successfully writing a research paper.

Sub-theme 4: Balancing Overwhelming Requirements from Other Subjects

Informants 1, 2, 4, and 5 expressed difficulties in managing research paper requirements while also accomplishing various requirements from other subjects. They had difficulties in balancing academic workload and prioritizing tasks because of overwhelming academic demands. The simultaneous pressure from different subjects created a challenging and stressful situation, which

made it hard for students to focus exclusively on writing their research papers. Moreover, they emphasized the need for proper coordination of academic requirements across different subject areas.

Sub-theme 5: Incompetent Teachers

Informants 2, 3, and 4 highlight challenges related to incompetent teachers during writing the research paper. Based on the interview, the research subject was taught to them by practice teachers. They cited issues which include a lack of depth in instruction from practice teachers, challenges in understanding lessons and class discussions, and delays in the approval of the parts of the research paper. Furthermore, effective communication and comprehensive instruction from teachers are important in order to have a smoother research writing process for students, despite of their status as practice teachers.

Theme 2: Personal Barriers to Academic Success

Sub-theme 1: Balancing Personal Obligations and Family Problems with Academic Demands

Informant 4 pointed out the additional responsibilities beyond school demands and requirements, including caring for a younger sibling and dealing with family problems. The external factor which is beyond academics gave insights into challenges faced by the informant beyond the classroom environment. This affected the informant's ability to focus on writing the research paper. Understanding external factors such as these is important for educators in developing strategies that also consider the holistic well-being of students.

Sub-theme 2: Lack of Resources

Informants 4 and 5 identified challenges arising from lack of resources. Informant 5 highlighted the challenges of using a cell phone for data gathering and writing the research paper. This sheds light to the importance of sufficient tools and technology to successfully write a research paper. Informant 4 encountered difficulties accessing the internet due to the unavailability of WiFi

connection. Moreover, financial constraints were also mentioned as a challenge in accomplishing the tasks needed for the research paper. Addressing challenges like these is important to ensure there is equitable opportunities for all students when it comes to writing research papers.

Sub-theme 3: Time Constraint

Informants 1 and 2 narrated significant challenges pertaining to time constraints. They had difficulties managing the requirements of different subjects while at the same time dealing with the demanding tasks of needed for the research paper. Also, challenges were experienced by the informants in finding conducive places for interviews, which significantly added to the difficulties of effectively managing their time. The findings stated the importance of addressing time-related challenges in planning and writing research papers.

IV. SUMMARY, CONCLUSION AND RECOMMENDATION

This research on the different lived experiences of students in writing research papers revealed the different challenges across two overarching themes. In Theme 1, "Academic Challenges and Collaborative Constraints," students coped with English skills deficiencies, difficulties in finding sources, uncooperative groupmates, overwhelming academic requirements from other subjects, and the impact of incompetent teachers. Theme 2, "Personal Barriers to Academic Success," emphasized the challenges of balancing personal responsibilities and family problems with overwhelming academic tasks, the lack of resources, and time constraints.

English skills deficiencies were manifested in self-doubt, verbal expression difficulties, and challenges in paraphrasing. Students faced challenges in writing the Review of Related Literature (RRL) due to a lack of guidance and awareness from the teacher. Uncooperative groupmates and the overwhelming workload from other subjects added to the challenge of managing their time effectively. Incompetent teachers, specifically the practice teachers who taught them, added to the difficulty through a lack of depth in instruction. Personal barriers, including family problems, unavailability of resources, and time constraints, further added to the challenges in writing their research paper.

The research findings highlighted the various challenges students experienced in the research paper writing process. Language proficiency, inadequate support from teachers and groupmates, and external factors like family problems significantly impacted students' abilities to accomplish the research paper. The study revealed the need for a holistic approach to address these challenges, acknowledging the interconnectedness of social, personal, and academic aspects of students' lives.

Incompetent teachers, which in this context were the practice teachers assigned to them to teach research, contributed to the challenges faced by students. This emphasizes the need for thorough teacher training programs and development of expertise. Group works are also important to establish supportive group cooperation, promoting a learning environment conducive to effective research writing. The study also emphasized the importance of having sufficient resources as a factor in giving equitable opportunities to all students in research.

Thus, the following recommendations are presented:

Enhanced Teacher Training: Develop and implement comprehensive teacher training programs that are effective to enhance the capabilities of teachers which also includes the practice teachers, which aims to ensure effective teaching, guidance and support for all students during the research writing process.

Collaborative Learning Environments: Encouraging supportive group work where all members of the group contributed and have inputs to the research paper. Ensure active participation and contribution from all members. This can be attained by having a structured research group work and open communication among members.

Resource Accessibility: Provide students with sufficient and adequate tools, resources, technologies and facilities in the classroom and school. Projects and initiatives which aim to provide access to the internet, textbooks, and other research materials will greatly contribute to more effective research outputs.

Balanced Workload: In order to avoid overwhelming the students, teachers must have a coordinated approach to manage giving of assignments, projects, performance tasks and other academic requirements simultaneous with the research paper writing.

Holistic Support Systems: Stronger support systems in schools must be established within their institutions to help students to deal with personal and family problems that affect their performance. Mentorship programs, stronger guidance and counseling services, and flexible academic arrangements are examples of this.

Time Management Strategies: Demands and requirements from other subjects must be taken into consideration including the challenges associated with writing research papers in order to implement strategies to help students manage their time effectively.

These recommendations aim to provide a supportive and conducive learning environment which takes into consideration the diverse needs of students and the challenges they experienced during the research paper writing process.

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