

Writing Research in Status Quo: Senior High Students' Lived Experiences

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Abstract

Writing research is one of the most tedious academic tasks. The study aimed to determine students' lived experiences in terms of the difficulties faced and coping mechanisms in writing research. Ten (10) participants were purposively selected for the study. Maslow's motivation theory and Collaborative learning theory were the foundation theories of the study. A phenomenological research design and Collaizi's data analysis (Gumarang Jr. et al., 2021) were utilized to obtain the result of the study. Researchers collected data through a semi-structured questionnaire via google forms, virtual focus group discussion, and observation notes. Researchers gathered information using a semi-structured questionnaire administered via google forms, a virtual focus group discussion, and observation notes. The findings revealed that the difficulties encountered were relevant research dilemmas, unamenable behavior of members, scarcity of time, and insufficient academic assistance in learning. Additionally, coping mechanisms include seeking academic assistance, autodidact behavior, time efficacy, and self-acceptance. The study findings enable the education sector to provide interventions for students to improve the quality of their research writing by attending enhancement programs, training, and webinars.

Keywords: challenges; coping mechanisms; phenomenological study; writing research

1. Introduction

Writing research is a critical academic task that encourages students to accomplish nowadays. It allows students to be more attentive to the sources they use and verify the accuracy of the information they gather. On the contrary, it needs effort and time, which can be challenging for the student since they have a lot of school requirements. Ling et al. (2021) emphasized that writing research is an arduous task for students that require them to have the full potential of writing skills and motivation to finish. Most students need help with this subject, particularly organizing ideas throughout the research, locating relevant literature, and needing more confidence in word usage and grammar. Many types of research established that writing research is a serious and common issue that students experience and should be addressed.

Understanding how to compose the various research components is crucial for producing an outcome. Successful completion of the course requires submitting research writing that displays a more excellent command of the expertise and demonstrates a more significant commitment to accuracy in content construction and information validity. This way, senior high students can continue their education in post-secondary institutions and thrive there. In the study conducted by Acheampong (2021), which happened in Nanjing, China, he pointed out that the limitations of skills in writing research require exerting more effort in familiarizing the different parts and knowing how to organize the ideas of it. While in the Philippines, this implies that students have difficulty comprehending the significant value of writing research, leading to burnout and stress (Digamon, 2023). Failure to complete the requirement in research writing could result in favorable actions like receiving failing grades and, worst of all, not finishing school. A student needs to complete all of his schoolwork promptly and made plans effectively and efficiency strategies. More incredible environmental support and student initiative are posited to improve academic outcomes. Masango (2015) argued that for students to produce high-quality research, they must demonstrate traits like initiative and access to materials. Furthermore, few studies have explored the experiences of high school seniors regarding their challenges and how they find ways to overcome them when writing research.

Students' academic responsibilities are vital in learning, and neglecting this function leads to them facing academic problems. Students, in particular, need to understand their roles which oblige them to submit and comply with all requirements needed, especially in writing research. The study's purpose was to identify and describe the lived experiences of senior high students in terms of their difficulties faced in writing research and their coping mechanisms. Additionally, findings could help the school administrators and teachers to conduct an intervention like remedial classes in writing research, enhancement program, and opportunities to attend seminars and webinars.

The difficulties faced by the senior high students in this study were evident in the current situation. Many students, particularly in senior high, enter the tertiary level with little knowledge and experience in writing research, which results in a learning gap in higher education. Though many related school activities related to writing were taught in primary education, many of those skills still needed to be appropriately grasped by most students. If the students have limited knowledge and skill in writing research, they will encounter future hindrances. This scenario led the researchers to conduct a study regarding students' lived experiences in terms of the difficulties they faced in writing research as well as their coping mechanism.

2. Theoretical Framework

The foundations of the study are anchored with the following theories:

According to Sands (2021), Abraham Maslow's motivation theory can be understood as an appreciation of the factors that motivate individuals to strive toward a positive outcome. This theory is relevant to the study because students struggled to write their research due to a lack of mentors, uncooperative group members, and time constraints. Despite these challenges, they continue to look for inspiration and motivation, such as finding someone to help them, finding time to do more research, self-learning, and understanding their strengths and weaknesses helped them complete their writing research. Moreover, Miller and Atkinson (2001) pointed out that motivation significantly impacted students' academic achievement allowing them to attain academic success.

Lev Vygotsky's collaborative learning theory illustrates how the educational approach of each student from each group enhances learning through working together (Yang, 2023). This collaboration of the students was evident in groups of two or more working together on assignments, projects, or lessons from the instructor. This theory relates to the study because students as novice researchers may start by brainstorming, like formulating a good title for their research, or could also apply to the division of labor of the tasks relative to the different parts of the research. According to De la Croix (2023), collaboration represents a family of ideas from different minds often described as "transdisciplinary" in other disciplines which also combined student efforts more effective in producing high-quality results than a single-mind effort.

3. Research Questions

The research study aimed to determine the lived experiences in terms of the difficulties encountered and coping mechanisms of senior high students in writing research in a laboratory school. Specifically, the following questions were being sought;

1. What are the difficulties encountered by senior high students in writing research?
2. What are the coping mechanisms of senior high students in writing research?

4. Review of Literature

According to Suprpto et al. (2022), the writing process successfully improves students' writing abilities. Prewriting, drafting, revising, and editing is all steps in the writing process. Although it has been suggested that students also encounter difficulties during the process, the writing process does help students to develop ideas as they write. Collaborative writing is a crucial 21st-century learning skill because it promotes communication, creativity, and critical thinking. It has been demonstrated to improve students' writing capabilities (Sitompul & Anditasari, 2022).

Research means "to search again" or "to examine carefully." Research is, more specifically, an in-depth, methodical inquiry or study that adds to, improves, and validates previously held knowledge (Burns & Grove, 2010). Also, they emphasized that It is strange to consider research a "world," but it is indeed a new way of experiencing. According to Mousavi and Kashefian-Naeni (2011), as cited in the study of Shahsavar (2020), writing a paper is a difficult task for many students, even though doing so can have positive academic outcomes. Students need a strong understanding of the literature review they have searched from the study in order to write a persuasive research paper. Research about students' abilities and difficulties is vital to help teachers and students.

However, According to Siahaan (2013), there is little research on students' ability and difficulties in writing each type of text in Indonesia. Additionally, most students did not care whether or not reliable articles were included in their review. Since the full text of many high-quality articles could not be found in the university library databases, students downloaded the relevant articles without regard to their quality, which could impact their literature review section. Moreover, The main issues related to students' lack of knowledge on how to write a critical review of the literature, their lack of time to finish their research paper and published related articles, and the willful neglect of some supervisors and professors who fail to fulfill their duties to give the students enough information about writing research.

The student's understanding of research techniques and report composition abilities, such as introduction, literature review, method, findings, and discussion, were factors in the research writing challenges (Sitompul &

Anditasari, 2022). They also stressed that research skills are essential for navigating the research landscape and identifying the research gap. Techniques and compositions from the various research components must be suitable for the study a researcher is conducting. The ideas are written in detail and, more importantly, should be paired with coherent facts.

Further writing research difficulty, according to Oktavia and Lestari (2022), the difficulties related to lack of motivation, time management challenges, students' attitudes and personalities, co-advisers' relationships, and, most importantly, lack of English proficiency. Moreover, The main issues related to students' lack of knowledge on how to write a critical review of the literature, their lack of time to finish their research paper and published related articles, and the willful neglect of some supervisors and professors who fail to fulfill their duties to give the students enough information about writing research.

According to Šuković and Milanović (2021), all members of the researcher's group must successfully navigate through various stages to produce one final piece of writing because collaborative writing is both product- and process-oriented. It serves as a catch-all for various pedagogical strategies that entail students to students or students and teachers combined intellectual effort. Students typically work in groups of two or more, searching together for understanding, answers, or meanings or producing a product.

Students' sense of teamwork can be strengthened through collaborative learning, which can also increase learning effectiveness and foster active learning skills. However, there are also some apparent issues with putting collaborative learning into practice, like how to group students, assign learning tasks, and assess the learning process. Like the study conducted by Busch and Zubal (2021), some of the identified disadvantages during online collaborative learning include misunderstanding, problems with group participation, and time management.

Time management is a collection of skills that an individual can use to make the most of his time and enhance his quality of life. Most frequently, students do not manage their time wisely as needed to achieve their objectives (Adebayo, 2015). According to Stoilov (2012), the lack of time is a widespread phenomenon that affects all aspects of human activity, including business management, education, administration, and personal responsibilities. Moreover, time management is a method for completing individual tasks and goals.

In 2011 in New Zealand, the role of teachers and the national teachers' organization in making the change was pivotal (Thompson et al., 2013). In other words, in a school setting, the functional relationship between the desire for help and the need for academic assistance was investigated at the end of a semester, 612 students self-reported their tendency to seek academic assistance, their anticipated grades, and their perceived need for it. Researchers have drawn attention to variations in schools' approaches to dealing with these academic challenges. The variations relate to assumptions schools make about student motivation and learning, assumptions that have a significant impact on how schools define academic success and create instructional programs for students who are at risk in writing research. In connection with this, Understanding and meeting the academic demands of international students is crucial as postsecondary institutions in New Zealand and other Anglophone nations work to expand the number of international students they enroll (Lee, 2018)

According to Apriliyani and Amoryoto (2020) that through research, it determines the success of students during their education. Therefore, it is necessary to understand and identify the mechanisms as students face situations and use different coping mechanisms that can lower stress in research writing. Students that under research writing may experience both positive and negative stress reactions. When students are motivated to look up relevant literature or journals and are inspired to work on it, stress reactions turn positive, On the other hand, negative stress reactions can occur if students put off finishing their theses because they are lazy, bored, or even because they would rather engage in enjoyable activities than write research.

Asking for an academic assistance is frequently referred to as a self-regulatory learning approach since it enables students to get past challenges, they might otherwise find insurmountable by getting advice from a more knowledgeable person (Reeves, 2014). The students highly need it for them to be ignited with the process and procedures., In addition, teachers continue to struggle with applying learning models that support scientific approaches, such as discovery learning, finding teaching aids that correspond to the material being taught, and frequently verbalizing what they are teaching.

Learning independently of a teacher's direction or outside constraints like tests, deadlines, or expectations is known as autodidacticism. Autodidacticism is the philosophy of self-directed, interest-driven learning (Kiwelu & Ogbonna, 2020). Without the teacher's guidance, students were expected to complete their research output independently by doing their tasks in self-directed learning. Self-education, also known as autodidacticism, is learning conducted without the supervision of institutions or masters (such as teachers and professors) (such as schools). However, According to Inkson and Smith (2001), students studying under self-directed learning may find it difficult if they have been away from any study for many years. Nevertheless, there are many

ways to figure out all the difficulties students encounter in writing research, especially by utilizing online websites for further references in data acquisition.

According to the study of Casinillo (2023), In these unprecedented times, self-efficacy in math learning aids students in overcoming obstacles and challenges in problem-solving, while Self-efficacy, in Bandura's view, is a component of the self-system, which also includes one's attitudes, capacities, and cognitive abilities. This system significantly impacts how we perceive and react to various situations. An essential component of this self-system is self-efficacy (Cherry, 2020). On the other hand, writing research involves not only self-efficacy but also critical and creative thinking and other higher-order thinking skills. When a person adopts self-acceptance to any challenging task, indeed, it will improve their learning, for that matter. We must understand that not all things are given quickly, yet we must be out of our shells in showcasing what we have out of our comfort zone. According to the study of Kiknadze and Leary (2021), people who valued challenging themselves to perform tasks outside their comfort zones were more assured in their ability to do so.

Writing research impacts the student's cognitive skills significantly and attitudes and creates great camaraderie for every student. Despite the difficulties they have experienced, students had their coping mechanisms in surviving these obstacles, which added difficulty to their schoolwork. This academic endeavor may have given them positive and negative stress reactions. Nevertheless, a bright side in their coping mechanism gave more hope and assurance being their motivation to finish their study. Proper academic assistance, autodidact behavior, time efficacy, and acceptance of oneself are the important positive stress reactions that students have developed in their journey of writing research. Moreover, writing research must be perceived as a manageable task by the students; hence, with proper academic assistance from the teachers wherein they should provide exciting strategies and methods to the students for them to be inspired to have a successful research output. Due to the inquisitiveness of the researchers with the insights of the students towards their experience in writing research, a study was conducted to determine and be aware of the current situation and so to provide an action plan with the necessary help for the next batch of novice researchers in the succeeding academic year.

5. Methodology

Research Design

The study used a phenomenological approach to qualitative research to gather information on the specific questions that the researchers asked. This research design allows the researchers to identify the students' lived experiences regarding their challenges and coping mechanisms during their writing research journey. According to Lester (1999), phenomenological studies make detailed observations about specific situations that do not lend themselves to direct generalization. This study used in-depth interviews via google Forms, virtual focus-grouped discussion, and observation notes.

Research Locale

The research study was conducted in a laboratory school in Tacloban City, Philippines. It is one of the schools in the Eastern Visayas that cultivates and shapes the students' intelligence as well as their behavior. Moreover, this school has some of its aims: to offer a relevant and enriched education curriculum and to hone the students from its utmost capabilities towards equipping the knowledge of doing research and use findings to improve quality education for all and instill its best practices in every student.

Research Participants

A total of ten (10) research participants were chosen and officially enrolled in a laboratory school in the city of Tacloban for the Academic Year 2021-2022. Also, these students were done taking their Practical Research subjects in the same year. They were chosen through a purposive sampling technique based on the criteria set forth by the researchers. The purposive Sampling technique is a nonrandom technique that does not need underlying theories or a set number of participants (Etikan & Alkassim, 2016). It is frequently used in qualitative research to find and pick the cases with the most information so that the resources are used as effectively as possible. This involves identifying and choosing individuals or groups who are knowledgeable and skilled about an interesting phenomenon.

Research Instrument and Data Collection

This study used a semi-structured questionnaire as its research instrument, which was given to the participants via a google form. Field experts thoroughly examined and validated the questionnaires used in this study. Students were asked about the challenges encountered and their coping mechanisms in writing research conducted in the survey. Through this study, researchers will help and how was the experience senior high students in writing their research papers. The researchers received and informed the participating students to submit their responses right after twenty-

four hours. The most suitable instrument for this study is by using a semi-structured questionnaire, focus group discussion, and observation notes, as these processes help the researchers make it easier for them to unlock the necessary information needed for the study. Semi-structured interviews are an effective method for data collection when the researcher wants to do the following; (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings, and beliefs about a particular topic; and (3) to delve deeply into personal and sometimes sensitive issues.

Data Gathering and Procedure

The researchers informed the students a few days before the study was conducted. Communication letters were ensured correct and ready for dissemination to the following people; the school administrator, school Supervisor, parents, and the concerned participants who need to be informed on the conduct of this study. The data were gathered from the student participants after they had answered, and the questionnaires were sent to them via Google form via their respective email addresses. The researchers allocated twenty-four hours to collect all the data from the participants, ensuring that the validity and time-boundedness of the responses were fully met. The findings of the online survey, which mainly asked the participants about the student's challenges and coping mechanisms that summarize their lived experiences in writing research, were examined and analyzed thoroughly after the researchers received the participant's complete responses. The findings were kept under wraps, and the transcribed data was given back to the parents and participants so that they could verify the validity of the results based on their responses in the google form. For the parents and participants to confirm the accuracy of the results based on the student's responses in the google form, the results were kept secret, and the transcribed data was returned to them to avoid bias.

Data Analysis

The researchers used Colaizzi's descriptive phenomenology methods to analyze the data thematically (Gumarang Jr. et al., 2021). Each transcript should be read several times to get a general understanding of the material. Significant statements relating to the phenomenon being studied should be extracted from each transcript. The goal of this method was to generate a detailed description of the phenomena addressing the difficulties faced and coping mechanisms of Senior High Students in writing research. During the research process, the following steps were followed: a.) statements of the participants were written down on a separate sheet in complete thought b.) Interpretations were drawn from their statements c.) The defined meanings were categorized, d.) sorting the formulated meanings into categories, groups of themes, and themes that were necessary e) the study's results were incorporated into a thorough account of the phenomenon being investigated f.) described the phenomenon's basic structure g.) compared the researcher's descriptive findings with the research participants' experiences, validation of the findings was sought from the participants.

6. Results and Discussion

Difficulties encountered by senior high students in writing research

Writing research is one of the most challenging parts that students can experience (Odena & Burgess, 2017). It needs some effort and time to complete the research. With this scenario, it is necessary to determine the lived experiences of senior high students, particularly the difficulties encountered in writing research.

Theme 1: Relevant research dilemmas

Based on the study, many senior high students emphasized that they experienced difficulty in finding and constructing reviews of related literature. Lack of information in collecting and writing the related review of literature will add to the burden and confusion for the students. Writing is one of the most challenging skills that students have been required to accomplish now (Moses & Mohamad, 2019), which is essential in research. Additionally, Pablo and Lasaten (2018) confirmed that writing is the most challenging because it requires expertise in gathering information related to the study. It makes students apprehensive about completing their final research output due to insufficient related studies.

Significant response 1: "Another difficulty is the forming of the review of related literature (RRL), as dependent on the topic, you must dig deep into the sources to find the most precise article related to your study."

Significant response 2: "It made me overthink the relevant information that needs to be included in the proposed research title and add relevant data that must not be too far from the proposal".

Significant response 3: "Additionally, one of the most frustrating quirks for me was

trying to track down relevant literature. It can, however, be overcome with diligence and discipline.”

Significant response 4: “Furthermore, sometimes it is hard to find the studies needed in my past research's Review of Related Literature.”

Significant response 5: “Furthermore, sometimes it is hard to find the studies needed in my past research's Review of Related Literature.”

Significant response 6: “Some difficulties I have encountered while writing a research paper includes the need for related literature to support my study. A review of related literature is essential to make my study credible.”

Significant response 7: “I had a hard time finding a good article or RRL that can be useful in our research.”

Theme 2: Unamenable behavior of members

Students in senior high school reported that they were grouped when writing research papers. The groupings consisted of how many members were in order to complete the research immediately. However, the unamenable behavior of members brought a complicated situation, particularly for the group leader having a member who could have been more cooperative. The absence of collaboration leads to delays and incomplete research outputs when not all members give their ideas and part to their research output. On the contrary, Aithal and Kumar (2017) claimed that collaboration boosts output quality and quantity, which are critical in the research-writing process.

Significant response 1: “*I was grouped with classmates who could have been more cooperative in complying with their parts (not all, since two of my members sincerely cooperated with me). Well, their reasons were reasonable to the point that I ended up complying with the parts they were assigned to avoid failing the subject.*”

Significant response 2: “*We are struggling in terms of time because we do have some other things to do as students, and because of that, it might also relate to your group mates who are busy with other things and cannot do their part in the research paper quickly as soon as possible.*”

Significant response 3: “*Lastly, the most difficult of them all is having groupmates who are "burden". They are a pain to work with, and even just delegating tasks seems like a chore to them. I get that we can make mistakes, but does it have to stem far from what we are taught? Having these kinds of groupmates who do not fully cooperate is the worst as you would want to take it on yourself so that everything will be done right.*”

Theme 3: Scarcity of time

Since writing research takes a significant amount of time and effort, it is one of the challenges that senior high school students face. These students must work on managing their time effectively because they have many responsibilities. These responsibilities include those at school and around the house, which prevents them from finishing their research writing. Manjula (2016) found that students need more time management as it contributes to the most common academic challenges. This challenge affects the student's ability to conduct and complete research.

Significant response 1: “It is very time-consuming.”

Significant response 2: “We are struggling in terms of time because we do have some other things to do as students, and because of that, it might also relate to your group mates who are busy with other things and cannot do their part in the research the paper quickly as soon as possible.”

Theme 4: Insufficient academic assistance in learning

Inadequate research output needs to be improved by a lack of knowledge in writing research from oneself and other experts. Lack of self-skills, such as difficulty selecting the right words and constructing sentences, are just a few of the writing skills required to complete the writing research. Ventura et al. (2015) pointed out that the absence of self-abilities and capabilities in writing leads to low achievement, negative behaviors, and poor performance. Furthermore, a lack of guidance from research experts hinders students' completion of research writing. Lehtonen and Manner-kivipuro (2015) said that lack of guidance is also a factor that hinders individuals from doing research aside from stress.

Significant response 1: “The difficulties I have encountered in writing a research paper is that we don't have a senior or a person that will always guide us.”

Significant response 2: “I had difficulties in creating the various parts of a research paper due to my lacking knowledge as to how they should be written.”

Significant response 3: “I had difficulties finding the right words to use in writing specific parts

of the research paper. ”

Coping mechanisms of senior high students in writing research

While students undeniably faced challenges in writing research, there were available means to overcome these difficulties. Their coping mechanisms enabled them to stay on track and finish their research writing. Algorani and Gupta (2022) defined coping mechanisms as attitudes and actions utilized to deal with challenges and stresses brought on by a particular circumstance. Also, these coping mechanisms enable them to discover ways to keep going and get the task accomplished. Because of this, they allow themselves to focus all their energy and effort on schoolwork, mainly writing research, which leads them to finish successfully.

Theme 1: Seeking academic assistance

The study shows that the students' outputs are improved when they seek academic assistance. Students ask for help in learning, especially when writing research papers, so they can be assisted and guided in writing appropriately. These educational assistances are the people who could help them by giving them instructions on how to correctly write the various sections of the research paper, as well as teaching them how to do so. Van Wyk (2021) highlighted that research experts such as teachers, family members, or friends should provide academic support to students to learn more about writing research which helps them submit it successfully.

Significant response 1: "Calling out for meetings and discussing with my group mates what is best for us."

Significant response 2: "Consulting with subject-matter specialists has helped me overcome this the difficulty, as has the search for relevant background reading material."

Significant response 3: "I asked for help, advice, and tips from those who are more knowledgeable than me."

Significant response 4: "Asking for help from other researchers about their inputs or where they found their references and using a third-party search engine to gather references that may exceed the minimum limit year of publication yet not exceed the full year the study was published."

Theme 2: Autodidact behavior

Autodidact behavior is another coping mechanism that contributes to the success of research writing. This positive behavior allows senior high students to take the initiative and be resourceful, especially when they require reading materials and additional explanations on how to write a specific section of a research paper. Moreover, self-learning is essential for overcoming obstacles and achieving academic success. According to Cook and Artino (2016), the natural freedom or potential of people, and students in particular, which make their own decisions, helps them to be independent and resourceful in learning, which in turn has positive outcomes, most notably in research.

Significant response 1: *"I have handled those difficulties because of the Internet. I go to YouTube and then search for a video to help me do my research paper."*

Significant response 2: *"Doing their parts by myself alone was also an eye-opener for me as I continue to learn many concepts on which to include and not to."*

Significant response 3: *"Finding the appropriate sources and examples online really helped me in figuring out how I should write my research paper."*

Significant response 4: *"I continued to search and read every article that I could see that is related to our research."*

Theme 3: Time efficacy

Kirillov et al. (2015) defined time efficacy as a technique for accomplishing more in less time, which permits individuals to allocate their time to various tasks more effectively, resulting in increased output in both quantity and quality. Hence, when students learn to manage their time well, they can be productive despite participating in many extracurriculars. As long as they can effectively manage their time, students should be able to meet their academic obligations even if they participate in a wide variety of extracurricular activities. Activities, such as schoolwork and household duties, can be completed more efficiently through time management strategies, such as creating a daily schedule and delegating responsibilities.

Significant response 1: *"I handled it by managing my time properly."*

Significant response 2: *"I was able to dedicate sufficient time to my research subject, which was one of the most difficult subjects I had, although it was one of the most time-consuming."*

Significant response 3: *"As a student, I planned ahead of time all of the assignments I needed to complete, and I usually used my planner to plot the necessary schoolwork"*

among the subjects I had."

Theme 4: Acceptance of oneself

Understanding one's unique skills and limitations pave the way for greater productivity and originality in all spheres of life, especially in writing research. When a person admits his weakness, he liberates himself to devise strategies to deal with the gaps in his knowledge. Accordingly, being aware of one's strengths allows for an intensification in productivity and higher quality of work. Furthermore, Moore (2013) emphasized the importance of accepting one's strengths and weaknesses, which enables people to be resourceful, adaptable, and logical.

Significant response 1: *"Through all those, I realized that I have to get out of my comfort zone in order for me to interact widely with feasible topics for our research."*

Significant response 2: *"The research helped me in identifying my areas of improvement, such as my vocabulary words and other important concepts connected to the topic."*

According to the published research, writing research allowed students to engage in various difficulties and employ various coping mechanisms. In general, there are several different approaches to improving writing research skills that enhance output and have a more significant influence on students' overall performance. The findings of the writing research showed the difficulties that the students faced. These difficulties included relevant research dilemmas, unamenable behavior of members, scarcity of time, and insufficient academic assistance in learning lessened students' eagerness to complete the research output on time. However, students with coping mechanisms like seeking academic assistance, behaving in an autodidactic manner, making efficient use of their time, and accepting themselves were able to produce high-quality research that benefited their academic results.

In addition, the research findings suggested that several students who faced difficulties writing research could be given the assistance and intervention required to improve the quality of their research outputs. Academes such as teachers and research experts can help address the difficulties faced by the students. They can allow students to attend sessions in seminars or webinars which enhances more knowledge and skills in writing research appropriately. Nevertheless, this study only focused on the challenges that students face and the coping mechanisms they employ when writing research papers, it is necessary to have another future study that investigates and elaborates on the strategies that teachers use when instructing students on how to write research papers.

7. Conclusion and Recommendation

The research findings showed that students faced difficulties when writing research papers and had developed coping mechanisms to overcome those challenges. These students' lived experiences in writing research, particularly the difficulties they faced, made it difficult for them to work on their research writing. In contrast, the students with coping mechanisms made it possible for them to work and finish their research writing. In addition, the students' coping mechanisms in writing research gave them the strength to be more productive despite the difficulties encountered. Necessary intervention paved the way for the education stakeholders to continue motivating the students and add some strategies to write research effectively and efficiently to achieve academic success.

Moreover, school officials, educators, and family members need to demonstrate their support by providing necessary assistance in writing research despite a lack of knowledge and skills. This is the case even though many students need to write research proficiently. Lastly, it is recommended that further research be done in order to acquire a more profound understanding of teachers' strategies and approaches which influence students' writing research process.

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