

Struggle and Survive: Difficulties Encountered by Students Undertaking Research

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ABSTRACT

This study aimed to find out the perception of the respondents on the importance of undertaking research, and the difficulties encountered by undergraduate students in doing research in terms of the following stages: (i) preparing the proposal, (ii) conducting the research, and (iii) writing the research paper, and to determine the measures undertaken to pursue research despite the difficulties encountered in the aforementioned stages.

The researchers utilized the descriptive method with a self-constructed questionnaire as the main data gathering instrument. The respondents were 103 College of Arts and Sciences fourth year students who have already taken Research 101 and 102, and are done with their final thesis defense. Data gathered were tabulated and analyzed using relative frequency and weighted mean. Based on the data gathered, the composite mean of 4.41 revealed that undergraduate students perceived research to be a vital component of their academic endeavor during college. They agreed that they encountered difficulties in writing the proposal, conducting the research, and writing the research paper. This was shown with composite means of 4.09, 3.89, and 4.01, respectively. Respondents likewise agreed that measures were taken to pursue writing the proposal, conducting the research, and writing the research paper, with weighted means of 4.29, 4.12, and 4.19, respectively. These findings led the researchers to conclude that research is perceived to be an important undertaking in an undergraduate student's stay in college.

Keywords: undergraduate research, study, writing research paper, conduct of research, difficulties

INTRODUCTION

Research is a part of the curriculum of undergraduate students which needs to be fulfilled as a component of the requirements for the completion of a degree. This is the common view of college students towards research. Labeled as "thesis", this has been perceived by students

as a defining element of an undergraduate degree. For the College of Arts and Sciences at Batangas State University, undergraduate students need to enroll two courses in research in separate semesters during their junior or senior year. These are Research 101 (Introduction to Research) and Research 102 (Thesis Writing). Basically, Research 101 exposes the students to research methods with intensive practice in library work, problem identification, construction and validation of instrument, and familiarization with statistical tools. Research 102, on the other hand, focuses on the writing, presentation and defense of the research problem to a panel of oral examiners.

The research instructor has a crucial task to instill in the students the importance of research not only as part of their requirements for graduation, but also the significance of research to his field of specialization and the society in general. He is also expected to assist students in considering the various aspects of developing a proposal, conducting research, writing the paper, defending and revising it. Involving students in research can be challenging, and at the same time rewarding. There could be challenges or difficulties which may be due to the limited background knowledge and skills of undergraduate students, limited availability of data, and time constraint. Nonetheless, once the student successfully defends his proposal, he would feel more motivated and have the drive to get through all the steps in the research process. Conducting the research after the proposal defense is a matter that requires more time from students. There are still more difficulties which they will encounter during the process. Moreover, after the research has been conducted, writing the final paper is another matter which needs more perseverance on the part of both the student/s and the thesis adviser.

It has been a common observation among instructors in the College of Arts and Sciences that students find it difficult to undertake and finish research. There have been a few instances when some failed to comply with the requirement and were not able to graduate. It is for this reason that the researchers, as research instructors, felt the need to determine what difficulties are encountered by students who undertake research. The results of this study shall guide instructors and professors on how to better help undergraduate students write and come up with quality research.

OBJECTIVES OF THE STUDY

This study aimed to:

1. Determine the perception of the respondents on the importance of undertaking research;
2. Identify difficulties encountered by undergraduate students in undertaking research in terms of preparing the proposal, conducting the research, and writing the research paper;
3. Find out the measures taken to pursue research despite the difficulties encountered in the above-mentioned stages; and
4. Propose activities that would instill in the College of Arts and Sciences students the importance of undergraduate research and motivate them to pursue research despite the challenges that they may encounter

SIGNIFICANCE OF THE STUDY

This study was deemed beneficial to the following:

It was considered significant in guiding undergraduate students in developing quality researches. Through this study, they may be able to identify difficulties in undertaking research; thus, helping them to come up with measures to counter these.

Faculty members who teach research and serve as thesis advisers were also intended to benefit from this study. The results would make them aware of the problems that students encounter when they do research. In this manner, they would be able to give proper guidance to their students and advisees in conducting hassle-free researches.

It was likewise hoped that the research will enable the College of Arts and Sciences to achieve its goals in terms of strengthening the research capabilities of its students.

METHODOLOGY

The descriptive method of research was used in this study. The researchers utilized a self-constructed questionnaire to gather data needed in the study. Observations and interviews were also conducted to enrich the findings of the study. To provide valid interpretations of data, weighted mean was the statistical tool used.

RESULTS AND DISCUSSIONS

Perception on the Importance of Undertaking Research

Research is part of the curriculum of undergraduate students in the College of Arts and Sciences. Students enroll two research courses during their junior or senior year. This study aimed to find out the perception of undergraduate students on the importance of undertaking research. Table 1 presents the data for this purpose.

Table 1
Perception on the Importance of Undertaking Research

Importance of Undertaking Research	WM	VI
1. It gathers data or information on situations or conditions about which little knowledge is available	4.47	Agree
2. It provides a scientific knowledge base from which theories emerge and develop.	4.32	Agree
3. It helps correct, clarify and validate perceptions and expands these.	4.45	Agree
4. It provides scientific and theoretical basis.	4.28	Agree
5. It defines the parameters and identifies the boundaries of the field of specialization.	4.44	Agree
6. It documents the social relevance and efficacy of the field of specialization to the people and society.	4.41	Agree
7. It describes the characteristics of the situation about which little is known.	4.33	Agree
8. It provide knowledge for purposes of problem solving and decision making.	4.59	Strongly Agree
9. It develops and evaluates theories and concepts, and practices these for clarity and validity.	4.39	Agree
10. It develops a considerable degree of confidence.	4.42	Agree

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Importance of Undertaking Research	WM	VI
11. It enhances analytical problem solving skills.	4.35	Agree
12. It provides active learning through identification of a problem to be explored and completed.	4.49	Agree
13. It enables skill development for independent research.	4.39	Agree
14. It encourages integration of academic knowledge and practical application.	4.36	Agree
15. It helps gain the ability to define and analyze a complex problem.	4.55	Strongly Agree
16. It gives practice in the specification, collection, analysis and reporting of information.	4.45	Agree
17. It gives the opportunity to structure and write up large amounts of material.	4.24	Agree
18. It provides experience in planning a research over an extended time period and meeting a deadline.	4.37	Agree
19. It provides a closer interaction with the research team (co-researchers and faculty members)	4.33	Agree
20. It enables students to fulfill the requirements of the course	4.57	Strongly Agree
Composite mean	4.41	Agree

Legend: WM – weighted mean; VI verbal interpretation

With a composite mean of 4.41, respondents agreed on the importance of undertaking research. Data showed that undergraduate students perceived research to be a vital component of their academic endeavor during college. In particular, respondents strongly agreed on the following statements: undertaking research provides knowledge for problem solving and decision making, 4.59; and helps gain the ability to define and analyze complex problem, 4.55.

They likewise strongly agreed that they were able to fulfill the requirements of the course through undertaking research. This was shown with a weighted mean of 4.57. True enough, research is a course in the curriculum of undergraduate programs in the department. Completion of a research or thesis enables them to partially fulfill the requirements of the course.

Meanwhile, the following statements were agreed by the respondents: provides active learning through identification of a problem to be explored and completed, 4.49; gathers data or information on situations or conditions about which little knowledge is available, 4.47; gives practice in the specification, collection, analysis and reporting of information, 4.45; helps correct, clarify and validate perception, and expand this, 4.45; defines the parameters and identifies the boundaries of the field of specialization, 4.44; develops a considerable degree of confidence, 4.42; documents the social relevance and efficacy of the specialization to the people and society, 4.41; develops and evaluates theories and concepts, and practice this for clarity and validity, 4.39; and enables skills development for independent research, 4.39.

Other statements also regarded by the respondents as important included: provides experience of planning a research over an extended time period and meeting a deadline, 4.37; encourages integration of academic knowledge and practical application, 4.36; enhances analytical problem solving skills, 4.35; describes the characteristics of the situation about which little is known, 4.33; provides a closer interaction with the research team, 4.33; provides a scientific knowledge base from which theories emerge and develop, 4.32; provides scientific and theoretical basis, 4.28; and gives the opportunity to structure and write up large amounts of material 4.24;

The aims of undergraduate research cover both intellectual and skills development (Anson and Smith, 2004). For many students, it provides the first opportunity to plan and carry academic research. In addition, undertaking research at the undergraduate level enhances student learning. Considering that the research topic focus on their area of specialization, they are able to have a hands-on experience and opportunity to apply classroom theories and assignments to practice. The increase in knowledge enables them to converse at an advanced level about their discipline.

Difficulties encountered by the students undertaking research

The difficulties encountered in undertaking research were also determined in the study. These difficulties were categorized in terms of the stages undergone by undergraduate students when they do research. Their data is presented in Tables 2-4.

Preparing the Proposal

The first stage in doing undergraduate research is making a proposal which is to be defended to a panel of examiners. The difficulties encountered by the students in this stage are presented in table 2.

Table 2
Difficulties Encountered in Preparing The Proposal

Difficulties in preparing the proposal	Weighted Mean	Verbal Interpretation
1. Being familiar with other researches that have been conducted in areas related to the field of specialization	4.19	Agree
2. Understanding the steps to be used in conducting the research	3.98	Agree
3. Selecting a researchable and feasible problem or query	4.22	Agree
4. Determine the usefulness of the results	4.0	Agree
5. Establishing the value of the problem to society and profession	4.14	Agree
6. Identifying investigative questions in the statement of the problem	4.17	Agree
7. Preparing a comprehensive review of literature	4.07	Agree
8. Choosing the methodology or research design	3.98	Agree
9. Selecting the location for the research	3.90	Agree
10. Developing a valid and reliable instrument	4.20	Agree
Composite Mean	4.09	Agree

It terms of preparing the proposal, respondents agreed that they encountered these difficulties. This was shown with a composite mean of 4.09.

Specifically, they agreed that selecting a researchable and feasible problem or query was a difficulty, with a weighted mean of 4.22. Other difficulties agreed by the respondents were: developing a valid and reliable instrument, 4.20; being familiar with other researches that have been

conducted in areas related to the field of specialization, 4.19; identifying investigative questions in the statement of the problem, 4.17; establishing the value of the problem to society and profession, 4.14; preparing a comprehensive review of literature, 4.07; determining the usefulness of the results, 4.0; understanding the steps to be used in conducting the research, 3.98; choosing the methodology or research design, 3.98; and selecting the location for the research, 3.90.

There are many challenges that students would face in undertaking research. Carrying out meaningful research requires a solid understanding of the topic that they intend to dwell on.

The first stage of the research project is writing the proposal. This stage can be considered as one of the most difficult parts when undertaking research. If the students do not have enough knowledge in the area they intend to make a research on, they would have difficulty making a proposal. It is fact that thinking of or selecting a topic which is researchable is difficult. A student may find a hard time deciding a topic which is feasible.

Choosing a research topic is the first and one of the most crucial stages of the process. As pointed out by Easterby-Smith et al. (cited in Anson and Smith, 2004), it is very rare for students to have a clear focus from the outset of their research, and many find this lack of a clear focus to be a major impediment to getting started.

Conducting the research

After successfully defending the proposal to a panel of examiners, the proponents are going to conduct the research based on the suggestions of the panel. Table 3 shows the difficulties that they encountered during this stage.

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Table 3
Difficulties Encountered in Conducting the Research

Difficulties Encountered in Conducting the Research	Weighted Mean	Verbal Interpretation
1. Accessibility of documents, people and/or institutions in data gathering	4.14	Agree
2. Willingness of individuals or institutions to participate or impart information	3.88	Agree
3. Amount of time available to conduct and finish the research	4.08	Agree
4. Sufficiency of fiscal resources/funds	4.13	Agree
5. Proximity of research location/setting/environment	3.83	Agree
6. Availability of research resources (i.e., space, computers and other equipment, transportation, communication and other facilities)	3.94	Agree
7. Adequacy of knowledge in measuring tools (statistics) to assess and analyze research data	3.82	Agree
8. Availability of adviser/advisory committee to respond to queries	3.53	Agree
9. Rate of questionnaire returns (retrieval of instrument)	3.82	Agree
10. Knowledge of the steps in conducting the research	3.70	Agree
Composite Mean	3.89	Agree

As can be noted from the table, the respondents agreed that they encountered the difficulties pertaining to conducting the research as shown with a composite mean of 3.89.

In particular, accessibility of documents, people and/or institutions in data gathering was agreed as a difficulty with a weighted mean of 4.14. Sufficiency of fiscal resources/funds was also agreed as a difficulty as shown with a weighted mean of 4.13.

In addition, the following difficulties were agreed by the respondents as difficulties they encountered when they conducted their research: amount of time available to conduct and finish the research, 4.08; availability of research resources, 3.94; willingness of individuals or institutions to participate or impart information, 3.88; proximity of research location/setting/environment, 3.83; adequacy/knowledge of measuring tools (statistics) to assess and analyze research data, 3.82; rate of questionnaire returns, 3.82; knowledge of the steps in conducting the research, 3.70; and availability of adviser/advisory committee to respond to queries, 3.53.

In conducting research, access is one of the major concerns among researchers. This contributes to difficulties in the research process and may be considered as one of the factors why students are unable to meet the deadline. Access to documents, people and/or institutions is required in a research project. In most cases, access to these is particularly challenging when the research subject is of sensitive nature. The data collection stage is the most affected when student-researchers encounter problems relative to access.

Writing the Research Paper

Table 4 presents the difficulties encountered by the respondents in writing the research paper. This is usually done after researchers are finished conducting the research or gathering data.

The composite mean of 4.01 revealed that the respondents agreed on the difficulties relative to writing the research paper.

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Table 4
Difficulties Encountered in Writing the Research Paper

Difficulties Encountered in Writing the Research Paper	Weighted Mean	Verbal Interpretation
1. Rewriting the proposal into a final research format	3.94	Agree
2. Presenting data accurately using tables, figures or charts	3.99	Agree
3. Highlighting significant findings or data	3.84	Agree
4. Describing or delineating similarities and differences in findings or data	3.91	Agree
5. Interpreting or explaining data	4.17	Agree
6. Discussing the findings in the context of the literature base reviewed in Chapter 2, conceptual framework, research questions and hypothesis.	4.04	Agree
7. Organizing the presentation and interpretation of findings	4.12	Agree
8. Presenting ideas logically, directly, clearly and elegantly	4.16	Agree
9. Formulating conclusions concisely	3.96	Agree
10. Drawing recommendations which are doable, feasible, economical, practicable, efficient or effective ways of solving the problem	4.01	Agree
Composite Mean	4.01	Agree

It can be noted in the table that the respondents agreed that interpreting, or explaining data was a difficulty they encountered during this stage. This was shown with a weighted mean of 4.17. Presenting ideas logically, directly, clearly and elegantly was also a difficulty, with a weighted mean of 4.16.

Other statements which they considered difficult included: organizing the presentation and interpretation of findings, 4.12; discussing the findings in the context of the literature base reviewed in Chapter 2,

conceptual framework, research questions and hypothesis, 4.04; drawing recommendations which are doable, feasible, economical, practicable, efficient or effective ways of solving the problem, 4.01; presenting data accurately using tables, figures or charts, 3.99; formulating conclusions concisely, 3.96; rewriting the proposal into a final research format, 3.94; describing or delineating similarities and differences in findings or data, 3.91; and highlighting significant findings or data, 3.84.

After successfully finishing the data collection stage, it is now time for the students to write the final paper. For students-researchers, interpreting or explaining data collected was a primary difficulty. There were instances when students have a load of data to use in the study; at other times, since access was a difficulty encountered, lack of data to interpret likewise posed a problem.

Not all students can write. This is a fact that the researcher can learned upon teaching the research course. There were students who were unable to formulate a sentence which is logical and free from grammatical errors. This is one challenge that the student-researchers need to face so that they may be able to arrive at a meaningful research paper.

Measures undertaken to pursue research

Despite the difficulties encountered in each stage, students need to pursue research. This part of the paper reveals the measures undertaken by the respondents so that they can pursue the research.

Writing the Proposal

Table 5 shows the measures that the respondents had taken to pursue research.

As can be noted in Table 5, there was agreement among respondents that these measures enabled them to pursue writing the proposal despite the difficulties encountered during this stage. This was shown with a composite mean of 4.29.

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Table 5
Measures taken to Pursue Writing the Proposal

Measures taken to Pursue Preparing the Proposal	Weighted Mean	Verbal Interpretation
1. Read other researches	4.24	Agree
2. Study the steps to be used in conducting the research	4.47	Agree
3. Identify a research problem or query of interest to the researcher	4.32	Agree
4. Establish the significance of the results to a field of specialization or a specific group of people	4.21	Agree
5. Determine the relevance of solving the problem to society and profession	4.19	Agree
6. Identify clearly the variables in the study	4.22	Agree
7. Systematically examine in general information, research studies, data and theories which have been discovered over the years or found earlier by recent researchers related to the variables of interest	4.37	Agree
8. Decide on the most appropriate research design for the problem or topic	4.27	Agree
9. Determine the setting that is more convenient to the researcher	4.22	Agree
10. Read literature with which to base the items in the questionnaire	4.42	Agree
Composite Mean	4.29	Agree

Studying the steps to be used in conducting the research was agreed by the respondents, with a weighted mean of 4.47, as a measure to pursue writing the proposal. They also agreed that they read literature with which to base the items in the questionnaire, 4.42.

The other measures that the respondents agreed to were: systematically examine general information, research studies, data and theories which have been discovered over the years or found earlier by recent researchers related to the variables of interest, 4.37; identify a research problem or query of interest to the researcher, 4.32; decide on the

most appropriate research design for the problem or topic, 4.27; read other researches, 4.24; identify clearly the variables in the study, 4.22; determine the setting that is more convenient to the researcher, 4.22; establish the significance of the results to a field of specialization or a specific group of people, 4.21; determine the relevance of solving the problem to society and profession, 4.19.

Considering the difficulties encountered by student-researchers in writing a proposal, there are measures which they need to take into consideration for them to be able to pursue the activity. Since research is an academic activity, student-researchers need to have knowledge of how to do research. Being enrolled in a research course enables the students to gain knowledge of how to go about research activities.

Conducting the Research

The measures taken by the respondents to pursue conducting the research are presented in Table 6.

Table 6
Measures taken to Pursue Conducting the Research

Measures taken to Pursue Conducting the Research	Weighted Mean	Verbal Interpretation
1. Determine proxy variables to measure data	4.02	Agree
2. Identify the target group of individuals, organizations or institutions which constitutes the focus of the research	4.23	Agree
3. Set appropriate timelines	4.21	Agree
4. Determine cheaper means of accessing resources needed	4.03	Agree
5. Proximity of research location/setting/ environment	4.06	Agree
6. Utilize facilities provided in the University	4.05	Agree
7. Seek the assistance of a statistician	4.07	Agree
8. Work out a more flexible arrangement to meet with the adviser or advisory committee	4.23	Agree

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Measures taken to Pursue Conducting the Research	Weighted Mean	Verbal Interpretation
9. Perseverance in making follow-ups to respondents	4.13	Agree
10. Study and follow the steps in conducting research	4.18	Agree
Composite Mean	4.12	Agree

Based on Table 6, the respondents agreed that the measures presented were taken to pursue conducting the research, with a composite mean of 4.12.

In particular, they agreed that they identified the target group of individuals, organizations or institutions which constitute the focus of the research. They also pursued this stage of research by working out a more flexible arrangement to meet with the adviser or advisory committee. Both generated a weighted mean of 4.23.

In addition, they agreed on these other measures: set appropriate timelines, 4.21; study and follow the steps in conducting research, 4.18; perseverance in making follow-ups to respondents, 4.13; seek the assistance of a statistician, 4.07; proximity of research location/setting/environment, 4.06; utilize facilities provided in the university, 4.05; determine cheaper means of accessing resources needed, 4.03; and determine proxy variables to measure data, 4.02.

Conducting the research needs time and a lot of effort. Though difficulties were encountered, several measures were employed by student researchers to overcome challenges notwithstanding the fact that they needed to complete the paper at the end of the semester. This was specially the case for students enrolled in Research 102. Since Methods of Research was taken before Thesis Writing, they needed to review the steps in conducting the research through the course Research 102.

In addition, since faculty advisers were already assigned to each research group or individual researcher, consultation with the former enabled the latter to continue with the research activity. This can be due to the connection established with a particular faculty member which created an ideal mentoring environment

Writing the Research Paper

The measures undertaken by the respondents to pursue writing the research paper are revealed in table 7.

Table 7
Measure taken to Pursue Writing the Research Paper

Measure taken to Pursue Writing the Research Paper	Weighted Mean	Verbal Interpretation
1. Begin writing parts of the thesis the researcher is most comfortable with	4.16	Agree
2. Decide on the most appropriate form of presenting data either using tables, figure or charts	4.02	Agree
3. Stress only the important results the give information and could answer the problems raised in Chapter 1	4.13	Agree
4. Compare values on the dependent measures in statistical cases or using visual inspection of data	4.05	Agree
5. Explain and discuss thoroughly the implications suggested by the data	4.14	Agree
6. Compare findings with the findings of the previous or earlier researchers reviewed in Chapter 2	4.21	Agree
7. Follow the sequence of sub-problems presented in Chapter 1	4.17	Agree
8. Use appropriate formal language instead of jargon	4.32	Agree
9. Conclude based on findings	4.29	Agree
10. Recommend based on conclusions and what has been discovered of discussed in the study	4.19	Agree
Composite Mean	4.19	Agree

It was revealed in the table that the respondents agreed that measures were taken to pursue writing the research. This was shown with a composite mean of 4.19. Specifically, they agreed that they recommended

based on conclusions and what has been discovered or discussed in the study, 4.39; and used appropriate formal language instead of jargon, 4.32. Moreover, they also agreed on the followings measures which helped them continue writing the research paper: conclude based on findings, 4.29; compare findings with the findings of the previous of earlier researchers reviewed in Chapter 2, 4.21; follow the sequence of sub-problems presented in Chapter 1, 4.17; begin writing parts of the thesis the researcher is most comfortable with, 4.16; explain and discuss thoroughly the implications suggested by the data, 4.14; stress only the important results that give information and could answer the problems raised in Chapter 1, 4.13; compare values on the dependent measures in statistical cases or using visual inspection of data, 4.05; and decide on the most appropriate form of presenting data either using tables, figures or charts, 4.02.

Although writing the research paper is likewise a challenging stage in the research activity, student-researchers were still able to produce researches which are of quality. They have employed several measures to help them go through with this stage. Writing the final paper could also be considered as simply rewriting the proposal with several add-ons. If the proposal was comprehensive enough, there would be no difficulty in writing the thesis itself.

Plan of Activities

Doing research and writing a thesis at the undergraduate level is a challenge that every college student will face. The challenge begins with the need to think of a topic to research on and does not end until the final manuscript is approved and bound. These make college students fear the courses Research 101 and 102.

Based on the findings, the researchers developed a plan of activities with the main objective of instilling in the College of Arts and Sciences students the importance of undergraduate research and motivating them to pursue research despite the challenges that they may encounter.

Table 8
Year Round Program of Activities for Students who encounter difficulties

Stages	Major Areas of Concern/ Difficulties	Activities/ Strategies	Persons Involved	Success Indicators
Preparing the Proposal	Selecting a researchable and feasible problem or query Developing a valid and reliable instrument Being familiar with other research that have been conducted in areas related to the field of specialization	Training in analyzing present/current researches, electronic surfing, attending research fora of other universities Attend lecture-discussion regarding test construction and development Attending research fora of other colleges/ universities	Information ICT Library Dean Instructors Student	Students are able to select a researchable and feasible problem or query Students are knowledgeable in developing a valid and reliable instrument Students are familiar with other researches that have been conducted in areas related to the field of specialization
Conducting the Research	Accessibility of documents, people, and/or institutions in data gathering Sufficiency of fiscal resources/funds Amount of time available to conduct and finish the research	Establish linkages between the university and libraries, agencies, persons. Information dissemination regarding research grants of CHED and other institutions Meeting with the administrators/ dean/ chairpersons to organize or create class schedules and research day.	Other Agencies/ person Other universities/ Colleges Students Instructors CHED Deans/ Administration	Students have access to documents, people, and/or institutions in data gathering Students are able to find sufficient resources/funds Students have more amount of time available to conduct and finish the research

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Stages	Major Areas of Concern/ Difficulties	Activities/ Strategies	Persons Involved	Success Indicators
Writing the Research Paper	Interpreting or explaining data Presenting ideas logically, directly, clearly and elegantly Organizing the interpretation of findings	Participate in research to enhance or develop research skills. Enroll in advanced technical writing course during summer. Attend seminars on effective thesis writing.	Other Agencies/ persons Other universities/ Colleges Students Instructors CHED Deans/ Administration	Students are able to interpret or explain data Students are able to present ideas logically, directly, clearly and elegantly Students are organized in presenting and interpreting findings.

CONCLUSIONS

The following conclusions are based on the findings generated in the study:

1. Research is perceived to be an important undertaking in an undergraduate student's stay in college.
2. There are difficulties encountered in writing the proposal, conducting the research, and writing the research paper.
3. Measures are taken to pursue research despite the difficulties encountered in the following stages of thesis writing: writing the proposal, conducting the research, and writing the research paper.
4. A plan of action is designed to install the importance of research among students and motivate them to pursue research despite the difficulties that they may encounter.

RECOMMENDATIONS

The researchers recommend the following based on the findings and conclusions of the study:

1. Research trainings should be regularly conducted to install in the students the benefits that they can gain from undertaking research aside from merely considering it as a course requirement. This would also be a source of motivation for students to do research.
2. Research instructors should adopt methods and techniques of teaching Research which would enable students to develop skills needed in the course.
3. Faculty advisers should encourage students to work closely together in order to discover what knowledge is lacking and to fill the gaps.
4. The College of Arts and Sciences should continue holding the Annual Research Forum in order to motivate students to do quality research. This could also be a stepping stone for the students to be able to present their papers in national and international research fora.
5. The university and its administrations should generously support student needs in terms of faculties and equipment needed to undertake research.
6. Further studies should be conducted to determine other problems which may be encountered by students when they undertake research.

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