RESEARCH ARTICLE

NOVICE RESEARCHERS IN SENIOR HIGH SCHOOL: A PHENOMENOLOGICAL STUDY

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ABSTRACT

This study aimed to describe the lived experience of the senior high school student-researchers of the Academic track and the Technical Vocational and Livelihood track in accomplishing their research work in terms of (1) selecting their research topic (2) collecting and organizing related studies (3) preparing the research proposal (4) conducting the research and (5) writing the research paper. This paper also ought to investigate the impact of research to the senior high school students despite the difficulties encountered in the aforementioned stages. This study is a qualitative research using a phenomenological design and thematic analysis as the main method in analyzing the data interview. Another method used in this study involves cross-checking multiple data sources and collection procedures to evaluate the extent to which all evidence converges and this was done through focus group discussion. Results show that novice researchers from the academic and technical vocational and livelihood track have difficulties encountered from selecting their topic to writing their research paper. There are difficult tasks that they need to undertake and different barriers that they need to overcome in order to make a fruitful piece of research paper. Despite the challenges, research brought positive impact to student's development in terms of enhancing their knowledge, values and attitude. Research instructors should continue to look for strategy and technique in teaching research and school should provide necessary facilities needed in order to avoid inconveniences.

INTRODUCTION

Research is a learning process of executing mental acts of investigating facts and collecting information in order to prove the reliability or the truthfulness of one's claim or conclusions based on the research topic. It's a predominant way in answering queries aroused by curiosity thus; it's a method of investigation to increase knowledge and understanding (Taskeen, Shehzadi, Khan & Saleem, 2014). Research is done through a systematic manner to look for new knowledge, skills, attitude and values or to re-interpret existing knowledge wherein researchers are also task to collect, analyze data and evaluate whether or not their findings apply to their environments (Bocar, 2013; Alsied & Ibrahim, 2017). In some graduate and undergraduate courses, research subject is an academic requirement. Research is indeed an opportunity that helps students to pursue an in-depth study about any topic that interests them. Its main goal is to provide solutions to some of the world problems and enhance knowledge as well (Reddy, 2019). Most of the time, research work is found to be tiring and mind-numbing to do. However, research is a part of the curriculum which needs to be fulfilled as a component of the requirements for completion. It has been a common observation among college instructors that students find it very hard to undertake and finish research and there have been few

instances that students failed and were not able to graduate due to failure from complying (Evangelista & Hernandez, 2010). According to Taskeen et al. (2014), most of the students like to do research work but most of them tend to avoid it since it has been found out as a complicated subject to grip over that is why students are still unacquainted of the significance of research as a subject in the curriculum. There are things that take more time than what is planned and there are stages in research work that are more difficult than what the researchers expect (Bocar,2013). In short, there are unforeseen challenges and problems that may lead to academic failure of the students. Most learners have difficulty in writing a fruitful research paper. Students' difficulties start from identifying and thinking of the area of inquiry to the process of analyzing the data collected and reporting the findings (Alsied et al. 2017). This also involves on how to choose and narrow down a research topic. Some student researchers are hesitant in choosing a topic and most often take a lot of time on deciding what topic to be studied. The first factor that hinders students in writing a research is the psychological one that includes little or no confidence in choosing a title, poor prior knowledge of the research topic and research writing (Dwihandini, Marhaeni & Suarnajaya, 2013). Though, students are asked to select a topic based on their field of interest still, students spend most of their time selecting useless and uninteresting topics due to insufficient knowledge or lack of experience (Taskeen et al. 2014). Another challenge faced by novice researchers is the difficulty in writing especially with the language use and on

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how to express and link ideas (Bitchener & Basturkmen, 2006). This lead students to copy other works and claimed it as their own writing without acknowledging the author or sources. According to Taskeen et al. (2014), most novice researchers copy related studies and some research advisers do not have enough experience or knowledge about the different methodologies. Dwihandni (2013), also stated that linguistic is a factor that hinders students from writing research. This includes problems in lessening grammatical errors and difficulties in knowing when to delete unnecessary words, replace and organize grammatical items. Students faced academic problems which include students' inability to do the research course, advisors showing less support and commitment, students' low analytical skill and less motivated in their chosen topic (Mahammoda, 2016). These difficulties are identified as problems that sometimes go beyond the time allocated for finishing the research work. Moreover, Todd, Smith and Bannister (2006), identified another intellectual challenges like problems with time management. Research work indeed requires time since research is a complex undertaking. Students encounter some challenges when doing research and one of which is, knowing how to invest time required in finishing a research work (Baldwin, 2005). As mentioned also by Mapolisa and Mafa (2012), lack of time is one of student-related challenges in fulfilling their research work. Other reasons are lack of money, lack of library resources, lack of commitment and motivation to do research, lack of adequate theory in the field of being research on, student's failure to meet their research advisers regularly, and family problems (Bell, 2000; Pierce, 2005; Sidhu, 2001; Anderson, Day & Maclaughlin 2006 and Aspland, Edwards, O'Leary and Ryan 1999.

It was mentioned that lack of library resources is indeed another challenging part of the student researchers. As stated by Alsied et al. (2017), in their research on the problems faced by Libyan learners, students spend time searching in books but the information that is needed by students is not available, most of the time. For this reason, students tend to delay the completion of their research project and make them less motivated to finish their work. Internet is another issue as well since it is not always accessible to some students. According to Mawere and Weda (2011), students encounter challenges such as unavailability of the Internet, lack of exposure to computers and lack of materials related to research. According to Horowitz, Rosenberg & Bartholomew (as cited in Locke, 2005 & Bocar, 2013), interpersonal problems are repeating challenges in relating to others. Novice researchers may have a hard time establishing rapport with participants and encounter respondents who are resistant to participate in the study (Hoskins & White, 2013). A novice researcher may not be confident enough in conducting qualitative interviews due to limited or no experience in qualitative research (Dearnley, 2005; Hoskins & White, 2013). Moreover, novice researcher faces challenges on how to properly select participants, how to locate potential participants, how to convince them to participate in the study and then making them comfortable to talk and share during the interview. There are indeed numerous challenges faced by researchers especially the novice ones. If graduate and undergraduate students faced difficulties working on their researches, students in the senior high school also faced a lot of challenges especially those skilled students under Technical Vocational and Livelihood Track since most of these students are not academically inclined.

Objective of the Study: This paper aimed to describe the lived experience of the senior high school student-researchers of the Academic track and the Technical Vocational Livelihood track (TVL) of Luray II Barangay High School. It also sought to answer the difficulties or challenges that the students faced in accomplishing their research work in terms of (1) selecting their research topic (2) collecting related studies (3) preparing the research proposal (4) conducting the research (5) writing the research paper and the positive impact/s of research to the senior high school students despite the difficulties encountered in the aforementioned stages?

Significance of the Study: This study will be significant to senior high school students in order to make and develop quality researches. Through this study, novice researchers will be able to identify the challenges and difficulties in doing research thus, making them aware and give them the idea of looking for ways to counter these. The result of the study will also guide the novice researchers about the stage or stages where most of the students are having difficulty with in undertaking research so they can seek advice from research experts or research advisers. Senior high school teachers who serve as research advisers can also be benefited from this study. The results of the study will make them aware about the difficulties encountered by the students and through this, teachers will be enlightened to develop educational strategies or make action plans in order to lighten the problems faced by the student researchers. In this way too, research advisers will be more responsive and will be able to give proper guidance and support to their students in order to make the students realize that research work is a fruitful endeavor. This study will also enable the Senior High School department to achieve one of its goals and that is to give every student an opportunity to receive quality education based on an enhanced and decongested curriculum which is internationally recognized and comparable thereby strengthening the research abilities of the students.

MATERIALS AND METHODS

This study is a qualitative research using a phenomenological design and thematic analysis as the main method in analyzing the data interview. According to Phillion (2002), (as cited by Ulla, 2018), qualitative research explores, describes and analyses the lived experiences and interests of the people concern. A narrative form of inquiry was employed and a researcher-made semi-structured interview was conducted to the purposively selected senior high school participants and the interview data obtained from them were subjected to thematic analysis in order to answer the research questions. This was done through personal interviews and a mobile phone was utilized in order to record the data. All the responses were transcribed and were read and analyzed many times in order to fully grasp the content and message of the informant's responses. It was then categorized into different themes and subthemes. Another method used in this study is a cross-checking multiple data sources to evaluate the extent to which all evidence meets and this was done through focus group discussion. The focused group (FG) constituted the informants' classmates and schoolmates who underwent research too. These student researchers served as the validators of the participants' responses to eliminate biases.

Setting and Participants: This study was conducted in Luray II Barangay High School, Toledo City, Philippines, where 13

senior high school students participated in the study. There were six (6) student respondents from the Academic Track and another seven (7) student respondents under Technical Vocational Livelihood Track since the study reached its saturation point after five (5) for the Academic Track and six (6) for the TVL Track. The researcher employed purposive sampling technique in selecting student-respondents that had undergone at least one research study.

RESULTS AND DISCUSSION

The responses were transcribed, read and analyzed in order to fully grasp the message. These messages were categorized into three (3) major themes with 12 sub themes. The major themes are: Tough Tasks, Research Barriers and Impact on Knowledge, Values and Attitude.

Difficulty in Selecting a Researchable and Feasible Topic: Student researchers had different encounter yet shared almost the same experience in selecting a research topic. Most student researchers are hesitant in choosing a topic and most often take a lot of time on deciding what topic to be studied. Some respondents in the academic track answered that they were having a hard time in selecting a topic due to the many issues that the society is facing. They had confusions in selecting a topic which is unique, relevant and time-bounded. This evidence was manifested when respondent8from the academic track said

"…*Yes, because as all we know, here in our society, we have different issues facing, different issues happening that made us confused in which or what research topic we would be conducting because in choosing a research topic, we are basing on today's issues, and also we are basing on its uniqueness, time span given and relevance for the society to be one of the beneficiaries*".

Student researchers from the Technical Vocational and Livelihood Track had difficulties in selecting topic which should be related to their chosen strand like Bread and Pastry, Wellness Massage, Cookery, Hairdressing, Electrical Installation and Maintenance (EIM) and Shielded Metal Arc and Welding (SMAW). They only have limited topics to think since they still lack knowledge about their chosen strand. This evidence was manifested when respondent1 said

"... *Daghankangdapati-consider like able to relate, perhaps, the solution to the topic and dilibondokaayuug time because process or gather data or in short dilibaka ma aliceinsaorasniya limited opportunity to think topic because I relate too major*".

("There are lots of things to consider like can you relate to the topic? Is it easy for you to get the solution or answer from the chosen topic? Won't require a long process in gathering data or won't we run short of time? And topics are limited because we need to relate it with our major").

According to Dwihandini et al. (2013), the first factor that hinders students in writing a research is the psychological one that includes little or no confidence in choosing a title, poor prior knowledge of the research topic and research writing. Though, students are asked to select a topic based on their field of interest still, students spend most of their time selecting

useless and uninteresting topics due to insufficient knowledge or lack of experience (Taskeen et al. 2014).

Identifying Fact-Finding Questions: Identifying fact-finding questions in the statement of the problem is an important yet challenging part in making the research proposal. Student researchers have questions in mind but they're having difficulty in terms of constructing their question using the required language. Student researchers from the TVL track had hard times in constructing questions compared to the student researchers in the academic track. One of the student researchers under technical vocational said

"... *We didn't even know English on TVL so he was minus us. you do not have to construct a sentence and a samotna question.* "

("We don't know how to construct sentences using the language because we are students under technical vocational and we are not capable of doing it. We don't even know how to construct a sentence how much more in constructing questions").

Difficulty in Analyzing Research Data: Selecting appropriate statistical tool is essential in assessing and analyzing research data. Statistics is a separate and a pre-requisite subject before taking quantitative research. Student researchers admitted that they have insufficient knowledge about the different statistical tools. They were taught about the different tools but no applications. The teacher did not give sample research problems with different treatments applied. One of the student researchers under academic track said

"... *We are also taught that we encounter problems that are problematic when we reject or accept hypotheses, one-on-one interpretations and conclusions. We will depend on our teacher and what tools he will use to try to compute how.* "

("We were taught about statistics but we did not encounter research problem and on when we are going to reject or accept hypothesis, how to interpret results and give conclusions. We were just depending on our teacher to what statistical tool we are going to use and find ways on how to compute it").

This was supported by one of the student respondents under technical vocational

"... *Inevitably, weighted mean is less commonly used than usual. So we look for a topic of weight gain that means weighted meanings.* "

("I don't know about other statistical tools, I usually use the weighted mean because it's the easiest one for me. I just look for topic where weighted mean could be applied").

As what Alsied et al. (2017) had stated that students' difficulties start from identifying and thinking of the area of inquiry to the process of analyzing the data collected and reporting the findings.

Time Management: Research work indeed requires time since research is a complex undertaking. Another intellectual challenge faced by student researchers is a problem with time management.

Student researchers in both tracks struggled a lot in terms of balancing their time for they also have other projects and requirements from their other subjects to pass. One of the student researchers from the academic track said

"... It takes 2 hours of our time to research perodi really enough because we will manage the availability of the majority of respondents".

("It will really take a lot of time ,though our research time is good for two hours but still it's never enough for we are depending on the availability of our respondents").

This was also supported by one of the student respondents from the technical vocational

"... it's hard to balance the time because we're in the major. That is why research is so important that more time has been spent by the respondents than dilisa school ".

("It's very hard to balance my time considering that we have our major subject. It seems that research is our major subject for we usually spend more time with it already knowing that most of our respondents are not in school").

Knowing how to invest time required in finishing a research work is another challenging part of the student researchers. Research demands time and effort that sometimes lead the researchers to use beyond the research subject's time. They sometimes miss other classes and experienced sleepless nights just to finish encoding their manuscript in internet cafes. Most of the respondents reveal that their teachers from other subjects are jealous because they were too busy doing their research rather than with their subjects. This evidence was manifested when respondent4 in the academic track said

"... Research is really needed in terms of design hearing or final defense as it is busy encoding exits. Occasionally use a time-consuming subject or cut-off contact at 4 o'clock at the end of the five encodings. We care about why we care about research. We worked hard to make it a great subject. "

("Research requires time. We get too busy encoding our manuscript most especially during design hearing or final defense. We sometimes cut classes and we also experienced going home at 4 am just to finish our research work. Our other teachers got jealous because we spent most of our time doing research and because of it they gave us additional works to do so we too would be busy with their subjects").

This was supported by one of the student researchers under technical vocational track

"... Research is more time-consuming than our list. Sometimes we discourage our other teachers especially the major because we don't think research can be more focused on a major than it can be.

("We spend most of our time in doing research because for us, research is the hardest subject. Sometimes we get discouraged because our teacher in our major subject told us not to focus on doing research, rather focus on our major because we can earn money from it"). Students encounter some challenges especially on investing time required in finishing a research work (Baldwin, 2005).

As mentioned also by Mapolisa and Mafa (2012), lack of time is one of student-related challenges in fulfilling their research work.

Theme 2: Research Barriers

Language: Another challenging part of the student researchers is the difficulty in writing especially with the language use and on how to express and link ideas. This leads students to copy the works of others and claim it as their own writing without paraphrasing or acknowledging the author. Some student researchers also responded that they were not taught about paraphrasing or practice skills on linking ideas from one to another. This evidence was manifested when respondent3 in the academic track said

"... Yes, it is interesting to know how to organize the idea coherent. The language that is used to make it difficult is beyond the scope of the paraphrase".

("I don't know how to organize to make the ideas coherent. I also have difficulty with the language used and we were not taught about paraphrasing").

This was also supported when respondent7 under technical vocational said

"... It is safe to say that no one has discussed how to paraphrase and use word-and-word grammar to prevent copy paste."

("I'm having difficulty becausewe were not taught about paraphrasing and I'm also having difficulty with the use of word and grammar that's why I always copy paste ideas").

According to Taskeen et al. (2014), most novice researchers copy related studies and some research advisers do not have enough experience or knowledge about the different methodologies. Dwihandni (2013), also stated that linguistic is a factor that hinders students from writing research. This includes problems in lessening grammatical errors and difficulties in knowing when to delete unnecessary words, replace and organize grammatical items. Indeed, linguistic is a factor that hinders students from writing research. Organizing and presenting ideas in a logical, direct and clear manner is another challenging part of the student researchers especially students under technical vocational track. This is also true in constructing the conclusion concisely and drawing recommendations which are doable, feasible and practicable. One of the student researchers in the technical vocational track said

"... We are going to struggle. We are not the organizers of our ideas. Sometimes as a believer, we wonder how to interpret each other rather than understand it. "

("We had difficulties in constructing and organizing our ideas. We know it using our own dialect but having a hard time whenever ask to translate it into English").

Interpersonal Skills: Interpersonal problems are repeating challenges experienced by the student researchers. They have hard time connecting with their respondents and are not confident enough in conducting interviews and survey due to

limited or no experience. This evidence was manifested when respondent4 from the academic track said

"... I'm not confident in interviews. We despise us because of the respondents, he does not know the story ".

("I'm not confident in conducting the interview. We feel shy with our respondents and we don't know how to start our conversation").

This was also supported when one of the student researchers under technical vocational said

"... Yell at the most responsive respondents in welders to be TVL-trained with the workers"

("I feel very shy especially when most of our respondents are real welders and not students. Other TVL students have respondents who are workers in the field already")

According to Horowitz et al. (as cited in Locke, 2005 &Bocar, 2013), interpersonal problems are repeating challenges in relating to others. Novice researchers may have a hard time establishing rapport with participants and encounter participants who are resistant to participate in the study (Hoskins et al. 2013). A novice researcher may not be confident enough in conducting qualitative interviews due to limited or no experience in qualitative research (Dearnley, 2005; Hoskins & White, 2013). Novice researchers also faced challenges on how to locate potential participants, how to convince them to participate in the study and then making them comfortable to talk, cooperate and share during the interview. They also need to be flexible in dealing with the attitudes of their respondents. They also encounter inconsiderate teachers where they are not allowed to conduct their study during their time even if they already have the permit from the principal to conduct the study. As testified by one (1) of the student researchers under the academic track

"... First, the teacher is reluctant to take the time for the survey. Second, We encounter a variety of student respondents. Third, with the dilisilahonest because it answers the survey questionnaire. "

("First, the teacher doesn't like to give a little of their time to conduct our study to the students. Second, we encounter different attitudes of the respondents especially students. Third, some of the respondents are not honest with their answers").

Novice researcher faces challenges on how to properly select participants, how to locate potential participants, how to convince them to participate in the study and then making them comfortable to talk and share during the interview (Dearnley, 2005; Hoskins & White, 2013). Participation and cooperation among group members is also another issue faced by the student researchers especially the group leader.
Since it was a group study, some of the members are just depending on the leader and are less committed with their work. One of the student researchers under technical vocational said

"... That wonderful group of mates has become a trusted leader rather than the joy of many of our family members."

("Some group members are not participating. They're just depending on the leader. It's good that we'll be working as a group to lessen the burden but it seems like there were only two of us who are working on it").

Inadequacy of Resources and Funds: Student researchers from both tracks have difficulties in searching up to date articles which are related to their chosen topic. Some articles if not outdated, have unknown authors and no publication year indicated. They also encounter articles which have research titles related to their topic yet the content is too way different. Sometimes, student researchers practice dishonesty for the sake of complying. This was testified as one (1) of the students in the academic track said

"... It is difficult to study the year 2000 and above article. Posted in 1999 or below.

("It's difficult to look for an article that was studied from year 2000 and above. There are many articles yet fall from year 1999 and below. We had difficult time in searching articles, so what we did is was to change the year just to have related article for our study").

One student researcher from the technical vocational track also said

"... The articles reflect the author's and the year of publication of the international research study for good information as they are involved and are considered valid without authorization".

("Some articles have unknown author and no year of publication through the information from these articles are relevant and of great help but since there is no author indicated we think of it as invalid").

Another issue faced by student researchers is financial problem. Since internet is not always accessible to the students, they were forced to go to internet cafes and spend their own money to search for articles related to their topic. Slow internet connection and poor computer skills also add to their burden and expenses since it will take time to read, download and locate necessary icons to press. A student researcher from the academic track said

"... Financial problems because my parents are separated and my mom cannot support me financially and computer problems because of slow slow connection".

("My parents are separated and my mom cannot support me financially. I lack computer skills and the internet connection is too slow").
This was also supported by one of the student researchers under technical vocational track

"…Financial, because searching info in the web takes a lot of time and money and loading pa gyud kayo ang computer ug internet".

("Financial because searching information in the web takes a lot of time and money. Computers are not functioning well and the internet is too slow").

Internet is not always accessible to some students. According to Mawere and Weda (2011), students encounter challenges such as unavailability of the Internet, lack of exposure to computers and lack of materials related to research. Lack of money for food and transportation hinders the student researchers from passing their work on time. Some of the group members can't participate and cooperate during the conduct of the study due to financial problem. This evidence was manifested when respondent 10 under academic track said

"... Because I have a leader who can guide my members and talk about the difficulties of course we have been through and that time has been adjusted as we meet - up'2 as many members have no money to pay."

("Since I am the leader of the group, I need to guide my members and talking about difficulties, I usually adjust my time especially during meet ups because some of the members have no money for their fare"). Technical vocational students also have different experience especially those researchers from bread and pastry, cookery and hairdressing strands. They usually underwent experimental designs and are product-based so they need enough funds for the ingredients. This evidence was manifested when respondent1 said

"... We have delayed product development and survey because we have lost money. Samotnauggastougou love the ingredients that are the product of your product. "

("It took time for us to make the product and conduct the survey due to financial problem. The ingredients of our product were too expensive").

Availability of adviser to respond to queries: Student's failure to meet their research adviser regularly is one of student researcher-related challenges in fulfilling their research work. Aside from conflict of schedule, research advisers were too busy doing their job related works like teaching, forms, reports and the like. Aside from being the research adviser, they also play the role of being the statistician and grammarian. The adviser can't accommodate the needs of the student researchers for they were handling 3 sections with 6 groups. This evidence was manifested when respondent7 in the academic track said

"... Busy gudsimaammao we doubt that sometimes we need to ask for more. Unfortunately for mangorection yet five grammar teachers still learn how to compute, there are still some misunderstandings in the reports.

("Our research adviser is too busy and we are hesitant to approach her. Too many students were waiting for her availability. We feel pity to our research adviser because aside from doing all the corrections especially in grammar, she also teaches us how to compute the data even if she still has other class to attend and reports to be done. Aside from the research adviser, there is supposed to be another teacher to guide us in terms of statistics and another teacher for the grammar").

This was also supported by one of the student researchers under technical vocational

"... We need to spend more time correcting our grammar than minus biyaintawn mi, as TVL users we know.

("We need more time from our research adviser especially in doing corrections in terms of grammar because we are not inclined to that, that's why we took technical vocational strand. We are wondering why we have research subjects. We are not confident with our study").

Theme 3.Impacts on Knowledge, Values and Attitude

Strengthened Values: The senior high school novice researchers revealed that research brought positive impact despite the difficulties they encountered. It strengthened their values of patience and sense of responsibility especially to the group leaders. As testified by one of the student researchers in the academic track

"... As a group leader, I feel that I am more responsive than I ever need to be.

("Because I'm the group leader, I learned how to strengthen my patience and I became more responsible for I need to guide my group members in order to finish our research work").

They also spent overnight stay to study and brainstorm with their groupmates to be able for them to answer the possible questions given by the panelists with confidence. They also experience conflict due to lack of cooperation and misunderstanding but were able to settle them. They were able to know their classmates more and for them, this experience tight their bonds of friendship. As stated by respondent5 under technical vocational track

"... We broke up with our partner to sleep over for a group study. we have been disobedient and have fought a great deal without helping each other. Our bonding is stronger and more recognizable. "

("We experience sleep over for a group study. We also had fights and misunderstandings but were able to settle them. This experience made our friendship strong and I was able to know my classmates well").

Boost Self-Confidence: Novice researchers may not be confident during their first time interview with their respondents but still this helps boost their self-confidence most especially during oral defense. Some of them notice improvements from their low performing classmates like their eagerness to participate and learn.As stated by one of the student researchers

"... The confidence that I have is very important. It is a subject that has been used to get the best of our classmates.

("It boosts my self-confidence because we need to talk and share our ideas. This is the only subject that encourages most of my classmates to spend time to study especially during defense").

Enhance Broad Understanding: Research ensures that knowledge is up to date. It enhances knowledge because in doing research they get to know detailed information about the topic. The more the knowledge of the topic is, the more successful is the research. Student researchers admitted that they learned a lot of things from doing their research work.

They feel that they are one step higher to those who have no experience of doing it. As stated by one of the student researchers in the academic track

"... More knowledgeable and unforgettable research subject. I have a lot to improve on my values, confidence and awareness in all my studies. "

("I learned a lot and had unforgettable experience in this subject. There are lots of aspects in me that were enhanced like my values, confidence and I also learned from the studies of my classmates").

Student researchers from the technical vocational track were also thankful for the experience. They struggled a lot but they were able to surpass all the challenges. As stated by one of the research respondents

"...We are still thankful to have our pillows. We can say that the edge is really good."

("We are thankful because we learned a lot from doing it. We can say that it's our edge over the others who have no experience at all.").

Sense of Fulfillment: Student researchers understand how it feels like to be successful. They feel satisfaction and fulfillment every time they hear the words "accepted" and "passed". There's nothing more fulfilling than knowing your hardships and struggles had been paid off. This evidence was manifested when respondent6 said

"... It was great to hear that panelists accepted or passed us. It can be frustrating because it is so frustrating. Grabeka fulfilling. "

("I feel so much happiness when the panelist accepted our research proposal and gave us a passing remark during the final defense. It brought us to tears because of the hardships that we encountered along the way. It's very fulfilling").

Limitations: This study limits only to the experience of the senior high school student researchers in terms of selecting a research topic to writing their research paper. This study did not emphasize the experience of the students in writing qualitative and quantitative studies but only their experience as a whole in writing a research paper. Research advisers or teachers teaching research subjects were not included in the study.

Recommendations

Research instructors should change strategy, adopt methods and techniques in teaching every stage of writing the research paper. This would enable the senior high school students to develop the necessary skills to possess in doing research. Research trainings or workshops should be conducted to schools to give additional insights and motivation to the students. This will let them realize the benefits that they can gain from doing research aside from merely considering it as a course requirement. Research advisers should also work closely together to have plan of activities or action plan in order to help students with difficulties in undertaking research. The school and its administrations should generously support adequate resources such as computer, printer, and internet connection and other facilities and equipment needed in undertaking research. Further studies should also be conducted to teachers in order to determine the problems which may be encountered by them in teaching research.

Conclusion

Novice researchers from the academic and technical vocational and livelihood track have difficulties encountered from selecting their topic to writing their research paper. There are difficult tasks that they need to undertake and different barriers that they need to overcome in order to make a fruitful piece of research paper. Despite the challenges, research brought positive impact to student's development in terms of enhancing their knowledge, values and attitude.

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