

Students' Challenges on Writing Undergraduate Thesis in the College of Business, Administration and Accountancy at Laguna University: Basis for Research Programs

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Abstract

Academic degrees include thesis projects as part of the overall learning process. Despite efforts by the educational sector to improve writing abilities, many students struggle with academic writing. As a result, it is important to discuss the problems of writing an undergraduate thesis and provide plans to overcome these challenges. The researchers looked into the challenges that students faced when writing an undergraduate thesis. 117 students were selected from the total student population of 150 students enrolled in Research for the academic year 2021-2022, from the Bachelor of Science in Accountancy (BSA), Bachelor of Science in Accounting Information System (BSAIS), and Bachelor of Science in Tourism Management programs (BSTM). The data was gathered at Laguna University, in Santa Cruz, Province of Laguna. The researchers used descriptive correlational design through survey questionnaires to collect, classify, and analyze the data. The variables are measured using frequency, percentage, weighted mean, and Chi-square. According to the findings, the Methodology is the most significant predictor of what causes students to struggle when writing an undergraduate thesis, while the Advisor Relationship is the least. As a result, the study revealed the significant relationships between the student's demographic variables and level of challenges in English Proficiency, Research Methodology, Team Attitude, Research Topic, and Advisor Relationship. No correlation existed between demographic variables and time management. Research programs, are designed to assist students who are struggling with their undergraduate thesis, as well as to create a foundation for a convenient, beneficial, and fruitful research adviser-advisee relationship that intends to effectively monitors and communicates the study's progress and goals, resulting in better and more well-informed research recommendations.

Keywords: challenges, undergraduate thesis, methodology, adviser relationship, research programs

1. Introduction

The majority of academic degrees demand thesis projects as part of the overall learning process. In order to graduate, most universities require students to write their own research papers. Students working on their thesis projects may face a range of challenges, particularly those who regard English to be their second language. Thesis writing is the crucial stage in obtaining a degree. To write a thesis, students must go through procedures throughout their immersion in various stages, and the difficulties that occur may either hinder or motivate them to complete their particular inquiries (Campillan, 2019). Writing a research study is more difficult than it appears since writing is the most difficult talent to teach and improve when compared to other abilities. Even with the assistance of modernization and technology in alleviating the difficulty for students in writing their undergraduate thesis, they still have a tough time coping.

Significantly, Roxas (2020), writing in many settings of life is a vital talent. It is one of the key elements of education. Despite the education sector's attempts to increase the writing capabilities of students, many students still have problems with academic writing. Consequently, the gap has to be filled and students' academic writing issues thoroughly understood. Therefore, it is essential to talk about the difficulties students encounter when writing their undergraduate theses and offer advice for overcoming those difficulties.

1.1 Theoretical Framework

1.1.1 A Cognitive Process Theory of Writing

Flower and Hayes' (1981) Cognitive Process Theory of Writing essentially discusses a writer's thought pattern when writing. This mental process includes tasks like developing a story, editing a manuscript, reworking a document, and so forth. The conclusion of each of these stages in the content creation process is what the cognitive process theory is interested in. Long-term memory and subject-matter expertise are related in the cognitive process theory. When a writer is knowledgeable about a topic, they create content in three stages: thorough planning, translation or creation of the first draft, and evaluation. The cognitive process will continue indefinitely until the goal is met. While there are numerous approaches to thinking about writing and how computers can help, we will focus on the cognitive process model because it emphasizes writers' intentions rather than their actions. It is believed that abstracting writing mechanics will help researchers articulate their intentions with writing support tools and share results across disparate writing tasks. Flower and Hayes also proposed that the act of writing is propelled by goals, which are created by the writer and grow in number as the writing progresses. These goals, which span in complexity and abstraction from 'appeal to a broad audience' to 'don't use that cliché', are what direct the writer to different processes. We can model the writing process by considering the writer's goals and what processes they enlist to achieve them. While this model has since been updated with an increase in complexity, considering how goals propel the writing process remains a useful model. Writing has long been considered a mode of learning, as it is both a process and a product, which allows near-constant reflection on the ideas the writer is trying to express. By considering a writer's shifting goals, writing researchers have understood why mature writers are able to learn from their writing (Scardamalia & Bereiter, 1987).

1.2 Purpose of the Study

The study's objective is to determine the level of students' challenges in writing undergraduate thesis in terms of English Proficiency, Time Management, Research Methodology, Team Attitude, Research Topic, and Advisor Relationship. It investigates whether there is a correlation between demographic variables and the level of challenges in writing undergraduate thesis in the college programs of Business, Administration, and Accountancy. The study aims to provide answers to the following research questions:

1. What is the demographic profile of the undergraduate students in terms of Age, Gender, Course of study and Employment status?
2. What is the level of challenges in writing undergraduate thesis in terms of English Proficiency, Time Management, Research Methodology, Team Attitude, Research Topic, and Advisor Relationship in the College of Business, Administration and Accountancy programs at the Laguna University?
3. Is there a significant relationship between the students' demographic variables and level of challenges in writing undergraduate thesis in terms of English Proficiency, Time Management, Research Methodology, Team Attitude, Research Topic, and Advisor Relationship?
4. What research programs may be proposed according to the research findings?

Hypotheses: There are no significant relationships between the students' demographic variables and level of challenges in writing undergraduate thesis in terms of English Proficiency, Time

Management, Research Methodology, Team Attitude, Research Topic, and Advisor Relationship.

2. Literature Review

2.1 Demographic variables and English Proficiency

According to Olusiji (2018) who investigated 221 undergraduate students from several institutions in the city of Gulbarga, India, in his paper "Differences in English Proficiency among Early, Middle, and Late Immersion Undergraduate Students." The findings show that female learners' better English competence than male learners is due in part to their more positive attitude toward English language education and self-confidence in their ability to learn the language successfully. In agreement with the findings of Glowka (2014), the collected data offered strong evidence that females performed substantially better than boys. These findings back with the sociolinguistics finding that female students outperform males because they are more receptive to novel linguistic forms in the target language and more easily eliminate interlanguage forms that stray from target-language norms than their male counterparts. It may be argued that their studies' findings influence how male students tend to struggle more with writing and comprehending their undergraduate thesis projects because guys have a lower level of English competence than females.

Additionally, Amida et al. (2020) examined graduate students' academic achievement by evaluating a predicted model based on self-determination theory (SDT), which holds that motivation, time management, and career goals influence perceived success. According to the findings of the study, female students demonstrated much better time management than their male counterparts. On the contrary, Balkis and Duru (2017) provided support for the study in their analysis of gender variations in the association between academic procrastination, academic satisfaction, and academic success. Male students, according to Balkis and Duru (2017), exhibited greater levels of academic procrastination and worse levels of academic success and academic life satisfaction.

Furthermore, Jaekel et al. (2017) discovered that, contrary to popular belief, older learners make faster progress in classroom vocabulary acquisition, presumably due to increased effective communication skills and their capacity to learn languages through specific teaching.

2.2 Demographic variables and Time Management

Antipolo (2017) conducted a study on managing school and employment in the middle of a pandemic: working students time management. Purposive random sampling was used in his study to determine how they spent their time. In this survey, there are 43 males and 58 females. The Time Management Questionnaire from Wayne State University served as the basis for this study's descriptive research technique. The study's findings indicated that male working students have somewhat more stressful time management than female working students, and that no male working students have proclaimed organized time management, although some of their female counterparts have. Finally, this study claims that male and female time management differs. Similarly, Tumin et al. (2020) looked into the experiences of working students, particularly those in higher education, in dealing with the problems of working and studying. The research revealed various difficulties faced by working students, such as time constraints and commitment to their studies.

On the other hand, as stated in Adams and Blair's (2019) research, good time management is related to higher academic achievement and decreased levels of anxiety in students; yet, many

students struggle to find a balance between their studies and their daily lives. Thus, according to their findings, it was confirmed that the element was associated substantially with cumulative grade point average was students' perceived control of time. On average, time management behaviors did not significantly differ by gender, age, entry qualification, or time already spent in the program. Seemingly, Pappa et al. (2020), brought to light that one challenge in constructing research that students face is a work-life balance, even though participants still see work-related stress as a motivator, and the paper argues that stress can be a catalyst for scholarly identity negotiation and professional development when viewed positively.

2.3 Demographic variables and Research Methodology

Lunde et al. (2019), there has been little research into dissertation methodology selection and the factors that influence this decision. The foundations of quantitative research are mathematics and scientific positivism, while qualitative research is constructive. According to their findings, none of the criterion variables of biological sex, race, age, or religious affiliation were statistically significant in predicting dissertation technique choice.

Thelwall et al. (2019) on gender variations in research domains, techniques, and themes, females are more prone to utilize exploratory and qualitative approaches, whereas males are more likely to employ quantitative methods. This is maybe due to females scoring lower than males on math and science examinations, but they perform better on a verbal reading test and outperform them on verbal reading tests.

Relatively, Fleming et al. (2018) on methodologies, methods, and ethical considerations for conducting research in work-integrated learning, it was discovered that one of the primary problems of doing research is ensuring that the study design has rigor and transparency in the data gathering procedures. It was discovered that one of the primary problems of doing research is ensuring that the study design has rigor and transparency in the data gathering procedures.

2.4 Demographic variables and Team Attitude

In the light of the study of De Prada et al. (2022), teamwork skills are deemed crucial for personal, academic, and professional success, institutions are progressively including them in their curriculum. Accordingly, their research intends to close this gap by describing higher education students' mastery of cooperation abilities and its relationship to socio-academic characteristics (gender, academic year, and grade point average—GPA). Findings showed a considerable gender difference, with female students outperforming their male counterparts in all collaboration traits except leadership. Similarly, as students advanced through their courses, their capabilities improved, particularly those related to adaptation and decision making.

Additionally, Maqsood, et al. (2019) analyzed undergraduate students from the University of Punjab in their work "Attitude towards the research of university students, A Multivariate study." The data indicate that students, in general, have a favorable attitude toward research. Male pupils are more optimistic than their female counterparts. Those with a high degree, as expected, have a very positive attitude toward research. Meanwhile, Wei et al. (2019) investigated the relationship between team demographic diversity and team performance in their study. The findings revealed that, depending on the type of diversity and circumstance, varied demographic diversity had distinct effects on team performance.

In respect, Pociasket al. (2017) with the goal to examine whether different team formation methods would affect individual and team performance outcomes and student attitudes in an undergraduate general education course. Across three portions of the same course, teams were

either created by the teacher, by the students, or by a computer program at random, it was discovered that teams chosen by the course instructor were more diversified, but students in these teams fared no better than their classmates in self-selected or randomly assigned teams. Because student performance was similar regardless of team formation technique, these data imply that student-formed teams may be a viable alternative for instructors to consider when designing a team-based course.

2.5 Demographic variables and Research Topic

Eodice et al. (2019) observed that the assignment or course topic might also influence subject matter, as an external force interacting with what students brought to their writing contexts, although in most circumstances, students' options to create personal connections to their topics are restricted. At this point, it's important to note that decades had been spent teaching and analyzing students' writing in higher education. While any institutional constraints that prevent students from participating meaningfully with their writing are always frustrating, also bear witness personally to the potential of writing and give students opportunities to thoroughly engage them in topics about which they are passionate. As specified by Ameen et al. (2018), within their study on the challenges encountered by beginner LIS researchers while developing a subject attempted to highlight the obstacles often encountered by young researchers during the search proposal creation stage. Some studies on the variables influencing students' topic selection were discovered, which demonstrated that students' topic selections were impacted by the departmental research agenda, core courses, and both professional and personal experiences.

Relevantly, argued by Thelwall et al. (2019), gender variations in study subjects and topics cannot be entirely explained by psychology's people/thing interest dimensions. His findings broadly parallel those from the United States, although they imply that more life science topics may be connected with women in the United Kingdom, and patient-related research may not be associated with men. UK STEM gender balance initiatives may thus emphasize people-oriented, and possibly socially positive, aspects of currently masculine STEM topics and approaches (e.g., abstraction, mathematical quantitative methods), and promote female-friendly topics, methods, and goals within male-dominated fields, in addition to combating implicit and explicit sexism and providing a supportive working environment.

2.6 Demographic variables and Advisor Relationship

Roessger et al. (2019) investigated whether older students used first-year academic advising services in the same way as younger students while adjusting for time constraints like employment and family. Evidenced that as students became older, they were less likely to participate in academic advising. Their findings both support self-directed learning theory assumptions and highlight the fact that not all students participate equally in academic advising. To guarantee the success of adult learners, educators may need to construct academic advising experiences that are more self-guided than administratively driven.

Furthermore, in the study *College Connectedness: The Student Perspective*, Farrell, et al. (2018) discovered that students' views on social and institutional connectivity are overlapping variables, which is an important issue for future research on student connectedness and satisfaction. Friendships, relationships with other students, professors, and school officials all help to foster connectedness.

3. Research Method

The study employed a quantitative approach, in form of descriptive correlational research design to gather, classify, and analyze information. Descriptive correlational research studies define the variables as well as the natural relationships that exist between and among them (Sousa et al., 2021). Descriptive research approach would benefit the study to gather data accordingly, when the goal of the study is to discover features, frequencies, trends, and categories.

From the Bachelor of Science in Accountancy (BSA), Bachelor of Science in Accounting Information System (BSAIS), and Bachelor of Science in Tourism Management programs, 117 students were chosen from a total student population of 150 students enrolled in Research for the academic year 2021-2022. (BSTM). The data collection was conducted at Laguna University, Santa Cruz, Province of Laguna, Philippines. The data obtained through survey questionnaires was used to develop conclusions regarding the amount of difficulty the students faced when writing their undergraduate thesis. The extracted data were treated using Frequency and Percentage, Weighted Mean, and Chi-square to determine the relationships between variables.

4. Findings and Discussions

4.1 The demographic profile of the undergraduate students in terms.

Table 1.1. The demographic profile of the undergraduate students in terms of Age

Age	Frequency	Percentage
19-20	22	18.8%
21 and above	95	81.2%
Total	117	100%

Source: Authors

Table 1.1 showed the distribution of the respondents in terms of age. Ages ranging from 19-20 had a frequency of 22 or 18.8 in percentage. Ages ranging from 21 and above got a frequency of 95 or 81.2 in percentage. In relation, most of the respondents surveyed are from ages 21 and above, signifying that most undergraduate students doing their thesis are from the age bracket of (21 and above).

Table 1.2. The demographic profile of the undergraduate students in terms of Gender

Gender	Frequency	Percentage
Female	66	56.4%
Male	51	43.6%
Total	117	100%

Source: Authors

Table 1.2 showed that female respondents had a frequency of 66 and percentage of 56.4%, while male respondents had a frequency of 51 and percentage of 43.6%. This connotes that majority of the student respondents are females.

Table 1.3. The demographic profile of the undergraduate students in terms of Course of Study

Course of Study	Frequency	Percentage
Bachelor of Science in Accountancy Students (BSA)	57	49%
Bachelor of Science in Accounting Information System (BSAIS)	14	12%
Bachelor of Science in Tourism Management (BSTM)	46	39%
Total	117	100%

Source: Authors

Table 1.3 showed the corresponding course of study of the students. Based on the data presented in the table BSA had a frequency of 57 or 49 percent, while BSAIS had the frequency of 14 or 12 percent. Lastly, BSTM had a frequency of 46 or 39 percent. It showed that BSA had the highest number of survey questionnaire participants, followed by BSTM and BSAIS, which had the lowest number of respondents.

Table 1.4. The demographic profile of the undergraduate students in terms of Employment Status

Employment Status	Frequency	Percentage
Employed	24	20.5%
Unemployed	93	79.5%
Total	117	100%

Source: Authors

According to Table 1.4, the number of respondents who are currently employed scored a frequency of 24 and 20.5%, whereas unemployed students scored a frequency of 93 or 79.5%. This revealed that the vast majority of undergraduate students are not currently employed or do not have any jobs.

4.2 The level of students' challenges in writing undergraduate thesis

Table 2.1. Summary of the mean level of students' challenges in writing undergraduate thesis

Challenges	WM	Interpretation	Rank
Research Methodology	3.74	Very Challenging	1
English Proficiency	3.72	Very Challenging	2
Research Topic	3.67	Very Challenging	3
Time Management	3.40	Moderately Challenging	4
Team Attitude	3.26	Moderately Challenging	5
Advisor Relationship	3.17	Moderately Challenging	6

Legend: 4.51-5.00 Extremely Challenging (EC) 3.51-4.50 Very Challenging (VC)
 2.51-3.50 Moderately Challenging (MC) 1.51-2.50 Slightly Challenging (SC)
 1.00-1.50 Not Challenging (NC)

Source: Authors

In terms of Research Methodology, it has an average mean of 3.74 that is interpreted as Very Challenging. The statement *"selecting appropriate research methodologies"*, has the highest mean of 3.80, while the statement *"challenges with techniques, design, and research tools in general"*, has the lowest mean of 3.71, both interpreted as Very Challenging. It was found that the student's comprehension of techniques was good and are competent to design and use tools

effectively.

In terms of English Proficiency, it came in second with an overall mean of 3.72 and a verbal interpretation of "Very Challenging." Among other indicators, the statement *"linking sentences to construct a relevant argument"* had the highest mean score of 3.91, while the statement *"paraphrase sentences from several sources related to the study"*, has the least of 3.63, interpreted as Very Challenging. Despite the fact that both statements had the same range of difficulty, with such a score difference, it is proven that students in general find their English skills challenging in terms of linking sentences, as revealed by the data result.

In terms of Research Topic, it has an average mean of 3.67 that is interpreted as Very Challenging. The statement *"difficulty on staying focused on the chosen topic"*, has the highest mean of 3.74, while the statement *"finding relevant information for the research topic"*, has the lowest mean of 3.62, both interpreted as Very Challenging. It was discovered that the research topics provided students with the opportunity to thoroughly engage on the ideas on which they are focused, as well as the challenge of selecting a timely and appropriate research subject.

In terms of Time Management, it has an average mean of 3.40, that is interpreted as Moderately Challenging. The statement *"balancing time between research tasks and personal life"* has the highest mean of 3.67, interpreted as Very Challenging. Meanwhile, the statement *"spend a significant amount of time and effort on completing a thesis"*, has the lowest mean of 3.35, interpreted as Moderately Challenging. This indicates that depending on which statement or conditions students are in, the time management component is somewhat complicated for them to deal with. Although there is some difficulty, it is made evident by the data, that balancing their time between research activities and personal life is challenging for them.

In terms of Team Attitude, it has an average mean of 3.26, that is interpreted as Moderately Challenging. The statement *"understanding group mate's attitude"* has the highest mean of 3.32. While the statement *"collaboration and teamwork"*, has the lowest mean of 3.35, both interpreted as Moderately Challenging. It was implied that depending on which statement or circumstances students are in, the time management component is somewhat challenging for them to deal with. Although there is some difficulty, the data shows that balancing their time between research activities and personal life is difficult for them.

In terms of Advisor Relationship, it has an average mean of 3.17, that is interpreted as Moderately Challenging. The statement *"challenges in understanding advise and mentoring"*, has the highest mean of 3.23. While the statement *"expressing ideas and insights to the research adviser"*, has the lowest mean of 3.12, both interpreted as Moderately Challenging. It denotes that the level of difficulty with research advisers is the least related to the difficulties encountered by students in creating their research paper, it is also assumed that students have a moderate level of difficulty when dealing with adviser consultations.

4.3 Test of significant relationships between the students' demographic variables and level of in writing undergraduate thesis.

Table 3.1. Test of significant relationships between the students' demographic variables and level of challenges in writing undergraduate thesis in terms of English Proficiency.

Challenges	Age		Gender		Employment		Course Study	
English Proficiency	x2	Sig	x2	Sig	x2	Sig	x2	Sig
Paraphrase sentences from several sources related to the study.	2.82	15.51	1.14	9.49	2.70	9.49	14.75	19.68

Linking each sentence and turn it into a relevant thesis statement.	0.98	15.51	4.78	9.49	3.38	9.49	10.82	19.68
Correlating sentences to form a relevant argument.	3.55	15.51	2.67	9.49	3.14	9.49	21.31*	19.68
Difficulty comprehending the language and applying it to the study.	9.02	15.51	9.03	9.49	3.36	9.49	21.02*	19.68
Constructing grammatically correct sentences.	0.97	15.51	2.26	9.49	2.85	9.49	16.49	19.68

*Significant at 0.05 level

As shown in Table 3.1, the chi-square values 21.31 and 21.02, in terms of English Proficiency are greater than the tabular value of 19.68 at a significant level of 0.05 and 8 degrees of freedom, thus, pointing that the course of study has a significant relationship with English Proficiency, thereby rejecting the hypothesis. Meanwhile, the demographic variables in terms of Age, Gender, and Employment status showed an insignificant relationship with English Proficiency, and therefore accepting the hypothesis.

Table 3.2. Test of significant relationships between the students' demographic variables and level of challenges in writing undergraduate thesis in terms of Time Management.

Challenges	Age		Gender	Employment	Course Study			
Time Management								
<i>Spend a significant amount of time and effort on completing a thesis</i>	3.82	15.51	2.42	9.49	3.92	9.49	16.35	19.68
<i>Balancing time, research tasks and personal life.</i>	1.96	15.51	0.51	9.49	5.69	9.49	10.87	19.68
<i>Prioritize the research project over other tasks.</i>	2.43	15.51	2.12	9.49	1.37	9.49	7.97	19.68
<i>Managing deadlines on the submissions of research paper</i>	4.33	15.51	3.53	9.49	5.73	9.49	13.02	19.68
<i>Prioritize thesis over distractions.</i>	12.54	15.51	1.49	9.49	1.88	9.49	7.31	19.68

*Significant at 0.05 level

In terms of Time Management, the chi-square values of 15.51 for their age, 9.49 for their gender and employment status, and 19.68 for the course study do not reach the tabular value of 19.68 at a significant level of 0.05 and 8 degrees of freedom, thereby, accepting the hypothesis.

Table 3.3. Test of significant relationships between the students' demographic variables and level of challenges in writing undergraduate thesis in terms of Research Methodology

Challenges	Age	Gender	Employment	Course Study				
Research Methodology								
The complexity in selecting appropriate research methodologies.	4.76	15.51	6.47	9.49	3.60	9.49	27.86*	19.68
Obtaining information about various research methodologies.	3.27	15.51	2.38	9.49	15.04 *	9.49	17.57	19.68
Learn how to use various research instruments.	2.80	15.51	3.04	9.49	3.13	9.49	19.96*	19.68
Challenge on the use of research approaches.	1.19	15.51	1.06	9.49	7.85	9.49	23.68*	19.68
Challenges with techniques, design, and research tools in general.	1.92	15.51	4.65	9.49	3.51	9.49	24.82*	19.68

*Significant at 0.05 level

In terms of Research Methodology, the chi-square values of 15.04 and 27.86, 19.96, 23.68, and 24.82 are greater than the tabular value of 19.68 at a significant level of 0.05 and 8 degrees of freedom. Thus, pointing out that employment status and course of study have a significant relationship with Research Methodology. Hence, the hypothesis is rejected. Meanwhile, the

demographic variables in terms of Age, and Gender, showed an insignificant relationship with Research Methodology, thereby t accepting the hypothesis.

Table 3.4. Test of significant relationships between the students' demographic variables and level of challenges in writing undergraduate thesis in terms of Team Attitude.

Challenges	Age		Gender		Employment		Course Study	
Team Attitude								
It's challenging to get along with your thesis members.	12.87	15.51	2.97	9.49	5.04	9.49	12.82	19.68
Understanding your group mates' attitude.	12.94	15.51	6.03	9.49	4.12	9.49	16.22	19.68
Individual accomplishments to research within the group	3.21	15.51	3.76	9.49	6.67	9.49	10.10	19.68
Collaboration and teamwork.	16.33 *	15.51	2.07	9.49	11.94 *	9.49	6.88	19.68
Task delegation within the group.	6.42	15.51	5.09	9.49	8.21	9.49	9.36	19.68

*Significant at 0.05 level

In terms of Team Attitude, the chi-square values of 16.33 and 11.94 are greater than the tabular value of 15.51 and 9.94 at the significant level of 0.05 and 8 degrees of freedom. relationship with English Methodology. Hence, this shows that age and employment status have a significant relationship with team attitude, thereby rejecting the hypothesis. Meanwhile, the demographic variables are gender and course.

Table 3.5 Test of significant relationships between the students' demographic variables and level of challenges in writing undergraduate thesis in terms of Research Topic.

Challenges	Age		Gender		Employment		Course Study	
Research Topic								
The challenge of selecting a timely and appropriate research subject.	5.75	15.51	5.53	9.49	7.4	9.49	24.49*	19.68
Understanding the idea, and topic.	1.96	15.51	3.11	9.49	6.40	9.49	25.75*	19.68
Difficulty on finding relevant information for the research topic.	6.05	15.51	3.64	9.49	9.33	9.49	22.60*	19.68
Difficulty on staying focused on the chosen topic.	7.39	15.51	1.52	9.49	5.88	9.49	31.50*	19.68
Challenge on understanding the topic significance.	5.16	15.51	5.82	9.49	5.96	9.49	20.17*	19.68

*Significant at 0.05 level

In terms of the Research Topic, the chi-square values of 24.49, 25.75, 22.60, 31.50, and 20.17 are higher than the tabular value of 19.68 at the significant level of 0.05 and 8 degrees of freedom. This revealed that the course of study has a significant relationship with the research topic, thereby accepting the hypothesis. On the other hand, the demographic variables in terms of Age, Gender, and employment status had an insignificant relationship with Research Topic, therefore, rejecting the hypothesis.

Table 3.6 Test of significant relationships between the students' demographic variables and level of challenges in writing undergraduate thesis in terms of Adviser Relationship.

Challenges		Age		Gender		Employment		Course Study			
Adviser Relationship											
Communication between researchers and advisers.	17.45 *	15.51	3.78	9.49	4.12	9.49	23.91*	19.68			

Challenges in understanding advises and mentoring.	18.11*	15.51	9.26	9.49	2.96	9.49	18.49	19.68
Difficulty in expressing research issues to the research adviser.	19.50 *	15.51	4.14	9.49	6.15	9.49	20.10*	19.68
Expressing ideas and insights to the research advisor.	11.33	15.51	3.47	9.49	3.63	9.49	32.44*	19.68
Clarification and consultation sessions with the research adviser.	18.05 *	15.51	4.71	9.49	8.84	9.49	23.09*	19.68

*Significant at 0.05 level

In terms of Adviser Relationship, the chi-square value of 17.45, 19.50, 18.11, and 18.05 09 are greater than the tabular value of 15.51 for the age and 19.68 at the significant level of 0.05 and 8 degrees of freedom. This confirmed that Age and Course of Study have a significant relationship with Advisor Relationship. However, Gender and Employment Status was found insignificant.

4.4 Research Programs

As shown in Table 4.1, a comprehensive research program for the College of Business, Administration, and Accountancy is proposed, with the goal of assisting students who are struggling with their research study and paving the way for a secure, helpful, and fruitful research adviser-advisee relationship that effectively monitors and communicates progress and goals, resulting in better and more well-informed research recommendations.

Table 4.1. Proposed Research Programs for the College of Business, Administration and Accountancy

Key Areas	Objectives	Activities	Persons involved	Success Indicators
1. English Proficiency	To enhance undergraduate students' personalities and sense of self-worth while also enhancing their English language proficiency.	English language improvement classes through interactive research debates.	College Instructors, Students	Improved language proficiency, expanded vocabulary quickly, and sharpened listening skills.
2. Time management	To help students become more productive, feel less stressed, and prioritize their time better.	Time Management Webinars/Seminars	Students, Speakers, and Event facilitators.	Reduced stress and increased confidence. Completed research paper in a timely and accurate manner.
3. Research Methodology	Assist students to understand various research methodologies and approaches aligned with the course of study;	Webinars on Methodology Approaches.	Students, Event Facilitators, Advisers, and Speakers	Understood various research methodologies and approaches to a more reliable, accurate, publishable research papers, and minor revisions of thesis papers.
5. Research Topics	To instruct students to select appropriate research ideas that are essential and related with the course of study.	Research title conferences	Panel of Reactors, Students, Advisers.	Justified and approved research topics aligned in the course of study.

6. Advisor relationship	Discuss and debate research techniques as well as the student's educational interests.	Academic Mentoring	Students, Teachers, Research Advisers, Speakers, and Events facilitators	Improved communication skills, including the use of questioning, challenging, and reflecting techniques, as well as the provision of clear and accurate information
	Assist in obtaining the opportunity to attend regional and/or national research conferences	Professional development involvement		Emphasized the importance of lifelong learning.

Notes: Budget: Not Available

5. Conclusions

It is concluded that the respondents' age, course of study, and employment status were discovered to have a significant relationship with the level of difficulty experienced by the students in terms of English Proficiency, Research Methodology, Team Attitude, Research Topic, and Advisor Relationship. Meanwhile, no significant relationship has been found between demographic variables in terms of age, gender, course of study, employment status to time management. Therefore, it means that undergraduate thesis project students manage their time very well, balancing personal and work-related matters and research studies.

Based on the findings, it was revealed that the highest predictor of what makes students struggle to write undergraduate research papers is developing research designs and methodologies. It implies that students are challenged with the use of research methods, techniques, and tools effectively. While Advisor Relationship is the least predictor of students' difficulty in writing undergraduate thesis projects, this suggests that educators may need to design academic advising experiences that are more self-guided than administratively driven. It sought to see that mentorship connections will have an influence on the students' research self-efficacy.

Future researchers may conduct larger-scale studies involving several colleges or universities to assess educators' performances in advisor relationships and to identify the level of mentorship connection and student-advisor interaction. Furthermore, future researchers may consider research studies on the efficacy of research programs in enhancing students' knowledge, particularly in making decisions about research methodologies.

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