Writing graduation research paper as a problem facing Libyan undergraduates:

A comparative study of Fourth Year Students in the Departments of English – at Faculty of Languages & Translation, Faculty of Arts in Zawia University and Faculty of Arts, University of Sabratha.

Aisha Ahmed Al-Maqtouf Ouhida

Assistant Professor / Department of English Language / Faculty of Languages and Translation / University of Zawiya
a.waheedah@zu.edu.ly

Abstract:

Writing is one of the four language skills. Writing is a helpful tool and a productive skill that enables learners to communicate ideas and thoughts in a clear, logical, and compelling way (Nunan, 1991). Writing a research project at the end of the study year program is a challenging task for many students in general. Research project writing requires knowledge of the topic and the research skills needed to compose a decent one. The present study carried out on Libyan EFL undergraduates seeks to identify perceived challenges by both students and staff. It investigates the challenges and difficulties encountered in writing graduation projects by EFL undergraduate students in the Departments of English at Faculty of Languages & Translation, Faculty of Arts, University of Zawia, and Department of English at Faculty of Arts, University of Sabratha. The current study also explores the EFL teachers' views as supervisors about the challenges that EFL students face when they write their research. The participants of the present study are undergraduate English language students and the supervisors who oversaw their projects. The research sample included sixty-two participants and six supervisors selected from the Faculty of Arts and Faculty of Languages & Translation in Zawia University, and Faculty of Arts in Sabratha University. The

sample comprises four males, and fifty-eight females. Their ages range between 20-25 years. The results indicate that undergraduate students in the Departments of English at the aforementioned faculties face a wide range of challenges when writing their research projects. These challenges span various areas, including background research knowledge, research design, academic writing and plagiarism, personal factors, and supervisory and institutional support. Supervisors attributed these challenges to a number of reasons such as practical part is absent (not practiced intensely in lectures and this makes students' writing weak), academic resources are few, writing skill is not adequate.

Keywords: Challenges of Writing Graduation Project, Department of English, Graduation Projects, Libyan EFL undergraduate students.

كتابة ورقة بحثية للتخرج كمشكلة تواجه طلاب المرحلة الجامعية الأولى في ليبيا

دراسة مقارنة لطلاب السنة الرابعة في أقسام اللغة الإنجليزية (كلية اللغات والترجمة، كلية الآداب بجامعة الزاوية، وكلية الآداب بجامعة صبراتة)

عائشة أحمد المقطوف أوحيدة

أستاذ مساعد / قسم اللغة الإنجليزية/ كلية اللغات والترجمة / جامعة الزاوية

a.waheedah@zu.edu.ly

المستخلص:

الكتابة إحدى المهارات اللغوية الأربع. وهي أداة مفيدة ومهارة فعَّالة تمكّن المتعلمين من توصيل أفكارهم وآرائهم بوضوح ومنطقية وجاذبية (نونان، 1991). يُعدّ إعداد مشروع بحثي في نهاية العام الدراسي مهمة صعبة للعديد من الطلاب عمومًا. تتطلب كتابة مشروع بحثي معرفة بالموضوع ومهارات بحثية كافية لإعداد مشروع جيد. تسعى هذه الدراسة، التي أُجريت على طلاب اللغة الإنجليزية كلغة أجنبية في ليبيا، إلى تحديد التحديات التي يواجهها

الطلاب وأعضاء هيئة التدريس على حد سواء. تبحث الدراسة في التحديات والصعوبات التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية في كتابة مشاريع التخرج في أقسام اللغة الإنجليزية بكلية اللغات والترجمة، كلية الآداب، جامعة الزاوية، وقسم اللغة الإنجليزية بكلية الآداب، جامعة صبراتة. كما تستكشف الدراسة آراء مدرّسي اللغة الإنجليزية كلغة أجنبية (بصفتهم مشرفين) حول التحديات التي يواجهها الطلاب عند كتابة أبحاثهم. المشاركون في هذه الدراسة هم طلاب اللغة الإنجليزية في المرحلة الجامعية والمشرفون الذين أشرفوا على مشاريعهم؛ حيث شملت عينة البحث 6 مشرفين و 62 مشارك من كلية الآداب و كلية اللغات والترجمة في جامعة الزاوية، و كلية الآداب في جامعة صبراتة. وتألفت العينة من 4 ذكور و58 أنثى، وتراوحت أعمارهم بين 20 و25 عامًا. تشير النتائج إلى أن طلاب الليسانس في أقسام اللغة الإنجليزية بالكليات المذكورة يواجهون تحديات متنوعة عند كتابة مشاريعهم البحثية. وتشمل هذه التحديات مجالات متعددة، منها المعرفة البحثية الأساسية، وتصميم البحث، والكتابة الأكاديمية، والانتحال، والعوامل الشخصية، والدعم الإشرافي والمؤسسي. وقد عزا المشرفون هذه التحديات إلى عدة أسباب، منها غياب الجانب العملي (عدم التركيز عليه في المحاضرات، مما يُضعف كتابة الطلاب)، وقلة الموارد الأكاديمية، وعدم كفاية مهارات الكتابة.

الكلمات المفتاحية: تحديات كتابة مشروع التخرج، قسم اللغة الإنجليزية، مشاريع التخرج، طلاب الليسانس الليبيون في اللغة الإنجليزية كلغة أجنبية .

1.1 Introduction :

Writing a research project as a graduation requisite (that should be conducted in the final semester/year of university study) by university students is an important part of university education. Undergraduate EFL students are obliged to undertake a research project to demonstrate research skills and independence as researchers. As a result, students acquire useful research skills such as identifying researchable topics, problem-solving, critical thinking, analytical and statistical skills and academic writing skills (Altikriti, 2022).

However, undertaking a graduation project is undoubtedly one of the most challenging tasks for students before graduation (Elmabruk & Bishti, 2020). Students face various challenges in conducting research in EFL contexts. Some of these challenges might be internal limitations such as poor proficiency in EFL, lack of motivation, lack of confidence and lack of research knowledge and skills. A greater part of challenges is posed by academic writing style such as the incorrect use of language (grammar, word choice, etc.), the inability to paraphrase and summarize, unawareness of citation systems, and dependence on plagiarism. Some other difficulties are caused by the supervision process such as supervisor's absence and negligence, while others related to the educational institution include lack of libraries, lack of resources and lack of academic atmosphere.

It is clear, therefore, that undergraduate students have to cope with many challenges especially while starting to deal with research and writing for the first time. The process of conducting research makes this academic mission even more problematic. Todd et al. (2006) (cited in Hamzaoui, 2021) believe that whenever this new learning task is introduced, it is considered troubling and disturbing for students who will surely encounter challenges when starting to write independently their first piece of paper.

1.2. Statement of Research Problem :

It is generally known that writing graduation project is a compulsory academic task and a significant process for EFL students during their final year/semester of undergraduate level, a challenging task that entails not only writing per se but also requires extensive learning and reading during and before the writing process (Hamzaoui, 2021).

The current study, therefore, assumes that writing graduation projects is a challenging task for most Libyan (EFL) undergraduate students since it requires from them the capability to have various research skills like selecting a topic, planning, doing research, critical thinking, the correct use of language (grammar, choice of words, etc.) and style, to mention a few. In this process, students face a series of challenges such as choosing the topic that suits their major, choosing the correct

resources for their project, designing their research methodology, conducting research and reporting their findings, etc.

1.3. Purpose of the Study :

The present study carried out on Libyan EFL undergraduates seeks to identify perceived challenges by both students and staff. It aims at investigating the challenges and difficulties encountered in writing graduation projects by EFL undergraduate students in the Departments of English at Faculty of Languages & Translation, Faculty of Arts, University of Zawia, and Department of English at Faculty of Arts, University of Sabratha. The current study also explores the EFL teachers' views as supervisors about the challenges that EFL students face when they write their research.

1.4. Research Questions and Hypotheses:

Based on the discussion above, and for the purpose of the study, the following research questions are addressed:

1. What are the challenges faced by undergraduate students in writing a research project in the Departments of English at Faculty of Languages & Translation, Faculty of Arts, University of Zawia, and Department of English at Faculty of Arts, University of Sabratha?
2. What are the EFL teachers' views as supervisors about these challenges that students face when they write their graduation project?
3. Have these difficulties negative effect on students' research abilities and the quality of their research?

The research questions posed above are formulated in the following research hypotheses:

a. Undergraduate students in the Departments of English at Faculty of Languages & Translation, Faculty of Arts, University of Zawia, and Department of English at Faculty of Arts, University of Sabratha, face many difficulties in writing a graduation project.
b. These difficulties negatively affect undergraduate students' abilities of writing a graduation project as well as the quality of their research.

1.5. Objectives of the Study :

The current research project attempts to achieve the following objectives:

a. Helping both EFL students and academic staff in University of Zawia to envisage the problems associated with writing graduation projects.

b. Shedding light on solutions to overcome such issues especially for undergraduate students majoring in EFL.

1.6. Significance of the Study :

This study can be significant on the grounds that:

> "by identifying these difficulties, a clear vision would be offered about how they can be overcome. Also, exploring these challenges can help supervisors to lead students to the stage where they can eventually submit a good research project. Moreover, figuring out the challenges in this study may also help new researchers who are interested in doing research to overcome any troubles they might face." (Al-Mokhtar, 2022: 4)

1.7. Scope of Study

Undoubtedly, graduation project is of highly significant importance to students' academic and professional growth, and no one can argue otherwise. However, the accomplishment of graduation project is often associated with various challenges (Elmabruk & Bishti, 2020). Therefore, the scope of the present research project is centered around five main themes:

1. Challenges related to Student's Background Research Knowledge
2. Challenges related to Research Design
3. Challenges related to Academic Writing & Plagiarism
4. Student-related Challenges
5. Supervisor- & Institution-related Challenges

LITERATURE REVIEW :

2.1. What is Research?

Research is a way of thinking: examining critically the various aspects of our day-to-day work; understanding and formulating guiding

principles that govern a procedure, developing and testing new theories that contribute to the advancement of our practice and profession. It is a habit of questioning what we do, and a systematic examination of clinical observations to explain and find answers for what we perceive, with a view to instituting appropriate changes for a more effective professional service (Kumar, 2016).

Within the educational domain, Jain (2023:1) defines research as "a systematic inquiry process designed to explore specific subjects or issues with precision." This methodical approach encompasses the collection, analysis, and insightful interpretation of information, aiming to go deep into a chosen field of study. He claims that by adopting established research methodologies, researchers can draw meaningful conclusions, fostering a profound understanding that contributes significantly to the existing knowledge base. Also, Pandey and Mishra (2015: 7) suggest that the word "Research" is comprised of two morphemes = *re + search*. It means to search again. So, research means a systematic investigation or activity to gain new knowledge of the already existing facts."

2.2.   What is Graduation Project?

The graduation project is a teamwork project in which a group of students work together on solving a certain problem in their area of study under the auspices of a faculty member (a supervisor), whereby a research problem is defined, examined and analyzed, methods of problem-solving are identified, the best solution is selected and carried out, results and recommendations are provided and future work is recommended — all these according to an action plan prepared prior to the execution of graduation project (Rasol, 2015).

Undergraduate research projects refer to the departmental projects intended to encourage students to research, examine and express results in ways that help them comprehend the methods used in the topic to produce new knowledge and creative thinking. As Simuforosa et al. (2015) point out, this project requires hardworking, being serious and systematic examination with the purpose of uncovering, rewriting, and interpreting facts and theories.

As Azzam (2014:1) puts it, "graduation project is an independent task to be carried out by each student individually and accomplished according to specific timetable duration". Rasol (2015: 3) defines graduation project as "one of the requirements for the completion of the graduation degree." He also claims that a graduation project is a research experience, where a student defines his/her problem undertaken, creates a hypothesis, designs experiments to test the hypothesis, and draws conclusions.

2.3. The importance of graduation projects :

As claimed by Elmabruk (2020), a research project assesses the extent to which undergraduate students have comprehended their field of study; it helps students to broaden their horizons in learning as they read deeply about their chosen topic. Al-Mokhtar (2022) goes further to argue that undergraduate research project paves the way for young scholars to belong to a community of learning, experiencing independent thinking, leadership and communication as the research work goes under the direction of a member of teaching staff. Azzam (2014) argues that the research project also stimulates students to show their self -esteem. In this respect, Bocar (2013: 62) argues that "in conducting a research one must have the interest of doing it."

More to the point, a graduation project is completely different from ordinary courses, the graduation project being broadly owned by the student, which aims to develop the intellectual abilities and scientific thinking. Conducting research projects leads to find out answers to questions through the application of scientific procedures and to find reasonable solutions to current problems (Azzam, 2014).

2.4. Challenges faced by undergraduate students in writing research project :

Any learner, regardless of study level, finds research to be a difficult work by nature; nevertheless, undergraduate students, who are typically first-time researchers, may find it even more so. Each research project necessitates a thorough examination of the topic, careful planning, and attention, so this is the reason why it is a challenge to many undergraduate students (Odunze, 2019).

Three primary categories of difficulties were recognized by Mapolisa and Mafa (2012) as having an impact on a student's research experience's degree of success. These difficulties are:

2.4.1. Student-Related Challenges :

Writing research projects can be negatively affected by several challenges for students, including:

- **Lack of confidence**: Undergraduates may lack the confidence to carry out research or feel they are incapable of doing it.
- **Lack of motivation:** Closely related to confidence is motivation. Motivation plays a crucial role in the process of writing graduation projects for students.
- **Time management**: Lack of time management leads to things students never expected would start popping up in the middle of their graduation project. As a final year student, an undergraduate has lectures to attend, exams to write and several other engagements so it is important to properly plan not to get caught up in the web of improper time management as this might lead to anxiety and thus lead to unplanned graduation project mistakes.
- **Lack of scientific training**: This is a major challenge faced by the students. Undergraduate students do not have the experience or training for scientific research. Research methodology employed varies from research to research and when students are not well grounded in all methodological aspects, they find research challenging.
- **Lack of financial resources**: Financial problems affect academic achievement. Daud et al. (2018) mention that financial problems constitute a difficulty faced by undergraduate students worldwide. The availability of money, whether from family income or from bursaries, is a determining factor.
- **Working with deadlines**: Undergraduate students struggle with the deadlines given for the graduation project. Most times they have six months from the start to finish for the research and this can be quite challenging for the students who also must combine research with classwork and other activities.

- **Lack of access to research sites:** Lack of access to research sites can significantly hinder students in writing their graduation projects. Without access to necessary resources such as academic journals, databases, or libraries, students may struggle to gather relevant literature and data for their research.
- **Quantity of literature:** The quantity of literature available on a particular topic can pose a challenge for students working on their graduation projects. Sorting through a large volume of literature to find the most relevant and high-quality sources can be time-consuming and overwhelming.
- **Lack of critical thinking:** Lack of critical thinking refers to the inability or failure to analyze, evaluate, and question information or ideas in a logical and systematic manner.

2.4.2. Supervisor-Related Challenges

One of the most important problems facing students in the process of writing a graduation project is the weak supervision structure. Choosing the right supervisor is an essential factor in the student's access to high-quality scientific research. Thondelana et al (2011: 73) argued that "supervision is a critical element that contributes significantly to the timely and successful completion of research projects." According to Al-Sayed and Ibrahim (2017), choosing supervisors can be one of the biggest problems Libyan students face while writing papers. They stated that "some supervisors do not follow up with students frequently because they are not available all the time in college" (p. 147). Lack of regular contact with supervisors is another barrier. Some supervisors are said to act irresponsibly by not following up with students step by step due to other responsibilities (Chabaya, et al., 2009). Hence, students end up doing most of the work without assistance, which will often lead to poor research projects.

2.4.3. Institution-Related Challenges :

Institution-related issues can include: library resources, Internet access, updated textbooks. However, it is not uncommon to encounter challenges that can be attributed to more than one entity. (Mapolisa

and Mafa, 2012). Institution-related challenges for undergraduate students preparing their projects can vary but may include:

- **Lack of library resources:** Without access to adequate resources such as books, journals, databases, and other academic materials, students may struggle to conduct thorough research and support their arguments or findings effectively.
- **Lack of research atmosphere in the college**: Al-Mokhtar (2022) claims that the academic atmosphere is not well prepared for doing research due to the following reasons:
  1. absence of courses on how to do a research project;
  2. absence of workshops on writing graduation projects in the target language.

2.4.4. Challenges in academic writing :

It is believed that writing is a complicated mental production that involves "careful thought, discipline and concentration" (Grami, 2010: 9), making it a challenging skill to master or teach. Al Fadda (2012) discovers that the primary difficulties faced by ESL students include the inability to distinguish between written and spoken words and phrases, the need to study grammar, including subject-verb agreement, and the ability to put sentences together coherently into paragraphs. Coming up with ideas for their subjects may also be a roadblock preventing students from continuing with their writing (Al Murshidi, 2014). Reading and then writing in one's own words is a further worry. This could result in grammatical errors, which could discourage students from summarizing and paraphrasing the work of others (Amin & Alamin, 2012); instead, they might just copy and paste. According to Al-Khairy (2013), linguistic components including vocabulary, punctuation, and spelling are also thought to be the main determinants of students' writing performance. The development of practical language skills, such as correctly spelling English words in a variety of social contexts, is frequently difficult for students.

2.5. Related Previous studies :

Reviewing previous literature research yielded insightful information on the difficulties EFL/ESL students may encounter when composing

حقوق الطبع محفوظة
لمجلة دراسات الإنسان والمجتمع

their graduation projects. (Yeh, 2010). In addition to restricted library resource access, there are difficulties with data gathering and analysis (Alsied & Ibrahim, 2017). The lack of assistance from supervisors is another important aspect that could have an impact on the dissertation writing process (Dwihandini et al, 2013).

2.5.1. Problems encountering EFL learners in writing research project :

Al-Badi (2015) states that his study analyzed difficulties encountered by undergraduate students in academic writing in Colleges of Applied Sciences, Sohar, the Sultanate of Oman. The fundamental factor is a lack of expertise and awareness about academic writing practices and institutional expectations. The study found that academic writing issues are common among subjects, independent of their educational background.

Mapolisa & Mafa's study (2012) analyzes problems faced by undergraduate students undertaking research in Harare and Bulawayo at Zimbabwe Open University (ZOU). The study identifies three categories of problems that undergraduate students at ZOU face while conducting research: tutoring-, student-, and tutor- related issues. The study concludes that the institution-related challenges were on the high side in terms of how they were experienced by undergraduate students who were undertaking research.

Sulaiman et al, (2020) (in Al-Mokhtar, 2022) suggest that several studies have revealed that a large number of undergraduate students from Malaysia face difficulties when it comes to academic writing, especially when it comes to writing mechanics. Their study focuses on six problems in academic writing. They are: poor organization or illogical sequence, problems of word choice, grammatical errors, spelling problems, punctuation problems, and capitalization. The data demonstrate that the majority of students struggle with academic writing, including syntax, word choice, and arrangement or illogical sequencing.

Similarly, Al-Khairy (2012) mentions that undergraduate Saudi students majoring in English at Taif University were the subject of his investigation in an effort to determine: a) the kinds of academic

writing these students do in English departments; b) the writing difficulties these students face; c) the causes of these difficulties; and d) the solutions to these difficulties. The study's conclusions show that Saudi undergraduates majoring in English have very poor writing abilities, frequently make mistakes in their academic writing, and typically write at the sentence or, at most, paragraph level

By the same token, Kareem & Abdulraman (2023) argue that the purpose of their study is to look into the difficulties senior EFL Kurdish students encounter when writing their graduation research projects in the English departments of institutions in the Iraqi Kurdistan Region. These difficulties may be caused by a lack of experience, inadequate supervision, paraphrasing, plagiarism, referencing, citation, and research design. The findings revealed that the majority of problems the students face during writing the research projects is related to a lack of interest in research, experience and practice, good knowledge of the methodology, and positive and effective feedback.

Altikriti's study (2022) aims to look at the academic writing obstacles and difficulties that EFL undergraduate students face when writing graduation papers at Alzaytoonah University of Jordan. The reported findings show that the most significant issues are a lack of an academic precondition for teaching how to write a research paper, a lack of understanding about the research paper writing process, a lack of resources, a lack of methodology, and so on.

Still within the domain of academic writing, Qasem & Zayad (2019) conduct a study targeting a group of undergraduates in the final year in the College of Science and Arts, Al- Namas, University of Bisha, Saudi Arabia. The study identifies common challenges in writing research proposals and projects, including difficulty deciding on a topic, lack of knowledge of methodology, difficulty finding relevant references, lack of interest, lack of understanding, time constraints, and research guidance.

2.5.2. Problems facing Libyan EFL learners in writing research project :

Few relevant studies were found in the literature regarding problems in conducting graduation project with reference to the narrow Libyan context:

Elmojahed (2010) investigated the hypothesis that research projects by Libyan university students rarely fulfil the required standards of empirical research. The results revealed students' negligence of proper citation and referencing, which constitute an act of plagiarism. Alsied and Ibrahim (2017) explored difficulties by Libyan EFL undergraduate students at Sebha University. The results revealed several barriers in writing graduation projects including choice of topic, formulating research problems, collecting and analyzing data, writing literature reviews, methodology, results, and discussion sections. After a two-decade cancellation of graduation project as a graduation requirement by the Dept. of English (Faculty of Languages, University of Tripoli), Elmabruk & Bishti's (2020) exploratory mixed-method case-study tackled negative attitudes and perceived obstacles as the department decided it was time for returning to graduation project. Several challenges were perceived; chiefly among them are students' lack of research skills، inexperienced supervisors, inadequate resources, and an ever-lasting concern with plagiarism. Al-Mokhtar's study (2022) yields similar findings revealing that EFL undergraduate students face numerous challenges in writing the Introduction chapter, Literature Review, Methodology، Data Analysis and Discussion and Conclusion chapters. The research findings also show that students encounter significant difficulties related to academic writing and referencing. All these challenges negatively influence students' abilities to conduct a graduation project in the right way and according to the scheduled deadline given. Dweni (2023) conducted a qualitative research to identify the challenges encountered by Libyan EFL Undergraduate students in English research writing at English Department– Faculty of Education– Misrata University. The findings showed that the most significant issue that faced students was building argument in their

work and analyze it critically. Referencing and citation tends to be problematic to some students as well. Other issues related to coherence, grammar and vocabulary appeared to be the less problematic.

Methodology:

3.1. Research Design

To obtain a fuller understanding of the research focus, it is better if it is investigated from different perspectives. Therefore, a mixed method approach was adopted, i. e., both the quantitative and the qualitative approaches were used. Two research tools of data collection, structured questionnaire and semi-structured interview, were used in this study to obtain reliable results (ibid). More details about these tools are discussed below.

3.1.1. Students' Questionnaire :

A structured questionnaire was used in the current study to collect the quantitative data. In this type of questionnaires, respondents' answers are limited to a fixed set of responses. In other words, a structured questionnaire was used because it is easier to administer and to analyze. The questionnaire was based on Al-Mokhtar's (2022) and Abdulrahman's (2023) questionnaires, both then modified by the researchers to suit their study goals. The questionnaire included a total of 39 items divided into five parts.

3.1.2. Teachers' interviews :

In order to gain a better understanding of the teachers' view five main interview questions were prepared in advance by the researcher and conducted with six supervisors. The questions were aimed to focus on the supervisors' perspectives on the challenges faced by Libyan EFL undergraduate students in completing their graduation projects. The interviews took place in a small office in the targeted departments and lasted between 23 to 35 minutes.

3.1.3. The Population and Sample of the Study :

The participants of the present study are undergraduate English language students and the supervisors who oversaw their projects. The research sample included sixty-two and six supervisors selected from

حقوق الطبع محفوظة
لمجلة دراسات الإنسان والمجتمع

the Faculty of Arts and Faculty of Languages & Translation in Zawia University, and Faculty of Arts in Sabratha University (See Table 3). The sample comprises four males, and fifty-eight females. Their ages range between 20-25 years (See Table 2 and Table 3). As for the interview, the supervisors selected have at least two-year of experience in supervising EFL undergraduates.

3.4. Statistical analysis instruments :

To evaluate the responses of the study sample, descriptive statistics were used to analyze the data using the Statistical Package for the Social Sciences (SPSS V27), which includes frequency tables and bar charts. Here is a detailed analysis of the data obtained from the questionnaire filled out by participants.

Table (1): Sample distribution according to gender

Gender	Count	%
Male	4	6.5
Female	58	93.5
Total	62	100

According to Table (1), the sample size was 62 participants. Out of these 62 participants 4 participants (6.5%) were male; while 58 participants (93.5%) were female.
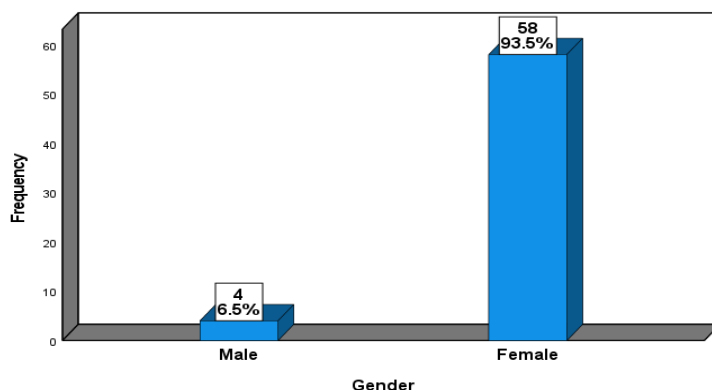

Figure 1: Sample distribution according to gender

Table (2) below shows that the majority of the participants, 36 (58.1%), were 22 years old. 15 participants (24.2%) were 21 years old, which represents the second-largest age group. Only 1 participant (1.6%) was 20 years old, representing the youngest age group in the sample. There were 3 participants (4.8%) each in the age groups of 23 and 25 years old. 4 participants (6.5%) were 24 years old.

Table (2): Sample distribution according to age

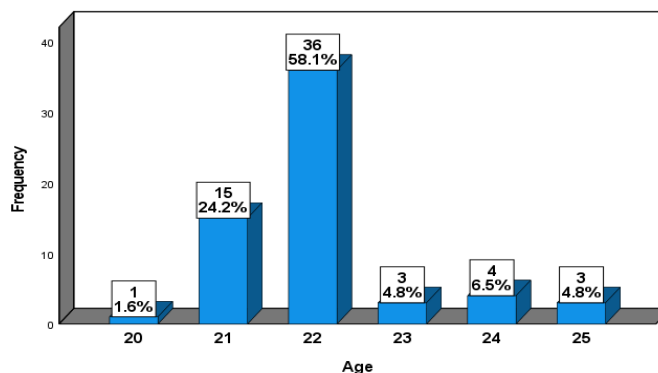| Age	Count	%
20	1	1.6
21	15	24.2
22	36	58.1
23	3	4.8
24	4	6.5
25	3	4.8
Total	62	100

Figure 2: Sample distribution according to age

According to Table (3), the distribution of participants across the three departments is relatively balanced, with the largest group (38.7%) coming from the English department at the Faculty of Languages and Translation, Zawia University, followed closely by the English department at the Faculty of Arts, Sabratha University (35.5%), and

حقوق الطبع محفوظة
لمجلة دراسات الإنسان والمجتمع

then the English department at the Faculty of Arts, Zawia University (25.8%).

Table (3): Sample distribution according to department

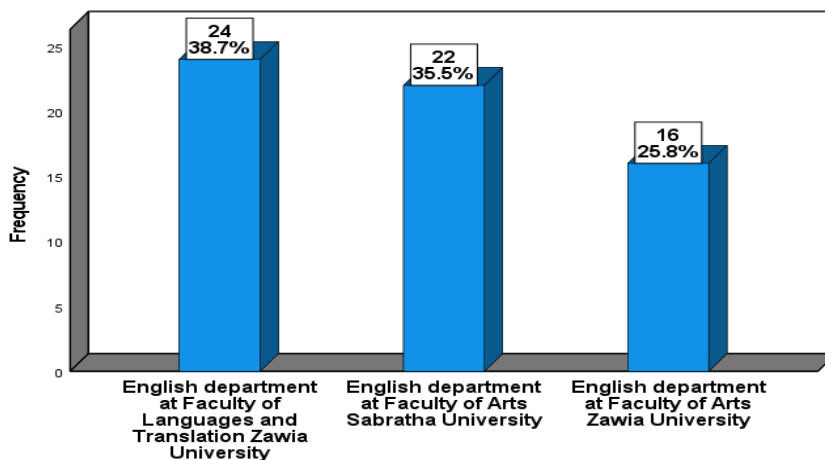| Department	Count	%
English department at Faculty of Languages and Translation Zawia University	24	38.7
English department at Faculty of Arts Sabratha University	22	35.5
English department at Faculty of Arts Zawia University	16	25.8
Total	**62**	**100**

Figure 3: Sample distribution according to department

Part I: Challenges related to student's Background Research knowledge

Table 4: Challenges related to student's Background Research knowledge

Question	Yes		No	
	Count	%	Count	%
1. Do you know how to choose a topic?	60	96.8	2	3.2
2. Do you know how to set an outline for your graduation	37	59.7	25	40.3

project?				
3. Do you know how to construct your graduation project academically?	37	59.7	25	40.3
4. Do you know how to design a research methodology for your graduation project?	49	79.0	13	21.0

Table (4) presents data on the participants' self-reported knowledge and understanding of various aspects related to conducting research projects, specifically in the context of their graduation projects. Part I consists of four questions, and the analysis for each question is as follows:

1. "Do you know how to choose a topic?"

60 participants (96.8%) answered "Yes," indicating that the majority of students felt confident in their ability to select a topic for their graduation project. Only 2 participants (3.2%) answered "No," suggesting that choosing a topic was not a significant challenge for most students.

2. "Do you know how to set an outline for your graduation project?"

37 participants (59.7%) answered "Yes" indicating that slightly more than half of the students felt they knew how to create an outline for their graduation project. However, 25 participants (40.3%) answered "No" suggesting that a significant proportion of students faced challenges in setting an outline for their research project.

3. "Do you know how to construct your graduation project academically?"

The responses to this question were identical to the previous one, with 37 participants (59.7%) answering "Yes" and 25 participants (40.3%) answering "No." This indicates that a similar proportion of students faced challenges in understanding how to construct

their graduation project according to academic standards and conventions.

4. "**Do you know how to design a research methodology for your graduation project**?"

49   articants (79.0%) answered "Yes," suggesting that a majority of students felt confident in their ability to design a research methodology for their graduation project. However, 13 participants (21.0%) answered "No," indicating that a considerable number of students faced challenges in this area.

Part II: Challenges related to Research design :

Part II consists of ten questions, and the analysis for each question is as follows:

1. "Do you know how to write the Abstract?"

47   participants (75.8%) answered "Yes" indicating that a majority of students felt confident in their ability to write an abstract for their research project. However, 15 participants (24.2%) answered "No" suggesting that a significant minority faced challenges in this area.

2. "Do you know how to write the Introduction Chapter?"

58   participants (93.2%) answered "Yes" indicating that the vast majority of students felt confident in their ability to write the introduction chapter. Only 4 participants (6.5%) answered "No" suggesting that this was not a major challenge for most students.

3. "Do you know how to write the Research Problem, Research Questions & Hypotheses?"

50   participants (80.6%) answered "Yes" indicating that a majority of students felt confident in their ability to formulate the research problem, research questions, and hypotheses. However, 12 participants (19.4%) answered "No" suggesting that a considerable number of students faced challenges in this area.

       حقوق الطبع محفوظة
لمجلة دراسات الإنسان والمجتمع

4. "Do you how to write the Literature Review Chapter?"

37 participants (59.7%) answered "Yes" indicating that slightly more than half of the students felt confident in their ability to write the literature review chapter. However, 25 participants (40.3%) answered "No" suggesting that a significant proportion of students faced challenges in this area.

5. "Do you know how to write the Methodology Chapter?"

38 participants (62.9%) answered "Yes," indicating that a majority of students felt confident in their ability to write the methodology chapter. However, 23 participants (37.1%) answered "No," suggesting that a considerable number of students faced challenges in this area.

6. "Do you know how to select the Samples for your graduation project?"

35 participants (56.5%) answered "Yes" indicating that slightly more than half of the students felt confident in their ability to select appropriate samples for their research project. However, 27 participants (43.5%) answered "No" suggesting that a significant proportion of students faced challenges in this area.

7. "Do you know how to analyze Qualitative/Quantitative Data?"

36 participants (58.1%) answered "Yes" indicating that slightly more than half of the students felt confident in their ability to analyze qualitative or quantitative data. However, 26 participants (41.9%) answered "No" suggesting that a significant proportion of students faced challenges in this area.

8. "Do you know how to discuss the Results and draw Conclusions?"

35 participants (56.5%) answered "Yes" indicating that slightly more than half of the students felt confident in their ability to discuss the results and draw conclusions from their research. However, 27 participants (43.5%) answered "No" suggesting that a significant proportion of students faced challenges in this area.

9. "Do you know how to write the Conclusion Chapter?"

47 participants (75.8%) answered "Yes" indicating that a majority of students felt confident in their ability to write the conclusion chapter. However, 15 participants (24.2%) answered "No" suggesting that a significant minority faced challenges in this area.

10. "Do you know how to list your References?"

42 participants (67.7%) answered "Yes" indicating that a majority of students felt confident in their ability to list references properly. However, 20 participants (32.3%) answered "No" suggesting that a considerable number of students faced challenges in this area.

Part III: Challenges related to Academic Writing & Plagiarism

Part III consists of eight questions, and the analysis for each question is as follows:

1. "I know how to paraphrase English texts correctly."

The majority of participants (46.8% strongly agree and 48.4% agree) indicated that they know how to paraphrase English texts correctly. However, a small number of participants (3.2% disagree and 1.6% strongly disagree) reported having difficulty with paraphrasing.

2. "I plagiarize because I am unable to express my ideas in my own words."

A significant proportion of participants (35.5% strongly agree and 45.2% agree) admitted to plagiarizing due to an inability to express their ideas in their own words. Only 17.7% disagreed, and 1.6% strongly disagreed with this statement.

3. "I plagiarize because it is quicker and easier to copy something than thinking of something new."

A majority of participants (22.6% strongly agree and 40.3% agree) acknowledged plagiarizing because copying is quicker and easier than coming up with their own ideas. However, 25.8% disagreed, and 11.3% strongly disagreed with this statement.

4. "I plagiarize my work since some instructors do not care about."

While a significant number of participants (16.1% strongly agree and 25.8% agree) reported plagiarizing because they perceived that some instructors do not care about it, a larger proportion (32.3% disagree and 25.8% strongly disagree) disagreed with this statement.

5. "I know how to make in-text citation and work cited list."

The majority of participants (25.8% strongly agree and 40.3% agree) indicated that they know how to make in-text citations and work cited lists. However, a considerable number of participants (24.2% disagree and 9.7% strongly disagree) reported having difficulty with this aspect of academic writing.

6. "I am aware of citation style (e.g., APA, MLA, Harvard, Chicago, etc.)"

A majority of participants (35.5% strongly agree and 27.4% agree) reported being aware of citation styles such as APA, MLA, Harvard, and Chicago. However, a significant number of participants (29.0% disagree and 8.1% strongly disagree) indicated a lack of awareness of citation styles.

7. "I have difficulty selecting the appropriate (vocabulary) words to use in the sentences."

A majority of participants (22.6% strongly agree and 38.7% agree) reported having difficulty selecting appropriate vocabulary words to use in sentences. However, 24.2% disagreed, and 14.5% strongly disagreed with this statement.

8. "I find the correct usage of punctuation marks challenging."

A majority of participants (25.8% strongly agree and 41.9% agree) reported finding the correct usage of punctuation marks challenging. However, 21.0% disagreed, and 11.3% strongly disagreed with this statement.

Part IV: Student-related challenges :

The following analyzes data on the ranking of various challenges faced by students in the context of writing a research project.

1. "Lack of motivation"

This item was ranked as the most problematic (rank 1) by 14.5% of participants and the second most problematic (rank 2) by 16.1% of participants. It received a wide range of rankings, suggesting varying levels of perceived problematic nature among participants.

2. "Lack of confidence"

This item was most frequently ranked as the 7th most problematic (14.5% of participants) and the 10th least problematic (12.9% of participants). The rankings were spread across the range, indicating a lack of consensus among participants regarding the level of problematic nature of this item.

3. "Lack of scientific training"

This item received the highest percentage (14.5%) of participants ranking it as both the most problematic (rank 1) and the 3rd most problematic (rank 3). The rankings were distributed across the range, suggesting varying perceptions of its level of problematic nature.

4. "Lack of critical thinking"

This item was ranked as the 5th most problematic by the highest percentage of participants (17.7%). It received a wide range of rankings, indicating diverse perspectives on its level of problematic nature.

5. "Lack of financial resources"

This item was most frequently ranked as the 8th most problematic (24.2% of participants). However, it also received a notable percentage of participants ranking it as the most problematic (4.8%) and the 2nd most problematic (9.7%), suggesting varying perceptions of its level of problematic nature.

---

6. "Lack of technological expertise"

This item was most frequently ranked as the 3rd most problematic (19.4% of participants). The rankings were spread across the range, indicating diverse perspectives on its level of problematic nature.

7. "Lack of access to research sites"

This item was most frequently ranked as the 7th most problematic (11.3% of participants) and the 10th least problematic (16.1% of participants). The rankings were distributed across the range, suggesting varying perceptions of its level of problematic nature.

8. "Time management"

This item was most frequently ranked as the 6th most problematic (24.2% of participants). However, it also received a notable percentage of participants ranking it as the most problematic (12.9%), indicating diverse perspectives on its level of problematic nature.

9. "Working with deadlines"

This item was most frequently ranked as the 7th most problematic (22.6% of participants). The rankings were spread across the range, suggesting varying perceptions of its level of problematic nature.

10. "Quantity of literature"

This item was most frequently ranked as the 8th most problematic (16.1% of participants) and the 9th most problematic (16.1% of participants). The rankings were distributed across the range, indicating diverse perspectives on its level of problematic nature.

Part V: Supervisor- & Institution-related Challenges

Part V consists of 7 items related to supervision and institutional factors faced by students in the context of writing a research project. The analysis for each question is as follows:

1. "Few meetings during supervision"

This item was ranked as both the most problematic (rank 1) and the second most problematic (rank 2) by the highest percentage of participants (19.4% each). The rankings were spread across the range, suggesting diverse perspectives on its level of problematic nature.

2. "Too little direction and too little feedback given by supervisor"

This item was most frequently ranked as the 4th most problematic (21.0% of participants) and the 5th most problematic (21.0% of participants). The rankings were spread across the range, indicating varying perceptions of its level of problematic nature.

3. "Failure to hand the work back promptly"

This item was most frequently ranked as the 3rd most problematic (17.7% of participants) and the 4th most problematic (17.7% of participants). The rankings were distributed across the range, suggesting diverse perspectives on its level of problematic nature.

4. "Absence from work, leaving no co-supervisor"

This item received the highest percentage of participants (16.1%) ranking it as the 2nd most problematic, the 3rd most problematic, and the 4th most problematic. The rankings were spread across the range, indicating varying perceptions of its level of problematic nature.

5. "Lack of research experience & relevant research skills"

This item was most frequently ranked as the most problematic (16.1% of participants). The rankings were distributed across the range, suggesting diverse perspectives on its level of problematic nature.

6. "Lack of library resources"

This item was most frequently ranked as the 5th most problematic (21.0% of participants). The rankings were spread across the range, indicating varying perceptions of its level of problematic nature.

7. "Lack of research atmosphere in the college"

This item received the highest percentage of participants (19.4%) ranking it as both the most problematic (rank 1) and the 6th most problematic (rank 6). The rankings were distributed across the range, suggesting diverse perspectives on its level of problematic nature.

3.5. Summary of Results:

1. Background Research Knowledge

While most students felt confident in choosing a topic, around 40% faced challenges in setting outlines, constructing projects academically, and designing research methodologies.

2. Research Design

A significant proportion of students reported difficulties in areas such as writing literature reviews, methodology chapters, selecting samples, analyzing data, discussing results, and listing references correctly.

3. Academic Writing and Plagiarism

Many students admitted to plagiarizing due to an inability to express ideas in their own words or perceiving it as easier than developing original content. Challenges were also reported in areas like paraphrasing, citing sources, using appropriate vocabulary, and punctuation.

4. Student-related Challenges

Lack of motivation, scientific training, critical thinking, time management, and working with deadlines were among the top challenges faced by students.

5. Supervisor- and Institution-related Challenges

Issues such as limited supervision meetings, lack of practical help from supervisors, supervisors not returning work promptly, lack of research experience among supervisors, and inadequate library resources were highlighted.

3.5. Interview Analysis

During the analysis, two themes emerged. The first theme relates to teachers' opinions towards students' performance in research. The second theme is about challenges facing teachers while supervising their students' research. Here is a summary of interviewees' responses.

Q1. Are your students motivated to do research?

When asked whether students are motivated to do research, three teachers gave a positive response. Teacher A said "My students' motivation to do research can vary depending on several factors, including their interests, the relevance of the research topic". Teacher C said "I always try to identify what inspires my students, for example provide guidance and support throughout the process", while Teacher F held two viewpoints "They are extremely motivated and passionate at the first time, but when it comes to speak and communicate in English for a long time, they turn to be bored and answer as short as they could". On other hand, three teachers gave a negative response. Teacher B said "Actually, Libyan students are not motivated enough since there is [no] stimulus to do the research work. From my point of view, there are some reasons that affect the level of motivation of the students: lack of support and lack of confidence". Teacher D said "Most of my students are not motivated to carry out any type of research because of some reasons [like] lack of knowledge about how to write a research paper or even knowing what are the skills, strategies and steps involved or required to carry out a research". Teacher E said "Generally speaking, most students are not motivated to do research. Fear to failure can hold students back from taking risks and pleasuring their goals, leading to lack of motivation."

Q2. What reasons stand behind the students' lack of proficiency in research writing?

The research findings showed that the supervisors A, B agreed that the main reason is lack of practicing. Supervisor A said that "It might be due lack of experience and practice during the writing courses; moreover, lacking the opportunity to have good research methodology courses" Supervisor B listed the following reasons for

---

حقوق الطبع محفوظة
لمجلة دراسات الإنسان والمجتمع

students' lack of proficiency in graduation project: No practicing, Lack of researching and understanding research methodology, No [knowledge] of academic conversation, Lack of critical thinking and analytical skills, Writing challenges Supervisor C added: "I believe that each student may face different challenges when learning to write or doing their own research. In my opinion, one of the reasons is lack of vocabulary. Vocabulary is the basic element of sentence construction and is the core of effective writing skills. One aspect of writing that most students encounter is grammar. Students hesitate to learn grammar because of their limited knowledge of grammar. Students are afraid of writing with correct grammar. Sometimes, difficult problems make students nervous, anxious, and unmotivated. For example, students make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions, and basic sentence structure. However, even if you spell incorrectly, your grammar skills will improve. This is another cause. Good spelling skills lead to active learning of writing skills. If students have trouble [with] spelling, they lose motivation to continue learning." Supervisor D complained: "many students do not have enough knowledge to do a piece of research … they just try to follow the steps of doing research without being able to grasp the coral [corral] goal of doing research … the students tend not to do research because of their lack of knowledge which results in losing confidence … many students have problems or difficulty in using English in addition to the difficultiey [difficulty] they face when they try to follow the research process" Supervisor E said: "lack of proficiency is due to lack of … [proficiency] that leads the students to stop writing and forget many essential skills [involved] in writing; lack of vocabulary, and inappropriate grammar use are also behind the students' lack of proficiency" Supervisor F explained: "the issues of proficiency depends on several reasons including the background from which the students comes [come], the quality of education in our country, Also the entrnal [internal] desire of the students him/herself [themselves] students' writing problems, can be caused by variety of factors including lack of practice, lack of time,

lack of motivation, lack of feedback from the instructor and the nature of the writing process."

Q3. Does the academic atmosphere help in motivating students to write research?

When this question was posed, four teachers agreed that the academic atmosphere helps in motivating students to write research. Teacher A replied, "I believe that academic environment encourage[s] students to write their research … Creating academic atmosphere helps in motivating students to write research." Teacher B answered: "yes, but pressure [of] lectures and limited time to deliver the paper may lead to decrease … [of] student's motivation to write their project". Teacher C agreed, "of course, the academic atmosphere can encourage learning and help to develop the learning experiences." Teacher D claimed that, "encouraging and supportive academic environment can provide several benefits/factors [of] motivation which are: research opportunities, access to resources and relevance and impact." On the other hand, Teachers E & F gave a negative opinion. Teacher E pointed out that, "the atmosphere in Libyan universities as a whole don't [doesn't] allow students in the academic setting or the stage of writing graduation project write a proper research project." Teacher F confirmed that, "our universities lack facilities to support the academic field such as libraries and laboratories, not to mention the lack of qualified supervisors which makes the problem worse."

Q4. What are the main challenges that you face as supervisors?

All teachers provided a positive answer stating that, "… students are discouraged because of the following reasons: lack of time management, take long time to decide the topic, lack of resources and references, students should not rely too much on their supervisor."

Q5. Are there other challenges?

The participants added the following challenges: financial issues, psychological issues, Research skills, writing skills, understanding the project, organization of ideas and structuring. Participants insist that students' academic performance is greatly impacted by the lack of facilities such as libraries, free internet access for students to conduct research.

Discussion of Results:
4.1. Commentary on Results of the study

Generally speaking, the students face challenges while designing their graduation research project. The results of items relevant to research design reveal something different. In other words, research design is a challenge since most students may not be able to design their research methodology. This could be attributed to lack of knowledge, experience, and research methodology background (Abdulrahman, 2023).

Concerning academic writing and plagiarism, it is proved that the majority of Libyan EFL university students plagiarize because they are not able to paraphrase an academic text appropriately, due to poor language skills. This important finding is in line with Altikriti's (2022) finding where a majority of 53.4% of her sample reported falling under the trap of plagiarism. The reason behind this might be relevant to a number of factors such as the ease to cut/paste from the Internet, insufficient knowledge of plagiarism and its academic and administrative consequences, the students' ignorance, the supervisors' carelessness, and lack of paraphrasing and summarizing ability (Lestari, 2020). Moreover, it is the supervisors' duty to familiarize the students with the negative consequence of plagiarism on their academic life. The university instructors, especially those who teach writing skills, composition, academic writing, methods of research, have another duty which refers to plagiarism avoidance and teach proper citation and referencing systems. The instructors can also encourage students to find their own style of paraphrasing and to avoid plagiarism. In addition, the students should be informed about plagiarism detection tools (i.e., Turnitin software and their applications) which are a good strategy to detect students' plagiarism. Undoubtedly, students have a lot of trouble with practical research, citing and referencing in the early stages of their projects. Moreover, because of the necessity of using citations in their academic writing, most students must be aware of the citation styles (e.g., APA, MLA, Harvard, Chicago, etc.). Thus, it is the academic writing instructors' duty to pay much attention to the practical part of their subjects rather

حقوق الطبع محفوظة
لمجلة دراسات الإنسان والمجتمع

than the theoretical one (Abdulrahman, 2023). The results reveal that most fourth-year students clearly face many challenges in terms of writing their research projects using academic English. Lack of writing practice negatively impacts Libyan EFL students' writing performance since practice is one of the most useful techniques students can use to improve their writing. In this connection, the current study's results align with Lestari's (2020) reported results that students face common difficulties at the level of their academic writing, particularly in grammar, word choice, spelling, using punctuation marks, expressing ideas and paraphrasing. The study insists that problems concerning writing in academic style arise mainly from a lack of practice and experience of writing research. Besides, an overcrowded classroom may make it difficult for instructors to give feedback.

Concerning the supervision process, one can state that the supervisor has a significant role in the students' research projects. One crucial point is the relationship between the supervisor and their students. Having a postponed meeting and receiving insufficient feedback affects these academic relationships. The supervisors' effective feedback is another crucial strategy in the students' completion of their research project. As indicated from the result sample, most students believe that feedback is useful for improving their academic writing. Supervisors need to give guidance, advice, and feedback at all stages of writing research projects. Finally, it is supposed that courses in research methodology make students more qualified, but according to the students' perspectives, the courses are not enough since they are mainly theoretical rather than practical and lack of practice could be related to the large classes and the instructors are not able to supervise everyone and go through all the steps one by one. Perhaps the university instructors teach many courses, thus they are unable to handle the research writing session alongside other subjects (ibid).

With regard to time management, the study suggests that the most common reasons why students are unable to manage their time include feeling overcome by educational commitments, preparing for

exams, rushing through homework, and getting minimal sleep due to disorganization of time. Students also struggle with making difficult decisions about what task to prioritize and dealing with irregular deadlines. Poor time management can lead to frustration, stress, and reduced productivity. Additionally, high school does not fully prepare students for time management in college, making it a challenge for them to succeed. To address these problems, students need to develop time management skills, such as creating a time-use strategy, planning their weekly routine, prioritizing tasks, and using time productively. They should also reduce time spent on unimportant activities and shift towards important yet non-urgent ones (Kiser, 2021).

Finally, according to analysis of results, lack of motivation is ranked as the most problematic (rank 1) by 14.5% of participants and the second most problematic (rank 2) by 16.1% of participants. It is believed that working on a long-term task like writing a graduation project can be challenging. Students may face uncertainty, setbacks, delays, and distractions that can affect their motivation and productivity. They may feel overwhelmed by the complexity or scope of their projects. They might also lose track of their progress along the way, fail to organize their tasks and assign deadlines and priorities. There are also lack of feedback and support from the supervisor. Feedback and support can help students learn from their mistakes, improve their performance, cope with stress, overcome challenges, and achieve success. (https://www.linkedin.com/advice/1/how-can-you-stay-motivated-when-working-long-term-b6ume).

4.2. Conclusion :

The results indicate that undergraduate students in the Departments of English at the Faculty of Languages and Translation (Zawia University), Faculty of Arts (Zawia University), and Faculty of Arts (Sabratha University) face a wide range of challenges when writing their research projects. These challenges span various areas, including background research knowledge, research design, academic writing and plagiarism, personal factors, and supervisory and institutional support.

The prevalence and breadth of these challenges suggest that they may have negative effects on students' research abilities and the overall quality of their research output. Without proper training, support, resources, and guidance, students may struggle to develop the necessary skills and competencies for conducting rigorous and high-quality research.

4.3. Limitations of the study :

The study has some limitations. These limitations were mostly methodological. For example, due to a clash of timetables, it was not possible to interview all the supervisors at the targeted departments, although all of them were lecturers officially teaching, because they were overloaded with lectures and other responsibilities. The students' responses to the questionnaire were not as high as expected. To overcome such a limitation, it is recommended that students' questionnaires are administered face-to-face, and submitted on the same day rather than some days later, to guarantee a higher rate of return.

4.4. Recommendations :

Based on the study conclusion, the current study underlines many significant and practical recommendations that will be future solutions to some problems facing Libyan EFL university students at the Departments of English. These recommendations are given to the undergraduate students, supervisors, and institutions. These recommendations are:

1. Providing targeted training and workshops for students to enhance their skills in areas such as research methodology, academic writing, paraphrasing, citation practices, time management, and critical thinking.
2. Implementing plagiarism awareness and prevention programs to promote academic integrity and ethical research practices.
3. Improving supervision practices by ensuring regular meetings, providing practical guidance, timely feedback, and fostering a supportive research environment for students.
4. Enhancing the research expertise and skills of supervisors through professional development opportunities and training programs.

5. Investing in library resources and research facilities to ensure students have access to relevant materials and conductive environments for their research projects.
6. Fostering a strong research culture and atmosphere within the departments and institutions, encouraging collaboration, knowledge sharing, and a commitment to high-quality research.
7. Regularly assessing and reviewing the challenges faced by students and seeking feedback from all stakeholders (students, supervisors, and institutions) to continuously improve and adapt support mechanisms.

References :
1. Al Badi, I. A. (2015). Academic Writing Difficulties of ESL Learners. The 2015 WEI International Academic Conference Proceedings, Barcelona, Spain, pp.65-78.
2. Al Fadda, H. (2012). Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students. English Language Teaching, 5(3), pp.123.
3. Al-Khairy, M. (2013). Saudi English-Major Undergraduates' Academic Writing problems: A Taif University Perspective. English Language Teaching, 6(6), pp.1- 12
4. Al-Mokhtar, N. (2022). Challenges in Writing Graduation Project: Libyan EFL University Teachers and Students Perspectives. https://www.researchgate.net/profile/Nafeesah-Mohammed/pub
5. Al Murshidi, G. (2014). UAE University Male Students' Interests Impact on Reading and Writing Performance and Improvement. English Language Teaching, 7(9), 57-63.
6. Alsied, S. and Ibrahim, N. (2017). Exploring Challenges Encountered by EFL Libyan Learners in Research Teaching and Writing. IAFOR Journal of Language Learning. 3 (2), 43-158.
7. Altikriti, S. (2022). Challenges facing Jordanian undergraduates in writing graduation research paper. Journal of Language and Linguistic Studies, 18(1), 58-67. Doi: 10.52462/jlls.166.

8. Amin, S. & A. Alamin. (2012). Skills and strategies used in the comprehension and production of academic writing in Taif University. English Language and Literature studies, 2(3), 135-139.

9. Azzam, Y. (2014). Graduation Project Guide Program: Computer Science and Information Collage of Science in Zolfi. Kingdom of Saudi Arabia, Ministry of Higher Education Majmaah University College of Science Department of CSI https://www.mu.edu.sa/sites/default/files/1/Zulfi/maths/ZCS05%20ZolfyGraduationPrfojectHandbooktemp1%20%282%29%20%282%29.pdf

10. Bocar. A. C. (2013). Difficulties Encountered by the Student-Researches and the Effects on Their Research Output. Proceeding of the Global Summit on Education. Kuala Lumpur.

11. Bushnaq, T. (2018). Writing The Graduation Project: A Concise Guide for Undergraduate Students. Al Asmarya Islamic University, Libya.

12. Chabaya, O., C. Chiome, and R. Chabaya. (2009). Students Failure to Submit Research Projects on Time: A Case Study from Masvingo Regional Centre at Zimbabwe Open University. Open Learning, 24 (3), pp. 211-221.

13. Daud, N., N. Norwani and R. Yusof. (2018). Students' Financial Problems in Higher Education Institutions. International Journal of Academic Research in Business and Social Sciences 8(10) DOI:10.6007/IJARBSS/v8-i10/5312

14. Dweni, D. (2023). Challenges Encountered by Libyan EFL Undergraduate Students in English Research Writing. Scientific Journal of Faculty of Education, Misurata University -Libya, Vol. 9, No. 21.

15. Dwihandini, L.A., A.A. Marhaeni and I.W. Suarnajaya. (2013). The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswaty University. E-Journal Program Pascabachelor Universitas Pendidikan Ganesha. Volume 2.

16. Elmabruk, R., & Bishti, R. (2020). Returning to Graduation Project: Attitudes and Perceived Challenges of Students and Staff at a Libyan EFL Department. Arab World English Journal, 11 (2) 127-148. DOI: https://dx.doi.org/10.24093/awej/vol11no2.8

17. Elmojahed, A. (2010). Writing Research Projects: Opportunities and Challenges. Journal of the Faculty of Education, 5, 40-62, Faculty of Education Tripoli, University of Tripoli.

18. Grami, G. M. A. (2010). The Effects of Integrating Peer Feedback into University-Level ESL Writing Curriculum: A Comparative Study in a Saudi Context (Unpublished doctoral dissertation). Newcastle University. Retrieved from https://theses.ncl.ac.uk/dspace/bitstream/10443/933/1/grami.

19. Hamzaoui, C. (2021). Scrutinizing Algerian EFL students' challenges in research teaching and writing. Hungarian Educational Research Journal, 11 (4), 478–488. DOI: http//doi.org/10.1556/063.2021.00047

20. Jain, N. (2023). What is Research? Definition, Types, Methods and Process. (ideascale.com)

21. Jonson, G. (2020). 20 Common Problems Students Face While Writing Assignments. Source: https://writerswrite.co.za/writing-problems-12

22. Kareem, S. & S., Abdulrahman. (2023). An Investigation into The Challenges of Writing Research Project at The Departments of English in Iraqi Kurdistan Region Universities from The Students' Perception. The Scientific Journal of Cihan University – Sulaimaniya 7 (2), PP: 169-186.

23. Kiser M. (2021). The Time Management Needs of College and University. https://typeset.io/papers/the-time-management-needs-of-college-and-univerity-k1mq897920
DOI: 10.4018/978-1-7998-7267-2.ch014. pp 276-297.

24. Kumar, R. (2016). Research Methodology: A Step-By-Step Guide for Beginners.

25. Lestari, D. M. (2020). An Analysis of Students' Difficulties in Writing Undergraduate Thesis at English Education Program

of Muhammadiyah University of Bengkulu. Muhammadiyah University of Bengkulu.

26. Mapolisa, T. and O., Mafa. (2012). Challenges Being Experienced by Undergraduate Students in Conducting Research in open and Distance Learning. International Journal of Asian Social Science, 2(10), pp. 1672–1684.

27. Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teachers. Upper Saddle River, NJ: Prentice Hall.

28. Odunze, D. (2019). Examining the Challenges Faced by Undergraduate Students in Writing Research Projects. National University of Science and Technology, Zimbabwe. DOI: 10.13140/RG.2.2.24476.64643

29. Pandey, P. and M., Mishra. (2015). Research Methodology: Tools and Techniques. 1st ed. Bridge Center. Romania, European Union.

30. Qasem, F. & Zayid, E. (2019). The challenges and problems faced by students in the early stage of writing research projects in L2, University of Bisha, Saudi Arabia. European Journal of Special Education Research, 4(1), 32-47. DOI:10.5281/zenodo.2557036.

31. Rasol, M. (2015). Graduation Project Guide: How to Write Scientific Report. Duhok Polytechnic University. DOI:10.13140/RG.2.2.18262.96327

32. Simuforosa, M., M., Veronica and N., Rosemary. (2015). Challenges Encountered in Scaffolding Undergraduate Research Projects: The Case of Three Universities in Zimbabwe. Journal of Educational Policy and Entrepreneurial Research (JEPER) 2, (10), pp. 58-65.

33. Singh, M. K. (2015). International Graduate Students' Academic Writing Practices in Malaysia: Challenges and Solutions. Journal of International Students, Vol. 5(1):12-22. Retrieved from: http://jistudents.org/.

34. Thondhlana, S. D., Mawere and Z. Weda. (2011). Factors Affecting Completion of Research Projects by Students: A Study of Three Zimbabwe Open University Regions.

Zimbabwe. International Journal of Open & Distance Learning, Volume 1 Number (1), pp. 71-78.

35. Yeh, C. (2010). New Graduate Students' Perspectives on Research Writing in English: A Case Study in Taiwan. Journal of Academic Language & Learning, 4(1), A1–A12.

36. (https://www.linkedin.com/advice/1/how-can-you-stay-motivated-when-working-long-term-b6ume)