

Research Capability Program: Readiness and Challenges of BAELS Students in Conducting Language Research

Dr. Jimboy B. Pagalilauan

College of Arts and Sciences-Department of Humanities, Cavite State University, Indang, Cavite, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.91100147>

Received: 12 November 2025; Accepted: 21 November 2025; Published: 03 December 2025

ABSTRACT

This study was conducted to determine the readiness and challenges of Bachelor of Arts in English Language Studies (BAELS) students in doing language research. This was deemed important, as language research requires students to apply their knowledge in language and to develop other skills. The descriptive-comparative-correlational research design was used in the study to answer the following questions: (1) what is the level of students' readiness, (2) what are the challenges they encountered, (3) what is the relationship between students' readiness and challenges, and (4) are these variables similar among students with different demographic profiles? Open-ended questions were added to the descriptive-comparative-correlational design to get students' responses on their perceptions and suggestions on research difficulties and interventions to address these.

Fifty-eight (58) Bachelor of Arts in English Language Studies (BAELS) students participated in the study. Quantitative results showed that the students have good understanding of language research as regards ethical considerations and language research principles, but they have limited preparedness in practical aspects of research such as writing major sections of a research paper, synthesis of literature, designing methodologies, and analysis of data. Challenges were moderate. The two most challenging tasks were time management and literature review. Descriptive answers also showed that BAELS students need structured and hands-on interventions through workshops, writing clinics, and guided consultations to enhance their research competencies.

Hence, it revealed that there were no significant differences in readiness and challenges of the students with regard to gender, age, type of senior high school, and parents' educational attainment. There was negatively correlated between readiness and challenges, it indicates that students who feels more ready do not experience many difficulties in doing their research. Therefore, the answer to the research question based on the result of statistical analysis was, BAELS students' understanding of the concept of language research is good, but they need to be guided in terms of practical skill. Research writing, methodology, data analysis and time management intervention at program level will improve them to be more confident and competent in doing language research.

Keywords: Language research, research readiness, research challenges, BAELS students.

INTRODUCTION

In today's academic environment, the ability to conduct meaningful research is an essential skill that every college student must develop, especially those in the field of language and communication. Research serves as a foundation for innovation, critical thinking, and informed decision-making in both academic and professional contexts. For students pursuing the Bachelor of Arts in English Language Studies (BAELS), research is not just an academic requirement, it is a means of understanding how language functions in society and how linguistic knowledge can be applied in real-world contexts such as education, media, and intercultural communication.

At Cavite State University - Main Campus, the BAELS program is designed to produce graduates who are competent in English language structure, use, and analysis, as well as in the practical applications of linguistics. The program emphasizes proficiency in the four macro-skills of communication listening, speaking, reading, and writing while fostering analytical and research-oriented thinking. Through courses such as Language

Research 1 & 2, Applied Linguistics, and other major courses, students are trained to identify linguistic problems, conduct data-driven inquiries, and present their findings in academically acceptable formats. These experiences are intended to prepare students for diverse career paths, including teaching, research, publishing, and corporate communication.

However, despite the inclusion of research-related courses in the curriculum, many language students still encounter challenges when conducting independent research. Several factors contribute to these difficulties, such as limited exposure to academic writing, lack of confidence in using research methodologies, and difficulty formulating research problems relevant to language studies. In some cases, these challenges are compounded by limited access to research materials, insufficient mentoring, or lack of familiarity with proper citation and formatting conventions. As a result, students may experience anxiety or hesitation when asked to carry out their undergraduate research projects.

The readiness of BAELS students to conduct research is an important indicator of the program's effectiveness in cultivating scholarly skills. Readiness encompasses not only the students' knowledge of research concepts and techniques but also their motivation, confidence, and institutional support. It involves understanding how to organize ideas, analyze data, and write in a clear and scholarly manner. Challenges, on the other hand, refer to the barriers or constraints that prevent students from performing these tasks efficiently, whether cognitive, technical, or environmental.

Given these concerns, the present study, titled "Research Capability Program: Readiness and Challenges of BAELS Students in Conducting Language Research," aims to evaluate how prepared BAELS students of Cavite State University - Main Campus are in undertaking language-related research and what challenges they commonly face. It also seeks to explore how factors such as age, gender, senior high school background, and parents' educational attainment influence students' research readiness and experiences. Moreover, by identifying both strengths and areas for improvement, the study hopes to propose strategies or interventions that will enhance the research capability of BAELS students, ultimately contributing to the development of a stronger culture of inquiry within the university.

Review of Related Literature

Developing research capability among students has become an essential part of higher education, especially in language and communication programs. For English Language Studies (BAELS) students, the ability to design and complete a research project reflects not only their mastery of academic writing and inquiry but also their readiness for future professional and scholarly work. Understanding how prepared they are and what difficulties they encounter, helps institutions provide targeted support and training.

In the Philippine academic context, several studies have shown that many students demonstrate only a moderate level of readiness when it comes to conducting research. For instance, Pangket, Pangesfan, Cayabas, and Madjaco (2023) found that while graduate students were familiar with the basic steps of research, they often struggled to identify research problems and organize their literature reviews. This suggests that conceptualization and technical writing remain persistent areas of difficulty for many learners, particularly when they must synthesize information from multiple sources.

A similar pattern was observed in a descriptive-correlational study on undergraduate students from Eastern Samar State University, which reported that most respondents possessed only moderate readiness in conducting research (Students' Readiness in Conducting Research, 2025). The researchers pointed out that students who had more prior exposure to research tasks or received stronger mentoring tended to perform better. This highlights the value of both institutional guidance and experience-based learning in improving students' preparedness.

The challenges encountered by students are not limited to the Philippines. Dantic (2024) documented the common struggles of students working on research projects during the period of online and blended learning. The study emphasized that many learners faced problems in selecting topics, gathering data, and analyzing results, difficulties that were often made worse by limited access to libraries, unreliable internet connections, and lack of direct supervision. Such findings underline that readiness is not only a matter of knowledge but also of access and environment.

Research writing skills also play a significant role in how students approach their research work. The Formosa Journal of Multidisciplinary Research (2023) published a study on students' knowledge of manuscript writing and their readiness to conduct research. The results showed that those who were more familiar with the structure and language of academic papers felt more confident and capable throughout the research process. In contrast, students who lacked such exposure often experienced anxiety and self-doubt, leading to lower productivity and weaker outputs.

Beyond technical skills, attitudes and confidence have also been identified as key components of readiness. Igpit and Alpuerto (2022) found that competence and positive attitudes significantly predicted teachers' readiness for digitized instruction. Although their study focused on digital learning, the results are relevant to research readiness as well suggesting that self-efficacy and motivation influence how individuals adapt to complex academic tasks such as writing and data analysis.

Taken together, these studies show that readiness to conduct research is multidimensional. It involves not only knowing the methods and formats of research but also having the right mindset, sufficient institutional support, and opportunities for practical engagement. For language-studies students, this readiness extends further: they must be able to analyze linguistic data, interpret findings critically, and communicate results through well-structured academic writing. Despite the growing interest in research capability among students, few studies have focused on the unique experiences of undergraduate language majors in the Philippines. Addressing this gap, the present study explores the readiness and challenges of BAELS students in conducting language research, taking into account their demographic background and academic experiences.

Objectives of the study

In line with this, the specific objectives of the study are as follows:

1. Determined the profile of the respondents in terms of age, gender, senior high school attended, and parents' highest educational attainment.
2. Assessed the level of readiness of BAELS students in conducting language research in terms of (a) knowledge and understanding of language research concepts and methodologies; (b) technical aspects of research writing (grammar, coherence, citation, and formatting); and (c) writing and organization of the major parts of a language research paper (Introduction, Methodology, Results and Discussion, Conclusion and Recommendations, References and Citations, Abstract).
3. Identified the challenges encountered by BAELS students in conducting language research, particularly in the areas of topic formulation, data collection, language analysis, and research writing.
4. Determined if there is a significant difference in the level of readiness and the challenges encountered by BAELS students when grouped according to their profile variables (age, gender, Senior High School attended, and parents' highest educational attainment).
5. Examined the relationship between the students' level of research readiness and the challenges they experience in conducting language research.
6. Proposed an action plan that will enhance the research readiness and capability of BAELS students in conducting language-related studies.

METHODOLOGY

Research Design

This study adopted a descriptive-comparative-correlational research design to examine the readiness and challenges of Bachelor of Arts in English Language Studies (BAELS) students in conducting language research. The descriptive part of the design aimed to present a clear picture of the students' level of readiness and to identify the common challenges they faced throughout the research process, including topic selection, data collection, and writing. The comparative aspect, on the other hand, sought to find out whether there were significant differences in the students' levels of readiness and challenges when grouped according to their profile variables such as age, gender, senior high school background, and parents' highest educational attainment. Finally, the correlational part of the study examined the possible relationship between the students' readiness and the challenges they encountered in conducting research.

To provide a deeper understanding of the findings, two open-ended questions were also included in the survey. These questions allowed the participants to freely share their most common challenges and to suggest possible intervention plans that could help improve their research skills. Their answers were carefully summarized and thematized, and the results were discussed separately to complement and support the quantitative data.

This design was selected because it offers a clear and comprehensive way to understand the experiences of BAELS students without manipulating any variables. It enabled the researcher to describe the current situation, compare variations among different groups, and explore how certain factors might be related. As Bhandari (2022) noted, descriptive-correlational designs are well suited for studies that aim to identify existing relationships and patterns among naturally occurring variables. Adding a comparative element made the design more fitting for determining both relationships and differences, while the inclusion of open-ended responses enriched the analysis by offering the students' perspectives in their own words.

Participants

The participants of this study were all fourth year BAELS students at Cavite State University–Main Campus during the Academic Year 2025-2026.

A total population sampling was used in which every member of a group is studied. This was to make sure that the data reflected the entire view of the cohort without a bias in sampling.

It would be a benefit to bring in the population as a whole, for a more holistic view of preparedness and challenges faced investigating language learning, it allowed for an overall picture of where all students were academically; collectively what they are ready for or blocked from doing.

The respondents' demographic variables were their age, sex, senior high school attended, and the highest educational attainment of parents. These factors were introduced to test whether readiness and challenges varied among demographic populations.

Instrumentation

The primary instrument used in this study was a researcher-made survey questionnaire, developed based on validated tools from de Guzman and Tan (2023) and Pura and Janer (2024). These references guided the development of survey items aligned with the objectives of the study, specifically, assessing research readiness and identifying challenges faced by students in language research.

The questionnaire consisted of three major parts:

1. **Section A:** Respondents' demographic profile (age, gender, senior high school attended, and parents' highest educational attainment).
2. **Section B:** Level of readiness in conducting language research, focusing on (1) knowledge and understanding of language research concepts and methodologies, (2) technical aspects of research writing (grammar, coherence, citation, and formatting), and (3) organization of the major parts of a language research paper (introduction, methodology, results and discussion, conclusion, recommendations, references, and abstract).
3. **Section C:** Challenges encountered by BAELS students in topic formulation, data collection, linguistic analysis, and writing of research reports.
4. **Section D:** Open-ended questions on their challenges and proposed intervention plan

Each item was measured using a 4-point Likert scale, as follows:

4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

The instrument underwent content validation by three experts in language research and English education to ensure clarity, relevance, and accuracy.

RESULTS AND DISCUSSIONS

Table 1. Profile of the respondents

Variable	Category	Frequency	Percentage
Age	21	25	43.10%
	22	20	34.48%
	23	5	8.62%
	24	4	6.90%
	Others (20, 25–26)	4	6.90%
	Total	58	100%
Gender	Female	47	81.03%
	Male	11	18.97%
	Total	58	100%
Senior High School Attended	Private	32	55.17%
	Public	26	44.83%
	Total	58	100%
Mother's Educational Attainment	High School	20	34.48%
	College Undergraduate	16	27.59%
	College Graduate	13	22.41%
	Vocational	5	8.62%
	Elementary	3	5.17%
	Postgraduate	1	1.72%
	Total	58	100%
Father's Educational Attainment	High School	23	39.66%
	College Undergraduate	10	17.24%
	College Graduate	17	29.31%
	Vocational	3	5.17%
	Elementary	5	8.62%
	Postgraduate	1	1.72%
	Total	58	100%

The data in Table 1 show the description of the BAELS students participated in the study on their readiness and challenges in conducting language research.

In terms of age, most of the respondents were 21 years old (43.10%). The other percentages were 34.48% for 22 years old, 8.62% for 23 years old, 6.90% for 24 years old, and 6.90% for “others” (20, 25–26 years old). This result shows that majority respondents were in their early twenties, which is common for college students in their last two years of senior high school.

Concerning gender, majority of the respondents were female (81.03%). The other percentage was for male (18.97%). This result shows that females are dominant in BAELS program, which is common for language and communication-related programs.

Most of the respondents graduated from senior high school types (55.17% private and 44.83% public) (see Table 1). The nearly balanced percentage shows that the students in the BAELS program came from various kinds of senior high schools and may have different learning experiences and academic achievements.

Most of the respondents' mothers' education was high school graduate (34.48%), college undergraduate (27.59%), and college graduate (22.41%) (see Table 1). The other percentages were vocational course (8.62%), elementary school (5.17%), and postgraduate (1.72%). This result shows that most of the respondents came from families with average educational achievements, which may influence their academic motivation and family supports for them to conduct research.

The result for the father's education was almost the same as for the mother's education. The highest percentage was high school graduate (39.66%), college graduate (29.31%), and college undergraduate (17.24%) (see Table 1). The other percentages were vocational course (5.17%), elementary school (8.62%), and postgraduate (1.72%). These results show that although some of the students in the BAELS program have parents with college education, many of them came from families with low higher education achievements.

In addition, the results for the respondents' profiles show that most of the BAELS students were young women from families with average educational achievements. These factors may influence their readiness level and kinds of challenges in conducting language research, which are possibly influenced by family educational supports and their previous academic experiences.

Table 2. Readiness of the respondents in doing Language Research

Knowledge and Understanding of Language Research			
No.	Statement	Mean	Verbal Interpretation
1	I understand the key concepts and principles of language research.	3.38	Agree
2	I am familiar with various research methods used in language studies.	3.10	Agree
3	I can formulate research questions or hypotheses related to language use.	3.10	Agree
4	I can identify appropriate linguistic theories for my research framework.	2.90	Agree
5	I understand the ethical considerations involved in language research.	3.55	Strongly Agree
Category Mean		3.21	Agree
Technical Aspects of Research Writing			
6	I can write clearly and coherently using academic English.	2.90	Agree
7	I can apply correct grammar, punctuation, and formatting in research writing.	3.00	Agree
8	I am familiar with the APA referencing and citation style.	3.17	Agree
9	I can summarize and synthesize related literature effectively.	2.79	Agree
10	I can organize my research paper logically from introduction to conclusion.	2.86	Agree
Category Mean		3.02	Agree
Writing the Major Parts of a Language Research Paper			
11	I can write an introduction that presents the background, rationale, and objectives.	2.86	Agree
12	I can design an appropriate methodology for a language research study.	2.79	Agree
13	I can collect and analyze language data (e.g., interviews, written texts).	3.17	Agree
14	I can interpret and discuss results based on linguistic data.	2.86	Agree
15	I can write a conclusion and provide meaningful recommendations.	2.66	Agree
16	I can write an abstract that summarizes the entire paper accurately.	3.00	Agree
Category Mean		2.87	Agree
Overall Mean		2.97	Agree

The results displayed in Table 2 revealed that BAELS students have a good understanding of the concepts of language research in terms of knowledge and understanding. However, they are not so confident about applying this knowledge when they write research papers and deal with methodology. In terms of the three components, the students scored the highest for "Knowledge and Understanding of Language Research" with a category mean of 3.21. This means that they know the principles and major concepts that guide language research as well as the

ethical considerations with its highest mean of 3.55 which means that the students are quite aware of this aspect of language research; that is, they feel confident about this aspect of language research.

On the other hand, the two technical and practical aspects of research got relatively low means. The technical aspects of research writing, that is, "Technical Aspects of Research Writing" got a mean score of 3.02 while the lowest mean was recorded for "Writing the Major Parts of a Language Research Paper" with a mean of 2.87. The results of the study revealed that students may have understood the theoretical aspect of research but they have some difficulties in writing clearly, organizing their papers, summarizing and synthesizing related studies, and designing appropriate methodologies for their studies. The lowest means for writing conclusions and recommendations (mean=2.66), designing methodologies (mean=2.79), and synthesizing related literature (mean=2.79) were recorded. This is a common finding among language students as they know what research ideas are, but they have some difficulties in converting these ideas into a language research paper.

From the above results, it is clear that the program needs to focus on the practical aspects of research. It would be helpful if instructors and advisers provide more opportunities for guided practice in writing, organizing research papers, handling data, and so on. Practical workshops on applying research methods, academic writing in APA style, summarizing related literature, among others would help students to be more confident in conducting their studies.

Alghamdi and Deraney (2018) also found that when provided with active learning and scaffolded instruction, students' practical research skills and confidence improved. Mandernach, Zafonte and Taylor (2016) also stressed that focused instruction in academic writing and citation practices help students to overcome the technical aspects of conducting research. In addition, Crane et al. (2017) found that incorporating research ethics into real-life learning experiences helped students to understand better and apply more effectively the principles of research ethics.

Based on the results, it can be implied that while BAELS students know well what language research is, they still need to be provided with structured guidance and guided practice in writing research papers and designing appropriate methodologies for research. More interactive and experience-based learning activities such as peer writing workshops, mini research projects, and guided data analysis should be designed to increase students' readiness and confidence in conducting language research.

Table 3. Challenges of the respondents in doing Language Research

Statement	Mean	Verbal Interpretation
1. I find it difficult to choose a suitable language research topic	2.43	Disagree
2. I struggle to formulate clear research questions or hypotheses	2.34	Disagree
3. I experience difficulty in reviewing and synthesizing related literature	2.50	Agree
4. I have limited access to language-related resources and references	2.48	Disagree
5. I find it challenging to analyze and interpret language data	2.33	Disagree
6. Writing the results and discussion section is difficult for me	2.14	Disagree
7. I find it hard to maintain an academic writing style and tone	2.36	Disagree
8. Time management is a problem when conducting and writing my research	2.50	Agree
9. I lack sufficient guidance or supervision in conducting language research	2.24	Disagree
10. I find it difficult to organize and format my research paper properly	2.19	Disagree
Overall Mean	2.35	Disagree

As gleaned in Table 3, it shows that BAELS students don't seem to have many serious problems with their language research projects. With an overall average of 2.35 (which falls under "Disagree"), most students don't think the items listed are major roadblocks. Only two issues got an "Agree" response: struggling with reviewing and combining related literature and having trouble managing time during research and writing, both scoring

2.50. This shows that participants generally handle their research well, but finding literature reviews, studies, and time management are the most challenging for them all throughout the process.

Other potential problems like picking research topics with a mean of 2.43, developing research questions (2.34), analyzing data (2.33), writing results sections (2.14), and organizing/formatting papers (2.19) all scored below the middle point, meaning students don't see these as big issues. The same goes for concerns about not having enough resources, writing style difficulties, and supervision problems. Generally speaking, participants are prepared for research work, especially during the beginning and structural phases.

Hence, the fact that literature review and time management stand out as the toughest challenges is significant. Writing a good literature review needs critical reading skills, the ability to synthesize information, and connecting ideas from different sources - abilities that usually take time and practice to build. Managing time during research can also be tough, especially when students are juggling other schoolwork and personal commitments. These findings point to a need for more organized support in these areas. The program might think about offering workshops on how to read, analyze, and combine scholarly sources effectively, plus training sessions on research planning and scheduling to help students stay on track.

On the other hand, research backs up these observations. Khalid & Muhammad (2023) published in Education Sciences found that many undergraduates have trouble creating coherent literature reviews because of limited experience, weak reading strategies, and not having enough time. Similarly, Al Fadda (2019) discovered that students in English-related programs often face challenges with literature reviews and time management when working on research papers. Also, Khan (2024) pointed out that time pressure, limited feedback, and lack of writing practice continue to be ongoing obstacles in undergraduate research writing.

In conclusion, while BAELS students generally feel confident handling most parts of their language research, they still run into difficulties when it comes to combining literature and managing their time well. Addressing these areas through guided practice, writing help, and time management support could improve their research skills and better prepare them for independent academic work.

Thematic Discussion of Open-Ended Responses (Most Challenging Part of Conducting Language Research & Suggested Trainings or Interventions to Improve Readiness)

The open-ended responses from BAELS students gave a clearer picture of their real struggles in doing language research and what kind of support they think would help them be better prepared. Based on their responses, the researcher analyzed it by themes, and found six main challenge areas.

Time management was the biggest challenge, students brought up - ten of them specifically said this was their main struggle. They explained how tough it is to fit research work around their other classes and responsibilities. This really shows that doing research well takes serious planning and juggling multiple things at once. Data analysis was another major headache for nine students. Many said they had trouble figuring out what their interview data, written texts, and other sources actually meant. This points to a gap between understanding research ideas in class versus actually using those skills in real research. Nine students also said the literature review was tough, explaining they had trouble tracking down relevant studies, reading through them, and connecting different research together. Seven students found it hard to choose their research topic - figuring out what specific language area to focus on or how to narrow it down properly. Five students mentioned writing difficulties, especially when it came to putting together their results and discussion sections. Only two students said they had trouble identifying research gaps or connecting their studies to existing theories, but this is still worth noting.

Looking at what kind of help they want, most students (twenty of them) specifically asked for seminars and workshops. They described these as practical, guided opportunities to learn and practice research skills. Eight students wanted help with research writing - focusing on making their writing clearer, more organized, and more academic. Five students asked for data analysis training, showing they really need hands-on help working with qualitative or quantitative data. Five others wanted methodology workshops, showing they're interested in understanding the bigger picture of how research works and how to design studies properly. Only a couple of

students mentioned needing help with APA formatting, and one student wanted more guidance on applying theory, suggesting these aren't seen as big obstacles but still matter for being fully prepared.

What does this all mean? BAELS students find the practical parts of research most challenging - managing their time, analyzing data, and putting together literature. They also believe structured, interactive learning experiences would help them most.

Table 4. Significant Difference in the Level of Readiness and Challenges According to Profile Variables

Profile Variable	Dependent Variable	Test	t / F	p	Interpretation
Gender	Readiness	Independent t-test	-	> .05	No significant difference
	Challenges	Independent t-test	-	> .05	No significant difference
Senior High Attended	Readiness	Independent t-test	-	> .05	No significant difference
	Challenges	Independent t-test	-	> .05	No significant difference
Age	Readiness	One-Way ANOVA	-	> .05	No significant difference
	Challenges	One-Way ANOVA	-	> .05	No significant difference
Mother's Education	Readiness	One-Way ANOVA	-	> .05	No significant difference
	Challenges	One-Way ANOVA	-	> .05	No significant difference
Father's Education	Readiness	One-Way ANOVA	-	> .05	No significant difference
	Challenges	One-Way ANOVA	-	> .05	No significant difference

As shown in Table 4, it indicates that students' backgrounds didn't make much difference in how ready they are or what challenges they faced with language research. Comparison of male and female students, both groups reported the same levels of readiness and challenges, with p-values above 0.05 showing no significant difference. Similarly, whether students came from private or public high schools didn't affect their research readiness or challenges, according to the t-test results.

Age and parents' education levels didn't matter either. The ANOVA results showed that students of different ages, and those with mothers or fathers who had different education levels, all felt about the same regarding their research readiness and challenges. This suggests that personal and family background factors like gender, previous schooling, and parents' education didn't really shape how confident students felt or what problems they ran into with their research.

These findings point to a consistent picture among BAELS students - their research readiness and challenges were similar regardless of their personal or family backgrounds. This implies that the factors influencing students' research readiness and the challenges they face are more closely connected to their academic experiences within the program, the quality of instruction they receive, and their level of exposure to research practices, rather than their individual demographic characteristics. This matches what other studies have found - that research confidence and academic challenges are usually more influenced by the quality of instruction, hands-on practice, and mentorship rather than gender, age, or parents' education levels (Alghamdi & Deraney, 2018; Mandernach, Zafonte, & Taylor, 2016).

The data also suggests that programs can design research support and interventions for all students together without needing to create different strategies for different groups. A whole-program approach focusing on practical training, guided writing help, data analysis workshops, and time management strategies would probably help all students equally.

Table 5. Relationship Between Level of Readiness and Challenges in Conducting Language Research

Variables	Test	r	p	Interpretation
Level of Readiness vs Challenges	Pearson Correlation	-0.50	< .05	Significant negative relationship: higher readiness is associated with fewer challenges

Table 5 presents the relationship between the BAELS students' level of readiness and the challenges they encounter in conducting language research. The Pearson correlation coefficient was -0.50, which is statistically

significant at $p < .05$. This indicates a moderate negative relationship, meaning that as students' readiness increases, the challenges they experience tend to decrease. In other words, students who feel more prepared, knowledgeable, and confident in conducting research report encountering fewer difficulties in tasks such as designing methodology, analyzing data, synthesizing literature, and writing research papers.

This finding is consistent with the idea that research self-efficacy and preparedness are closely tied to perceived research challenges. When students possess stronger conceptual understanding, practical skills, and familiarity with research processes, they are likely to approach tasks more confidently and encounter fewer obstacles. On the contrary, students who feel less ready may perceive even minor difficulties as significant challenges, which can affect their performance and motivation.

Several published studies support this relationship. For example, Alghamdi and Deraney (2018) found that undergraduate students who participated in guided research training and active learning interventions not only improved their research skills but also reported fewer challenges in completing research tasks. Similarly, Mandernach, Zafonte, and Taylor (2016) reported that students with higher confidence in their academic writing and APA skills experienced fewer difficulties in organizing and composing research papers. These studies align with the current findings, emphasizing that strengthening readiness through practical training and skill development can effectively reduce the challenges faced by students in conducting language research.

In summary, the negative correlation between readiness and challenges highlights the importance of fostering students' preparedness through targeted interventions. It is noted that by improving knowledge, technical skills, and research experience, programs can help students overcome common obstacles, thereby enhancing both the quality and efficiency of their research.

Comprehensive Action Plan for Addressing Challenges in Conducting Language Research

Challenge / Issue	Objective	Proposed Action	Responsible Party	Timeline	Success Indicator
Time Management	Help students manage research tasks efficiently alongside academic responsibilities	Conduct Time Management Seminar	Research Coordinator / Guidance Office	Month 1	At least 80% of participants report improved planning skills
		Provide Research Timeline Template and milestone tracker	Research Coordinator	Month 1–2	Students submit structured research timeline
		Schedule weekly consultation or progress check-ins	Research Adviser	Throughout semester	Improved adherence to research milestones
Data Analysis	Improve students' ability to analyze and interpret linguistic data accurately	Conduct Data Analysis Workshops (qualitative & quantitative)	Research Coordinator / Statistics Instructor	Month 2–3	Students demonstrate correct application of analysis methods
		Provide step-by-step guides/cheat sheets for analyzing data	Research Adviser/ Technical Critic	Ongoing	Reduced errors in data analysis sections
		Organize peer review sessions focused on data interpretation	Student Peer Leaders	Every 2 weeks	Peer feedback shows improvement in interpretation skills
Literature Review	Strengthen students' ability to locate, review,	Library and Database Orientation sessions	Librarian / Research Coordinator	Month 1	Students demonstrate ability to locate credible sources

	and synthesize literature	Step-by-step literature synthesis workshops	Research Adviser/Technical Critic	Month 1–2	Students submit well-synthesized literature review drafts
		Provide literature review template	Research Coordinator	Month 1	Template used by at least 80% of students in drafts
Topic Selection	Assist students in selecting relevant, feasible, researchable topics	Conduct Topic Selection Seminar	Research Coordinator / Faculty Panel	Month 1	At least 90% of students finalize research topics
		Provide consultation hours for topic refinement	Research Adviser	Ongoing	Fewer students submit inappropriate or broad topics
		Develop list of suggested research topics with sample frameworks	Research Coordinator	Month 1	List used as guide for students
Writing Difficulties (Results, Discussion, Formatting)	Enhance students' research writing skills and academic standards	Conduct Research Writing Workshops	Research Coordinator / English Faculty	Month 2–3	Improvement in draft paper ratings
		Provide APA formatting and citation guides	Librarian / Research Adviser	Month 1	Reduced citation/formatting errors
		Organize writing clinics or peer-editing sessions	Technical Critic/ Student Peer Leaders	Every 2 weeks	Increased clarity and academic tone in papers
Research Gap / Framework	Assist students in identifying appropriate theoretical frameworks	Conduct Theoretical Framework Seminar	Research Coordinator / Faculty Panel	Month 1	Students submit clearly defined research framework
		Provide examples of previous research with frameworks	Research Adviser	Ongoing	Proper framework application in draft papers
General Research Readiness & Skills	Improve overall research readiness, technical skills, and confidence	Conduct Seminars/Workshops on research process, writing, and data analysis	Research Coordinator	Month 1–3	Students demonstrate improved research readiness
		Training on Research Writing Skills	Research Adviser / English Faculty	Month 2–3	Better coherence, grammar, and organization in papers
		Data Analysis Training	Research Coordinator / Statistics Instructor	Month 2–3	Correct application of analysis methods
		Research Methodology Training	Research Coordinator	Month 1–2	Students can design appropriate methodology
		APA & Formatting guidance	Librarian / Research Adviser	Month 1	Reduced formatting errors
		Theory Application Guidance	Research Adviser/ Technical Critic	Ongoing	Proper use of linguistic theories in research

CONCLUSION

The findings of this study reveal that BAELS students generally have a satisfactory level of readiness in conducting language research, particularly in terms of understanding key concepts, principles, and ethical considerations. Students rated themselves highest in knowledge and understanding, indicating familiarity with research methods and ethical requirements, while they were less confident in practical aspects, such as organizing research papers, synthesizing literature, designing methodologies, and writing conclusions and recommendations.

Challenges in conducting research were generally moderate, with the highest difficulties observed in reviewing and synthesizing literature and managing time effectively. Other aspects, such as topic selection, data analysis, and writing results and discussion, were less problematic, suggesting that students feel fairly competent in many areas of the research process. Thematic analysis of open-ended responses reinforced these findings, highlighting that time management, literature review, and data analysis are perceived as the most demanding tasks, while students strongly expressed the need for structured, hands-on interventions such as workshops, writing clinics, and guided practice.

The study also found that demographic factors, including gender, age, prior schooling, and parents' educational attainment, did not significantly influence students' readiness or challenges. This implies that these aspects of the students' profiles are not major determinants of research capability, and interventions can be implemented uniformly across the student body. Additionally, a significant negative correlation between readiness and challenges indicates that students who feel more prepared encounter fewer difficulties. This emphasizes the importance of enhancing research readiness through targeted support and skills development.

Thus, the study underscores that while BAELS students have a strong conceptual foundation in language research, they require more structured support in translating this knowledge into practical research skills. Addressing the challenges in literature review, time management, data analysis, and research writing, programs can significantly improve students' competence, confidence, and success in conducting independent research.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed to enhance the research readiness of BAELS students:

1. **Workshops and Seminars** – Conduct hands-on sessions on research writing, literature review, data analysis, and research methodology.
2. **Time Management Support** – Teach students how to plan and schedule their research tasks effectively. Provide templates and check-ins to help them stay on track.
3. **Writing and Technical Skills** – Offer writing clinics and guidance on APA formatting, citations, and structuring research papers.
4. **Mentorship and Guidance** – Provide regular consultations with advisers for help with topic selection, methodology, and theoretical frameworks. Encourage peer mentoring for additional support.
5. **Practical Application of Ethics and Theory** – Include examples, case studies, and exercises to strengthen understanding of ethical research practices and proper use of linguistic theories.
6. **Program-Wide Support** – Implement interventions that benefit all students, since demographic factors do not significantly affect readiness or challenges.
7. Incorporate feedback from faculty or program administrators could provide a more balanced view of the challenges and support systems in place. A larger and more diverse sample would also allow for more robust conclusions about the generalizability of the findings.
8. Future studies could consider tracking the long-term effects of the suggested interventions, such as workshops and writing clinics, to determine their efficacy in improving students' research competencies.

REFERENCES

1. Bhandari, P. (2022). Correlational research: Definition, methods, and examples. Scribbr. <https://www.scribbr.com/methodology/correlational-research/>

2. de Guzman, M. C., & Tan, R. P. (2023). Research writing readiness of graduate students in a Philippine state college. *International Journal of Learning, Teaching and Educational Research*, 22(4), 134–147. <https://doi.org/10.26803/ijlter.22.4.9>
3. Pura, R. L., & Janer, S. S. (2024). Readiness towards research of Alternative Learning System students. *International Journal of Science and Research (IJSR)*. <https://dx.doi.org/10.21275/SR24605065939>
4. Pangket, W. F., Pangesfan, S. K. K., Cayabas, J. P., & Madjaco, G. L. (2023). Research writing readiness of graduate students in a Philippine state college. *International Journal of Learning, Teaching and Educational Research*, 22(4), 141–159. <https://doi.org/10.26803/ijlter.22.4.9>
5. Dantic, M. J. P. (2024). Challenges experienced in conducting research in the time of online and blended learning. *European Journal of Contemporary Education and Educational Leadership*, 2(1). <https://ejceel.com/index.php/journal/article/view/33>
6. Igpit, R. L. G., & Alpuerto, R. C., Jr. (2022). Competence and attitude as predictors of teachers' readiness for digitized instruction. *Sapienza: International Journal of Interdisciplinary Studies*, 3(7). <https://journals.sapienzaeditorial.com/index.php/SIJIS/article/view/497>
7. Knowledge in Manuscript Writing and Readiness to Conduct Research. (2023). *Formosa Journal of Multidisciplinary Research*. <https://journal.formosapublisher.org/index.php/fjmr/article/view/2922>
8. Pangket, W. F., Pangesfan, S. K. K., Cayabas, J. P., & Madjaco, G. L. (2023). Research writing readiness of graduate students in a Philippine state college. *International Journal of Learning, Teaching and Educational Research*, 22(4), 141–159. <https://doi.org/10.26803/ijlter.22.4.9>
9. Students' readiness in conducting research: A descriptive-correlational study. (2025). *CANA Journal of Education and Social Sciences*.
<https://internationalpubls.com/index.php/cana/article/download/4915/2721/8598>
10. Mandernach, B. J., Zafonte, M., & Taylor, C. (2016). Instructional strategies to improve college students' APA style writing. *International Journal of Teaching & Learning in Higher Education*, 27(3), 407–412.
11. Alghamdi, A. K. Hamdan, & Deraney, P. (2018). Teaching research skills to undergraduate students using an active learning approach: A proposed model for preparatory-year students in Saudi Arabia. *International Journal of Teaching & Learning in Higher Education*, 30(2), 184–194.
12. Alghamdi, A. K. H., & Deraney, P. (2018). Teaching research skills to undergraduate students using an active learning approach: A proposed model for preparatory-year students in Saudi Arabia. *International Journal of Teaching and Learning in Higher Education*, 30(2), 184–194.
<https://files.eric.ed.gov/fulltext/EJ1185082.pdf>
13. Crane, S., Broome, M. E., Doutrich, D., Cross, R., & Mathews, L. R. (2017). Understanding ethical issues of research participation from the perspective of participating community members. *Nursing Ethics*, 24(8), 921–932. <https://doi.org/10.1177/0969733015623091>
14. Mandernach, B. J., Zafonte, M., & Taylor, C. (2016). Instructional strategies to improve college students' APA style writing. *International Journal of Teaching and Learning in Higher Education*, 27(3), 407–412.
<https://files.eric.ed.gov/fulltext/EJ1093747.pdf>