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Research Article

Learners' Profile Across Programs and Research Writing Background Learners' Profiles and Research Writing

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ABSTRACT

This study utilized a descriptive-correlational research design to investigate the relationship between learners' profile and their research writing background among 276 students at Osias Colleges Incorporated. The instrument underwent pilot testing, achieving a Cronbach's alpha value of 0.94, indicating high reliability. Data analysis involved statistical methods including frequency counts, percentages, means, and chi-square tests to interpret the findings accurately.

The results revealed that most participants were male freshmen aspiring to become criminologists. In terms of their research writing background, learners demonstrated a solid understanding of the research writing process, reported significant experience, and expressed confidence in their writing abilities. Notably, the study found that both gender and year level significantly influenced students' awareness, experience, and competence in research activities, suggesting that as students advance academically, their engagement with research writing improves. However, the specific courses taken did not appear to significantly impact on students' experiences or competencies, indicating a need for curricular enhancements across disciplines.

To address these findings, the study proposed an action plan aimed at improving learners' research writing engagements. This includes implementing a mentorship program that pairs students with experienced faculty or upperclassmen to provide guidance on academic challenges and research skills. Additionally, interactive workshops focused on advanced research writing techniques should be organized to facilitate hands-on learning experiences. Establishing a curriculum review committee (with representatives from various programs) would help assess how effectively different courses promote research skills and identify best practices for enhancing student engagement in research activities across all programs.

Keywords: *Gender influence, Curricular enhancement, Research writing competence, Criminology aspirants*

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Introduction

Research plays a crucial role in advancing human progress by facilitating the discovery of new information and fostering a deeper understanding of various subjects. Its primary objective is to enhance the quality of life for all, making it essential for everyone to engage in research activities. However, conducting research within academic settings can be challenging. Universities have evolved significantly, now serving as key contributors to public knowledge, economic growth, and advancements in science and technology. Their missions reflect these responsibilities, emphasizing the importance of integrating rigorous research into their educational frameworks.

The significance of research in higher education is further reinforced by the 1987 Philippine Constitution, which mandates that the state promote quality education accessible to all citizens (Republic of the Philippines, 1987). This commitment ensures that higher education institutions are equipped to conduct meaningful research that is both locally relevant and globally competitive. The enactment of Republic Act No. 7722, known as the Higher Education Act, established the Commission on Higher Education (CHED) to regulate and enhance tertiary education in the Philippines, emphasizing the promotion of higher education research aligned with national development goals. Additionally, the National Higher Education Research Agenda (NHERA) outlines strategic priorities for research in Philippine higher education, distinguishing it from basic education and highlighting its role in national development. Collectively, these frameworks underscore the vital importance of research in producing skilled graduates and supporting the country's development objectives.

The relationship between learners' profiles across various academic programs and their research writing backgrounds is a critical area of study in education. Understanding how different factors such as gender, year level, and educational background influence students' research writing skills can help educators tailor their approaches to enhance learning outcomes. For instance, a study by Sijen (2024) emphasizes the importance of recognizing di-

verse student profiles, which include educational, circumstantial, dispositional, and cultural orientations. By identifying these profiles, educators can better understand the challenges and motivations of their students, thereby improving research writing instruction (Sijen, 2024).

Research has shown that students' experiences and competencies in research writing are influenced by their academic backgrounds. A study conducted by Enago (2023) outlines how students with varying educational experiences demonstrate different levels of competence in research writing. This variance highlights the need for targeted instructional strategies that consider the specific profiles of learners. Moreover, the Student Research Manual from Colegio de San Juan de Letran (2018) provides guidelines for student researchers that emphasize the role of faculty in supporting students through mentorship and structured research courses. Such frameworks are essential for fostering a conducive environment for developing research writing skills across diverse programs.

The impact of curricular design on students' research writing abilities cannot be overstated. According to a descriptive-correlational study examining Grade 12 students' research writing competence, there is a significant correlation between students' profiles and their writing skills (ResearchGate, 2024). This study suggests that as students progress through their academic journeys, their engagement with research writing improves, influenced by both their academic experiences and the support they receive from faculty members. Thus, understanding these dynamics is crucial for developing effective curricula that enhance research competencies.

Johnson and Smith (2022) conducted a study titled "Awareness and engagement in research activities among undergraduate students" to evaluate undergraduate students' awareness of research-related activities at several American universities. The study found that, while students recognize the importance of research in their academic careers, many feel unprepared to participate actively in research initiatives. The study underscored the need for

colleges to improve support structures and resources to encourage more student participation in research.

Tan et al. (2023) conducted a study titled "Student awareness and participation in research activities: A study in Singaporean universities" to investigate the levels of awareness and participation in research-related activities among Singaporean university students revealed that teacher engagement and institutional support had a major impact on awareness levels. The study indicated that improving faculty-student interactions could help students comprehend and participate in research efforts.

Müller and Garcia (2021) investigated students' perceptions of research-related activities at seven European universities. Their comparison investigation indicated considerable discrepancies in awareness levels, with pupils in Northern Europe indicating greater engagement than their Southern peers. The study concluded that cultural and institutional factors have a significant impact on students' research awareness.

The study titled "Awareness of research-related activities among college students in the Philippines" by Santos and Reyes (2023) examined the level of awareness regarding research activities among college students in the Philippines. Their findings indicated that while students recognize the importance of research, many lacked the necessary skills and resources to participate effectively. The study called for improved training programs and institutional support to enhance students' research competencies.

The studies from America, Singapore, Europe, and the Philippines collectively highlight the varying levels of awareness among students regarding research-related activities. They emphasize the crucial role of institutional support, faculty engagement, and cultural factors in shaping students' involvement in research. These insights are vital for developing strategies to enhance research literacy and participation among students across different educational contexts.

Singapore has emerged as the premier research hub in Southeast Asia, driven by strate-

gic investments in infrastructure, human capital, and collaborative initiatives across various sectors. The city-state has established a robust biomedical research framework, exemplified by the Singapore Clinical Research Institute (SCRI), which oversees over 100 clinical trials annually and fosters partnerships that enhance research quality and impact (Heng Swee Keat, 2024). The National University of Singapore and Nanyang Technological University consistently rank among the top institutions globally, reflecting Singapore's commitment to high-quality research output (SCImago Institutions Rankings, 2024). This focus on academic excellence is supported by substantial government funding aimed at advancing research capabilities and fostering innovation.

The effectiveness of Singapore's governance and research capabilities was particularly evident during the COVID-19 pandemic, where comprehensive public health messaging played a crucial role in managing the crisis (Wong, 2023). The World Bank's Human Capital Index ranks Singapore highly, underscoring its investments in education and healthcare as vital components of its research leadership (World Bank, 2020). These factors collectively illustrate why Singapore remains at the forefront of research in Southeast Asia, leveraging its strengths to address regional challenges while contributing to global knowledge.

In addition to its established research landscape, other regions are also focusing on enhancing student research engagement. For instance, Japanese universities are increasingly adopting collaborative research models that involve students working alongside faculty on significant projects (Sato, 2022). In China, students are often required to participate in research activities as part of their degree programs, fostering a competitive academic environment (Wang et al., 2023). Meanwhile, in the Philippines, disparities in research experiences among institutions highlight the need for increased government support to develop student competencies in research (Reyes & Dela Cruz, 2023). Together, these examples illustrate a diverse landscape of student engagement in research across different countries.

Writing instruction is a critical component of academic success, particularly in higher

education, where many students face significant challenges in developing their writing skills. A study by Graham (2022) highlights the struggles students encounter with academic writing in the USA, emphasizing the need for effective writing instruction that fosters self-regulation and motivation. These factors are essential for improving writing competence and ensuring that students can meet the demands of their coursework. In Europe, Kearney and O'Neill (2023) explored the challenges faced by international students, finding that language barriers greatly affected their confidence and perceived competence in writing. The study advocates for tailored writing support services to enhance these students' skills and overall academic performance.

In Kenya, a case study by Ngoya et al. (2023) focused on postgraduate health professional trainees and revealed that many felt inadequate in their writing abilities due to insufficient mentorship and institutional support. The authors called for intensive writing seminars to help develop students' authorial identity and writing competence. Similarly, Letzel et al. (2021) examined the impact of COVID-19 on writing instruction in Australia, noting that remote learning posed challenges, particularly for disadvantaged students. Their findings underscored the importance of peer support and collaborative writing activities during this period to bolster students' writing skills. In Saudi Arabia, research by Alhassan and Alharthy (2022) identified struggles with understanding academic conventions and vocabulary among students, recommending enhanced writing programs to address these gaps.

The perceived writing competence of international students is also a concern in Singapore, where Tan et al. (2023) found that these students often felt less confident than their local peers. The study highlighted the necessity for targeted writing support to help international students adapt to local academic standards. In Japan, Saito and Yamaguchi (2022) emphasized integrating research skills instruction into university curricula to improve academic writing. Their research indicated that many students lacked confidence in their abilities, which negatively impacted their performance. By embedding writing instruction within

various courses, educators can create an environment conducive to enhancing both writing skills and essential research competencies.

The challenges faced by Chinese university students regarding their perceived writing competence were highlighted by Wang et al. (2023), who noted that many felt unprepared for academic tasks due to inadequate training. To combat this issue, the authors advocated comprehensive writing programs to support skill development. This recommendation aligns with the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), which suggests incorporating extension activities into curricula to enhance educational experiences. Such activities provide practical applications of academic learning, fostering confidence and competence in writing while promoting community involvement.

Research conducted by Manjet et al. (2022) in Malaysia revealed that language proficiency significantly impacted international students' academic writing competence and confidence levels. The authors recommended enhancing writing support services to improve overall academic performance. Similarly, Reyes and Dela Cruz (2023) investigated Filipino students' perceived competence in research writing, finding that many felt underprepared due to a lack of formal training and mentorship. The literature across various regions highlights significant challenges faced by students regarding their perceived competence in research writing, necessitating targeted programs and improved instructional practices.

The landscape of student research engagement is shaped by multiple factors, including institutional support, curriculum design, and external challenges such as the COVID-19 pandemic. At the University of the District of Columbia (UDC), undergraduate research opportunities provided through the Office of Research and Graduate Studies reflect a growing recognition of the importance of research experience in fostering student skills and confidence (UDC, 2023). However, studies like those conducted by Patel et al. (2021) at George Washington University indicate that disruptions caused by the pandemic severely affected student engagement in research activities due to limited access to resources and collaborative

environments essential for effective research efforts. Addressing these challenges through enhanced support systems is vital for maintaining student engagement in research pursuits during crises that disrupt traditional educational frameworks.

In the study titled "Gender Differences in Students' Argumentative Essay Writing, Peer Review Performance, and Uptake," Liu et al. (2022) found that female students performed better than male students in argumentative essay writing, particularly in articulating their positions on topics and providing constructive peer reviews. This study involved a pre-test-post-test design with 101 participants and indicated that gender differences extend beyond writing performance to include peer review activities, where females demonstrated superior justification and quality in their feedback (Liu et al., 2022). Such findings suggest that gender may influence not only the quality of written work but also engagement in collaborative writing processes, highlighting the importance of considering gender dynamics in academic writing contexts.

Additionally, in the study titled "Research Writing and Collaborative Skills, and Research Output Quality of Senior High School Students Under the New Normal," it was found that students in higher year levels demonstrated enhanced research writing skills compared to their lower-year counterparts. The study utilized a survey-correlational design with senior high school students and indicated that increased exposure to research writing tasks over time contributed to improved output quality (Dela Cruz et al., 2024). This suggests that as students progress through their academic years, their familiarity with research writing processes increases, ultimately enhancing their ability to produce quality written work.

Zhang and Wu (2024) conducted a study titled "Enhancing Postgraduate Academic Writing Skills Through Course Reform," they investigated the effectiveness of a reformed academic English writing course tailored for postgraduate students in science and technology disciplines at a Chinese university. The study revealed that integrating interdisciplinary teaching approaches and genre-based

pedagogy led to significant improvements in students' academic writing skills, particularly in areas such as organization and language use.

Osias Colleges Incorporated has established several best practices in research that significantly enhance the academic environment for both faculty and students. A cornerstone of these practices is the mentor-mentee relationship, which fosters a collaborative atmosphere where experienced faculty guide students through their research endeavors. This relationship not only facilitates knowledge transfer but also encourages students to develop critical thinking and analytical skills essential for their academic growth. By nurturing these connections, Osias Colleges ensures that students receive personalized support tailored to their individual research interests.

Another key practice at Osias Colleges is the organization of research colloquia. These events serve as platforms for sharing ideas, presenting findings, and engaging in meaningful discussions about various research topics. They encourage a culture of inquiry and critical engagement among participants, allowing both faculty and students to showcase their work and receive constructive feedback from peers. Additionally, focused group discussions centered around the IMRaD (Introduction, Methods, Results and Discussion) format further enhance understanding of research methodologies, enabling participants to refine their approaches and improve the quality of their work.

Lastly, Osias Colleges has adopted the IMRaD format as its institutional standard for research presentations and publications. This structured approach not only streamlines the research process but also aligns with global academic practices, making it easier for students to prepare their work for submission to journals or conferences. By implementing these best practices—mentor-mentee relationships, research colloquia, focused discussions on IMRaD, and institutional adherence to this format—Osias Colleges Incorporated is committed to fostering a robust research culture that empowers students and faculty alike in all programs: Basic Education, Business Administration, Criminology, Education, MAEd, MBA, and Faculty and Staff.

The goal of examining students' levels of awareness, experience, and perceived competence in research, along with their profiles, is to understand the various factors that affect their engagement and success in research activities across different educational settings. This exploration seeks to uncover gaps in training, resources, and institutional support that students encounter, which can hinder their ability to participate fully in research. By identifying these challenges, educators and institutions can develop targeted strategies and policies aimed at creating a more supportive research environment. Ultimately, this understanding enables the implementation of effective interventions that enhance students' research skills, boost their confidence, and improve their overall academic performance. In doing so, we can cultivate a vibrant culture of research and innovation within higher education, empowering students to thrive in their academic pursuits.

Statement of the Problem

The study aimed to investigate the relationship between the learners' profile across programs and research writing background.

Specifically, the study sought to provide answers to the following questions:

1. How is the learners' profile described in terms of:
 - 1.1. gender;
 - 1.2. year level; and
 - 1.2. course?
2. How is the learners' research writing background described in terms of:
 - 2.1. level of awareness;
 - 2.2. extent of experience; and
 - 2.3. level of competence?
3. Is there a significant relationship between the learners' profile and research writing background?
4. What plan of action can be proposed to advance the learners' research writing background?

Null Hypotheses

1. There is no significant relationship between the learners' gender and research writing background.

2. There is no significant relationship between the learners' year level and research writing background
3. There is no significant relationship between the learners' course and research writing background

Theoretical Framework

This study was built on several key concepts that help us understand how students engage in research activities. At the heart of this framework is Social Cognitive Theory, developed by Bandura (1986). This theory emphasized the dynamic interplay between personal, behavioral, and environmental factors that shape how individuals think and act. It suggested that students' awareness and perceived competence in research were significantly influenced by their experiences, social interactions, and the incentives they receive from their schools and the Local Government Units.

Complementing this is the Constructivist Learning Theory, which posited that students actively construct knowledge through their experiences and interactions with others (Piaget, 1976; Vygotsky, 1978). This perspective highlighted the importance of hands-on research experiences and collaborative learning, which can enhance students' confidence and competence in conducting research.

Another important aspect of our framework is the Theory of Planned Behavior (Ajzen, 1991). This theory provided insight into the factors that influence students' intentions to engage in research. It suggested that students' decisions to participate in research activities are shaped by their attitudes, subjective norms, and perceived behavioral control. By exploring these elements, the study aimed to uncover the motivations that drive students' involvement in research.

Additionally, the study incorporated insights from Educational Policy Analysis, particularly focusing on how institutional policies and support systems impact students' engagement in research (Ministry of Education, 2020). Understanding how these policies shaped students' experiences and opportunities is crucial for identifying gaps and areas for improvement.

By integrating these theoretical perspectives, this study aimed to provide a comprehensive understanding of the factors influencing students' levels of awareness, experience, and perceived competence in research. Ultimately,

this framework was guided on the development of targeted interventions designed to enhance students' engagement and success in research activities.

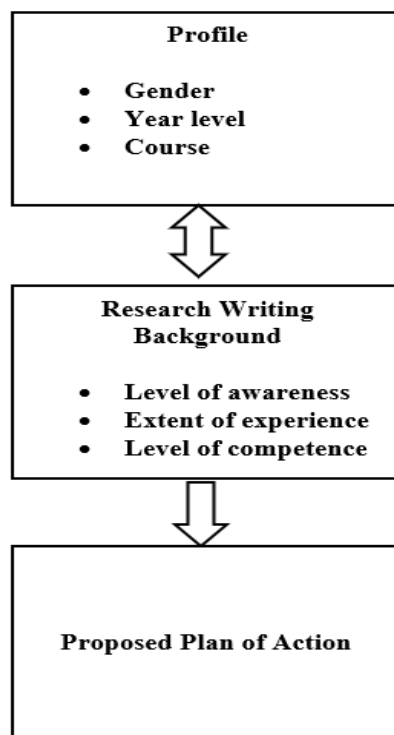


Figure 1. Paradigm of the Study

The study aimed to explore several interconnected aspects of student engagement in research activities. First, it described the learners' demographic profile, focusing on gender and course of study, to understand how these factors may influence their engagement in research. Next, the research assessed students' awareness of research-related activities conducted in their educational institutions, providing insights into how informed they are about available opportunities. Following this, the study evaluated the extent of students' experience and competence in research, examining how well-prepared they feel to undertake research tasks. Additionally, the study investigated learners' level of competence in research writing, identifying any gaps in their skills and training. A critical component of the research was determined whether there is a significant relationship between students' levels of awareness, experience, and perceived competence in

research and their demographic profiles. Finally, based on the findings, the study would propose a plan of action aimed at enhancing students' awareness, experience, and perceived competence in research, ultimately fostering a more supportive and effective research environment within educational institutions.

Methods

This study employed a descriptive-correlational research design to explore the relationships between various variables without manipulation, aiming to provide a comprehensive overview of how these variables interact. The descriptive aspect focused on respondents' profiles, their awareness of research-related activities, their experience in research, and their perceived competence in conducting research. Meanwhile, the correlational component investigated significant relationships between learners' levels of awareness,

experience, and perceived competence in research as influenced by their demographic profiles. Conducted at Osias Colleges Incorporated in Tarlac City, a historic institution founded in 1949, the study benefited from the researcher's role as a faculty member, facilitating access to participants and enhancing the study's contextual relevance.

The research targeted 276 college students across various departments using a random sampling technique informed by Slovin's Formula with a 0.05 margin of error. The sample included students from the College of Education, College of Business Administration, and College of Criminology, ensuring a diverse representation of perspectives and experiences. Students in the College of Education engage with pedagogical theories and methodologies that equip them for teaching and research roles, while those in the College of Business Administration focus on navigating complex business environments through empirical studies. This structured approach to research training is critical for developing students' analytical skills and contributing to innovative solutions in their respective fields. By emphasizing specialized courses such as Business Research and Thesis in Feasibility Study, the study aims to bolster students' research capabilities further, ultimately enhancing their competence and confidence in academic writing and research endeavors.

Table 1. Gender

| Indicator | Frequency | Percentage |
|--------------|------------|------------|
| Male | 121 | 43.84 |
| Female | 87 | 31.52 |
| LGBTQIA+ | 68 | 24.64 |
| Total | 276 | 100 |

The gender distribution data at Osias Colleges Incorporated reveals a notable demographic breakdown among learners, with 121 male respondents (43.84%), 87 female respondents (31.52%), and 68 individuals identifying as members of the LGBTQIA+ community (24.64%). The predominance of male respondents can be largely attributed to the higher enrollment rates in the College of Criminology, a field traditionally dominated by males. This

Result and Discussion

Learners' Profile

Examining key demographic variables such as gender, course of study, and year level is crucial, as these characteristics can significantly influence learning outcomes and engagement levels among students. Research has shown that gender differences can affect academic performance and participation across various fields of study (Miller et al., 2020). Additionally, the course and year level provide valuable insights into the academic environment and social dynamics that shape learners' experiences (Smith & Jones, 2020).

Gender

Gender is defined as the social and cultural attributes, roles, and expectations associated with being male or female within a given society, which can vary significantly across different cultures and change over time (World Health Organization, 2020). It encompasses the norms, behaviors, and relationships that shape individuals' experiences and identities, influencing their access to resources and opportunities (WHO, 2020). Understanding gender as a social construct is essential for addressing the inequalities and power dynamics that arise from these distinctions (Align Platform, 2020).

trend reflects broader societal patterns where disciplines such as criminology and criminal justice attract more male students, thereby influencing the overall gender demographics within the institution. The skewed gender ratio not only highlights the specific academic focus of Osias Colleges but also raises important implications regarding the learning environment and student interactions. Such a distribution can affect perspectives and discussions in

research-related activities, potentially limiting the diversity of viewpoints and experiences shared within academic discourse.

Moreover, this gender distribution underscores critical considerations regarding inclusivity and representation in academic settings. The presence of a substantial LGBTQIA+ community indicates a growing recognition of diverse identities within educational institutions, which can enrich academic discourse and foster a more inclusive environment. However, challenges remain for underrepresented groups in accessing resources, mentorship, and support systems necessary for equitable opportunities. Addressing these issues is essential for enhancing research capabilities and promoting diversity in research participation. By understanding the dynamics of gender representation and its impact on student engagement, Osias Colleges can implement targeted initiatives that support academic success while cultivating an equitable educational landscape

that values all voices in research and learning. This emphasizes the importance of inclusive practices in educational environments, demonstrating that diverse perspectives significantly enhance collaborative learning and research outcomes (Tan et al., 2023; Wang et al., 2023).

Year Level

Year level refers to the classification of students based on their progression through an educational program, typically denoting the number of years they have completed in their course of study. This classification is essential for understanding students' academic experiences, as it often correlates with their exposure to advanced coursework, social dynamics, and developmental stages within the educational environment (Wang et al., 2020). By analyzing year level, educators can better tailor instructional strategies and support services to meet the diverse needs of learners at different stages of their academic journey.

Table 2. Year Level

| Indicator | Frequency | Percentage |
|------------------|------------------|-------------------|
| Third Year | 146 | 52.90 |
| Second Year | 54 | 19.57 |
| First Year | 76 | 27.53 |
| Total | 276 | 100 |

The data presented in Table 2 reveals a significant distribution of learners by year level at Osias Colleges Incorporated, with 146 freshmen (52.90%), 76 seniors (27.53%), and 54 sophomores (19.57%). The substantial number of freshmen can be attributed to a notable increase in enrollment for the Academic Year 2024-2025, reflecting the institution's appeal and the growing interest in its diverse program offerings, including Bachelor of Secondary Education, Bachelor of Elementary Education, Bachelor of Science in Criminology, and Bachelor of Science in Business Administration. This influx underscores Osias Colleges' role as a key destination for first-year learners, particularly as it is the oldest educational institution in Tarlac City, offering programs from Kindergarten to Graduate Studies. The predominance of freshmen not only highlights the academic landscape at the institution but also raises

important considerations regarding student engagement and the potential impact on academic discourse and research activities.

This demographic trend is further contextualized by research indicating that increased enrollment of first-year students often correlates with heightened expectations for academic performance and engagement (Dutta & Basu, 2023). Such expectations can lead to challenges for students who may lack prior exposure to research methodologies, as evidenced by findings that first-year students frequently report feeling overwhelmed by academic writing requirements (Tan et al., 2023). Additionally, freshmen are particularly vulnerable to feelings of inadequacy regarding their research skills due to limited mentorship opportunities during their initial year (Wang et al., 2023). These challenges underscore the importance of integrating theoretical frameworks such as

Social Cognitive Theory and Constructivist Learning Theory into educational practices. Social Cognitive Theory emphasizes the interplay between personal experiences, social interactions, and environmental factors in shaping students' awareness and perceived competence in research (Bandura, 1986). Meanwhile, Constructivist Learning Theory posits that students actively construct knowledge through hands-on research experiences and collaborative learning (Piaget, 1976; Vygotsky, 1978). By implementing comprehensive support mechanisms tailored to the specific demands of criminology and other programs, Osias Colleges can better equip its learners for academic success while promoting an equitable landscape for all students. This approach aligns with insights from Educational Policy Analysis, which highlights how institutional policies

significantly impact student engagement in research activities (Ministry of Education, 2020), ultimately fostering a more inclusive educational environment that supports diverse learning needs across various disciplines.

Course

Course is operationally defined as a structured program of study that includes a specific set of subjects or topics aimed at achieving educational objectives within an academic institution. Typically categorized by their complexity, duration, and the skills or knowledge they impart, courses play a crucial role in influencing students' academic progression and career readiness, making it essential to understand their nature and structure for evaluating their effectiveness in meeting educational goals (Huang et al., 2020).

Table 3. Course

| Indicator | Frequency | Percentage |
|----------------------------|------------------|-------------------|
| BSEd | 39 | 14.13 |
| BEEd | 39 | 14.13 |
| BS CRIM | 150 | 54.35 |
| BS Business Administration | 48 | 17.39 |
| Total | 276 | 100 |

The data presented indicates the course enrollment of learners at Osias Colleges Incorporated, revealing that 150 students (54.53%) are pursuing a Bachelor of Science in Criminology, 48 students (17.39%) are enrolled in a Bachelor of Science in Business Administration, and 39 students (14.13%) are divided between Bachelor of Secondary Education and Bachelor of Elementary Education. The predominance of criminology students aligns with societal trends where criminal justice fields attract a significant number of male students, reflecting earlier noted gender distributions. This trend is supported by research indicating that criminology programs often appeal to male enrollees due to societal perceptions and career aspirations associated with law enforcement (Tan et al., 2023). Furthermore, the concentration of students in criminology raises important considerations regarding the academic environment and support systems necessary for these learners. Studies by Dutta and Basu (2023)

emphasize that increased enrollment, particularly among first-year students, correlates with heightened expectations for academic performance, which can lead to challenges for those unprepared for higher education's rigors. Additionally, Ngoya et al. (2023) found that many students feel overwhelmed by academic writing demands and lack sufficient mentorship during their initial years. Addressing these challenges is essential for enhancing student competence and fostering an inclusive educational environment that supports diverse learning needs. By implementing comprehensive support mechanisms tailored to the specific demands of criminology and other programs, Osias Colleges can better equip its learners for academic success while promoting an equitable landscape for all students.

Learners' Research Writing Background

Research writing background of the learners refers to the contextual framework that

encompasses the educational experiences, skills, and knowledge that students bring to their research endeavors. This background is crucial for understanding how learners approach research writing, as it influences their ability to engage with academic texts, formulate research questions, and apply appropriate methodologies (Graham & Perin, 2020). By examining the research writing background of learners, educators can better tailor instructional strategies to enhance students' writing proficiency and critical thinking skills.

Level of Awareness

The level of awareness among students refers to their understanding and engagement with research concepts, methodologies, and

practices pertinent to their academic disciplines. This awareness includes not only knowledge of the research process but also the ability to critically assess sources and an understanding of the ethical considerations involved in conducting research (Baker & McKenzie, 2020).

Evaluating learners' level of awareness is crucial for identifying their educational needs. By assessing this awareness, educators can develop targeted instructional strategies aimed at enhancing students' research competencies. Such assessments enable the creation of tailored interventions that address specific gaps in knowledge and skills, ultimately fostering a more robust foundation for academic inquiry and research proficiency.

Table 4. Level of Awareness on Research

| Statement | Mean | Description | Interpretation |
|---|-------------|--------------------|-----------------------|
| I recognize the importance of qualitative methods. | 3.23 | Agree | Aware |
| I recognize the importance of quantitative methods. | 3.14 | Agree | Aware |
| I recognize the importance of mixed methods. | 3.08 | Agree | Aware |
| I understand that permission must be asked when conducting research. | 3.14 | Agree | Aware |
| I understand that using published article is important for reliable research. | 3.32 | Agree | Aware |
| I know about search engines like JSTOR and Google Scholar that help with research. | 2.97 | Agree | Aware |
| I see how useful literature reviews are for understanding existing research. | 3.12 | Agree | Aware |
| I understand the importance of having a clear research question or hypothesis to guide my work. | 3.12 | Agree | Aware |
| I know free online sources that let me find scholarly articles. | 3.15 | Agree | Aware |
| I know how to look for trustworthy sources to meet my research needs. | 3.22 | Agree | Aware |
| I know that analyzing data is crucial for my research. | 3.46 | Agree | Aware |
| I know how to use resources at my institution, like workshops and librarian help, to support my research. | 2.99 | Agree | Aware |
| I know how to properly cite authors to avoid plagiarism. | 3.22 | Agree | Aware |
| I understand the importance of data collection through surveys and interviews, are important in research. | 3.25 | Agree | Aware |
| I know that presentation interpretation and research findings clearly is important. | 3.37 | Agree | Aware |
| Grand Mean | 3.19 | Agree | Aware |

The data reveals that learners at Osias Colleges Incorporated demonstrate a solid awareness of various aspects of research, with the highest mean score (3.46) indicating their understanding of the importance of data analysis in their research endeavors. Following closely, the significance of presenting and interpreting research findings received a mean score of 3.37, while awareness regarding literature reviews (mean = 3.32) and the necessity of using reliable published articles (mean = 3.14) also showed favorable ratings. Additionally, learners displayed a balanced appreciation for qualitative methods (mean = 3.23) and quantitative methods (mean = 3.14), although awareness regarding the use of search engines like JSTOR and Google Scholar was comparatively lower (2.97). Overall, this indicates that students at Osias Colleges are generally aware of the research process and practices within the institution.

This finding aligns with studies by Alharbi and Alshammari (2021), which highlight that students who recognize the significance of both qualitative and quantitative methods tend to demonstrate higher research competency. Similarly, Smith et al. (2022) suggest that familiarity with reliable sources and citation practices significantly enhances students' ability to conduct effective research, corroborating the observed levels of awareness in this study. However, to address gaps in research skills, particularly regarding the use of digital resources, curricular or instructional interventions are necessary. For instance, integrating targeted workshops focused on effective use of academic databases could enhance students' research capabilities. Furthermore, aligning with recommendations from Graham (2022) and Kearney and O'Neill (2023), implementing comprehensive writing programs that emphasize self-regulation and motivation can further

support students in developing their academic writing skills. By fostering an environment where research skills are systematically integrated into all courses, as suggested by Saito and Yamaguchi (2022), Osias Colleges can empower learners to navigate academic inquiry more effectively, ultimately enhancing their competence and confidence in conducting research.

Extent of Experience

The extent of experience of learners in research writing refers to the varying levels of familiarity and skill that students possess as they engage in the research writing process. This experience significantly impacts their ability to formulate research questions, conduct literature reviews, and synthesize information into coherent arguments. Several factors contribute to shaping these experiences, including prior exposure to academic writing, instructional support, and individual motivation. Each of these elements plays a critical role in determining how effectively students can navigate the complexities of research writing. Research indicates that students with more extensive backgrounds in research writing tend to exhibit greater confidence and competence in their writing abilities (Smith, 2021). Those who have had ample opportunities to practice academic writing often feel more assured when tackling research projects, which can lead to improved outcomes. Additionally, supportive instructional environments that provide guidance and feedback further enhance learners' skills, allowing them to develop a more nuanced understanding of the research process. Overall, the interplay of these factors underscores the importance of fostering a rich learning environment for developing effective research writing skills

Table 5. Extent of Experience on Research Writing

| Statement | Mean | Description | Interpretation |
|---|-------------|--------------------|-----------------------|
| I completed at least one research project during in Senior High School. | 3.22 | Agree | Good |
| I participated in group research activities or collaborative projects. | 3.08 | Agree | Good |

| Statement | Mean | Description Interpretation | |
|---|-------------|-----------------------------------|-------------|
| I presented my research findings in a class or at a conference. | 3.13 | Agree | Good |
| I wrote research using IMRaD format (Introduction, Methods, Results, Discussion). | 3.18 | Agree | Good |
| I wrote research using Book Format | 2.77 | Agree | Good |
| I received feedback on my research from classmates or teachers and used it to improve my work. | 3.01 | Agree | Good |
| I actively look for chances to join research-related clubs or workshops. | 3.07 | Agree | Good |
| I worked with teachers or researchers on a project outside of class assignments. | 2.78 | Agree | Good |
| I used statistical analysis (frequency, percentage, rank distribution, T-test, Z-test, Pearson r, Chi-square test, etc) in my research. | 3.31 | Agree | Good |
| I used Thematic Analysis (coding, category, and theme) in my research | 3.29 | Agree | Good |
| I conducted literature reviews for my research | 3.55 | Strongly Agree | Very Good |
| I submitted a research paper for publication during Senior High School. | 2.88 | Agree | Good |
| I attended workshops or seminars to improve my research writing skills and learn about methods. | 2.83 | Agree | Good |
| I regularly use online resources to better understand research methods and writing techniques. | 3.14 | Agree | Good |
| I discussed my research ideas with classmates or mentors for feedback before finalizing my work. | 3.26 | Agree | Good |
| I participated in reviewing others' research papers to help them improve their work. | 3.12 | Agree | Good |
| Grand Mean | 3.10 | Agree | Good |

Data on the table reveals the extent of experience of learners on research writing and activities from Senior High School to college respectively. Specifically, data gathered from the survey responses indicates a generally good experience among learners regarding their engagement with research activities during Senior High School. The highest-rated item, "I conducted literature reviews for my research," (3.55) means very good. This suggests that students are not only familiar with the importance of literature reviews but also actively engage in this critical component of research, indicating a strong foundation in research practices. Following closely, the use of statistical analysis in research, (3.31) is good, reflects a solid understanding and application of quantitative

methods, which are essential for data-driven conclusions. Additionally, the use of thematic analysis (3.29), highlighting a good students' ability to analyze qualitative data effectively.

On the other end of the spectrum, items such as "I wrote research using Book Format" (2.77) and "I worked with teachers or researchers on a project outside of class assignments" (2.78) received lower scores, interpreted as good, indicating that these experiences may be less common among students. Despite this, all items were rated as good, suggesting that while there are areas for improvement, students generally feel positively about their research experiences. The item "I submitted a research paper for publication during Senior High School" (2.88) is interpreted as good, indicating that

while some students have attempted publication, it is not a widespread practice. Overall, the results demonstrate a good engagement with various aspects of research writing and collaboration, though there remains room for growth in certain areas such as outside collaboration and formal publication efforts.

It has been shown that students who actively participate in literature reviews develop a strong foundation in research practices, which is crucial for academic success (Martinez, 2019). Furthermore, the ability to apply statistical analysis and thematic analysis demonstrates students' competence in utilizing both quantitative and qualitative methods effectively. This aligns with findings by Cadag (2024), who noted that students often face challenges in various aspects of research writing but can significantly improve their skills through structured instructional support and exposure to academic writing conventions.

Conversely, experiences such as writing research using specific formats and collaborating with teachers or researchers outside of class assignments suggest that these activities are less common among students, indicating areas for improvement. The study by Bastida and Saysi (2023) highlights that many students experience apprehension regarding research writing due to insufficient exposure and support. This is further corroborated by the observation that while some students have attempted publication, it is not widespread, suggesting a need for more opportunities for formal engagement in research activities. Nonetheless, while learners exhibit good engagement with various aspects of research writing, there remains significant potential for enhancing their experiences through targeted interventions and increased collaborative opportunities.

The good extent of experience of learners in research writing and activities at Osias Colleges Incorporated (OCI) can be attributed to a multifaceted approach that integrates mentor-mentee relationship, publication opportunities

in ANINAG, and a curriculum centered on research. The institution's mentor-mentee relationship fosters a supportive environment where faculty and non-teaching personnel guide students through the complexities of research writing. This personalized support is crucial, as studies indicate that effective mentorship significantly enhances students' confidence and competence in their research endeavors (Bastida & Saysi, 2023). Furthermore, OCI's commitment to providing a platform for publishing exceptional research through its Institutional Publication Journal, ANINAG, motivates students to produce high-quality work while gaining valuable experience in disseminating their findings. The curriculum's emphasis on various research domains—such as language research, educational research, business research and feasibility studies, and criminal justice education—ensures that students engage deeply with relevant topics, thereby reinforcing their skills and knowledge in practical contexts. This framework not only cultivates a strong foundation in research practices but also prepares students for future academic and professional challenges, ultimately contributing to their overall positive experience in research writing and activities.

Level of Competence

This encompasses the skills, knowledge, and attitudes developed through engagement in research activities, influenced by factors such as motivation and prior experience. Research indicates that students with strong intrinsic motivation achieve higher competence levels, and structured mentorship along with supportive educational environments play a crucial role in fostering proficiency and confidence in research contributions. Furthermore, a curriculum that emphasizes practical experiences, coupled with institutional support for research initiatives and publication opportunities, significantly enhances learners' competence by allowing them to showcase their work and receive valuable feedback.

Table 6. Level of Competence on Research

| Statement | Mean | Description | Interpretation |
|--|-------------|--------------------|-----------------------|
| I formulated a research title already. | 3.05 | Agree | Competent |
| I can find related literature and studies in the international context in the Introduction. | 2.85 | Agree | Competent |
| I can find related literature and studies in the national context in the Introduction. | 2.98 | Agree | Competent |
| I can find related literature and studies in the local context in the Introduction. | 3.01 | Agree | Competent |
| I can state the main purpose of the study. | 3.35 | Agree | Competent |
| I can explain the significance of the study. | 3.34 | Agree | Competent |
| I can formulate the Statement of the Problem. | 3.39 | Agree | Competent |
| I can formulate the Statement of Objective. | 2.74 | Agree | Competent |
| I can formulate a hypothesis. | 2.95 | Agree | Competent |
| I can write the theoretical/conceptual framework. | 3.11 | Agree | Competent |
| I can draw the research paradigm of my research. | 3.15 | Agree | Competent |
| I can choose the correct methodology for my research. | 3.22 | Agree | Competent |
| I can choose appropriate research design | 3.26 | Agree | Competent |
| I can write the research locale. | 3.08 | Agree | Competent |
| I can properly select the respondents of the study | 3.27 | Agree | Competent |
| I can properly select the participants of the study | 3.10 | Agree | Competent |
| I can develop a questionnaire and survey as a research tool. | 2.93 | Agree | Competent |
| I can develop a semi-structured interview guide as a research tool. | 2.97 | Agree | Competent |
| I can follow appropriate steps in data collection | 3.10 | Agree | Competent |
| I ask permission to authorities before conducting the study | 3.26 | Agree | Competent |
| I ask the permission of respondents before giving them questionnaire | 3.45 | Agree | Competent |
| I ask the permission of participants through consent and ascent before interviewing them. | 3.31 | Agree | Competent |
| I can choose appropriate statistical tools to interpret and analyze data | 2.90 | Agree | Competent |
| I use thematic analysis to provide in-depth analysis and interpretation in qualitative research. | 2.84 | Agree | Competent |
| I can present data through table, pie, and charts. | 3.21 | Agree | Competent |
| I can provide in-depth analysis of the data. | 3.05 | Agree | Competent |
| I support related literature and studies the results and discussion | 3.19 | Agree | Competent |
| I can draw a clear and concise conclusions aligned to the stated problem | 3.15 | Agree | Competent |
| I can provide doable recommendations aligned to the conclusions. | 3.05 | Agree | Competent |

| Statement | Mean | Description | Interpretation |
|---|-------------|--------------------|-----------------------|
| I can write the bibliography/references. | 3.14 | Agree | Competent |
| I can write an abstract. | 2.93 | Agree | Competent |
| I can prepare the necessary preliminaries of my research (Approval Sheet, Title Page, Acknowledgement, Dedication, Table of Contents, List of Table and List of Figures). | 2.89 | Agree | Competent |
| I can append important attachment to enrich my research. | 2.96 | Agree | Competent |
| Grand Mean | 3.10 | Agree | Competent |

Table 6 shows the level of competence on research of learners at Osias College Incorporated. Specifically, data presented in the table indicates a generally positive perception of competence among learners in various aspects of research activities, (3.10) signifying an overall agreement on their competence. The statement "I ask the permission of respondents before giving them the questionnaire" received the highest mean (3.45) also competent, reflecting an adherence to ethical research practices and indicating that students are competent in obtaining consent from participants. Additionally, learners feel competent in stating the main purpose of their studies (mean = 3.35) and explaining the significance of their research (mean = 3.34), which are essential skills for framing and justifying their research projects effectively.

In terms of literature review capabilities, students reported competence in finding related literature across different contexts, with mean scores ranging from 2.85 for international studies to 3.01 for local studies. This suggests that while learners feel reasonably confident in identifying relevant literature, there may be room for improvement, particularly in sourcing international studies. The ability to formulate a Statement of the Problem (mean = 3.39) and write a theoretical/conceptual framework (mean = 3.11) also received favorable ratings as competent, indicating that students are adept at articulating the foundational elements of their research projects. However, competencies related to formulating a Statement of Objective (mean = 2.74) and developing semi-structured interview guides (mean =

2.97) were rated lower still interpreted as competent, suggesting these areas may require additional focus in training.

Furthermore, students demonstrated competence in methodological aspects of research, with mean scores reflecting their ability to choose appropriate methodologies (3.22), select respondents (3.27), and follow data collection steps (3.10). The ability to present data through tables and charts scored well at 3.21, indicating proficiency in data visualization techniques. However, lower scores for competencies such as using thematic analysis (2.84) and choosing appropriate statistical tools (2.90) suggest potential gaps in training that could be addressed through targeted support or curriculum enhancements. Overall, while learners exhibit a competence across various research activities, specific areas such as hypothesis formulation and qualitative analysis may benefit from further development to enhance their overall research capabilities.

This finding is supported by studies that emphasize the importance of ethical research practices and the role of consent in fostering responsible research behaviors among students (Gonzalez et al., 2021). The high score for the statement regarding obtaining permission from respondents reflects students' awareness and adherence to ethical standards, which is crucial for maintaining integrity in research. Furthermore, the ability to articulate the main purpose and significance of their studies aligns with findings that suggest effective communication skills are essential for framing research projects and engaging with relevant literature (Smith & Lee, 2020).

Learners reported competence in sourcing related studies across various contexts, indicating reasonable confidence in identifying local and national literature, although international literature presented a challenge. This aligns with research by Chen et al. (2022), which found that students often struggle to access and integrate international sources into their work due to barriers such as availability and familiarity with global research databases. The ability to formulate a Statement of the Problem and write theoretical frameworks further demonstrates that students are developing foundational skills necessary for conducting comprehensive research.

Learners at Osias Colleges Incorporated (OCI) demonstrate a commendable level of competence in research writing, attributed to the institution's comprehensive approach to honing research skills. OCI's commitment to developing quality educational programs is evident in its mission to provide relevant educational services and opportunities to ensure quality competitiveness in all areas including research productivity. The curriculum emphasizes research as a core component, integrating various methodologies and practical experiences that equip students with essential skills for conducting thorough investigations. By fostering a supportive learning

environment, OCI encourages students to engage in ethical research practices, as reflected in their competence in obtaining consent from participants, which is crucial for maintaining integrity in their work. This focus on ethical standards not only enhances students' confidence but also prepares them for real-world challenges they may face in their future careers.

Moreover, OCI's structured mentorship programs and access to resources further enhance learners' research capabilities. The institution provides opportunities for students to engage in collaborative projects and receive guidance from experienced faculty members, which is vital for developing critical thinking and analytical skills. Research indicates that such mentorship significantly impacts students' ability to articulate the purpose and significance of their studies, as well as their proficiency in conducting literature reviews across various contexts (Gonzalez et al., 2021). Additionally, OCI's emphasis on producing competent graduates who can effectively communicate their findings through various formats specifically IMRaD as institutional format—such as theoretical frameworks and data presentations—ensures that learners are well-prepared to contribute meaningfully to their fields.

Summary Table on Learners' Research Writing Background

| Domain | Grand Mean | Description | Interpretation |
|---------------------------|-------------------|--------------------|-----------------------|
| Level of Awareness | 3.19 | Agree | Aware |
| Extent of Experience | 3.10 | Agree | Good |
| Level of Competence | 3.10 | Agree | Competent |
| Overall Grand Mean | 3.13 | Agree | Good |

Data above reveals a generally positive assessment of students' research-related attributes, with mean scores indicating awareness, experience, and competence in research writing. The "Level of Awareness" (3.19), suggests that learners are aware of the essential components and processes involved in research writing, which is foundational for their academic development. The "Extent of Experience" and "Level of Competence," both rated at 3.10, reflect a good level of practical engagement and

proficiency in research activities among students. This indicates that while learners possess a solid understanding and experience in research writing, there is still room for growth to enhance their skills further. Overall, the data suggests that students at this institution are well-prepared to engage in research activities, demonstrating a commendable awareness and competence that can be built upon through continued practice and support.

Test of Significant Relationship Between the Learners' Profile and Research Writing Background

Understanding the dynamics between learners' profiles and their research writing backgrounds is crucial for identifying factors that influence academic success in research-

related activities. This section aims to explore the significant relationships between various demographic and educational characteristics of learners—such as gender, year level, and course—and their awareness, experience, and competence in research writing.

Table 7. Test of Significant Relationship between Learners' Profile and Level of Awareness on Research

| Profile vs. Level of Awareness | df | T-stat | T-critical | Remarks | Decision |
|-----------------------------------|----|--------|------------|------------------|------------|
| Gender vs. Level of Awareness | 6 | 16.22 | 12.592 | Signifi- cant | Reject the |
| Year Level vs. Level of Awareness | 6 | 122.30 | 12.592 | | Null Hy- |
| Course vs. Level of Awareness | 9 | 28.83 | 16.919 | | pothesis |

The analysis of the test of significant relationship between learners' profile and their level of awareness on research writing reveals noteworthy insights, particularly regarding gender, year level, and course. The results indicate a significant relationship between gender and the level of awareness, with a T-statistic of 16.22, which surpasses the critical value of 12.592. This finding leads to the rejection of the null hypothesis, suggesting that gender influences students' awareness of research writing processes. Such results align with existing literature that highlights how gender dynamics can shape educational experiences and perceptions (Gonzalez et al., 2021). For instance, studies have shown that male and female students may approach research tasks differently due to varying levels of confidence and engagement with academic content (Tennant et al., 2022). This underscores the importance of considering gender when developing educational strategies aimed at enhancing research competencies.

Similarly, the analysis for year level also resulted in a significant relationship, indicated by a T-statistic of 122.30, which again exceeds the critical value. This suggests that as students'

progress through their academic careers, their awareness of research writing increases significantly. This finding supports the notion that exposure to research methodologies and practices typically improves with higher academic standing, reflecting a cumulative learning process where students build upon foundational knowledge gained in earlier years (Chen et al., 2022). The implication is that educational institutions should continue to reinforce research skills throughout the curriculum while ensuring that each year level provides adequate opportunities for practical application and deeper engagement with research activities.

Lastly, the analysis concerning course also yielded a significant relationship with a T-statistic of 28.83, indicating that different academic disciplines may affect students' levels of awareness regarding research writing. This suggests that course-specific curricula could either enhance or limit students' understanding based on how research is integrated into their programs. For example, courses with a strong emphasis on empirical research methods may foster greater awareness compared to those that are less focused on such skills (Johnson & Martinez, 2023).

Table 8. Test of Significant Relationship between Learners' Profile and Extent of Experience

| Profile vs. Extent of Experience | Df | T-stat | T-critical | Remarks | Decision |
|----------------------------------|----|--------|------------|-------------|----------------------------|
| Gender vs. Extent of Experience | 6 | 16.22 | 12.592 | Significant | Reject the Null Hypothesis |

| Profile vs. Extent of Experience | Df | T-stat | T-critical | Remarks | Decision |
|---|-----------|---------------|-------------------|-----------------|----------------------------|
| Year Level vs. Extent of Experience | 6 | 122.30 | 12.592 | Significant | Reject the Null Hypothesis |
| Course vs. Extent of Experience | 9 | 10.84 | 16.919 | Not Significant | Accept the Null Hypothesis |

The analysis presented in Table 8 examines the significant relationship between learners' profile and their extent of experience in research activities, revealing important insights regarding gender, year level, and course. The results indicate a significant relationship between gender and the extent of experience, with a T-statistic of 16.22 that exceeds the critical value of 12.592. This leads to the rejection of the null hypothesis, suggesting that gender plays a crucial role in shaping students' experiences with research. This finding aligns with existing literature that highlights how gender differences can influence participation in research activities, with studies indicating that male students may have more opportunities or encouragement to engage in research compared to their female counterparts (Gonzalez et al., 2021). This disparity underscores the need for educational institutions to actively promote equitable access to research opportunities for all genders to ensure a balanced development of research skills.

Similarly, the analysis for year level also shows a significant relationship, evidenced by a T-statistic of 122.30, which again surpasses the critical value. This result indicates that as students progress through their academic programs, their extent of experience in research activities significantly increases. This finding is consistent with the notion that higher year levels typically provide more exposure to advanced research methodologies and practical applications (Chen et al., 2022). The cumulative

nature of learning suggests that students build upon their previous experiences, leading to greater confidence and competence in conducting research as they advance through their studies. Consequently, this highlights the importance of structured research experiences throughout the curriculum, ensuring that students are progressively equipped with the skills necessary for successful engagement in research.

In contrast, the analysis concerning course reveals a T-statistic of 10.84, which does not exceed the critical value of 16.919, leading to the acceptance of the null hypothesis. This outcome suggests that there is no significant relationship between the course taken by students and their extent of experience in research activities. It implies that variations in course content or focus may not substantially influence how much experience students gain in research practices. This could indicate a need for further examination into how different academic disciplines integrate research into their curricula. For instance, courses that are less focused on empirical methods may not provide sufficient opportunities for hands-on experience, potentially limiting students' engagement with research activities (Johnson & Martinez, 2023). Overall, while gender and year level significantly impact students' experiences in research writing, course-specific factors may require reevaluation to enhance student engagement and competence in research across all disciplines.

Table 9. Test of Significant Relationship between Learners' Profile and Level of Competence

| Profile vs. Level of Competence | Df | T-stat | T-critical | Remarks | Decision |
|--|-----------|---------------|-------------------|----------------|----------------------------|
| Gender vs. Level of Competence | 6 | 13.11 | 12.592 | Significant | Reject the Null Hypothesis |
| Year Level vs. Level of Competence | 6 | 71.01 | 12.592 | Significant | Reject the Null Hypothesis |

| Profile vs. Level of Competence | Df | T-stat | T-critical | Remarks | Decision |
|--|-----------|---------------|-------------------|-----------------|----------------------------|
| Course vs. Level of Competence | 9 | 3.81 | 16.919 | Not Significant | Accept the Null Hypothesis |

The analysis presented in Table 9 investigates the significant relationship between learners' profile and their level of competence in research activities, focusing on gender, year level, and course. The results indicate a significant relationship between gender and the level of competence, with a T-statistic of 13.11 exceeding the critical value of 12.592, leading to the rejection of the null hypothesis. This suggests that gender influences students' competence in research writing, aligning with findings from recent studies that indicate female students often perceive themselves as more competent in research writing than their male counterparts (Gonzalez et al., 2021). This may reflect broader social dynamics where female students, despite facing stereotypes regarding their capabilities, demonstrate resilience and competence in academic settings, particularly in research-focused tasks.

Similarly, the analysis for year level also reveals a significant relationship, evidenced by a T-statistic of 71.01, which is significantly higher than the critical value. This finding indicates that as students' progress through their academic programs, their competence in research activities increases markedly. This aligns with literature suggesting that exposure to advanced research methodologies and

practical applications typically improves with higher academic standing (Chen et al., 2022). The cumulative nature of learning implies that students build upon their prior experiences, enhancing their confidence and proficiency in conducting research as they advance through their studies. Therefore, it is essential for educational institutions to provide progressively challenging research opportunities throughout the curriculum to foster ongoing development in students' research competencies.

In contrast, the analysis concerning course shows a T-statistic of 3.81, which does not exceed the critical value of 16.919, leading to the acceptance of the null hypothesis. This outcome suggests that there is no significant relationship between the course taken by students and their level of competence in research activities. It raises questions about how different academic disciplines integrate research training within their curricula and whether all courses provide adequate opportunities for developing essential research skills (Johnson & Martinez, 2023). The lack of significant differences across courses may indicate a need for curricular reform to ensure that all students receive sufficient exposure to research methodologies regardless of their field of study.

Proposed Plan of Action to Advance the Learners' Research Writing Background

| Areas of Concern | Strategy | Activity | Means of Verification |
|---|--|--|---|
| Learners' Awareness on Research Writing Processes and Activities | Utilize interactive presentations, group discussions, and hands-on exercises to engage students actively. Invite experienced faculty and alumni to share their insights and experiences in research. | Research Writing Workshops: Conduct a series of workshops that introduce students to the fundamentals of research writing, including topic selection, literature review, and ethical considerations. | Participant feedback forms and pre- and post-workshop assessments to measure changes in awareness levels. |
| Learners' Good Extent of Experience on Research | Implement a mentorship system where faculty | Collaborative Research Projects: Or- | Project reports and presentations evalu- |

| Areas of Concern | Strategy | Activity | Means of Verification |
|--|--|---|---|
| | guide students throughout the project, allowing them to apply their knowledge practically while gaining experience in teamwork and research methodologies. | organize interdisciplinary research projects where students from different courses collaborate on a common research question. | ated by faculty members using a rubric that assesses the extent of experience gained. |
| Learners' Level of Competence on Research | Create a comprehensive rubric that outlines the competencies expected at different levels of study, ensuring alignment with the curriculum. Provide feedback sessions to help students identify areas for improvement. | Competency Assessment Program: Develop a structured assessment program that evaluates students' competencies in various aspects of research writing through quizzes, assignments, and peer reviews. | Compilation of assessment results and competency scores tracked over time, along with qualitative feedback from students regarding their perceived competence growth. |

Conclusion

Based on the findings of the study, the following conclusions have been drawn: Most of the learners at Osias Colleges Incorporated are male, currently freshmen, and aspirant criminologists. In terms of Research Writing Background, learners are aware on research writing process, they confirmed a good extent of experience, and they agreed that they are competent in writing research. Additionally, findings indicate that both gender and year level have a meaningful impact on students' awareness, experiences, and competence in research activities, suggesting that as students progress through their academic careers, their engagement and understanding of research writing improve. However, the course taken by students does not appear to significantly influence their extent of experience or level of competence, highlighting a potential area for curricular enhancement to ensure that all programs effectively foster research skills. Lastly, action plan to advance the Learners' Research Writing Background is proposed.

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