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Research Article

Emotional, Attitudinal and English Language Learning Gains of Student Researcher-Leaders from Research Project Experiences

Aizel Marie B. Castro*

Phinma Araullo University, Pilippines

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**Corresponding author:*
E-mail:
aiba.castro.au@phinmaed.com

ABSTRACT

This study investigated the emotional, attitudinal, and English language learning gains of student researcher-leaders from research project experiences as well as the contributing aspects of the gains as basis for an intervention program. In additio, the study provided the profile of the participants, analyzed their learning gains, identified the contributing aspects behind the learning gains, and made an intervention program on the basis of the results. Employing a qualitative case study design, data were collected from sixteen (16) student researcher-leaders between the ages of 21-24 through structured responses concerning their research experiences. Thematic interpretation was used to analyze the data by looking into recurrent patterns in the responses. It was found that the participant students gained emotionally in terms of confidence, resilience, patience, emotional regulation, leadership maturity, and pressure management. As regards the attitudinal gains, the students gained increased appreciation of research, commitment to research, motivation in research, and understanding of research as a meaningful and purposive activity rather than an academic task. On the other hand, in terms of the English language learning gains, the students gained skills in terms of writing, speaking, reading, and comprehension through revision, oral defense, academic writing, consultation, and literature review. The contributing aspects of the learning gains include leadership role, revision and feedback, group and adviser collaboration, data gathering and analysis, oral defense experience, academic reading, and research involvement.

Keywords: *Emotional Regulation, Leadership Training, Resilience, Student Development, Student Engagement*

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Introduction

Nowadays, conducting research is a key component of students' learning, which is especially evident in higher education when learners have to learn and utilize acquired knowledge through communication. Research leaders among students are important figures within the process of working in research groups because they coordinate and lead other members in carrying out the work. As student-researchers demonstrate initiative, collaboration, responsibility, and decision-making during research work, they are both learners and leaders who complete research activities. In other words, through participation in planning, coordination, and accomplishment of research activities, students gain numerous personal and academic competences that go beyond the classroom. Although research activities have to do with academic achievements of the students, they also give an opportunity for personal development of the students, particularly, in the areas of emotions, attitudes towards learning, and English language abilities.

Conducting research projects is always related to different challenges for students: working under pressure, coping with group work, taking criticism and so on. Thus, participating in such researches might have an impact on the students' ability to handle pressure and be confident and have some particular attitudes towards research work. On the other hand, writing research papers, talking with an adviser and presenting results can improve English language skills of the students. Despite these possible advantages, these elements are frequently overlooked in favor of technical research skills, which leaves a gap in our knowledge of how students' research experiences affect them outside of the classroom.

Several studies support the view that research and academic engagement can contribute to students' emotional development. According to Basson (2021), emotional development refers to the positive changes in students' feelings, self-perception, confidence, motivation, and overall psychological well-being that emerge through meaningful learning experiences such as conducting research projects. Yi et al. (2024) found that students who participated in research experiences developed stronger self-efficacy, sense of belonging, and academic identity, while Özhan and Kocadere (2020) reported that positive emotions such as interest, enjoyment, and belonging are associated with higher motivation and academic performance. Similarly, Arowosaye (2024) demonstrated that emotionally supportive learning environments contribute to improved self-confidence, reduced anxiety, and better interpersonal relationships. Camacho-Morles et al. (2021) further found that meaningful learning tasks can increase enjoyment and reduce negative emotions. In the Philippine context, Carmona-Halt et al. (2021) emphasized the importance of psychological capital, including resilience, optimism, and confidence, in academic outcomes. Moreover, Cayubit (2022) also found out that positive emotional experiences could positively influence students' motivational engagement in learning. Similarly, Montano (2021) reported that students who experience emotional engagement in the tasks they have learned tend to show high levels of engagement, satisfaction, and achievement. The findings above imply that research goes beyond being a cognitive process. When students do research, this can be an emotional experience which can contribute to boosting their confidence and motivation, resilience, and purposefulness in their academic endeavors.

Research involvement can also influence students' attitudes regarding learning, inquiry, and academic tasks. For instance, Tekin and Mustu (2021) pointed out the possibility that participation in research activities results in positive shifts in students' attitudes. Moreover, Bergmark (2023) reported that research-based learning promotes curiosity and independence while cultivating students' appreciation for the development of knowledge. In a similar fashion, Lo et al. (2022) stated that active participation in research activities increases students' sense of ownership which contributes to students' increased motivation and commitment to academic tasks. Attard and Mackenzie (2021) also reported on the effect of

research experience on students' increasing interest in inquiry-based learning.

Participation in research activities can also contribute to students' attitudinal and behavioral development. In particular, Ferrer et al. (2022) found that structured research activities can increase students' collaborative skills, sense of responsibility, and perseverance. Furthermore, Howard et al. (2021) described how meaningful tasks giving certain level of autonomy to the learner (such as research) can help promote intrinsic motivation. Luarn et al. (2023) also showed that the motivation described above is associated with more positive learning attitudes. In the Philippines, Osacdin and Prudente (2025) revealed that Filipino students' higher-order academic tasks, such as research, result in increased motivation and positive attitudes to learning. Also, Clemente and Ado (2024) reported that research involvement can help students cultivate self-regulatory skills and positive attitudes to learning.

Along with the development of their emotional and attitudinal qualities, research activities provide a great chance for students to apply and enhance their English language skills. As Hiver et al. (2024) stated, the importance of research activities in relation to the English language improvement was admitted by many scholars. According to Aizawa et al. (2023), the gains may include both writing, reading, speaking, and acquiring academic language. It is important to mention that Masadeh (2026) underlined that academic tasks, like writing research papers, allow learners to state their thoughts coherently using appropriate academic language. In the same way, Sudirman et al. (2020) found out that the process of writing contributes to the formation of the argument and following the norms of academic writing. Furthermore, according to Arifin (2020), the process allows improving reading comprehension and analysis. On the other hand, Ismael (2026) noted that the presentation of research findings is likely to result in the improvement of students' oral communication skills as they are offered a chance to defend their ideas and explain their findings in English. Moreover, in the local context, Saavedra (2020) noticed that students participating in research writing gained better grammar and vocabulary skills as well as became better writers. Giray et al. (2022) found that Filipino students engaged in the research projects were becoming more confident in speaking in academic English. Finally, Teng (2022) noted that research activities allowed learners to become more aware of the ways of their language learning. Thus, it may be concluded that research offers an authentic opportunity to enhance English language skills.

As a research teacher involved in the guidance and supervision of the research activities of student research leaders, the researcher also got an opportunity to study how these students react to the challenges of the research project. Having conducted consultations, monitored their work, and discussed it with them, the researcher got an opportunity to study how they cope with different emotions, their attitudes toward research, and develop communication skills. This experience enables the researcher to analyze how participating in research can be beneficial to their development. However, while the literature already shows what gains can be achieved from research engagement, it is essential to understand how these gains are achieved by student research leaders specifically. Knowing how these gains are formed and what aspects of research contribute to them, the study is expected to offer valuable information to enhance research instruction and increase student involvement in academic research.

Problem Statement

This study aimed to explore the emotional, attitudinal, and English language learning gains of student research leaders from their research project experiences.

Specifically, it sought to answer the following questions:

1. How may the profile of the student researcher-leaders be described in terms of:
   1.1 Age;
   1.2 Sex;
   1.3 Frequency of consultation with the research adviser; and
   1.4 Frequency of interaction with the research group members?

2. How may the learning experiences of student researcher-leaders from research projects be described in terms of:
   2.1 Emotional gains;
   2.2 Attitudinal gains; and
   2.3 English language learning gains?
3. What aspects of research project experiences contributed to the development of the student researcher-leaders in terms of:
   3.1 Emotional gains;
   3.2 Attitudinal gains; and
   3.3 English language learning gains?

Materials and Methods

Research Instrument

This study utilized two primary instruments: a structured questionnaire and a semi-structured interview guide. These instruments were specifically designed to collect information about the profile, experience, and learning outcomes of the chosen student research leaders.

A structured questionnaire was used to get the profile of the participants. Information regarding age, sex, how often they consulted the research adviser, and how often they interacted with research group members was gathered using this instrument. The instrument was effective in establishing the demographic and academic background of the participants as a basis for describing their characteristics with respect to their research experiences.

In addition, a semi-structured interview guide was developed to explore the emotional, attitudinal, and English language learning gains of the student research leaders. The guide included open-ended questions focusing on their research experiences, leadership roles, emotional responses, attitudes toward research, and development of English communication skills such as writing, speaking, reading, and presenting. Follow-up questions were used to encourage deeper and more meaningful responses.

The initial draft of both instruments was reviewed and refined in consultation with the researcher's adviser to ensure clarity, relevance, and appropriateness for the study's objectives. Necessary revisions were made to improve the validity and coherence of the tools. There were no external qualitative experts reviewed the interview protocol for qualitative trustworthiness and content validity.

With the consent of the participants, the interviews were audio-recorded and later transcribed verbatim to ensure accuracy of data. The collected data from both the questionnaire and interviews served as the basis for a thorough analysis of the participants' profiles and their emotional, attitudinal, and English language learning gains.

Participants

This study employed total enumeration as the sampling technique, wherein all 16-student research-leaders in the College of Education who met the established selection criteria were included as participants. Total enumeration is appropriate when the target population is relatively small and accessible, allowing the researcher to include every qualified member of the population to obtain comprehensive and representative data (Sharma, 2017).

To be included in the study, participants had to meet the following criteria: (1) be officially recognized as a student research leader in the College of Education; (2) have actively participated in a research project during the Academic Year 2025–2026; (3) have performed leadership responsibilities in the planning, implementation, coordination, or completion of the research project; and (4) be willing to participate and provide informed consent.

Student research-leaders that met these requirements were selected for this study. Their hands-on experience with planning, implementing, and organizing research projects, together with coordination with research advisors and other student researchers, provided them with a chance to give a complete picture about their affective experiences and attitudes, as well as English language acquisition. This allowed for gaining more insight into the effects of participating in research leadership on affective development and English language learning in the College of Education.

Data Collection

Prior to the conduct of the study, the researcher secured formal approval from the President and coordinate with the relevant academic offices to identify student research-leaders who met the inclusion criteria.

Data collection commenced in May 2026. Each selected participant was given an informed consent form that explained the purpose of the study, the voluntary nature of participation, the assurance of confidentiality, and the right to withdraw at any point without penalty. Only participants who provided written consent was included in the study.

The primary method of data collection was in-depth semi-structured interviews guided by a validated interview protocol. The interviews explored the participants' emotional experiences, attitudinal development, and English language learning gains in relation to their research project experiences. Each interview lasted approximately 45 to 1 hour and was audio-recorded, with the permission of the participants, and transcribed verbatim for analysis. Field notes were also taken to capture non-verbal cues, expressions, and contextual details that may support interpretation of the data.

After data collection, all interview recordings and transcripts were securely stored in password-protected files accessible only to the researcher. To maintain confidentiality, all identifying information was removed. The data were then subjected to thematic analysis to identify patterns and meanings that explained how research project experiences contribute to the emotional, attitudinal, and English language learning gains of student research leaders.

Result and Discussion

Profile of the Research-Leader Participants

The present study involved sixteen (16) student researcher-leaders who shared their experiences while conducting and completing their research projects. The participants were composed of male and female students aged 21 to 24 years old, representing student leaders who actively carried out research responsibilities while coordinating with group members and communicating with advisers throughout the completion of their studies.

Table 1. Summary of the Emotional, Attitudinal, and English Language Learning Gains of the Participants and the Contributing Aspects to These Gains

Participant	Profile	Emotional Gains	Attitudinal Gains	English Language Learning Gains	Contributing Aspects to These Learning Gains
P1	Male, 24; consulted adviser often; met group regularly	Developed emotional stability, stronger confidence, improved motivation	Positive attitude toward systematic research	Improved writing and comprehension in English	Constant revisions, action planning, leadership responsibilities, panel feedback, and identifying research problems
P2	Female, 22; consulted adviser often; interacted with group often	Gained self-confidence, emotional resilience	Stronger commitment to research	improved writing, speaking, reading, and comprehension skills	Leadership responsibilities, data gathering and analysis, revisions, presentations, adviser and panel feedback
P3	Female, 23; consulted adviser often; regular group meetings	Developed confidence, patience, teamwork, emotional resilience	Developed positive research attitudes	Developed stronger academic English skills	Group challenges, revisions, deadlines, data gathering, presentations, and collaboration

Participant	Profile	Emotional Gains	Attitudinal Gains	English Language Learning Gains	Contributing Aspects to These Learning Gains
P4	Male, 22; consulted only when needed; regular meetings	Became emotionally resilient	Became more committed to research	Improved formal writing, reading, speaking, and comprehension	Rejections, data procedures, research implementation, journal reading, revisions, and communication
P5	Female, 22; consulted monthly; interacted often	Strengthened emotional resilience, confidence	Developed appreciation for research	Improved writing and comprehension	Managing group concerns, revisions, data gathering, adviser feedback, and repeated presentations
P6	Female, 22; consulted often; interacted often	Developed perseverance, confidence	Developed appreciation for research	Stronger English communication	Pressure, revisions, IMRAD writing, data analysis, adviser guidance, and defense preparation
P7	Female, 21; consulted weekly; interacted often	Improved discipline, emotional control	Stronger research appreciation	Enhanced vocabulary and writing	Feedback, pilot testing, revisions, literature reading, and leadership responsibilities
P8	Female, 24; consulted weekly; interacted often	Developed patience, productivity, confidence	Developed positive attitudes	Had a stronger academic communication	Rejections, revisions, data interpretation, presentations, and adviser feedback
P9	Male, 22; consulted weekly; regular meetings	Became emotionally stable, socially confident	Became research-oriented	Improved all English skills	Community interaction, action research, implementation, writing, defense, and teamwork
P10	Female, 21; consulted often; regular meetings	Developed confidence, resilience	Developed stronger commitment	Improved reading and comprehension	Revisions, deadlines, data analysis, defense, and collaborative experiences
P11	Female, 21; consulted weekly; regular meetings	Strengthened patience, teamwork, confidence	Developed positive research attitudes	Improved academic writing	Stress management, collaboration, data gathering, editing, revisions, and panel feedback
P12	Female, 23; consulted monthly; interacted often	Developed empathy, emotional resilience	Developed meaningful attitudes toward research	Stronger writing and communication	Reflection, data gathering, revisions, implementation, and interactions with participants
P13	Female, 21; consulted weekly; regular meetings	Improved emotional maturity, leadership confidence	Developed appreciation for research	Stronger speaking skills	Leadership roles, communication with experts, data gathering, presentations, and teamwork
P14	Female, 21; consulted often;	Strengthened emotional regulation, confidence,	Developed appreciation for research	Improved academic English	Managing group responsibilities, revisions, literature

Participant	Profile	Emotional Gains	Attitudinal Gains	English Language Learning Gains	Contributing Aspects to These Learning Gains
	interacted often				review, defenses, and data analysis
P15	Female, 22; consulted often; regular meetings	Developed resilience, evidence-based thinking, confidence	Developed deeper research appreciation and critical thinking	Stronger academic communication	Data analysis, discussion writing, literature review, defense, and collaborative support
P16	Female, 23; consulted monthly; regular meetings	Strengthened emotional control	Developed ethical thinking, research commitment	Improved speaking and reading skills	Leadership responsibilities, defense preparation, revisions and academic reading

Based on the participants' profiles, most reported consistent interaction with their research groups, with many indicating that they always met through regular scheduled meetings, while others interacted often or two to three times a week. Meanwhile, consultation with research advisers varied across participants, ranging from once a month, two to three times a month, to at least once a week or more. This difference means that despite the differences in the frequency of adviser consultation, all the participants continued to engage in the research process as collaborators, leaders and individuals who act independently.

The above-described profile characteristics are important because they form the background in which the students' emotional, attitudinal and English language learning achievements are made. Student-researcher leaders do not only have to fulfill academic requirements but also need to be leaders of teams, schedule work, communicate with various parties and make decisions under pressure. Such kind of activities provides a ground for learning beyond academic achievements.

One of the significant characteristics of the participants is their high level of engagement in collaborative learning environments. Frequent interaction with the research group members seemed to promote communication, problem solving, responsibility distribution and collective decision making. The collaborative learning environments seem to increase students' engagement, interpersonal skills and encourage deep learning experiences since students co-construct knowledge and academic identities in such an environment (Chan & Hu, 2023).

Consultation patterns of the participants also demonstrate the significance of academic support system in research engagement. Even though the frequency of consultations varied, adviser interaction seemed to play a role of support, clarification, feedback and motivation. There is a body of literature that proves that feedback and supportive supervision have positive effects on the confidence, engagement and perseverance of students when they accomplish complex academic assignments (Alaee et al., 2021).

Another significant feature of the participants' profiles is the position of the research leader rather than a simple group member. Leadership during research involved coordination among team members, evaluation of their progress, decision-making, problem-solving and regulation of the mood in the team. Such kind of leadership involves exposure to situations that require emotions management, adaptability, resilience and communication. Leadership experience in higher education helps students develop self-efficacy, confidence and personal development (van der Rijst et al., 2021).

Many responsibilities of the participants included paper revisions, data collection, implementation, consultations, oral defense and coping with academic setbacks. These

repetitive activities imply that the participants engaged into authentic research experiences during which learning happened through the process of participating and solving real problems. Authentic research engagement seems to result in better academic identity formation, motivation and professional preparation of university students (Brew & Mantai, 2022).

In addition to this, the age range of the participants (21-24 years old) shows that the participants are at an age where they are just beginning to establish their professional identity and make independent judgments as well as set academic goals for themselves. Through research leadership, the participants encountered situations that required persistence, communication, and responsibility, creating meaningful opportunities for both personal and academic growth (Feldman & Kubota, 2021).

The profiles of the participants suggest that they were active, collaborative, and engaged student researcher-leaders whose experiences created favorable conditions for developing emotional gains (e.g., confidence, emotional regulation, resilience), attitudinal gains (e.g., appreciation and commitment toward research), and English language learning gains (e.g., writing, speaking, reading, and comprehension skills). Their varying levels of adviser consultation and consistently high interaction with group members created environments where research became more than an academic requirement, it became a meaningful experience that contributed to their personal, academic, and professional development.

Emotional Gains of the Research-Leader Participants

The experiences shared by the sixteen (16) student researcher-leaders revealed that participating in and leading a research project became more than an academic requirement. Across the cases, participants consistently described research as an experience that contributed to their emotional growth, transformation of attitudes toward research, and improvement in English language learning. While each one of the participants underwent individual experiences and levels of consultation among themselves, advisers and the other groups, however, what was noticeable from their narratives was that research became an important venue for development in terms of personal, academic, and communicative aspects.

With respect to their Emotional Gains, the most prominent common theme shared by the participants is emotional resilience and emotional maturity. Some examples of the verbatim response are the following:

P1: "It has become possible for me to develop emotional stability as a student research leader while doing our research project."

P2: "….Along the way, I also faced some stress and pressure, but these were instrumental in making me emotionally strong and responsible in managing my emotions and obligations."

P3: "…..As a whole, it has helped me become more patient, responsible, and emotionally resilient as a student leader."

P4: "As a student research leader, I became resilient throughout the research process. Before, I would easily lose hope whenever I committed mistakes, but since I was the leader, I needed to remain firm and reliable towards my members. It did not come about all at once but slowly after two years of learning through continuous rejections and correction and leadership responsibility. As I learned through experience, I accepted the reality that everything that I am doing cannot always be right. Gradually, I became emotionally resilient in accepting mistakes in life and viewing it as a learning tool."

P5: "As a student research leader, I became emotionally resilient due to the challenges that we have faced throughout the research process. Learning how to handle responsibilities and overcome challenges made me emotionally resilient and responsible."

P6: "As a student research leader, I learned to work under pressure and set aside my own emotions in order to shoulder my responsibilities. As I was one of those who led the paper, I learned that giving up was no longer an option despite the tiredness and difficulties. Research was no longer just a mere requirement but became an important learning experience

wherein my resilience was developed through difficult situations."

P7: "….I also learned how to become emotionally resilient when I receive constructive criticisms. I understood that the criticisms are meant to improve our study."

P9: "From conducting research, I acquired resiliency and emotional stability. Researching can prove exhausting and challenging, but looking back at my experience taught me that I became more resilient to face challenges and more emotionally stable."

P10: "Being a student research leader, I have achieved a lot of emotional development regarding confidence and resiliency. To start with, I was overwhelmed due to various deadlines, expectations, and large workload. Nevertheless, I learned how to rely on my own abilities and become more emotionally strong."

P15: "……Most of all, I have achieved resiliency. Regardless of the results that I could not receive from my drafts or data, I learned how to recover, improve my writing, and move forward. All this experience developed me both as a person and as a professional in stress, patience, and emotion management."

P16: "Being a student research leader, I became more resilient and emotionally strong. Because of the fact that all my team members relied on me for help and solutions to problems, I learned how not to allow emotions to control me, but stay reasonable and calm about my work."

Many participants had mentioned that initially, research was something that was very stressful, overwhelming, tiring, and emotionally taxing because of deadlines, the need for revisions, the leadership role that they needed to play, preparing themselves for the defense, coordinating with the rest of the group, and dealing with unforeseen problems. But rather than making them demotivated, such experiences made them better at managing their emotions and staying motivated. Many learned to regulate frustration during delays, manage disappointment after receiving revisions, and remain calm when outcomes did not meet expectations. Others emphasized learning how to separate emotions from decision-making and focus on solutions rather than reacting impulsively.

A recurring emotional gain among participants was confidence development. Many participants explained that confidence emerged after successfully completing difficult tasks such as data gathering, oral defense, presentations, manuscript revisions, and implementation of interventions. Some example verbatim responses are the following:

P1: "My experience in research increased my confidence as soon as I heard the word defended from the research panel."

P2: "After completing the project, I understood that research is a process that requires perseverance, discipline, and teamwork. This experience increased my confidence…."

P3: "throughout the process, I became more confident in leading the group, communicating with members, and solving problems together. I also felt proud and fulfilled every time we achieved progress or reached milestones as a group."

P4: "My experience of doing research increased my confidence since I had to work and interact with people outside my research group. Tasks like writing letters for permission and answering any questions on our research made me confident in communicating with other people."

P6: "Research improved my confidence since I found out that after defending my paper successfully I could overcome difficult academic tasks."

P8: "Doing research increased my confidence since after presenting our problems, coming up with our paper titles and getting our paper rejected several times we were able to get used to presenting and consulting our advisor."

P10: "Research increased my confidence since I learned how to take responsibilities, make decisions and express myself more confidently about our study."

P14: "Research greatly improved my confidence, motivation and emotional strength. Presentations, validating from experts, pilot testing and the final administration provided me with many experiences that needed leadership and good communication skills. These experiences helped me gain confidence in communicating with other people."

P16: "Research greatly improved my confidence since I became more confident in my

decision making skills. Doing research in a systematic way has made me confident that I could face any other challenge in the future."

Experiences that initially created fear eventually became sources of self-belief. The findings suggest that emotional growth occurred because research required sustained engagement with uncertainty, responsibility, and problem-solving. Through these experiences, participants gradually learned that difficult situations could be managed and overcome.

P3: "After completing the project, my perception of research changed from seeing it as stressful and complicated into viewing it as meaningful, fulfilling, enjoyable, and an opportunity for personal growth."

P13: "Initially, I doubted myself and feared that I could not manage the responsibilities of being a research leader. However, as we gradually completed each section of our research, I realized that I was capable of overcoming situations that once seemed impossible."

The results obtained in this research are consistent with the existing literature showing that being engaged in authentic learning experiences contributes to emotional regulation, resilience, and self-efficacy of university students. In particular, students who go through challenging but meaningful academic assignments tend to show better emotional flexibility and higher confidence in performing future tasks (Feldman & Kubota, 2021). Likewise, emotional competence can be achieved through involvement in situations where self-regulation and perseverance are necessary (Sarrionandia & Mikolajczak, 2022). Finally, the results obtained confirm the concept of resilience as being not just an ability to survive hardships but to recover from them and move forward (Hwang et al., 2021).

Attitudinal Gains of the Research-Leader Participants

As for the participants' attitudinal gains, the most significant finding about all participants was the positive shift in their attitude toward research. Prior to conducting research, the participants agreed that they viewed research as something difficult, stressing, time-consuming, and just another academic obligation. But after finishing their projects, their attitude shifted significantly.

P2: "My attitude toward research became more positive because I came to realize that research is not only difficult, but meaningful and beneficial in terms of learning. After completing the project, I understood that research is a process, which requires persistence, discipline and teamwork. This experience boosted my self-confidence and increased my interest in future research because I realized that I can cope with it successfully."

P3: "The experience of conducting the research positively influenced my attitude towards research because now I understand that research is not only a difficult academic obligation but a meaningful, useful and effective way of learning, coming up with ideas and solving problems. I learned to be more patient, responsible, open minded and persistent during this experience."

P4: "And I developed a more positive attitude toward research because I understood that research is not only an academic obligation but also an opportunity to make contribution to solving real-life problems and acquiring new knowledge. Thus, my perception of research changed from difficult and exhausting to meaningful and practical."

P6: "After completing and defending our study, I came to realize that research helped me discover different versions of myself and develop both academically and personally. The experience increased my self-confidence and appreciation of research value and importance."

P8: "To start with, I had no motivation when the research sessions were approaching… As we progressed and got closer to the completion of the project and gradually approved by our advisor, my interest and engagement level increased. I learned that research requires persistence and continuous improvement."P9: "My attitude toward research changed greatly throughout the process. Before, I viewed research as stressful and burdensome"

P10: "Before conducting research, I was already intimidated because of stories from upper-year students describing research as difficult and stressful. After experiencing the

process firsthand, I realized that although research is challenging, it is not impossible."

P11: "I developed a more positive attitude toward research because I realized that it is not only difficult but also meaningful and beneficial for learning. My perception changed because I used to think that research was only exhausting"

P12: "My experience made me realize that research is both difficult and fulfilling. Although the process was challenging, I recognized that completing research creates opportunities to help others. The time and effort given by our respondents motivated me to continue… My perception of research shifted from viewing it as exhausting into seeing it as meaningful and purposeful."

P13: "At first, research seemed hard and tiring… Its importance became clear to me since we learned and developed useful skills… My view changed since I understood that research is not just a mandatory activity at school"

P14: "Before the research, I had a view that it was some mandatory activity at school which was done only to make more work for students. Now having gone through the whole process, I understood that research is meant to help students solve real issues and find possible solutions to them. Our research made me change my attitude from negative to positive."

P15: "What once seemed like a difficult school requirement became a meaningful tool for real-world improvement. I developed greater respect for evidence"

P16: "I developed a deeper appreciation for its purpose and relevance. I realized that research has the power to support learning, address problems, and create meaningful change"

Many participants began describing research as meaningful, fulfilling, beneficial, purposeful, and relevant to real-world problems. A common realization among participants was that research contributes to learning, supports educational improvement, and creates opportunities to generate meaningful solutions. Several participants emphasized that they became more interested in research after experiencing data gathering, data analysis, interpreting findings, and observing how interventions affected participants.

The participants developed increased awareness about the importance of discipline, patience, teamwork, evidence-based approach, and continuous improvement. The majority of the participants pointed out that research taught them to believe in the process and realize that quality results require several revisions and collaboration with other people.

P7: "I developed a deeper appreciation for research because it helped change many of my unproductive habits."

The other attitudinal gain was increased commitment to research in the future. Some participants indicated their increased interest in conducting further research or using knowledge gained through research in future studies and practice.

P1: "My attitude towards research improved because of its use on my future plan to start attaining my master's degree."

P4: "These experiences increased my appreciation for research and motivated me to consider conducting research again in the future."

P5: "My experience motivated me to engage in research more. I realized that despite being hard work, completing the research brings happiness and satisfaction."

P6: "My involvement in research strengthened my interest and commitment since it encouraged me to become more patient, attentive and receptive to continuous learning. I became more interested in such stages as methodology and data analysis…The research process has made it more meaningful and realistic…"

These findings corroborate the previous literature stating that the active participation in research experiences leads to the positive change in students' attitudes to research, increased academic engagement, and the higher identification with research and the process of knowledge creation (Brew & Mantai, 2022). The participation in research experiences increases students' appreciation of the evidence-based practice since they start to understand how data and research contribute to solving problems (Visser-Wijnveen et al., 2021). Additionally, the authentic research experiences motivate students to become active producers of knowledge rather than passive recipients of the information.

English Language Learning Gains of the Research-Leader Participants

Finally, in terms of the English Language Learning Gains, participants noted significant improvements especially in writing, speaking, reading, and comprehension.

Of all language skills, academic writing appeared to be one of the most improved. A lot of participants stated that constant revision, guidance from an adviser, paper creation and editing contributed to developing better organization of thoughts, sentence construction, grammar, and using academic language. In particular, some participants noted that writing became easier due to constant revisions as they could identify their mistakes and fix them to achieve better results.

P1: "The writing skills develops when I wrote my part on the mentioned revisions."

P2: "The activities that contributed the most were writing and editing research chapters"

P3: "In writing, I learned how to create formal academic sentences, organize ideas clearly, and use appropriate academic language."

P4: "My writing became more formal and coherent"

P5: "Research helped improve my confidence in writing because at first, I struggled with how to start and organize my assigned sections. However, through continuous writing and revisions, I improved and began receiving positive feedback with fewer revisions required."

P6: "I became more aware of proper academic writing and the use of formal language."

P7: "Revising our study repeatedly improved my ability to construct sentences"

P8: "I improved in sentence construction, interpretation of data, and using transitional devices"

P9: "Paper writing became the most significant experience… My usual writing style is more poetic and expressive… Shifting to formal academic writing became challenging but highly beneficial. I learned to adapt my language, improve structure, and communicate ideas more academically."

P12: "Writing developed through constructing the research paper and learning from revisions"

P14: "Writing developed through continuous revisions"

P15: "Move from casual expression to formal academic writing"

Reading and comprehension also improved across cases. Participants reported that reading journals, reviewing literature, interpreting findings, and examining previous studies expanded their vocabulary and strengthened their understanding of academic texts. Many participants explained that they became more capable of identifying relevant literature, understanding research concepts, and connecting information to their own studies.

P1: "The comprehension works when pointing out the comments of the research professor and also when searching for an appropriate related literature."

P3: "My reading skills improved through understanding journals, articles, and references."

P4: "Repeated exposure to studies and research literature made it easier for me to understand academic texts"

P5: "My comprehension also improved because reading numerous related literature and references strengthened my ability to identify research gaps and locate relevant sources more efficiently."

P7: "Continuous exposure to related literature improved my comprehension"

P8: "Reading related literature strengthened my comprehension"

P10: "The English language learning gains I developed were primarily in reading and comprehension. I became better at understanding research materials… Interpreting data… Analyzing literature more deeply instead of reading passively. This strengthened my ability to process complex academic content…"

P14: ""Reading numerous related studies"

P15: "The literature review improved my reading skills"

P16: "Reading multiple references expanded my comprehension"

Speaking abilities were also enhanced through oral defense, presentations, consultation, expert validation, and participant communication. At the onset, many

participants had problems with nervousness and hesitation in speaking English. But through constant explanation, question answering, and oral defense of their studies, confidence and fluency was developed.

P2: "…through participating in oral presentations because these helped me practice proper English grammar"

P3: "My speaking skills improved through discussions and presentations. Presenting our research helped me develop fluency, pronunciation, and confidence in speaking English."

P6: "My speaking and communication skills also improved"

P8: "My speaking skills improved because during title proposals and presentations, I gradually became more comfortable improvising explanations"

P9: "Defense sessions strengthened my speaking confidence…"

P10: "Presenting and defending improved my confidence"

P11: "Presenting and defending challenged me to become more fluent"

P13: "My speaking skills improved the most… Communicating with group members and our adviser… At first, I felt shy and nervous speaking in English… I became more comfortable and developed stronger communication skills. Research strengthened my ability to express ideas…"

P14: "Speaking improved because of multiple research defenses. Research made me more comfortable using English in academic contexts"

P15: "Speaking improved through oral defense… Answering unscripted questions improved my confidence"

P16: "Preparation for defense greatly improved my ability to express myself well"

An additional finding in the study is that participants learned English in authentic environments. They did not learn the language through exercises; rather, they acquired their language skills by doing meaningful academic activities. The findings corroborate those studies that show that research-based environment enhances academic literacy because students use their reading, writing, speaking, and comprehension abilities simultaneously (Wingate, 2022). Participation in oral academic activities such as defense and presentation has also been correlated with increased communication confidence and improved academic language proficiency (Yuan & Kim, 2022). Participation in research enhances vocabulary acquisition, comprehension, and academic discourse construction because of the repeated interaction with scholarly texts and formal communication activities (Hyland, 2022). This is how the research experiences of the student-researcher leaders affected the participants in three domains of development.

First, emotionally, they became more resilient, emotionally aware, patient, and confident. Second, attitudinally, they became more appreciative of research, more committed to inquiry. With regard to English language acquisition, they improved as writers, speakers, readers, and communicators.

From these results, it can be argued that being research leaders does not just offer them chances for academic success but also helps in their personal and professional development. Revision, collaboration, communication, reflection, and perseverance were some of the elements that enabled the participants to go beyond the research assignment and become better future professionals.

Contributing Aspects to These Learning Gains

From the results of this study, it is clear that the emotional, attitudinal, and linguistic learning experiences obtained by the student researchers were not automatic processes. They evolved from continuous exposure to the experience of engaging in research, leadership tasks, academics, communication, and reflection. In each of the sixteen (16) participants involved in the study, there were several common contributors to personal and academic growth during the process of conducting the research. Despite the individual experiences of the participants, there were some common areas that they all pointed out: leadership roles, revision and feedback, collaboration and social interactions, data collection and analysis, presentation, and reading and academic writing.

One of the strongest contributing aspects identified by the participants was assuming the role of a student research leader.

P1: "Leading a group pushed me to recognize the importance of my own confidence. Because with a low leading confidence, it could also make the group members to have low morale."

P2: "The responsibilities and challenges of being a research leader contributed most to my emotional growth. Managing group concerns, organizing tasks, and working under deadlines helped me become more emotionally mature, patient, and responsible. Leading the group also increased my confidence and strengthened my ability to handle pressure without giving up."

P3: "Responsibilities such as leading discussions, monitoring progress, reminding groupmates of tasks, and making decisions strengthened my emotional maturity."

P4: "Handling uncertainty, accepting mistakes, supporting my group members, and carrying leadership responsibilities… Leading the group also taught me how to stay composed…"

P6: "Leadership is not about perfection but about commitment, consistency, patience…"

P7: "Becoming a research leader. I realized that if I did not act early, the research would not move forward."

P9: "Managing group schedules and responsibilities"

P13: "As a leader, there are my aspects in our research journey that helped my emotional growth especially how I handle responsibilities, pressure and challenges in our group"

P14: "Being a research leader taught me how to become more responsible, committed, patient, and prepared in doing research tasks."

P15: "Leading during oral defense"

P16: "Because I was the leader of the group, I also understood that it is my responsibility to find solutions and be strong with the group."

Many participants described being responsible for assigning tasks, monitoring progress, solving problems, communicating with members, encouraging participation, and making decisions during difficult situations. For instance, several participants pointed out that leadership made them emotionally strong as they could not let personal issues interfere with the effectiveness of the group. In all the cases, leadership was responsible for gaining confidence, patience, emotional control, perseverance, responsibility, and decision-making skills. For example, several participants said that they learned to stay calm during revisions, motivate lazy people, and be motivated despite any problems while leading a research team. Moreover, several participants admitted that they got to know that their emotions and behavior had influence on the mood of the team.

It can be seen that in the cases of leadership, it was possible to acquire emotional maturity through the practice. It is supported by the results of the research indicating that leadership experience in the framework of higher education provides emotional competence, confidence, resilience, and reflection because students learn to manage interpersonal relations and overcome difficulties effectively (Sarrionandia & Mikolajczak, 2022). Similarly, leadership experience helps to develop self-efficacy and make students more independent and adaptable (Feldman & Kubota, 2021).

Another important factor mentioned by all the participants was the process of revisions and giving feedback.

P7: "Repeated rejections during pilot testing and constant revisions"

P8: "Repeated failures due to low-quality drafts and Feedback regarding weak paragraph construction…"

P9: "Repeated revisions"

P10: "Dealing with constant revisions"

P11: ""Repeated revisions and presentations strengthened my confidence"

P12: "While constructing our research paper, every challenge and revision we faced helped us to realize how we will make our paper better through proper word construction."

Many participants noted that revisions were among the most challenging, but also the most meaningful aspects of the research experience. Participants described repeated revisions, manuscript improvements, comments from an adviser, and suggestions from the panel as experiences that gradually helped them build confidence and learning. Some participants mentioned that at the beginning, revisions caused them stress, frustration, and lack of confidence. Eventually, however, participants understood that revisions were a chance to improve and not to

fail. Revisions led to emotional development as participants learned to be patient, resilient, and emotionally controlled. Attitudinally, the process of revisions taught participants to appreciate the value of continuous improvement and high quality. In terms of language, revisions led to improvements in grammar, sentence construction, coherence, vocabulary, clarity, and academic language use. These findings are consistent with previous literature suggesting that the process of formative feedback and revisions leads to higher academic engagement and encourages reflective and self-regulated learning (Carless & Winstone, 2023). Feedback procedures also teach students to become more confident and to establish academic identity by learning to consider improvement a part of the learning process (Tai et al., 2021).

The participants also noted the importance of their interactions with group members, advisers, panelists, participants, and other stakeholders.

P1: "The panelist made my emotion more unstable and yet they improved my attitude through the praise coming from the good points of which we showed in front of the defense. The communication language naturally is there when the panel ask for any question."

P2: "My interactions with group members, advisers, and panelists helped me learn how to listen, adjust, and communicate more effectively. Their feedback and corrections, especially regarding grammar and content, improved both the quality of our paper and my personal development. Working collaboratively also increased my confidence in expressing ideas and coordinating with others."

P3: "My interactions with group members, adviser, and panelists contributed greatly to my emotional, attitudinal, and language development."

P5: "…My interactions with group members, advisers, and panelists contributed significantly"

P15: "Working closely with my group during the most stressful parts of our study was what really built my communication skills and confidence."

Collaboration seemed to have both academic and emotional value. Many participants talked about acquiring patience by working with people with different personalities, varying degrees of dedication, and varying means of accomplishing the tasks. Discussions with advisors allowed clarifying the expectations and receiving encouragement at tough times of conducting the study. The panelists forced the participants to justify their viewpoints and to think critically. All these aspects provided an emotional advantage by developing the feeling of confidence, empathy, team work, and emotional maturity. The attitude was more positive to constructive criticism and to varied opinions. Regarding language learning, consultations and discussions provided practice in oral communication.

Research proved that in collaborative environments students build up knowledge socially and develop communication competence (Chan & Hu, 2023). Supportive academic relationships also increase motivation and encourage persistence during demanding academic tasks (Brew & Mantai, 2022).

In addition, many participants identified data gathering and data analysis as some of the most meaningful stages of the research process.

P2: "Data gathering, information analysis, and writing the research paper helped improve my attitudes toward research. These experiences allowed me to understand that research is not simply a difficult task but a meaningful process that encourages critical thinking and problem-solving."

P3: "The part of the process that interested me the most was gathering and analyzing data because these activities allowed us to gain deeper understanding and discover meaningful findings."

P11: "Data gathering helps me a lot because they are many and we have to talk to them"

P12: "During the data gathering, it made me realize the problems that need to be solved. Even if we only focused on some grammatical errors, it made me want to study further other problems that the students encounter and come up with a solution."

P13: "Gathering information and analyzing data"

P15: "Writing the data interpretation chapters forced me to drop casual words and opinions and use precise, factual language."

Participants frequently explained that interacting with participants and interpreting findings allowed them to realize the real purpose of research. Data gathering exposed participants to authentic educational concerns and allowed them to observe actual experiences and needs. Meanwhile, data analysis encouraged critical thinking and deeper understanding because students needed to interpret information rather than simply collect it.

These experiences contributed to emotional gains by building confidence and responsibility. Attitudinally, they transformed participants' perceptions of research from being difficult into becoming meaningful and useful. Language gains also emerged because students interpreted data, wrote discussions, and explained findings. Research has shown that inquiry-based and authentic research experiences increase motivation and strengthen students' appreciation for knowledge creation because learners become active participants rather than passive recipients of information (Visser-Wijnveen et al., 2021).

Another recurring contributor identified by participants was oral defense and research presentation.

P2: ""Time pressure, revisions, defense preparations, and the demands of using English were among the most difficult challenges I experienced."

P3: "Presenting our research also increased my interest because it developed my confidence in expressing ideas and communicating the value of our study."

P16: "Honestly, the defense is really what help improve my attitude towards research because while doing our defense, I was able to understand that it is a lot deeper and a lot more serious than I thought and it is incredibly important for us to be able to produce real data in order for us to be able to help the students."

In many cases, oral defense was considered to be one of the most stressful stages due to questioning, idea explanation, and confident speaking in English. However, constant participation gradually turned anxiety into confidence.

The experience of defense gave emotional contribution by helping participants become braver and less scared about public speaking. Attitudinally, participants were able to understand the importance of preparation, mastery, and responsibility. Language contribution was achieved by increasing speaking confidence, vocabulary usage, fluency, comprehension, and spontaneous communication. Many participants noticed that defending studies increased their comfort with speaking English in the context of an academic process. Literature indicates that oral academic activities contribute to communication competence and increase confidence as students have to constantly organize their thoughts, explain ideas, and respond to the situation (Yuan & Kim, 2022). Oral speaking activities increase students' confidence and communicative effectiveness in educational processes (Hyland, 2022).

Continuous reading and academic writing were identified as the important contributors in all cases. Many participants pointed at journal readings, literature review, chapter building, and interpretation writing as the activities that helped improve their language skills. Reading was useful for encountering new vocabulary, understanding academic structure, and increasing comprehension. Writing included organizing ideas, argumentation, sentences revision, and formal communication. Constant exposure to academic texts improved language proficiency and increased confidence. Literature shows that continuous exposure to academic reading and writing increases language development due to constant processing, organizing, and applying of information in academic context (Wingate, 2022).

Finally, challenges themselves were often recognized as the contributors of participants' personal development. Deadlines, revisions, failures, problems with data collection, limited resources, time pressure, problems with groups, and unexpected difficulties became valuable learning experiences. Instead of decreasing participants, these challenges made them resilient, emotionally mature, appreciative of research, and communicative. Many participants were able to identify the

hidden strengths in themselves because of such activities. This fact supports literature indicating that productive struggle promotes resilience, reflection, and learning due to developing confidence (Hwang et al., 2021).

Proposed Program Based on the Findings of the Study

Proposed Program Title

RESEARCH LEAD: Research Engagement, English Language Advancement, Academic Communication, and Holistic Development for Student Research Leaders Rationale

The results from the study have shown that the experience of being a student research leader played a great role in the emotional development, research attitudes and English language development of the participants. Out of these, the most significant result was that of the development of the English language in terms of academic writing, oral communication, reading comprehension, vocabulary development, presentation skills, and scholarly communication.

However, in addition to the above benefits, the results of the study have also indicated that there are many challenges faced by the students in developing their English language competencies during the process of research. These include lack of confidence in speaking in English during consultations and oral defenses, difficulty in articulating academic ideas, academic writing and revision problems, lack of familiarity with the vocabulary of research and academic conventions, and difficulties in communicating during collaborations. The participants had also felt emotionally challenged, had suffered from revision fatigue, had problems with time management and were facing leadership problems.

Taking into account the above results, the proposed program, namely RESEARCH LEAD (Research Engagement, English Language Advancement, Academic Communication, and Holistic Development for Student Research Leaders) aims at developing the English language competencies of the student research leaders in addition to providing academic and emotional support for the research process. The program focuses on academic writing, oral communication, scholarly reading, development of academic vocabulary, presentation skills, and research communication skills, along with interventions aimed at developing resilience, cooperation and positive research attitudes.

General Objective

Development of the English language competencies of the student research leaders as well as enhancement of their emotional resilience, research engagement and academic communication skills through research support interventions.

Specific Objectives

1. To develop students' academic writing skills for research through workshops focused on organization, coherence, grammar, academic style, paraphrasing, citation, and revision.
2. To develop students' oral English communication skills for research consultations, proposal presentations and oral defense through speaking practice and coaching sessions.
3. To develop students' academic reading comprehension and analysis skills in reviewing scholarly literature and interpreting research findings.
4. To develop students' academic and research vocabulary and ability to articulate research ideas.
5. To develop students' confidence, resilience, leadership and cooperation skills in managing research tasks, revisions, consultations and other academic challenges.
6. To develop positive research attitudes by encouraging reflective learning, ethical research and appreciation of the significance of research.

The RESEARCH LEAD (Research Engagement, English Language Advancement, Academic Communication, and Holistic Development for Student Research Leaders) program consists of eight interlocking components that were developed to directly meet the needs that have been identified by the study. Each component corresponds to the results of the study and responds to the issues faced by the student research leaders during the research process.

Table 2. Proposed RESEARCH LEAD Program

Program Component	Findings Addressed	Objectives	Major Activities	Expected Outputs/Outcomes
1. Research Writing Enhancement Workshop	Students experienced difficulty in organizing ideas, academic writing, grammar, paraphrasing, and responding to revisions.	To strengthen students' competence in academic and research writing.	• Academic writing workshop • Grammar and mechanics clinic • Paraphrasing and summarizing exercises • APA 7th Edition citation workshop • Peer manuscript review sessions • Revision coaching with faculty mentors	Students produce clearer, more coherent, grammatically accurate, and academically acceptable research manuscripts with fewer revision concerns.
2. Academic Communication and Oral Defense Clinic	Students reported low confidence when speaking in English during consultations, presentations, and oral defenses.	To improve students' oral English communication skills for academic purposes.	• Research presentation workshops • Mock proposal and final defense • Question-and-answer simulations • Academic discussion circles •Pronunciation and fluency practice • Constructive feedback sessions	Students demonstrate greater confidence, fluency, organization of ideas, and effective communication during consultations and research presentations.
3. Scholarly Reading and Literature Review Program	Participants experienced difficulty understanding journal articles, synthesizing literature, and identifying research gaps.	To strengthen students' academic reading comprehension and critical thinking skills.	• Guided journal reading sessions • Literature mapping activities • Critical article evaluation workshops • Research synthesis exercises • Vocabulary-in-context activities	Students become more proficient in locating, analyzing, synthesizing, and interpreting scholarly literature for research writing.
4. Academic Vocabulary and Research English Boot Camp	Students developed English vocabulary through research but expressed the need for stronger academic language proficiency.	To expand students' academic vocabulary and improve discipline-specific language use.	• Research vocabulary modules • Academic word list activities • Sentence construction workshops • Research terminology games • Contextual vocabulary practice • Weekly vocabulary challenges	Students improve their use of academic vocabulary and communicate research concepts more accurately and confidently.
5. English for Research	Students improved communication	To develop effective English communication	• Consultation role-playing	Students communicate more effectively with advisers, research

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Program Component	Findings Addressed	Objectives	Major Activities	Expected Outputs/Outcomes
Communication Series	through adviser consultations, collaboration, and participant interactions but still experienced communication challenges.	skills in authentic research contexts.	• Interview simulations • Professional email writing workshops • Focus group discussion facilitation • Research meeting simulations • Academic conversation practice	participants, peers, and panel members using appropriate academic English.
6. Research Resilience and Wellness Program	Students experienced stress, emotional pressure, revision fatigue, anxiety, and time-management difficulties.	To strengthen emotional resilience and healthy coping strategies during the research process.	• Stress management workshops • Time management seminars • Mindfulness and relaxation sessions • Emotional resilience coaching • Reflection journals • Wellness check-ins with research advisers and guidance personnel	Students demonstrate improved emotional regulation, stress management, resilience, and persistence throughout the research process.
7. Student Research Leadership and Collaboration Academy	Participants identified leadership responsibilities, uneven participation, and group coordination as recurring challenges.	To strengthen leadership, collaboration, and project management skills.	• Leadership development seminars • Conflict resolution workshops • Team-building activities • Project planning and scheduling workshops •Collaborative decision-making exercises • Peer mentoring program	Student research leaders effectively manage research teams, resolve conflicts constructively, and promote collaborative research practices.
8. Research Reflection and Academic Growth Forum	Students developed more positive attitudes toward research after recognizing its personal and academic value.	To sustain students' motivation, positive attitudes, and appreciation for research.	• Student research sharing sessions • Reflection conferences • Research success story forums • Faculty mentoring dialogues • Research recognition program • Annual College of Education Research Summit	Students develop a stronger appreciation of research as a meaningful learning experience and demonstrate sustained engagement in scholarly activities.

Program Implementation Strategies

The suggested program can be introduced during the whole academic year and incorporated within the Research curriculum of the College of Education. Faculty research advisers, English language teachers, research

coordinators, librarians, guidance counselors, and guest researchers may carry out the activities together. English language instruction should be incorporated in all stages of the program through provision of authentic chances for students to read scientific literature, to conduct research papers, take part in academic debates, make presentations, defend research products and communicate in English language.

Expected Overall Outcomes

After completing the RESEARCH LEAD Program, student research leaders are expected to:

1. Show better proficiency in academic English in reading, writing, speaking, listening and conducting research in English.
2. Submit more coherent and grammatically correct research papers.
3. Conduct themselves in the process of consultations, presentations and oral defense of research papers.
4. Have greater emotional resilience and confidence during the process of conducting research work.
5. Have positive attitudes towards research as an opportunity to learn, to develop professionally and conduct continuous research activity in the future.
6. Show effective leadership, collaboration and responsible attitude to conducting research project.
7. Continue active involvement in research and scholarly activities after course completion.

Conclusion and Recommendations

These student researcher-leaders were actively engaged in their research by collaborating and consulting with their respective group members and research advisers. This was because their involvement in the research process was enhanced by these interactions. The student researchers gained both emotionally, in terms of their attitude towards research, and also with regard to developing their English language skills. They grew more resilient, confident, and dedicated. At the same time, they developed their writing, speaking, reading, and comprehension skills. Various stages in the research process, including interacting with the group members, getting feedback from the research advisers and the panellists, doing data gathering and analysis, reading literature on their topic, writing the research paper, and defending the study played an important role in this development. A structured enhancement program that focuses on emotional resilience, research engagement, academic communication, collaboration, leadership, and continuous support can further strengthen the emotional, attitudinal, and English language learning gains of student researcher-leaders and help them become more effective researchers.

Based on the conclusions, few recommendations are proposed to further strengthen the research experiences of the students. First, higher education institutions may strengthen structured consultation schedules and collaborative research monitoring systems to continuously support student researcher-leaders throughout the research process. Such programs must consider incorporating elements of emotional support, development of leadership qualities, and communication in academic contexts to maintain such multidimensional learning experience. Universities may consider developing their research mentoring and feedback systems, as well as academic writing and communication, and provide chances for reflection and cooperation between students. Finally, the suggested RESEARCH LEAD Program (Research Engagement, Support, Emotional Resilience, Communication, and Holistic Development) may be developed, implemented, monitored, and improved.

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