

“Writing Preparedness and Perceptions of Incoming BTLED, BSA, and BSF Students: Challenges and Expectations in Academic Writing Skills”

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ABSTRACT

This qualitative study explored the academic writing experiences, challenges, perceived skills, and support needs of incoming BTLED, BSA, and BSF students. The findings revealed that students encountered difficulties in expressing ideas, organizing thoughts, applying academic writing conventions, and adapting to research-related writing demands. Despite these challenges, students demonstrated willingness to improve through continuous practice, feedback, self-directed learning, and available learning resources. The study identified five major themes: (1) Academic Writing Challenges and Growth Through Experience, (2) Academic Writing as a Foundation for Critical Thinking and Professional Readiness, (3) Research Writing as a Tool for Developing Academic Competence, (4) Importance of Institutional Support, Training, and Technology-Assisted Learning, and (5) Curriculum Integration of Academic Writing for Continuous Development. Students recognized that academic writing skills are essential not only for completing academic requirements but also for developing confidence, communication ability, and workplace readiness. They emphasized the importance of teacher guidance, writing workshops, research training, accessible resources, and responsible use of AI tools in improving their writing abilities. The findings suggest that academic writing development should be approached as a continuous, curriculum-based process supported by both educators and institutions.

Keywords: Academic writing, writing challenges, student experiences, research skills, writing support

Introduction

Academic writing is an important skill that enables higher education students to communicate ideas clearly, analyze information critically, and present evidence-based arguments. Beyond correct grammar and sentence construction, academic writing requires students

to organize their thoughts, synthesize information from different sources, follow disciplinary conventions, and express knowledge in a scholarly manner. However, many students' entering college find it challenging to meet these expectations because the writing demands in higher education are often different from those

experienced in secondary education. Teng and Wang (2023) emphasized that students' academic writing performance is influenced by writing self-efficacy, self-regulation, and their ability to manage the writing process. Students who develop confidence, writing strategies, and awareness of academic expectations are more likely to demonstrate stronger writing performance.

The transition from secondary education to higher education often exposes gaps in students' writing abilities. Many incoming college students encounter difficulties in developing organized ideas, constructing logical arguments, paraphrasing information, maintaining an appropriate academic tone, and applying proper citation practices. Zhao et al. (2025) explained that students often experience difficulty meeting academic writing expectations because university writing requires familiarity with disciplinary conventions, organization of ideas, evidence-based reasoning, and appropriate academic communication. Their findings emphasize the importance of explicit writing instruction and feedback in helping students develop academic literacy.

The challenges associated with academic writing may become more demanding among students enrolled in technical and professional programs. Unlike general academic writing tasks, students in programs such as Bachelor of Technology and Livelihood Education (BTLED), Bachelor of Science in Agriculture (BSA), and Bachelor of Science in Forestry (BSF) are expected to produce discipline-specific written outputs, including technical reports, research papers, laboratory documentation, instructional materials, and professional communication documents. These tasks require students to combine technical knowledge with effective written communication. Teng and Ma (2024) highlighted that academic writing development requires continuous practice, feedback, and opportunities for reflection. This is particularly important for students in professional disciplines where writing tasks require accurate communication of technical knowledge, interpretation of information, and development of discipline-specific writing skills.

Students' perceptions of their own writing preparedness also influence their confidence and participation in academic activities. Although

many students recognize the importance of writing skills, some remain uncertain about academic expectations, assessment standards, and appropriate strategies for completing written tasks. First-year students, in particular, may experience difficulty adjusting to discipline-based writing requirements because they are expected to understand both the content of their field and the conventions for communicating that knowledge. This concern is particularly relevant in technical programs where students must explain scientific concepts, interpret data, and present professional recommendations through written outputs.

To address these challenges, writing support programs, workshops, and discipline-specific interventions have been identified as effective strategies for improving students' academic writing readiness. Bazerman et al. (2022) emphasized through the principles of Writing Across the Curriculum (WAC) that writing should be integrated into different disciplines because writing functions as a tool for learning, knowledge construction, and professional communication.

Despite the growing body of research on academic writing difficulties among university students, limited studies have focused on the writing preparedness of students in BTLED, BSA, and BSF programs. Existing literature largely examines academic writing challenges among language learners or students in humanities and social science disciplines, while fewer studies explore the experiences of students in technical and vocational fields. Students in these programs face unique writing demands because their academic outputs are closely connected with teaching practice, agricultural research, forestry management, and professional applications. Understanding their level of preparedness, common writing difficulties, and expectations regarding writing skills needed in their future careers is therefore necessary to design appropriate academic writing support initiatives.

This study seeks to provide insights into the academic writing preparedness of incoming BTLED, BSA, and BSF students by examining their perceived readiness, challenges encountered in academic writing, and expectations for future professional writing requirements. The findings may benefit students

by identifying areas where they need additional support, assist instructors in developing more responsive writing activities and assessment strategies, and guide higher education administrators in establishing writing programs, workshops, and mentoring initiatives suited to the needs of technical and professional degree programs.

Theoretical Framework

This study is based on the understanding that students' preparedness for academic writing does not develop overnight. Rather, it is shaped by their previous learning experiences, confidence in their writing abilities, and the academic environment they encounter as they enter higher education. Students entering the Bachelor of Technology and Livelihood Education (BTLED), Bachelor of Science in Agriculture (BSA), and Bachelor of Science in Forestry (BSF) programs come from different educational backgrounds, with varying levels of exposure to academic writing practices. Some students may already be familiar with writing research papers, technical reports, and academic compositions, while others may need additional guidance as they adjust to the writing expectations of college. Examining these differences provides a clearer understanding of students' writing readiness, the challenges they experience, and the types of support they need to improve their academic writing skills.

The study is primarily anchored on Vygotsky's Sociocultural Theory of Learning, which explains that learning develops through interaction with others and through participation in a particular social and cultural environment. From this perspective, academic writing is not simply an individual activity but a skill that develops through continuous engagement with teachers, classmates, and the academic community. Students learn how to write effectively through feedback, discussions, examples, and exposure to the writing practices expected in their disciplines. Since BTLED, BSA, and BSF programs require different forms of professional and technical communication, students need opportunities for guided practice and appropriate support to develop writing skills suited to their fields. Vygotsky's concept of the Zone of Proximal Development further highlights that students can improve their writing abilities when they receive meaningful

assistance and scaffolding from more knowledgeable individuals, such as instructors and peers.

This study is also supported by Bandura's Self-Efficacy Theory, which highlights the role of students' beliefs about their own capabilities in performing academic tasks. According to Bandura (1997), students who believe they can successfully complete a task are more likely to participate actively, persevere despite difficulties, and develop strategies for improvement. In the context of academic writing, students with greater confidence in their writing abilities may be more willing to engage in writing activities, accept feedback, and overcome challenges. On the other hand, students who doubt their writing skills may experience hesitation, anxiety, or avoidance when faced with demanding writing requirements. Understanding students' writing confidence is therefore important in determining how prepared they feel in meeting college-level writing expectations.

Furthermore, the study draws from Sweller's Cognitive Load Theory, which explains how learners manage the mental effort required when performing complex tasks. Academic writing requires students to perform several processes at the same time, such as generating ideas, organizing information, applying academic conventions, integrating sources, and revising their work. For incoming college students, particularly those enrolled in technical programs, these multiple demands may become challenging as they learn new forms of discipline-specific writing. Providing structured instructions, writing models, examples, and guided activities can help lessen unnecessary cognitive demands and allow students to focus more effectively on developing their writing skills.

Taken together, these theoretical perspectives suggest that academic writing preparedness is influenced by the interaction of personal, social, and cognitive factors. Students' previous writing experiences and confidence shape their willingness and ability to engage in writing tasks, while instructional support and academic interactions help them develop discipline-specific writing practices. At the same time, the complexity of academic writing tasks affects how students process and apply writing knowledge. Through this framework, the study seeks to understand how incoming BTLED,

BSA, and BSF students perceive their academic writing readiness, identify the challenges they encounter, and determine the support mechanisms necessary to help them succeed in both academic and future professional communication.

Statement of the Problem

This study aims to explore the academic writing experiences of incoming students enrolled in the Bachelor of Technology and Livelihood Education (BTLED), Bachelor of Science in Agriculture (BSA), and Bachelor of Science in Forestry (BSF) programs. Specifically, it seeks to understand how students describe their preparedness for academic writing, the challenges they encounter as they transition into higher education, their perceptions of writing requirements in their respective disciplines, and the forms of support they believe can help them improve their academic writing abilities.

Specifically, this study seeks to answer the following questions:

1. How do incoming BTLED, BSA, and BSF students describe their previous experiences and preparation in academic writing before entering higher education?
2. What challenges and difficulties do incoming BTLED, BSA, and BSF students experience when engaging in academic writing tasks?
3. How do students perceive the academic writing requirements and expectations of their respective programs?
4. What academic writing skills do incoming BTLED, BSA, and BSF students perceive as important for their academic success and future professional responsibilities?
5. What forms of writing support, resources, and interventions do students believe would help them overcome academic writing challenges and improve their writing abilities?

Methods

Research Design

This study will employ a qualitative research design using a phenomenological approach to explore the academic writing experiences of incoming students enrolled in the Bachelor of Technology and Livelihood Education (BTLED), Bachelor of Science in Agriculture

(BSA), and Bachelor of Science in Forestry (BSF) programs. A phenomenological approach is appropriate because the study seeks to understand how students personally experience, interpret, and make meaning of their transition into college-level academic writing.

Through this approach, the study will examine students' previous writing experiences, perceptions of academic writing expectations, challenges encountered in completing writing tasks, and the types of support they believe would help them improve their writing abilities. By focusing on students lived experiences, the research aims to develop a deeper understanding of the writing needs of learners entering different academic disciplines.

Participants

The participants of the study will consist of approximately 20 incoming first-year students enrolled in the BTLED, BSA, and BSF programs of a state university. Participants will be selected through purposive sampling to ensure that those included in the study have relevant experiences and can provide meaningful insights regarding academic writing preparation and expectations.

The participants will represent the three programs, with approximately six to seven students selected from each program. To qualify for participation, students must be officially enrolled as first-year students and willing to share their experiences, perceptions, and expectations related to academic writing. Their diverse academic backgrounds will provide valuable perspectives on how students adjust to the writing requirements of higher education.

Data Collection

Data will be gathered through semi-structured interviews and focus group discussions (FGDs). These methods will allow participants to openly share their experiences, challenges, and perceptions regarding academic writing in a supportive environment.

Individual interviews will provide opportunities to explore students' personal experiences in greater depth, including their previous exposure to academic writing, difficulties encountered, and expectations for college writing tasks. Meanwhile, FGDs will encourage interaction among participants and allow them to discuss

common experiences, shared challenges, and possible solutions related to academic writing.

Each interview will last approximately 30–45 minutes, while each focus group discussion will take approximately one hour. With the participants' permission, all interviews and discussions will be audio-recorded and transcribed verbatim to ensure accurate representation of their responses. Field notes will also be used to capture important observations during the data collection process.

Instrumentation

A researcher-developed semi-structured interview guide will serve as the primary data collection instrument. The questions will be developed based on the objectives of the study and will focus on four major areas: (1) students' previous academic writing experiences, (2) challenges encountered in completing writing tasks, (3) perceptions of writing expectations in their respective programs, and (4) writing support and resources they believe are necessary for improvement.

The interview guide will undergo expert validation by professionals with backgrounds in academic writing, language education, and qualitative research to ensure that the questions are clear, relevant, and aligned with the purpose of the study.

Data Analysis

The collected data will be analyzed using thematic analysis. This process will involve carefully reviewing the interview transcripts and identifying meaningful patterns, ideas, and recurring experiences shared by the participants.

The analysis will begin with initial coding, where significant statements and responses will be identified and labeled. Related codes will then be organized into broader categories and developed into major themes that represent the participants' collective experiences. The identified themes will be reviewed, refined, and interpreted to ensure that they accurately reflect the participants' perspectives.

A qualitative data management software such as

NVivo will be utilized to assist in organizing, coding, and managing the collected data. However, interpretation of the themes will remain guided by the researcher's careful analysis of participants' experiences and meanings.

Trustworthiness of the Study

To establish the trustworthiness of the findings, the study will apply the principles of credibility, dependability, confirmability, and transferability. Credibility will be strengthened through member checking, wherein selected participants will review the interpreted themes to confirm whether these accurately represent their experiences. Peer debriefing will also be conducted by consulting colleagues or qualitative research experts who can provide feedback on the analysis process and emerging interpretations.

Additionally, triangulation will be applied by gathering data from multiple sources, specifically individual interviews and focus group discussions. Comparing information from these different sources will help ensure a more comprehensive understanding of students' academic writing experiences and reduce the possibility of researcher bias.

Ethical Considerations

Prior to conducting the study, ethical approval will be obtained from the appropriate university research ethics committee. Participants will be provided with clear information regarding the purpose, procedures, and significance of the research before their participation.

Participation will be completely voluntary, and informed consent will be obtained from all participants. They will be assured that their responses will remain confidential and will only be used for research purposes. Participants will also be informed that they have the right to withdraw from the study at any stage without penalty or negative consequences.

To protect participants' privacy, identifying information will not be disclosed in any research report or publication. All collected data will be securely stored and handled according to ethical research standards.

4. Results And Discussions

Table 1. Participants' Narratives on Their Previous Academic Writing Experiences and Readiness for Higher Education

Research Question	Theme	Key Insight/Meaning	Sample Participant Quote
1. Can you describe your experiences with academic writing before entering college?	Struggles and Growth in Academic Writing	My experience in academic writing was challenging because I struggled to express my ideas clearly and often received low marks. However, these experiences helped me recognize the importance of improving my writing skills through continuous practice, learning from feedback, and gaining confidence in sharing my thoughts.	" My experience in my academic writing before was not so good I find difficult in expressing my ideas, my teacher always gives me low marks in writing."- BTLED student-
2. What types of writing activities or assignments did you commonly encounter during your senior high school years?	Developing Reflection and Writing Skills Through Practice	Regularly writing reflection papers and compositions helps students organize their thoughts, express their ideas clearly, and improve their writing abilities. These activities encourage self-awareness, deeper understanding of lessons, and continuous growth as writers.	Usually, our teacher gives us reflection papers where we write about our daily reflections on the topics discussed. We also write compositions in our notebooks. -BSA -
3. How did your previous schooling prepare you for the academic writing requirements you expect to encounter in your college program?	Lack of Preparation and Unequal Opportunities in Developing Academic Writing Skills	The experience highlights that limited exposure to academic writing during Senior High School can affect students' readiness in higher education. It also shows the importance of providing equal opportunities and support for all students to develop their writing skills, not only those who participate in writing competitions. Through proper instruction and practice, students can become more confident and capable academic writers.	" For me, I was not well-prepared because during my Senior High School years, I felt that the curriculum lacked sufficient focus on academic writing. Only those who participated in writing contests were given more attention and opportunities by our teachers to develop their writing skills. - BSF student
4. What academic writing skills or practices did you learn before entering higher education, and how confident are you in applying them now?	Building Confidence and Improving Writing Skills Through Continuous Learning	The experience shows that having basic writing skills is a good foundation, but becoming an effective writer requires continuous practice, learning, and improvement. It highlights the importance of gaining more experience and developing confidence to express ideas more clearly and effectively.	"I can write a simple composition, but I still feel that I need to improve my confidence and skills in writing. Although I learned some writing strategies in high school, I believe that I need more practice and experience to become a stronger

			and more effective writer.” – BSA student
5. What experiences from your previous education do you think have helped or challenged you as you begin academic writing tasks in your chosen program?	Growth Through Challenges in Academic Writing	Writing compositions serves as both a learning opportunity and a challenge. It helps develop writing skills while also revealing areas that need improvement. The experience emphasizes that becoming a better academic writer requires continuous study, practice, and willingness to learn.	". For me, writing compositions has helped me improve, but it has also become a challenge because I am still not very skilled in writing. I still need to study and learn more about academic writing to further develop my abilities."-BTLED student-

The table presents the experiences of BTLED, BSA, and BSF students regarding their preparation for academic writing before entering college. The themes show that many students faced challenges in expressing their ideas, had limited exposure to academic writing, and lacked confidence in their writing abilities. Despite these difficulties, they also realized that writing is a skill that can be improved through continuous practice, guidance, feedback, and willingness to learn.

The first theme, “Struggles and Growth in Academic Writing,” reflects the students’ experiences of having difficulty organizing and expressing their thoughts clearly. Some students shared that receiving low marks in writing affected their confidence. However, these challenges also became learning experiences that helped them recognize the importance of improving their writing skills and becoming more open to feedback.

The second theme, “Developing Reflection and Writing Skills Through Practice,” highlights how regular writing activities, such as reflection papers and composition writing, helped students practice expressing their ideas. These activities allowed them to reflect on their learning and gradually improve their ability to communicate their thoughts. However, students’ level of preparation may still depend on the amount and quality of writing activities provided during senior high school.

The third theme, “Lack of Preparation and Unequal Opportunities in Developing Academic

Writing Skills,” shows that some students felt they were not fully prepared for the writing demands of college because academic writing received limited attention in their previous education. Some students observed that those who joined writing competitions often received more opportunities to develop their skills. This suggests the need to provide equal writing opportunities and support for all students, as academic writing is an essential skill required in higher education.

The fourth theme, “Building Confidence and Improving Writing Skills Through Continuous Learning,” shows that students view writing improvement as a gradual process. Although they gained basic writing knowledge in high school, they acknowledged that they still need more practice and guidance to become better writers. Their confidence grows through continuous writing experiences, constructive feedback, and learning effective writing strategies.

The fifth theme, “Growth Through Challenges in Academic Writing,” reveals that students see their previous writing experiences as both struggles and opportunities for improvement. Writing difficulties helped them identify areas where they need to develop and encouraged them to continue learning. These experiences show that academic writing ability is not fixed but can be strengthened through dedication, practice, and continuous support.

The findings of this study are supported by recent research showing that academic writing is

a skill that develops over time through proper instruction, practice, and guidance. Writing is not only about using correct grammar but also involves organizing ideas, building strong arguments, analyzing information, and effectively communicating thoughts in an academic setting.

The findings of this study are supported by recent research indicating that academic writing is a complex skill that develops through continuous practice, appropriate instruction, feedback, and learner engagement. Academic writing involves more than grammatical accuracy; it requires students to organize ideas, construct arguments, analyze information, and communicate knowledge effectively within academic contexts.

According to Teng and Wang (2023), students' academic writing self-efficacy significantly influences their writing performance. Their study emphasized that students who possess stronger confidence in their writing abilities and who engage in self-regulated learning strategies are more capable of improving their academic writing outcomes. This supports the present findings, where students who initially experienced difficulties in organizing ideas and expressing their thoughts gradually improved through practice, guidance, and feedback.

Similarly, Mustafa et al. (2022) reported that university students commonly experience difficulties in academic writing due to limited

vocabulary, challenges in organizing ideas, and insufficient prior writing experiences. However, students recognized that teacher feedback, repeated writing practice, and exposure to academic texts helped them improve their writing abilities. This supports the present study's findings that students' previous writing challenges became opportunities for growth and skill development.

Furthermore, Yu and Liu (2021) highlighted the importance of feedback literacy in academic writing. Their study explained that students improve their writing when they are guided to understand, interpret, and apply feedback during the revision process. This supports the experiences of students in the present study, particularly those who identified reflection papers, composition activities, and teacher comments as important factors in developing confidence and improving their writing skills.

Overall, the findings indicate that students entered college with different levels of academic writing preparation. While some students developed basic writing skills through previous educational experiences, others encountered difficulties in expressing ideas, organizing arguments, and gaining confidence as writers. These findings suggest the importance of strengthening academic writing programs through writing workshops, guided writing activities, formative feedback, and discipline-specific writing instruction to support students' transition to higher education.

Table 2. Themes Reflecting Students' Academic Writing Challenges and Difficulties

Research Question	Theme	Key Insight/Meaning	Sample Participant Quote
1. Can you describe the challenges or difficulties you experience when doing academic writing tasks in your college program?	Difficulty in Expressing Ideas and Organizing Thoughts in Academic Writing	The experience shows that some students struggle to immediately translate their thoughts into written form, especially when dealing with complex academic tasks such as research writing. However, taking time to organize ideas before writing reflects the importance of planning and critical thinking in producing clear and meaningful academic work. With practice and proper writing strategies, students can improve their ability to	"When I write a composition, I find it difficult to express my ideas quickly, especially when writing a research paper. I need to think carefully and organize my thoughts first before I can start writing."-BSF student-

		express their ideas more effectively.	
2. What specific aspects of academic writing do you find most challenging (e.g., expressing ideas, organizing thoughts, grammar, citations, developing arguments, or using academic language)? Why?	Challenges in Developing Academic Writing Skills and Adapting to Research Demands	The experience shows that students may struggle with different aspects of academic writing, such as organizing ideas, using appropriate language, citing sources, and developing arguments, especially when writing is not a regular practice in their previous field of study. However, these challenges also highlight the importance of continuous learning, exposure to research activities, and developing effective writing strategies to become more confident and competent academic writers.	Expressing ideas, organizing thoughts, using proper grammar, citing sources, developing arguments, and applying academic language are all challenging for me. I still feel that my knowledge and skills in these areas are not enough, and sometimes I find it difficult to understand them. This may be because writing is not something I frequently did in my previous course, although I still need to conduct research and engage in academic writing tasks. -BSA student-
3. How do these challenges affect your confidence and performance when completing academic writing activities?	The Impact of Academic Writing Challenges on Confidence and Performance	The experience shows that difficulties in academic writing can negatively affect students' self-confidence and academic performance. Struggling with writing tasks may lead to feelings of frustration and doubt, but these challenges also emphasize the need for encouragement, proper guidance, and continuous practice to help students rebuild confidence and improve their writing abilities.	It really affects me because I lose confidence in myself, and my performance becomes very low. There were times when I almost failed in academic writing. -BSF student-
4. Can you share a specific experience or situation where you found academic writing difficult? How did you handle or overcome that challenge?	Overcoming Academic Writing Challenges Through Persistence and Support	The experience shows that academic writing difficulties can be overcome through determination, willingness to learn, and seeking support from others. Asking for guidance and studying independently helped the student gain understanding and improve writing skills. It highlights that learning academic writing is a gradual process that requires effort, collaboration, and continuous practice.	When my friend asked me to write the research introduction, I found it difficult at first. However, I did my best to complete it. I asked my friend for help so I could better understand how to write it, and I also studied on my own to improve my knowledge and skills. -BTLED student-

5. What kind of support, strategies, or resources do you think would help you improve your academic writing skills?	Promoting Independent Learning and Supportive Resources for Academic Writing Development	The experience highlights that improving academic writing requires both personal effort and a supportive learning environment. Students need to take responsibility for developing their writing skills, while institutions should provide sufficient resources, curriculum support, and relevant training, including responsible use of AI tools, to help students become more effective and confident writers.	For me, students should take the initiative to learn on their own, while resources should be made available to support their learning. The curriculum should also be aligned with academic writing, and training on the use of AI can be helpful in improving writing skills. -BTLED student-
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The table presents the experiences of incoming BTLED, BSA, and BSF students regarding the challenges they encounter when performing academic writing tasks. The findings show that many students struggle with expressing their ideas, organizing their thoughts, using academic language, developing arguments, and meeting the requirements of research writing. Despite these difficulties, students also recognize that writing skills can be improved through continuous practice, guidance from others, collaboration, and access to appropriate learning resources.

The first theme, “Difficulty in Expressing Ideas and Organizing Thoughts in Academic Writing,” reflects the students’ struggles in converting their thoughts into written form. Writing a research paper requires more than simply knowing information; students must also know how to arrange their ideas logically and communicate them clearly. The participant’s experience of needing time to think before writing shows that planning and organizing ideas are important parts of the writing process. This suggests that students can benefit from activities such as brainstorming, outlining, and guided writing exercises to help them develop clearer and more organized academic outputs.

The second theme, “Challenges in Developing Academic Writing Skills and Adapting to Research Demands,” reveals that students find several aspects of academic writing challenging, including grammar, citation, developing arguments, and using appropriate academic

language. These difficulties may be linked to limited exposure to research writing activities before entering college. For some students, adjusting to the expectations of college-level writing became challenging because they had fewer opportunities to practice formal academic writing. This highlights the importance of providing stronger academic writing preparation and support to help students become more confident and capable writers.

The third theme, “The Impact of Academic Writing Challenges on Confidence and Performance,” shows that writing difficulties can affect students’ confidence and academic performance. Students who frequently struggle with writing tasks or receive low evaluations may begin to doubt their abilities. However, these experiences also emphasize the importance of supportive feedback, encouragement, and a learning environment where students are guided to improve. Developing confidence is an important part of becoming a better writer because students are more willing to participate and practice when they believe their skills can grow.

The fourth theme, “Overcoming Academic Writing Challenges Through Persistence and Support,” highlights the ways students cope with writing difficulties. Some students seek help from classmates, friends, and other sources, while others engage in self-study to improve their understanding. These experiences show that academic writing development is not achieved through individual effort alone but is

also shaped by collaboration, feedback, and support from the learning community.

The fifth theme, “Promoting Independent Learning and Supportive Resources for Academic Writing Development,” emphasizes the importance of combining students’ personal efforts with institutional support. Students understand that they need to take responsibility for improving their writing skills, but they also need accessible resources, writing programs, curriculum support, and relevant training. The students’ suggestion regarding AI training reflects the growing importance of helping learners use technology responsibly. AI tools can support writing development by providing guidance and assistance, but students must still develop their own critical thinking, creativity, and academic integrity.

The findings are consistent with recent studies showing that academic writing is a skill that develops gradually through practice, instruction, and feedback. Academic writing requires students to do more than follow grammatical rules; it involves organizing information, presenting logical arguments, evaluating sources, and communicating ideas effectively.

Teng and Wang (2023) explained that students’ academic writing performance is influenced by writing self-efficacy, self-regulation, and their ability to manage the writing process. Their study revealed that students who have stronger confidence in organizing ideas, applying writing strategies, and monitoring their progress are more likely to demonstrate better writing performance. This supports the present findings, as incoming BTLED, BSA, and BSF students recognized that continuous practice, guidance, and feedback are necessary to overcome difficulties in expressing ideas, organizing information, and developing

academic arguments.

Similarly, Yu (2024) emphasized the importance of feedback literacy in improving writing development. The study highlighted that effective feedback practices require learners and teachers to understand, interpret, and apply feedback during the writing process. This supports the students’ experiences regarding the importance of teacher assistance, peer support, and constructive feedback in improving academic language use, organization of ideas, and research writing skills.

Furthermore, Tlili et al. (2025) reported that artificial intelligence applications have potential benefits in supporting learning outcomes when integrated appropriately. However, they emphasized the importance of responsible implementation, where technology should complement rather than replace learners’ cognitive engagement. This supports the students’ suggestion regarding AI training, as students need guidance on using AI tools ethically while maintaining critical thinking, creativity, and academic integrity in writing tasks.

Overall, the findings reveal that incoming BTLED, BSA, and BSF students experience various challenges as they adjust to the demands of academic writing in college. Their difficulties are mainly related to expressing ideas, organizing information, applying academic writing conventions, and developing research arguments. However, these challenges also show students’ willingness to improve through practice, seeking assistance, and independent learning. The findings suggest the need for academic writing programs, writing workshops, mentoring, and responsible AI literacy initiatives to help students strengthen their writing competence and confidence.

Table 3. Emerging Themes on Students’ Perceptions of Academic Writing Requirements and Expectations in Their Respective Programs

Research Question	Theme	Key Insight/Meaning	Sample Participant Quote
1. How would you describe your understanding of the academic writing requirements and	Challenges and Commitment in Understanding and	The statement shows that the participant recognizes the difficulties of doing research, especially because they are still trying to understand the different steps and processes involved.	“My understanding is still lacking, and research is really difficult. What is clear to me is that I need to conduct the research, but I am still struggling

expectations in your program?	Conducting Research	Although the experience feels challenging and uncertain, the participant remains willing to learn, improve, and do their best to complete the research requirements. It reflects perseverance, openness to guidance, and the determination to overcome challenges through continuous learning and effort.	with the next steps. However, I will do my best and make every effort to comply with the requirements of the research despite the challenges.”-BSA student-
2. Can you describe your experiences in completing academic writing tasks required in your program?	Adapting to Academic Demands Through Persistence and Self-Improvement	The statement reflects the participant’s struggles in meeting academic requirements due to limited prior experience in writing and preparing academic outputs. Despite these challenges, the participant shows determination to adapt to the expectations of college-level learning by exerting effort, developing new skills, and valuing education. It highlights the importance of perseverance, willingness to improve, and personal responsibility in overcoming academic challenges.	“I am really having difficulty complying with the requirements, such as writing my reaction paper, research paper, and lesson plan, because I have limited experience since high school. However, now that I am already in college, I am doing my best because I believe there is no substitute for learning and studying.”- BTLED student-
3. What difficulties do you experience when trying to meet the academic writing standards and expectations of your program?	Adjustment and Growth in the Transition to College Learning	The statement reflects the participant’s experience of adjusting to the new expectations and learning environment in college. The participant recognizes difficulties in expressing ideas and adapting to the changes in academic demands but shows determination to improve through consistent studying and personal effort. It highlights the importance of adaptability, building confidence, and developing new learning strategies to succeed in a more challenging academic setting.	“I am having difficulties because I am still adjusting to the new environment. However, I am really trying my best to learn because I am already in college. There are many changes, especially because I am not yet confident in expressing my ideas. What I do is study diligently and continue learning because college is very different from my previous experiences.” -BSA student-
4. How prepared do you feel in meeting the academic writing demands of your program?	Developing Writing Skills Through Adaptation and the Support of Technology	The statement reflects the participant’s awareness of feeling unprepared for academic writing tasks but demonstrates acceptance, resilience, and a willingness to improve. The participant recognizes the need to strengthen writing skills and acknowledges the helpful role of AI as a learning tool in enhancing	“For me, I feel that I am not yet fully prepared, but there is nothing I can do except accept the situation and continue moving forward. I hope to improve my writing skills. The use of AI has also helped me enhance my writing tasks and improve

		writing performance and expressing ideas more effectively. It highlights the importance of embracing available resources, continuous self-improvement, and adapting to academic challenges through effort and innovation.	my ability to express my ideas in writing.”-BSF student-
5. What improvements or interventions do you think can help students better meet the academic writing requirements of your program?	Need for Structured Writing Support and Academic Skill Development	The statement reflects the participant’s recognition of the importance of additional support in improving writing skills. While self-learning is acknowledged as valuable, the participant believes that formal training, integration of writing activities in the curriculum, and guidance from teachers are necessary to strengthen students’ academic writing abilities. It highlights the importance of providing continuous learning opportunities, instructional support, and a supportive academic environment to help students become more confident and effective writers.	“I think we should be provided with more training opportunities aside from studying independently. Writing activities should also be included in the curriculum, and our teachers should guide and teach us how to improve our writing skills.”-BTLED student-

The findings revealed that students experience various challenges in meeting the academic writing expectations of their programs. The participants’ responses indicate that academic writing is perceived as a demanding task that requires not only knowledge of writing conventions but also familiarity with research processes, confidence in expressing ideas, and continuous practice. Across the five themes, students demonstrated awareness of their limitations while also showing willingness to improve through persistence, self-directed learning, and institutional support.

The first theme, “Challenges and Commitment in Understanding and Conducting Research,” reflects students’ struggles in comprehending the research process and fulfilling research-related requirements. The participant acknowledged that research is difficult and that understanding the succeeding steps remains a challenge; however, the willingness to comply and continue learning shows resilience. This

suggests that students may enter higher education with varying levels of research preparedness, requiring structured orientation and mentoring to develop research literacy. Academic writing is closely connected with research competence because students must understand how to formulate ideas, organize arguments, synthesize literature, and communicate findings effectively.

This finding supports the work of **Zhao et al. (2025)**, who emphasized that academic writing involves more than language accuracy because it requires students to understand disciplinary expectations, organize knowledge, and communicate ideas according to academic conventions. Students often experience difficulties when research writing requirements are unfamiliar or when expectations are not explicitly taught. This highlights the importance of structured research orientation, writing instruction, and mentoring to help students

develop research literacy and confidence in academic communication.

The second theme, “Adapting to Academic Demands Through Persistence and Self-Improvement,” highlights students’ efforts to adjust from previous educational experiences to college-level writing demands. Participants reported difficulties in preparing reaction papers, research papers, and lesson plans due to limited prior exposure to academic writing. Nevertheless, their commitment to studying and improving demonstrates a growth-oriented attitude toward writing development. The transition to higher education requires students to shift from basic writing practices toward analytical, critical, and evidence-based writing.

This aligns with **Teng and Ma (2024)**, who reported that academic writing development improves through continuous practice, feedback, reflection, and learner engagement. Their study emphasized that students strengthen their writing competence when they actively interpret feedback, revise their work, and develop awareness of their own writing processes. This supports the present findings, as students recognized that persistence, self-study, and guidance from teachers are important in adjusting to college-level writing demands.

The third theme, “Adjustment and Growth in the Transition to College Learning,” reveals that students experience difficulty adapting to new academic expectations, particularly in organizing and expressing ideas. The lack of confidence in communicating thoughts suggests that some students possess ideas but struggle to transform these ideas into academically acceptable written forms. Writing challenges may therefore be related not only to grammar and mechanics but also to difficulties in critical thinking, organization, and academic voice.

According to Zhao et al. (2025), students’ academic writing difficulties are often influenced by limited familiarity with disciplinary writing practices. Academic writing requires students to construct arguments, organize evidence, and communicate ideas using appropriate academic discourse. This supports the present findings that students’ difficulties extend beyond grammar and mechanics and include challenges in developing academic voice, coherence, and critical thinking. Therefore, writing development

should involve continuous instruction rather than isolated writing activities.

The fourth theme, “Developing Writing Skills Through Adaptation and the Support of Technology,” indicates that students recognize their need for improvement while also acknowledging the role of technology, particularly artificial intelligence (AI), in supporting their writing development. The participant viewed AI as a helpful tool for improving writing tasks and expressing ideas more clearly. This suggests that students are beginning to integrate emerging technologies into their learning processes.

Recent studies emphasize that AI-assisted writing tools can provide valuable support through feedback, language improvement, idea organization, and revision assistance. However, effective use of AI requires digital literacy and ethical awareness to ensure that technology supports learning rather than replaces students’ own thinking and writing processes. Kasneci et al. (2023) highlighted that generative AI tools have potential educational benefits, including personalized feedback and writing assistance, but require responsible integration guided by educators.

The fifth theme, “Need for Structured Writing Support and Academic Skill Development,” demonstrates students’ preference for systematic interventions such as writing training, curriculum-based writing activities, and teacher guidance. The participants recognized that independent learning is important but insufficient without institutional support. This implies that academic writing development should be embedded across courses rather than treated as a single skill learned only in language subjects.

This finding is consistent with Teng and Ma (2024), who emphasized that students’ writing development improves when they receive meaningful feedback, opportunities for revision, and structured support throughout the writing process. Academic writing should not be treated as a single skill learned only in language courses but should be integrated across disciplines through writing activities, mentoring, and continuous practice. A supportive writing environment enables students to gradually develop confidence and competence as academic writers.

Overall, the findings suggest that students' academic writing preparedness is influenced by prior experiences, exposure to writing tasks, confidence, access to guidance, and availability of learning resources. While students demonstrate motivation and perseverance, they require stronger institutional mechanisms such

as writing workshops, research mentoring, writing-integrated curricula, and responsible AI-supported learning approaches. These interventions may help bridge the gap between students' current writing abilities and the academic writing standards expected in higher education

Table 4. Emerging Themes on Academic Writing Skills Perceived as Important for Students' Academic Success and Future Professional Responsibilities

Research Question	Theme	Key Insight/Meaning	Sample Participant Quote
1. What academic writing skills do you consider important for succeeding in your program? Why do you think these skills are necessary?	Research Writing as a Foundation for Developing Academic Writing Skills	The statement reflects the participant's understanding that learning how to write a research paper helps develop other essential academic writing skills. Research writing is viewed as a valuable foundation that enhances skills such as organizing ideas, analyzing information, presenting arguments, and communicating knowledge effectively. The participant also recognizes that writing activities across different subjects provide	"Writing a research paper is important because, once you know how to do it, you will also develop other writing skills. In different subjects, writing activities are always included."- BTLED student-
2. How do you describe the role of academic writing in preparing you for your future professional responsibilities?	Academic Writing as a Tool for Developing Critical Thinking and Graduate Competence	The statement reflects the participant's belief that academic writing goes beyond producing written outputs; it helps develop analytical thinking, organization of ideas, and intellectual skills needed for academic and professional success. Through academic writing, students are able to enhance their ability to think critically and communicate effectively, which prepares them to become competent and skilled graduates who can meet future career demands.	"Academic writing helps in developing and sharpening one's thinking skills, preparing students to become skilled and competent graduates after completing their studies."-BSF student-
3. What types of academic writing tasks (e.g., reaction papers, research papers, lesson plans, reports, technical papers) do you think require the most important writing skills? Why?	Importance of Diverse Academic Writing Skills for Future Workplace Readiness	The statement reflects the participant's recognition that different forms of academic writing, such as reaction papers, research papers, lesson plans, reports, and technical papers, are essential in developing overall writing competence. Mastery of these writing tasks is perceived as preparation for future	"All of them are important (e.g., reaction papers, research papers, lesson plans, reports, and technical papers) because if you become knowledgeable and skilled in writing all of these, you will no longer have difficulty in your

		professional responsibilities because strong writing skills can help graduates communicate ideas effectively, complete workplace requirements, and perform their duties with greater confidence and efficiency.	future work.”-BSF student-
4. What specific writing skills do you believe you need to further develop in order to meet the academic expectations of your program?	Research Writing as a Transformative Skill for Academic Success	The statement reflects the participant’s view that although research writing is challenging, gaining knowledge and confidence in the research process can lead to personal and academic growth. Understanding research skills is seen as an important milestone that helps students overcome academic difficulties, complete their program successfully, and develop skills that may positively influence their future. It highlights the value of perseverance, continuous learning, and research competence as pathways toward achievement.	“Writing a research paper is difficult, but once you become knowledgeable about the research process, it can create a positive change in your life and help you successfully complete your program.”-BSA student-
5. How do you think effective academic writing skills can contribute to your confidence, academic performance, and future career as a professional?	Academic Writing Skills as a Foundation for Confidence, Academic Achievement, and Professional Readiness	The statement reflects the participant’s understanding that effective academic writing skills contribute not only to better academic outcomes but also to personal and professional development. Strong writing abilities help students become more confident in expressing their ideas, performing academic tasks, and communicating effectively. These skills are viewed as essential preparation for future professional roles where clear and organized communication is necessary.	“Yes, effective academic writing skills can enhance students’ confidence, improve their academic performance, and prepare them for their future careers as professionals.”-BTLED student-

The findings reveal that incoming BTLED, BSA, and BSF students perceive academic writing skills as essential competencies that support both academic achievement and future professional responsibilities. The participants’ responses demonstrate that academic writing is not merely a requirement for completing course outputs but a fundamental skill that develops critical thinking, knowledge organization,

communication ability, and professional competence. Five major themes emerged: (1) Research Writing as a Foundation for Developing Academic Writing Skills, (2) Academic Writing as a Tool for Developing Critical Thinking and Graduate Competence, (3) Importance of Diverse Academic Writing Skills for Future Workplace Readiness, (4) Research Writing as a Transformative Skill for Academic

Success, and (5) Academic Writing Skills as a Foundation for Confidence, Academic Achievement, and Professional Readiness.

The first theme, “Research Writing as a Foundation for Developing Academic Writing Skills,” indicates that students recognize research writing as a central component of academic skill development. The participant emphasized that learning how to write a research paper also develops other writing competencies needed across various subjects. This suggests that research writing serves as a comprehensive learning activity that strengthens students’ abilities in organizing ideas, analyzing information, synthesizing evidence, and communicating arguments.

This finding supports the view of Zhao et al. (2025) that academic writing should be understood as a disciplinary practice where students learn how knowledge is developed, organized, and communicated within specific fields. Students become more competent writers when they understand academic conventions, evidence-based reasoning, and disciplinary expectations. Research writing therefore provides opportunities for students to develop higher-order thinking skills, including analyzing information, synthesizing evidence, and constructing logical arguments.

The second theme, “Academic Writing as a Tool for Developing Critical Thinking and Graduate Competence,” highlights students’ perception that academic writing contributes to intellectual development and professional preparation. The participant viewed academic writing as a means of sharpening thinking skills and preparing students to become competent graduates. This implies that writing activities encourage students to analyze concepts, evaluate information, develop arguments, and communicate ideas logically.

The finding is consistent with Teng and Ma (2024), who emphasized that academic writing development is associated with self-regulated learning processes, including planning, monitoring, reflecting, and revising written work. Through writing activities, students develop awareness of how to organize ideas, evaluate information, and improve their arguments. These abilities are important not only for academic achievement but also for professional environments where graduates are

expected to analyze information and communicate decisions effectively.

The third theme, “Importance of Diverse Academic Writing Skills for Future Workplace Readiness,” reflects students’ understanding that various writing tasks, including reaction papers, research papers, lesson plans, reports, and technical papers, contribute to their overall writing competence. The participant recognized that mastering different forms of writing can reduce future workplace difficulties because professional responsibilities often require clear documentation, reporting, and communication.

This finding supports Zhao et al. (2025), who emphasized that academic writing practices prepare students for participation in disciplinary and professional communities. Writing tasks in higher education expose students to different forms of communication, including analytical papers, research reports, and professional documents. These experiences help students develop transferable communication skills needed in workplace settings where clear documentation and evidence-based reporting are essential.

The fourth theme, “Research Writing as a Transformative Skill for Academic Success,” demonstrates that students acknowledge the challenges associated with research writing while recognizing its long-term benefits. Although research writing is considered difficult, students perceive mastery of the research process as an important factor in completing their programs and improving themselves academically.

This finding aligns with research on academic literacy development, which emphasizes that research competence develops gradually through continuous exposure, mentoring, and guided practice. Teng and Ma (2024) highlighted that students improve their writing competence when they receive meaningful feedback and opportunities to reflect on their writing processes. Therefore, research writing should be supported through structured instruction and continuous guidance rather than introduced only as a final academic requirement.

The fifth theme, “Academic Writing Skills as a Foundation for Confidence, Academic Achievement, and Professional Readiness,” shows that students perceive writing proficiency as strongly connected with confidence and future career preparation. Effective writing skills

enable students to express their ideas clearly, complete academic requirements successfully, and communicate professionally.

This finding is supported by Kasneci et al. (2023), who explained that artificial intelligence-based educational tools may provide opportunities for personalized learning support, including writing assistance and feedback. However, they emphasized that AI should be integrated responsibly and should complement rather than replace students' cognitive engagement. Students still require foundational writing instruction, teacher guidance, feedback, and independent practice to develop authentic writing competence.

Overall, the findings indicate that academic writing is perceived by incoming BTLED, BSA, and BSF students as a multidimensional skill essential for academic success and professional growth. Students recognize that writing competence enhances research ability, critical thinking, confidence, and workplace preparedness. However, their responses also suggest the need for continuous writing support through curriculum-based writing activities, research mentoring, writing workshops, and guided feedback. Strengthening academic writing instruction across programs may help students become more confident communicators and competent future professionals.

Table 5. Emerging Themes on Students' Perceived Writing Support, Resources, and Interventions Needed to Improve Academic Writing Abilities

Research Question	Theme	Key Insight/Meaning	Sample Participant Quote
1. What challenges do you commonly experience when completing academic writing tasks, and what type of support do you think would help you overcome these challenges?	Overcoming Writing Challenges Through Persistence and AI-Assisted Learning Support	The statement reflects the participant's struggle with expressing ideas effectively, which affects their confidence and ability to write. Despite experiencing difficulties, the participant demonstrates perseverance and a willingness to improve through continuous practice. The participant also recognizes AI tools as a helpful resource that provides support in overcoming writing challenges and enhancing their ability to communicate ideas more clearly. This highlights the importance of determination, self-improvement, and the responsible use of technology in developing academic writing skills.	"Because I am not yet confident in expressing my ideas, I find it difficult to write. However, I continue to make an effort to write, and through my determination to improve, along with the help of AI tools, I was able to overcome these challenges."-BTLED student-
2. What writing resources (e.g., writing guides, reference materials, online tools, AI-assisted tools, or learning materials) do you think can help improve your academic writing skills? Why?	Utilizing Diverse Writing Resources to Enhance Academic Writing Skills	The statement reflects the participant's recognition that various learning resources, such as writing guides, reference materials, online tools, AI-assisted tools, and other instructional materials, can provide valuable support in improving academic writing abilities. These resources are viewed as helpful in developing writing competence, increasing understanding of academic writing processes, and assisting students in producing clearer and more effective written outputs. It highlights the	"All of these (e.g., writing guides, reference materials, online tools, AI-assisted tools, or learning materials) can help me improve my academic writing skills."-BSA student-

		importance of accessible learning resources and technology-supported tools in strengthening students' academic writing development.	
3. What types of training, workshops, or learning activities would you like to receive to strengthen your academic writing abilities?	Need for Research Training and AI Literacy Support for Academic Writing Development	The statement reflects the participant's desire for structured training opportunities that can strengthen both research skills and the effective use of AI tools. The participant recognizes that developing competence in research processes and learning how to use AI responsibly can provide additional support in improving academic writing abilities. It highlights the importance of continuous training, digital literacy, and guided technology integration to help students overcome writing challenges and become more confident academic writers.	"I would like to have training workshops on research and the enhancement of AI tool skills."-BSF student-
4. How can your teachers and academic program provide better support to help you develop your academic writing skills?	Role of Teacher Guidance and Program-Based Support in Developing Academic Writing Skills	The statement reflects the participant's recognition of the importance of instructional guidance and institutional support in improving academic writing abilities. The participant values the role of teachers in providing research knowledge and acknowledges that training programs and workshops offered by the academic program contribute to developing writing competence. It highlights that effective academic writing development requires continuous mentoring, structured learning opportunities, and support from both educators and the institution.	"My teacher taught me about research, and my program provided training and workshops to help develop my writing skills."-BTLED student-
5. What specific interventions or changes in the curriculum do you believe would help students become more confident and effective academic writers?	Integrating Academic Writing Across the Curriculum for Continuous Skill Development	The statement reflects the participant's belief that academic writing skills should not be developed only through research workshops but should be continuously practiced and strengthened across different courses in the curriculum. Integrating academic writing activities into various subjects can provide students with more opportunities to apply writing skills in different contexts, receive guidance, and gradually improve their confidence and competence. It highlights the importance of a sustained, curriculum-based approach to developing effective academic writers.	"For me, aside from research workshops, academic writing should also be integrated into the curriculum."-BSF student-

The findings reveal that students perceive academic writing development as a continuous process that requires individual effort, technological support, institutional assistance, and curriculum-based interventions. The responses indicate that students experience challenges in expressing ideas, organizing written outputs, and meeting academic writing expectations; however, they also demonstrate willingness to improve through persistence, available learning resources, teacher guidance, and structured training opportunities. Five themes emerged from the data: **(1) Overcoming Writing Challenges Through Persistence and AI-Assisted Learning Support**, **(2) Utilizing Diverse Writing Resources to Enhance Academic Writing Skills**, **(3) Need for Research Training and AI Literacy Support for Academic Writing Development**, **(4) Role of Teacher Guidance and Program-Based Support in Developing Academic Writing Skills**, and **(5) Integrating Academic Writing Across the Curriculum for Continuous Skill Development**.

The first theme, “Overcoming Writing Challenges Through Persistence and AI-Assisted Learning Support,” reflects students’ experiences of difficulty in expressing ideas and producing academic texts. The participant acknowledged that limited confidence in communicating thoughts affects writing performance but emphasized continuous effort and the use of AI tools as support mechanisms. This suggests that students view academic writing challenges not as permanent barriers but as skills that can be improved through practice, motivation, and access to appropriate resources.

This finding supports the work of **Kasneci et al. (2023)**, who explained that generative artificial intelligence (AI) tools can provide educational support through feedback, language improvement, idea generation, and personalized assistance. However, they emphasized that AI should function as a learning support tool rather than replace students’ own reasoning and writing processes. Responsible AI integration may help students improve writing confidence while maintaining academic integrity and independent thinking.

Similarly, **Tlili et al. (2025)** emphasized that AI-supported educational environments can enhance learning experiences when implemented with appropriate guidance. AI tools may assist learners in identifying writing

weaknesses, improving drafts, and receiving immediate support; however, effective use requires digital literacy and responsible engagement.

The second theme, “Utilizing Diverse Writing Resources to Enhance Academic Writing Skills,” demonstrates students’ recognition of the value of multiple learning resources, including writing guides, reference materials, online platforms, AI-assisted tools, and instructional materials. Students perceive these resources as important because they provide additional explanations, examples, and assistance in improving their writing performance.

This finding is consistent with Zhao et al. (2025), who emphasized that students develop stronger academic writing abilities when they are exposed to explicit instruction, academic models, feedback, and disciplinary writing expectations. Access to appropriate resources helps students understand academic conventions, organize ideas effectively, and communicate knowledge according to the standards of their fields.

Furthermore, Teng and Ma (2024) highlighted that feedback, reflection, and revision opportunities are essential components of writing development. When students have access to learning resources and meaningful feedback, they become more aware of their writing strengths and areas requiring improvement.

The third theme, “Need for Research Training and AI Literacy Support for Academic Writing Development,” indicates students’ desire for structured training programs focused on research skills and effective AI utilization. The participant recognized that improving research competence and learning responsible AI use can strengthen academic writing performance. This implies that students require not only writing instruction but also digital literacy training to maximize available technologies.

This finding aligns with Cotton et al. (2023), who emphasized that higher education institutions must provide clear guidance on the ethical and effective use of artificial intelligence technologies. Students need appropriate training to understand how AI can support learning while avoiding overdependence and academic misconduct. Integrating research training, academic writing instruction, and AI literacy may

better prepare students for contemporary academic requirements.

The fourth theme, “Role of Teacher Guidance and Program-Based Support in Developing Academic Writing Skills,” highlights the importance of instructors and academic programs in supporting students’ writing development. Participants recognized that teachers provide essential guidance in understanding research processes and improving writing skills through workshops and training activities.

This finding supports Zhao et al. (2025), who emphasized that academic writing expectations should be explicitly communicated to students. Learners often experience difficulty when disciplinary writing conventions are assumed rather than directly taught. Teachers play an important role in making writing practices visible through modeling, feedback, mentoring, and opportunities for guided practice.

Additionally, Teng and Ma (2024) emphasized that teacher feedback and learner reflection contribute significantly to writing improvement. Writing development is strengthened when students are guided through planning, drafting, revising, and evaluating their own written work.

The fifth theme, “Integrating Academic Writing Across the Curriculum for Continuous Skill Development,” reflects students’ recommendation that academic writing should be embedded across courses rather than limited to research subjects or occasional workshops. The participant believes that regular writing activities in different subjects would provide continuous opportunities to practice and strengthen writing skills.

This finding supports the principles of Writing Across the Curriculum (WAC), which views writing as a method for learning and knowledge construction rather than merely a product of language instruction. Bazerman et al. (2022) emphasized that writing activities across disciplines help students understand concepts, analyze information, and communicate disciplinary knowledge. Integrating writing tasks across courses provides continuous

6. Recommendations

Based on the findings, the following recommendations are proposed:

opportunities for students to strengthen confidence and competence.

Overall, the findings suggest that improving students’ academic writing abilities requires a comprehensive support system involving personal effort, technology-assisted learning, teacher mentoring, research training, and curriculum integration. While students recognize the value of AI tools and learning resources, they also emphasize the need for structured institutional support. Therefore, academic programs should consider implementing writing development initiatives such as writing workshops, research mentoring, AI literacy training, peer feedback activities, and writing-intensive courses across disciplines.

5. Conclusion

The study concludes that incoming BTLED, BSA, and BSF students possess varied levels of academic writing preparedness influenced by their previous learning experiences, exposure to writing activities, and access to writing support. While students recognize the importance of academic writing for academic success and future professional responsibilities, many continue to experience difficulties in expressing ideas, organizing information, developing arguments, and meeting research writing expectations.

Despite these challenges, students demonstrate resilience and a willingness to improve through practice, feedback, collaboration, and self-directed learning. They view academic writing as a skill that can be developed over time rather than a fixed ability. Students also recognize the value of technology, particularly AI-assisted tools, as additional support for improving writing performance when used responsibly.

The findings highlight that academic writing development requires more than individual effort. It requires a supportive learning environment where teachers provide guidance, programs offer structured training, and curricula provide continuous opportunities for writing practice. Strengthening academic writing instruction across disciplines can help students become more confident writers, critical thinkers, and competent future professionals.

1. **Integrate academic writing across the curriculum.** Academic writing activities should be incorporated into different courses

rather than being limited to research subjects. Regular writing tasks can provide students with continuous opportunities to practice and improve their skills.

2. **Establish academic writing enhancement programs.**

Institutions should provide writing workshops, research writing seminars, and academic literacy programs focusing on organization of ideas, argument development, citation practices, and academic language.

3. **Strengthen teacher-guided writing support.**

Faculty members should provide continuous mentoring, constructive feedback, and writing consultations to help students improve their confidence and competence.

4. **Promote responsible AI literacy in academic writing.**

Students should receive training on the ethical and effective use of AI-assisted writing tools to support learning while maintaining originality, critical thinking, and academic integrity.

5. **Provide accessible writing resources and learning materials.**

Universities should develop or provide writing guides, reference materials, online resources, and other instructional tools that students can use for independent learning and improvement.

6. **Conduct future studies involving larger and more diverse student populations.**

Further research may examine academic writing preparedness across different programs and evaluate the effectiveness of writing interventions implemented in higher education.

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