

## Challenges and Attitude in Academic Writing: Basis for an Intervention Plan



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**ABSTRACT:** Writing is an indispensable means of communication that facilitates expression and creativity. This study sought to ascertain the students' demographic profile, evaluate the extent of writing challenges and attitudes toward writing, identify any significant relationships between the three variables, and identify the demographic profile that influences the students' attitude toward writing either independently or in association. The respondents were the one hundred fifty (150) Grade 11 Senior High School students from the Southwest II District Division of Cagayan de Oro City for the School Year 2022 – 2023. The instrument was adapted and modified from the study of Khadawardi (2022). The data collection and statistical processing were done using the weighted mean, correlation, Pearson Product Moment Correlation, and regression analysis. The results showed that the level of writing challenges in terms of content, mechanics, and organization is Highly Challenged and their level of attitude towards writing is High. There is a significant relationship between the demographic profile, writing challenges, and attitude towards writing. Age has a significant influence on students' attitudes towards writing. Thus, students' perceived writing challenges are correlated to their attitudes and age. Teachers and administrators need to implement the interventions recommended in this study like helping them to organize their thoughts and ideas.

**KEYWORDS:** attitude, challenges, intervention, mechanics

### I. INTRODUCTION

Writing is an indispensable means of communication that facilitates expression and creativity. It permits us to transfer our ideas, feelings, and thoughts to others, forging bonds and connections irrespective of distance or time. Writing can manifest in a variety of forms, from private journals to formal academic texts. It requires numerous abilities, such as critical thinking, structure, and originality, and offers an outlet for exploring personal interests, sharing experiences, and gaining knowledge. Writing can be a valuable and enriching competence that has the potential to enhance various aspects of our lives, regardless of whether we use it in a personal or professional capacity.

In an attempt to raise Filipino students' academic achievement, the Department of Education (DepEd) implemented the K to 12 Program in accordance with Republic Act No. 10533 (2013), also known as the Improved Basic Education Act. This was done to develop the language proficiency of Filipino students. Pablo and Lasaten (2018) suggest that a crucial factor in achieving academic success for SHS students is the possession of proficient and holistic academic writing abilities. As a result, the SHS core curriculum provides multiple courses focused on enhancing language and communication abilities, particularly academic writing. Roxas (2020) cited that there are three (3) new English subjects included in the New Enhanced Basic Education Curriculum, namely Reading and Writing Skills, English for Academic and Professional Purposes (EAPP), and Oral Communication in context. Three research courses are also required of SHS students: Inquiries, Investigation, and Immersion, Practical Research Qualitative, and Practical Research Quantitative. Hence, SHS students must master academic writing because it will aid in preparing them for college or higher education.

Prinz and Arnbjörnsdóttir (2021) explain that academic writing centers on fundamental elements or essential components that provide a strong foundation for the writer's ideas. These building blocks include a thesis statement, rhetorical patterns for generating ideas, academic language, and relevant stylistic conventions. Furthermore, they suggest that academic writing is an art that enables writers to develop their distinct voices and messages. As authors write, they make decisions about their language, sentence structure, grammar, topics, and areas of interest, which contribute to the development of their writing style.

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During the researcher's nearly five-year tenure at Man-ai National High School in the Southwest II district of the Division of Cagayan de Oro City, it was observed that a majority of the Senior High School students struggled with their academic writing skills using the English language. Based on their written work, it was evident that they faced difficulties in writing grammatically correct sentences, organizing their thoughts, and adhering to writing mechanics. Many students made mistakes in spelling, punctuation, and capitalization of the pronoun "I." Students openly expressed their disinterest when it comes to writing research papers. Additionally, the researcher noticed that students lacked confidence, motivation, and self-efficacy in writing, particularly in English. It is presumed that this attitude contributes to their poor performance in the English subject.

With this, the researcher was interested in studying the various writing challenges as well as the students' attitudes pertaining to academic writing based on their own perspectives.

This study employed Social Cognitive Theory (SCT) as its foundation to investigate if academic writing challenges impact students' attitudes toward academic writing. The SCT proposes that education defaults from an interaction of a person, the environment, and the behavior. With writing in this regard, the attitude of students will be based on writing experiences, their perception of the meaning of the task, and their perceived self-efficacy (Bandura, 1986). The study revealed that students' attitude toward writing is influenced by their past writing experiences, which is consistent with the SCT. A positive attitude is likely to come from positive experiences, whilst a negative outlook is likely to come from unpleasant ones. Another element influencing students' attitudes toward writing is whether they believe it to be a difficult or doable endeavor. (Kostelnick & Roberts, 2019). Additionally, the SCT emphasizes how crucial students' perceptions of their efficacy are in determining how they feel about writing. Individuals who are confident in their ability to write are more likely to see writing favorably, whereas those who are unsure of their abilities are more likely to see it adversely. Students who have high levels of self-confidence write more consistently, with more involvement, and with better writing (Zhu & Chen, 2019).

## II. METHODOLOGY

To achieve the aims of this study, the researcher has opted for the descriptive correlational and causal design approach. The descriptive method systematically and accurately describes a particular population, event, or phenomenon without influencing it. As McCombes (2022) explained, this research approach aimed to provide precise and methodical descriptions of the subject matter, answering questions of what, where, when, and how, but not why. Additionally, the descriptive research strategy is flexible and can utilize various research techniques to study one or more variables. This study employed the descriptive approach to examine the writing difficulties and attitudes of Senior High School students in the Southwest II District of Cagayan de Oro City regarding writing for academic purposes. The researcher collected information while keeping the environment unchanged to appropriately evaluate the student's viewpoints on the subject. The researcher utilized the following statistical tools after gathering and recording the study's data. First, the variables in the study were described using descriptive statistics such as frequency, percentage, mean, and standard deviation. Also, the Pearson Product Moment Correlation Coefficient ( $r$ ) was used to ascertain a strong relationship between students' writing challenges and attitude toward writing. Multiple linear regression was also used to determine which among the demographic profiles influences students' writing challenges and attitude toward writing.

## III. RESULTS AND DISCUSSION

**Problem 1.** What is the demographic profile of the students as to:

- 1.1. age;
- 1.2. gender;
- 1.3. socio-economic status; and
- 1.4. parents' educational attainment?

Table 1 on the next page shows the demographic profile of the respondents of the schools in the Southwest II district of the Division of Cagayan de Oro City. The information presented in the table is essential for understanding the characteristics of the student population and how these characteristics relate to their writing challenges and attitudes. A total of one hundred fifty (150) Grade 11 students participated in the study. In terms of age, most students were 17 years old (53.34%). This means that most of the respondents enrolled in the Southwest II District Senior High Schools were regular Grade 11 students. In addition, 29.33 percent were 18 years old, 11.33 percent were 19 years old, and 4 percent were 16 years old or below. This could be due to several factors, such as students dropping out of school before they reach 16, early marriage / teenage pregnancy, or attending vocational or technical schools that do not require them to complete high school. It also shows that the students were relatively young, and only 2 percent of the respondents were aged 20 years and above. This could be due to several factors, such as students repeating grades, or taking a gap year. According to Zhang (2018), younger students had more negative attitudes toward writing

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than older students. At the same time, Alam (2018) suggested that young women are more scholastically restless than young men. Pascual and Clemente (2019) concluded that the student's grammatical competency grows with age.

While, in terms of gender, most of the respondents are female, with a percentage of 55.33, and males with a percentage of 44.67. This suggests that males and females may approach writing in different ways. This may imply that female students consider schooling more positively than male students. Female students also tend to perform better in writing tasks than male students. It has also been observed that female students are more focused on learning tasks than males. According to Mapa (2023), the literacy rate was slightly higher among females than males. On the same line, the study by Gul (2017) found that most male students experience significantly more academic anxiety than female students. However, Arnett (2018) found that female students face more writing challenges than their male counterparts. According to Pascual and Clemente (2019), female education students perform better in grammar than males. However, in the study of Hidayah (2019), male students showed more interest in English language learning than females.

**Table 1: Students' Demographic Profile**

Age	Frequency	Percentage
20 years old and above	3	2.00
19 years old	17	11.33
18 years old	44	29.33
17 years old	80	53.34
16 years old and below	6	4.00
<b>Total</b>	<b>150</b>	<b>100.00</b>
<b>Gender</b>		
Male	67	44.67
Female	83	55.33
<b>Total</b>	<b>150</b>	<b>100.00</b>
<b>Family Income Class</b>		
First Class	0	0.00
Middle Class	21	14.00
Lower Class	129	86.00
<b>Total</b>	<b>150</b>	<b>100.00</b>
<b>Parent's Educational Attainment</b>		
Elementary Level/Graduate	35	23.33
High School Level	76	50.67
High School Graduate	27	18.00
College Level	9	6.00
College Graduate	3	2.00
<b>Total</b>	<b>150</b>	<b>100.00</b>
<b>Parents' Occupation</b>		
Government Service	9	6.00
Private/Business	8	5.33
Professional/Skilled	24	16.00
Laborer	19	12.67
Farming	72	48.00
Others	18	12.00
<b>Total</b>	<b>150</b>	<b>100.00</b>

On the other hand, in terms of family income, eighty-six (86) percent of the students belonged to lower-income families. Then, fourteen (14) percent belong to middle-income families, with 0 percent to first-income families. This shows that the family income to which most of the student respondents belonged ranged from P11,915 to 0. They come from poor family income. It suggests that the schools may be serving a population of students who are from disadvantaged backgrounds. Misbah et al. (2017) found that students from low-income backgrounds may perform poorly in English because of their limited access to advanced English classes, reading materials, and an English-speaking environment. According to Dolek and Hamzadayi (2018), students with high socio-economic status performed better in terms of form, content formation, content organization, word choice, and

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grammar dimensions of the written expressions. The difference in writing skills between students with different socio-economic statuses may be due to differences in the quality of education and resources available to them.

Regarding parents' educational attainment, 50.67 percent of the parents of the student respondents were in high school. Meanwhile, 23.33 percent of the parents were elementary level or graduate, 18 percent were high school graduates, and 6 percent were college level. This suggests that there is a sizeable population of students whose parents may not have had the opportunity to receive a formal education. Only 2 percent of students' parents were college graduates. This means that most of the student's parents did not finish high school. This is a concern, as it suggests that students from lower-income families may be less likely to have access to the resources and support they need to succeed in higher education. Also, Pascual and Clemente (2019) emphasized that the parents of respondents do not prioritize education or completing a degree.

In terms of the students' parents' occupations, since they are situated in the hinterland parts or the rural areas of Cagayan de Oro, 48 percent of them are farmers. In addition, 16 percent were professionals/skilled workers, 12.67 percent were laborers, and 6 percent were government workers. Only 5.33 percent ventured into business. This aligns with the earlier findings that the students' parents only reached the high school level; thus, they do not have stable jobs.

**Problem 2.** What is the level of writing challenges as perceived by the Senior High School students in terms of:

- 2.1. content;
- 2.2. organization; and
- 2.3. mechanics?

Table 2 shows the overall level of writing challenges of Grade 11 Senior High School students in terms of content, organization, and mechanics with an overall Mean of 3.82 with SD = 0.88, described as Agree and interpreted as Highly Challenged. This means that the students generally agree that they face challenges in content, organization, and mechanics of writing. This also implies that while they believe that they possess the abilities they still encounter challenges in these areas.

**Table 2: Overall Level of Writing Challenges of Senior High School Students**

Variables	Mean	SD	Description	Interpretation
Content	3.84	0.89	Agree	Highly Challenged
Organization	3.72	0.86	Agree	Highly Challenged
Mechanics	3.91	0.89	Agree	Highly Challenged
Overall	3.82	0.88	Agree	Highly Challenged

**Note:** 4.20-5.00 Very Highly Challenged    3.40-4.19 Highly Challenged    2.60-3.39 Moderately Challenged  
1.80-2.59 Less Challenged    1.00-1.79 Least Challenged

Moreover, the variable, *mechanics*, got the highest Mean of 3.91 with SD = 0.89, described as Agree and interpreted as Highly Challenged. This shows that in terms of the mechanics of writing, the students agreed that it is the area in which they need most guidance and improvement. This implies that students are experiencing difficulty in grasping complex grammar rules. Grammar and punctuation rules can be complex and have several exceptions. Students may find it difficult to comprehend and retain them all, resulting in grammatical mistakes in their writing. Occasionally, students can struggle to understand why specific rules exist, making it difficult for them to apply them meaningfully. Besides, English has a lot of grammar rules and because of this, some of the students might not be able to remember and familiarize the use of it all, especially when they do not expose themselves to it consistently. On the other hand, some students find mechanics uninteresting or irrelevant. Hence, their motivation to learn is limited, and they may be unwilling to put forth the work required to grasp them.

Khadawardi (2022) highlighted those learners commonly encounter spelling errors and grammar mistakes that significantly affect their writing skills. Cennetkuşu (2017) also noted that most students encounter mistakes in grammar. Moreover, Gatcho and Ramos (2020) reported that their study's participants' writing problems were mainly related to grammar mechanics, particularly verb tense inconsistencies. However, Paurilla (2020) revealed that the students have a foundational understanding of the technical and structural components of research writing. It may indicate that students have been exposed to and have developed competence in these essential elements, which are crucial for producing high-quality research papers.

On the other hand, the variable, *organization*, got the lowest Mean of 3.72 with SD = 0.86, described as Agree and interpreted as Highly Challenged. This means that aside from mechanics, it is also one of the areas the students find challenging to grasp. Organizing an essay can be more challenging than mastering grammar rules. It requires higher-order thinking skills like critical analysis, synthesis, and logical flow. Also, students may have received less explicit instructions and feedback as to how to

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properly do it, leaving them to learn it through implicit practices that may have caused them to be lost because teachers sometimes focus on correcting grammar and mechanics in writing. On the other hand, students may have difficulty outlining and planning and may find it inconvenient and time-consuming, leading to messy drafts and disorganized final output. Students may also hesitate to experiment with different organizational strategies for fear of making mistakes. This implies that the students need more guidance to fully grasp the organization concept and effectively apply it in their written output. They may require concrete strategies and visual aids tailored to the specific learning styles to help them master the skill.

According to Flores (2017), students in their Senior High School frequently have difficulty with organization, which leads to essays that are poorly organized and lack consistency and cohesiveness. For both the writer and the reader, this disarray can cause confusion and frustration. Students frequently struggle to arrange their thoughts into a coherent and well-structured essay, claim Solis and Cañedo (2018). One of the things causing students to have inadequate writing skills, according to Saavedra and Barredo (2020), is the difficulty in structuring thoughts.

**Problem 3.** What is the level of the Senior High School students' attitude towards writing?

**Table 3: Level of Senior High School Students' Attitude Towards Writing**

Indicators	Mean	SD	Description	Interpretation
1. I am confident in my ability to write a well-organized academic paper.	3.76	0.86	Agree	High
2. I feel comfortable using academic sources to support my arguments in my writing.	4.03	0.90	Agree	High
3. When I successfully complete a writing task, it boosts my confidence in my writing abilities.	4.09	0.92	Agree	High
4. Positive feedback and comments from teachers and peers enhance my confidence in my writing abilities.	4.13	0.92	Agree	High
5. I believe my writing skills will improve with continued practice and feedback.	4.28	0.95	Strongly Agree	Very High
6. I find that my level of confidence in writing can be affected by factors like anxiety or stress.	3.82	0.87	Agree	High
7. I feel confident in my ability to revise and edit my own writing effectively.	3.93	0.88	Agree	High
8. When faced with a difficult writing task, I believe I can find ways to overcome the challenge.	3.75	0.85	Agree	High
9. I rarely feel overwhelmed or anxious about writing academic papers.	3.84	0.88	Agree	High
10. Observing my peers or classmates excel in their writing tasks motivates me to believe in my own writing skills.	3.81	0.87	Agree	High
11. I find the topics covered in my academic writing assignments interesting.	3.89	0.88	Agree	High
12. I believe my academic writing skills will impact my future career opportunities.	4.08	0.91	Agree	High
13. I am motivated to improve my writing skills.	4.17	0.94	Agree	High
14. I set aside enough time to complete my academic writing assignments.	3.83	0.85	Agree	High
15. I find academic writing to be a valuable skill to have.	4.06	0.90	Agree	High
16. I often seek out additional resources to improve my academic writing skills.	3.87	0.86	Agree	High
17. I feel satisfied when I submit a well-written academic paper.	3.93	0.90	Agree	High
18. I often share my academic writing with others to get feedback.	3.86	0.86	Agree	High
19. I am aware of the importance of following the guidelines and instructions provided for my academic writing assignments.	3.94	0.90	Agree	High
20. I often ask my teachers for guidance or clarification when I am unsure about an assignment.	4.16	0.94	Agree	High
<b>Overall</b>	<b>3.96</b>	<b>0.89</b>	<b>Agree</b>	<b>High</b>

**Note:** 4.20-5.00 Very High 3.40-4.19 High 2.60-3.39 Moderate 1.80-2.59 Low 1.00-1.79 Very Low

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Table 3 shows the level of Senior High School students' attitudes towards writing. It has an overall Mean of 3.96 with SD = 0.89, described as Agree and interpreted as High. This indicates that students have an optimistic perspective on writing. This implies that the students believe that they can overcome challenges in writing. The more they are challenged, the more likely that they are motivated to develop their writing skills. This suggests that they believe in their potential to succeed in writing tasks and are generally willing to engage in writing activities. Furthermore, this also suggests that Senior High School students generally have a positive self-perception of their writing abilities, particularly in using sources, displaying a growth mindset, and revising their work. However, there are also areas where confidence could be strengthened, particularly in organization and resilience towards challenges. Moreover, this shows that the students have a strong desire to do their writing tasks, especially when given topics that pique their curiosity and allow them to explore their interests, which can make writing more enjoyable and meaningful. Students may begin to recognize the power of writing to influence, persuade, and connect with others. This awareness can be empowering and motivate them to hone their skills. Also, supportive teachers, peers, and family members who celebrate their writing achievements and provide meaningful feedback can significantly boost motivation. This collective positive attitude suggests a beneficial learning environment in which students are likely to approach their studies with confidence, motivation, and an optimistic outlook, which bodes well for their academic success and participation.

In the study of Agesty and Eryansyah (2021), they emphasized that attitude toward writing is a critical factor that strongly correlates with students' writing abilities. Attitude has the power to influence behavior, particularly in the process of gaining writing skills. Khadawardi (2022) found that attitudes about English writing were mildly to moderately positive. The participants expressed that their career development depends on their ability to write in English. This demonstrates that students understand the significance of acquiring English, particularly in terms of their writing abilities. Bravo et al. (2017), who referenced several publications, noted that students who are intrinsically motivated love learning a second or foreign language for their purpose, as opposed to extrinsically motivated students, who are frequently convinced by external rewards connected to language learning. Tokan and Imakulata (2019) claimed that students' achievement could be aided by motivation, which is crucial for both motivating them to learn and helping them learn. As Mbato (2020) stated, self-efficacy must be incorporated into academic writing processes because learners with higher levels of self-efficacy would make more consistent efforts to complete their writing assignments despite challenging circumstances and short deadlines. According to Bulut (2017), a learner's attitudes and degree of self-efficacy will significantly affect how much they love writing and how well they do.

Moreover, indicator 5, *I believe my writing skills will improve with continued practice and feedback*, got the highest Mean of 4.28 with SD = 0.95, described as strongly Agree and interpreted as Very High. This implies that the students have a strong belief in the potential for growth and development in their writing abilities. This means that the students are willing to engage in different writing tasks. The more writing exposure and engagement they will have, the more they will believe that their writing skills will improve. It suggests that they are motivated and receptive to feedback, whether from teachers or peers, and it allows them to identify areas of improvement and guide their development.

Further, this indicates that the students have a high level of motivation to improve their writing skills. They may have seen the benefits such as academic success, creative expression, and even future careers, that they can get with improved writing skills. This shows that the students have the desire to express their thoughts, ideas, and feelings, and they have seen that improved writing skills will help them better communicate their voices to the world. Also, they are preparing for future college applications that mostly place significant emphasis on writing skills. This implies that the students are highly motivated to enhance their writing skills, which is a positive attitude that can contribute to their ongoing development and success in academic writing. It suggests that the students are receptive to feedback and are willing to put in the effort required to improve their writing abilities.

Moreover, when teachers and peers acknowledge and celebrate students' writing progress, it reinforces their belief in their abilities and potential. Besides, witnessing classmates improve their writing through practice and feedback can provide social validation and motivate students to believe that similar success is within their reach. This implies that as students mature, they better understand how skills are acquired through practice and dedication. Students with a strong growth mindset believe that abilities can be learned and improved through effort. This belief makes them more receptive to feedback and motivated to put in the work to refine their writing skills.

According to Zhang (2018), social persuasion, which includes encouragement, praise, and other positive comments or feedback that serve as a facilitator to improve one's self-efficacy, is another element determining one's level of self-efficacy. Khadawardi (2022) also emphasizes that the teachers' inspirational and constructive feedback is always supportive and useful to students. Further, Mbato (2020), revealed that when graduate students are constantly inspired by their instructor, they can produce better-qualified academic writing outputs. Rahman and Ahmed (2018) discovered that students who were motivated had a positive attitude toward academic writing. Students who are motivated tend to perform better in writing tasks (Dai & Wu, 2018). It was also cited in the study of Bustamante and Eom (2017) that attitude is important in fostering writing motivation and



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achievement. Cultivating favorable attitudes about writing may help students become more motivated, leading to academic success.

On the other hand, indicator 8, *When faced with a difficult writing task, I believe I can find ways to overcome the challenge*, has the lowest Mean of 3.75 with SD = 0.85, described as Agree and interpreted as High. As to the researcher's observations, students felt inadequate when given tasks they perceived to be challenging. Some of them won't even attempt a task if they think it would be difficult because they believe they can't accomplish it or they are scared of failing. Complex assignments frequently need to balance several abilities at once, including argument creation, formatting, citation, and research. This may be too much to handle, which can cause worry and poor performance. This suggests that when it comes to taking on challenging writing assignments, individuals can be hesitant or encounter some difficulties. This implies that in comparison to other parts of writing, students can believe that completing difficult writing assignments calls for more work or methods. This reveals as well that writing can feel uninspiring or tedious for some students, especially if they lack a clear understanding of the assignment's purpose or struggle to grasp the topic. This lack of motivation can make it harder to dedicate time to a task that feels uninteresting or challenging. This implies that while the students generally exhibit a high level of motivation and positive attitude towards academic writing, they may face challenges in effectively managing their time for completing writing assignments.

According to Saavedra (2020), students' view of writing as a difficult task, as well as a lack of motivation and interest in writing, are among the moderate contributory factors to poor writing proficiency based on the findings of her study. Based on the study of Moneva and Tribunalo (2020), there is a link between students' self-confidence and performance tasks. They emphasized that students with a high level of self-confidence can easily complete their schoolwork, and most of them are not frightened to participate in any activity. In contrast, students with low self-confidence performed poorly on tasks and were afraid to participate in any activity. Akhtar and Saidalvi (2020), underscored that in a highly stressed scenario where students are unable to produce fresh ideas, the challenge is limited time and adhering to the teacher's expectations and it causes writing apprehension. Farhany (2021) revealed through the findings of her study that students have good perceptions of writing abilities. They are prepared to put all their efforts into academic writing. Students also experience new problems in each writing class they participate in, indicating that they view writing as something intriguing, difficult, yet enjoyable. However, they still face some challenges, such as the fear of making mistakes before beginning, as well as a lack of confidence when writing, which might impede their writing.

**Problem 4.** Is there a significant relationship between the demographic profile, writing challenges, and attitude toward writing of Senior High School students?

**Table 4: Test Correlation on Writing Challenges and Attitude Towards Writing**

Writing Challenges	Writing Challenges		Level of Correlation	Decision	Interpretation
	r-value	p-value			
Content	0.6341	0.001	Moderate	Reject Ho	Significant
Organization	0.5613	0.011	Moderate	Reject Ho	Significant
Mechanics	0.3842	0.026	Low	Reject Ho	Significant

**Note:** Significant when the computed p-value is lower than 0.05

Table 4 shows the results of the correlation test between writing challenges in terms of content, organization, mechanics, and attitude toward writing. The table indicates that there is a significant correlation between writing challenges and attitude towards writing with the rejection of the null hypothesis and the computed p-value lower than 0.05. In terms of content, there is a moderately positive relationship with attitude towards writing ( $r = 0.6341$ ,  $p < 0.05$ ). This implies that students who struggle with content writing, such as creating ideas and expressing themselves clearly, are most likely to appreciate writing. These challenges may lead the students to feel inspired which may elicit success. Indeed, it could also foster renewed motivation by reframing their struggles as opportunities to learn and grow. This perseverance can transform the writing process from a chore into a journey of self-discovery and improvement. Also, students who struggle with content may develop their confidence in their writing skills. They may have certainty about their ideas or believe that their writing is adequate, resulting in a positive self-image as writers. Engaging students in the writing process is crucial. When students find creating content enjoyable and manageable, they are more likely to develop a lasting appreciation for writing.

According to Lee and Lim (2019), students with high levels of self-efficacy, motivation, and confidence tend to perform better in academic writing tasks compared to those with low levels of these factors. It is further supported by the study of Moneva and Tribunalo (2020) that there is a link between students' self-confidence and performance tasks. They emphasized that students

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with high self-confidence can easily complete their schoolwork, and most are not frightened to participate in any activity. In contrast, students with low self-confidence performed poorly on tasks and were afraid to participate in any activity.

Furthermore, with regards to organization, there is a moderately positive relationship with attitude towards writing ( $r = 0.5613$ ,  $p < 0.05$ ). This indicates that students who struggle with structuring their ideas and applying transitions may strive hard to engage in different writing tasks to practice and develop their skills in organizing their ideas. As a result, students may foster a growth mindset and self-motivation. They recognize areas for improvement and are willing to put in the effort to develop their skills. This bodes well for their overall learning journey. They're actively seeking out ways to practice and improve, demonstrating a strong desire to become better writers. Also, their willingness to practice and improve their organizational skills suggests they'll become stronger and more confident writers over time.

Karahan (2021) highlighted that people may have different motivations and varying levels of success when it comes to writing due to differences in their interests and needs. Therefore, personal differences, interests, and demands may have an impact on the development and improvement of writing abilities. Bulut (2017) revealed that a learner's attitude and degree of self-efficacy will significantly affect how much they love writing and how well they do.

As to mechanics, it has a low positive relationship with attitude towards writing ( $r = 0.3842$ ,  $p < 0.05$ ). This implies that students may be less concerned with mechanics in casual writing or brainstorming, where the goal is just to generate ideas. Some students may be more concerned with getting their ideas out clearly, even if the mechanics are imperfect. They may not yet appreciate the full impact of mechanics on professionalism and clarity, resulting in a less significant influence on their attitude. There are others who are aware of the different applications, like spelling and grammar checkers, which they know will be beneficial for correcting mechanics in writing. Thus, leading to a lessened negative impact on their attitude.

According to Toksun (2020), the development of writing skills is greatly influenced by different variations. Students who write are more likely to feel less anxious, more confident, and more appreciative of their own worth, according to Gondree and Alem's (2018) research. A student's capacity to learn for the rest of their lives and their sense of learning autonomy can both be enhanced by having a high degree of confidence.

**Table 5: Test Correlation on Demographic Profile and Attitude Toward Writing Challenges**

Demographic Profile	Attitude towards Writing			Decision	Interpretation
	r-value	p-value	Level of Correlation		
Age	0.6013	0.000	Moderate	Reject Ho	Significant
Gender	0.5244	0.003	Moderate	Reject Ho	Significant
Family Income Class	2.1155	0.041	Low	Reject Ho	Significant
Parent's Educational Attainment	0.4788	0.016	Low	Reject Ho	Significant
Parents' Occupation	0.3115	0.007	Low	Reject Ho	Significant

**Note:** Significant when the computed p-value is lower than 0.05

Table 5 displays the findings of the study's connection between the students' attitude toward writing and their demographic profile. This shows that the attitude toward writing is significantly correlated with all the demographic characteristics. Age has a moderate positive correlation ( $r = 0.6013$ ,  $p = 0.000$ ) with attitude towards writing. This implies that as students mature, they might develop a more positive approach to writing challenges. Moreover, they might experience cognitive development that enhances their ability to handle challenges, including those related to writing. With more years in school, students likely have a broader range of writing experiences. This exposure could lead to a sense of mastery or confidence in tackling writing difficulties. Older students may have had more positive experiences with writing in the past, which could lead them to view writing challenges more favorably. Additionally, older students may be more confident in their writing abilities, which could also make them more likely to view writing challenges as opportunities for growth. Cebu (2023) revealed that younger students, particularly those in the 15 to 17-year-old age range, tend to experience higher levels of academic anxiety compared to older students in the 21 to 22-year-old age range.

Gender also has a moderate positive correlation ( $r = 0.5244$ ,  $p = 0.003$ ) with attitude towards writing, indicating that female students tend to have a more positive attitude towards writing than male students. There are several possible explanations for the observed gender difference. One possibility is that girls are simply more likely to be exposed to writing than boys, both in school and at home. This could lead girls to develop stronger writing skills and a more positive attitude toward writing. Another possibility is that girls are more likely to be socialized to value communication and self-expression, which could also lead them to view writing challenges more favorably. Nonetheless, Hidayah's (2019) study included a study that found that a greater proportion of boys than girls' students had a positive interest in English compared to most other disciplines. Hidayah (2019) quoted a different



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study that found that there is statistically no significant difference in respondents' attitudes toward reading based on gender. Girls had more positive attitudes toward writing and self-regulatory writing skills than boys, according to Skar et al. (2023).

On the other hand, family income class has a low correlation ( $r = 2.1155$ ,  $p = 0.041$ ) with attitude towards writing. The weak relationship between the two variables means that family income class is not a strong predictor of a student's attitude toward writing challenges. This implies that even within a particular income class, there can be a variety of home environments, access to resources, and educational opportunities. This diversity can influence a student's attitude towards writing challenges more than just the income level itself. Students facing economic challenges might have developed a strong work ethic and the ability to persevere. They could view writing challenges as obstacles to overcome rather than reasons to give up. Students from lower-income families might understand the importance of education and strong writing skills for future success. This realization can motivate them to develop a positive attitude toward overcoming writing challenges.

According to Dhadhodara and Joshi (2018), there were no substantial variations in the writing attitudes of students based on their gender, social class category, study discipline, parental educational status, or languages spoken. Dolek and Hamzadayi (2018) discovered a noteworthy distinction in the writing abilities of students belonging to different socioeconomic backgrounds. The students with high socioeconomic status performed better in terms of form, content formation, content organization, word choice, and grammar dimensions of the written expressions.

Further, parent's educational attainment has a low correlation ( $r = 0.4788$ ,  $p = 0.016$ ) with attitude toward writing. The weak relationship between the two variables means that a parent's educational attainment is not a strong predictor of a student's attitude toward writing challenges. This implies that even if parents have lower educational attainment, the quality of education the student receives can significantly influence their attitude toward writing. Effective teachers and engaging learning environments can foster a love for writing, regardless of parental background. Also, a student's own experiences, motivations, and learning styles likely have a more significant impact on their attitude towards writing challenges than their parent's education level. According to Dhadhodara and Joshi (2018), there were not substantial variations in the writing attitudes of students based on their gender, social class category, study discipline, parental educational status, or languages spoken. In line with Broer and Fonseca (2019), there is a correlation between student achievement and family socioeconomic level, although the strength of this relationship varies based on social circumstances and educational systems.

Parents' occupation has a low correlation ( $r = 0.3115$ ,  $p = 0.007$ ) with attitude towards writing. The weak relationship between the two variables means that parents' occupation is not a strong predictor of a student's attitude towards writing challenges. This suggests that parents' occupation might play a small role in shaping a student's perspective on writing challenges. There are many different types of occupations, and it's unlikely that a parent's specific job has a direct impact on a child's attitude toward writing. The study by Dhadhodara and Joshi (2018) supports the idea that there were not significant differences in students' writing attitudes when it came to their gender, social class category, study discipline, parents' educational level, and languages spoken. Dolek and Hamzadayi (2018) discovered a noteworthy distinction in the writing abilities of pupils belonging to different socioeconomic backgrounds. In terms of written expressions' shape, content development, content organization, word choice, and grammar, kids from higher socioeconomic backgrounds fared better. According to Broer and Fonseca (2019), there is a correlation between student achievement and family socioeconomic level, although the strength of this relationship varies based on social circumstances and educational systems.

**Problem 5.** Which demographic profile influences singly or in a combination of the level of Senior High School students' challenges and attitude toward writing?

**Table 6: Regression Analysis on Writing Challenges and Attitude Towards Writing**

Variables	UC		SC		t-value	Sig. (P-value)	Decision
	B	SE	B				
Constant	3.3144	0.5819	0.4538		6.557	0.000	Reject Ho
Content	0.3687	0.4642	0.3924		5.859	0.000	Reject Ho
Organization	0.3045	0.3980	0.2431		4.798	0.002	Reject Ho
Mechanics	0.3258	0.3126	0.4758		4.911	0.031	Reject Ho
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>		f-value	Sig. (P-value)	Decision
	0.4438	0.313	0.155		5.94	0.011	Reject Ho

**Note:** UC = Unstandardized Coefficients

SC = Standardized Coefficients

Dependent Variable = Students' Attitude

Significant when computed  $p$ -value  $< 0.05$ .

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Table 6 presents the results of the regression analysis on writing challenges in terms of content, organization, mechanics, and attitude towards writing as evidenced by the rejection of the null hypothesis. In terms of content ( $\beta=0.3924$ ,  $t\text{-value}=5.859$ ,  $p\text{-value}<0.000$ ), there is a positive association between writing challenges in terms of content and students' attitudes towards writing. This means that the students who experience greater challenges in writing content tend to have a more positive attitude towards writing. This might imply that students with positive attitudes toward writing are more likely to engage in challenging writing tasks and willing to push their boundaries. They are open to being exposed to various writing engagements and despite the challenges they may encounter they believe that they can handle the difficulty. It also shows that the students have high motivation to engage in writing tasks despite the various challenges they encounter in writing. Moreover, it implies that students with a naturally positive attitude towards writing are simply more likely to identify and acknowledge challenges related to content. They might be more reflective about their writing process and readily recognize areas for improvement.

Bravo et al. (2017), who cited several papers, observed that intrinsically motivated students enjoy learning a second or foreign language for their reasons, as opposed to extrinsically motivated students, who are typically persuaded by external rewards associated with language learning. Yap et al. (2018) emphasized that the students who had high levels of intrinsic motivation that come from within, such as a desire to learn, tended to have more positive attitudes toward academic writing.

With regards to organization ( $\beta=0.2431$ ,  $t\text{-value}=4.798$ ,  $p\text{-value}<0.002$ ), challenges show a positive association with students' attitudes toward writing. This may show that students who struggle with organization in writing may find themselves actively working to improve their writing structure. They could be putting effort into outlining, sequencing ideas logically, and creating a clear flow for their writing. This engagement with the process could lead to a more positive attitude as they see progress in their organizational skills. This could also indicate that students pay close attention to how their ideas connect and ensure a smooth reading experience. The process of crafting clear transitions and achieving coherence might be seen as a stimulating challenge, fostering a positive attitude towards writing. On the other hand, the challenges they encounter could motivate them to explore different structures and learn new organizational techniques, potentially leading to a more positive outlook on writing.

Gondree and Alem (2018) discovered that students are more likely to feel less worried, more confident, and have a higher feeling of self-worth when writing. A high level of confidence can boost a student's ability to learn for the rest of their lives as well as their sense of learning autonomy. Karahan (2021) highlighted that people may have different motivations and varying levels of success when it comes to writing due to differences in their interests and needs. Therefore, personal differences, interests, and demands may have an impact on the development and improvement of writing abilities.

As to mechanics ( $\beta=0.4758$ ,  $t\text{-value}=4.911$ ,  $p\text{-value}<0.031$ ), challenges in mechanics also show a positive association with students' attitude toward writing. It implies that students who struggle with mechanics might be actively engaged in the process of learning and improving these skills. They could be putting effort into proofreading, utilizing reference materials, or seeking help from teachers or their peers. This active engagement could lead to a sense of accomplishment and a more positive attitude towards writing as they see their mechanical skills develop. Moreover, it indicates as well that students with a naturally positive attitude toward writing are more likely to identify and acknowledge challenges related to mechanics. They might be more invested in producing a polished piece and readily recognize areas for improvement in grammar, punctuation, and spelling.

According to Bulut (2017), a student's attitudes and degree of self-efficacy will significantly affect how much they love writing and how well they do. Gondree and Alem (2018) found that students are also likely to feel less anxious and have more confidence and a greater sense of self-worth about their writing. A high level of confidence can improve a student's ability for lifelong learning as well as their level of learning autonomy. Similarly, Tokan and Imakulata (2019) posited that students who are highly motivated to study and who exhibit effective learning behaviors are more likely to meet the necessary competency criteria.

Table 7 illustrates the regression analysis if the demographic profiles like age, gender, family income class, parents' educational attainment, and parents' occupation, influence students' attitudes toward writing. It is hypothesized that the five (5) variables do not influence students' attitudes toward writing. Specifically, age ( $\beta=0.3448$ ,  $t\text{-value}=6.112$ ,  $p\text{-value}<0.001$ ) has a significant influence on students' attitudes toward writing, as evidenced by the rejection of the null hypothesis. The  $p\text{-value}$  of 0.001 is less than 0.05. This means that rejecting the null hypothesis shows that age has a moderate positive effect on students' attitudes towards writing. This reveals that older students may exhibit a more positive attitude towards writing compared to younger students. As students get older, they are exposed to more writing in their academic and personal lives. This increased exposure may lead them to develop a greater appreciation for writing. Hence, their writing skills typically improve, leading them to feel more confident and comfortable with writing, which could in turn lead to a more positive attitude towards it. Further, as students progress through school, they may develop a more positive attitude toward writing challenges. This is due in part to cognitive development that better equips them to handle difficulties, and also to the broader range of writing experiences they gain over time. This exposure can build a sense of mastery and confidence in tackling writing challenges.

Furthermore, since age and attitude are positively correlated, approaches aimed at enhancing writing attitudes may be

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more successful when directed toward younger students. Teachers should also be aware that students may have distinct needs and preferences when it comes to writing depending on their age. For instance, older students could benefit from more difficult and creative writing assignments, while younger students might need more detailed teaching in fundamental writing techniques.

**Table 7: Regression Analysis on Demographic Profile and Students' Attitude in Writing**

Variables	UC		SC		t-value	Sig. (P-value)	Decision
	B	SE	B				
Constant	3.2148	0.4816	0.4425		6.568	0.000	Reject Ho
Age	0.3842	0.3601	0.3448		6.112	0.001	Reject Ho
Gender	0.3013	0.2967	0.2634		2.889	0.0801	Accept Ho
Family Income Class	0.1485	0.1328	0.2066		2.432	0.0718	Accept Ho
Parents' Educational Attainment	0.1125	0.2109	0.3455		2.719	0.0833	Accept Ho
Parents' Occupation	0.3081	0.3002	0.2557		2.665	0.0772	Accept Ho
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>		f-value	Sig. (P-value)	Decision
	0.4832	0.406	0.174		6.48	0.001	Reject Ho

**Note:** UC = Unstandardized Coefficients SC = Standardized Coefficients  
 Dependent Variable = Students' Attitude Significant when computed p-value <0.05.

In a study by Al-qahtani (2019), age significantly influenced the attitudes of students toward writing. The study found that older students exhibited a more positive attitude toward writing than younger students. However, Khadawardi (2022) concluded that the age of the participants did not have a statistically significant effect on their attitude towards writing in English or the difficulties they encountered in writing assignments. Also, Zhang (2018) found that younger students had more negative attitudes toward writing than older students. Alam (2018), conducted a study on academic anxiety as a predictor of secondary school students' academic achievement, showing that academic achievement has an inverse relationship with academic anxiety. The findings suggested that young women are more scholastically restless than young men. Pascual and Clemente (2019) concluded that students' grammatical competency grows with age.

On the other hand, gender ( $\beta=0.2634$ ,  $t\text{-value}=2.889$ ,  $p\text{-value}=0.0801$ ), family income class ( $\beta=0.2066$ ,  $t\text{-value}=2.432$ ,  $p\text{-value}=0.0718$ ), parents' educational attainment ( $\beta=0.3455$ ,  $t\text{-value}=2.719$ ,  $p\text{-value}=0.0833$ ), and parents' occupation ( $\beta=0.2557$ ,  $t\text{-value}=2.665$ ,  $p\text{-value}=0.0772$ ) has no significant influence on students' attitude towards writing as evidenced by the acceptance of the null hypothesis. This implies that teachers and parents may be placing more emphasis on individual needs and preferences rather than gender assumptions when it comes to writing instruction and encouragement. Also, schools strive to provide equal access to writing resources and instruction regardless of students' socioeconomic background, mitigating potential differences in attitude. Besides,

students' interests and motivations for writing might play a stronger role in shaping their attitudes than their parents' occupations.

Gender has little influence on students' attitudes on writing, according to Cunningham and Pakerand Erarslan's research, which Dhadhodara and Joshi (2018) quoted. According to the results of another study, which Hidayah (2019) referenced, the respondents' attitudes toward reading do not statistically differ significantly based on gender. According to Dhadhodara and Joshi (2018), there are no considerable distinctions in students' writing attitudes based on their gender, social class category, subject of study, parents' educational attainment, or amount of language proficiency.

**Problem 6.** Based on the findings of the study, what intervention plan can be made?

### Intervention Plan

#### Rationale:

During the researcher's nearly five-year tenure at Man-ai National High School in the Southwest II district of the Division of Cagayan de Oro City, it was observed that a majority of the Senior High School students struggled with their academic writing skills using the English language. Based on their written work, it was evident that they faced difficulties in writing grammatically correct sentences, organizing their thoughts, and adhering to writing mechanics. Many students made mistakes in spelling, punctuation, and capitalization of the pronoun "I." Students openly expressed their disinterest when it comes to writing

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research papers. Additionally, the researcher noticed that students lacked confidence, motivation, and self-efficacy in writing, particularly in English. It is presumed that this attitude contributes to their poor performance in the English subject.

With this, the following intervention plan was formulated to help address the writing challenges and improve their attitude toward academic writing.

### General Objective:

To address and develop the writing challenges of the students in academic writing and improve their attitude towards writing.

### Specific Objectives:

This innovation aims to:

1. Provide students with engaging activities and workshops considering age-related variations that will address the learning needs of the students and enhance their writing skills.
2. Implement instructional strategies that will improve students' attitude towards writing.
3. Create a positive learning environment to foster confidence and a positive writing experience for all students.
4. Collaborate with the parents and the community partners to provide extra support beyond the classroom.

Suggested Activities	Objectives	Persons Involved	Proposed Budget	Timeline	Outcome
1. Age-specific writing workshops. - For younger students, focus on building foundational writing skills such as grammar, vocabulary, spelling, and sentence structure. - For older students, emphasize advanced writing skills such as paragraph organization, coherence, and originality.	Develop age-specific writing workshops that cater to the specific writing challenges and attitudes of students at different age levels	School Principal, Teachers, Students	MOOE, Assistance from the stakeholders	Year-round	Improved writing skills.
2. Students' attitude towards writing - Free Writing - Creative Writing Exercises - Personal Narratives - Blogging or Journaling - "I Can" Statements - The "Weekly Planner Power-Up" Activity	Implement programs aimed at enhancing students' attitude towards writing and equip them with time management skills specifically for writing assignments	School Principal, Teachers, Students	MOOE, Assistance from the stakeholders	Year-round	Improved self-efficacy and motivation
3. Innovative Teaching Methods - Project-based learning - Collaborative writing activities - Technology integration	Encourage the use of innovative teaching methods that foster creativity and originality in writing.	School Principal, Teachers, Students	MOOE, Assistance from the stakeholders	Year-round	Engaged and motivated students in their writing tasks.
4. Feedbacking and Support - Peer review sessions - One-on-one writing	Provide a framework for offering students valuable feedback	School Principal, Teachers, Students	MOOE, Assistance from the	Year-round	

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conferences with teachers - Access to writing resources and support materials	and assistance with their writing projects.		stakeholders		
5. Evaluation and Assessment - Writing Portfolios - Exit Tickets - Progress Monitoring	Assess students' progress in writing over time and offer extra support for those who need more.	School Principals, Teachers, Students	MOOE, Assistance from the stakeholders	Year-round	Assessed the intervention activities effectivity.

### IV. CONCLUSIONS

On the basis of the aforementioned findings, the following conclusions can be made:

1. The student population comes primarily from less privileged backgrounds. Most students are young and a majority belong to lower-income families with limited parental education and opportunities.
2. The practice in all three areas of writing: content, organization, and mechanics make sense and meaning, and properly observe the use of correct spelling.
3. The students generally have a positive attitude toward writing. The more they are challenged, the more likely they persist in their desire for improvement with guidance from their teachers.
4. It is better for students to be exposed to writing difficulties because it is the more they are honed to become better writers.
5. Older students exhibit better skills in writing while facing different writing challenges compared to younger students.

### V. RECOMMENDATIONS

The investigation's findings led to the following recommendations:

1. Collaboration with community partners for after-school programs and technology access as well as fostering parental involvement to provide students with extra support beyond the classroom. Teachers and administrators may also take into consideration the importance of age- and gender-appropriate activities.
2. Teachers can tailor instruction to each grade level, starting with engaging activities for grammar and vocabulary in younger grades, introducing workshops and peer review as students' progress to higher levels to build stronger paragraph structure and critical thinking skills.
3. Teachers can implement instructional strategies to equip them for challenging tasks, integrate workshops focused on time management for writing assignments, and continue providing positive and encouraging feedback to maintain their confidence.
4. A supportive and positive classroom environment may be provided to address individual needs and preferences in order to foster confidence and a positive writing experience for all students.
5. Teachers may tailor their approach to consider the age-related variations in students' writing needs and preferences.
6. The interventions indicated in this study can be implemented to further assess its effectiveness in addressing the writing challenges and students' attitudes towards writing.

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