

Writing Skills Challenges Encountered by Grade 7 Students at Northeastern Integrated School of San Agustin Incorporated

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Abstract. Writing is universally acknowledged as a crucial macro skill that is vital for language acquisition. This study examined the writing challenges encountered by Grade 7 students at Northeastern Integrated School of San Agustin Incorporated and analyzed the instructional strategies, writing interventions, and resources used by teachers to address these challenges in the Philippines. A descriptive-correlational research design was employed, involving 34 Grade 7 students selected through purposive sampling. Data were gathered using a researcher-developed questionnaire and analyzed using frequency, mean, standard deviation, correlation, and regression analysis. The findings revealed that students experienced writing challenges at a moderate level, particularly in terms of organizing ideas, developing content, and sustaining motivation. Instructional strategies and resources were utilized at a "sometimes" level, while writing interventions were implemented more frequently, at an "often" level. No significant differences were found in writing challenges when grouped by gender and age, indicating that these difficulties are common among all learners. However, significant negative relationships were identified between writing challenges and instructional variables, suggesting that increased use of strategies, interventions, and resources reduces writing difficulties for students with ADHD. Regression analysis further showed that writing interventions and instructional strategies significantly predicted writing challenges, with interventions emerging as the strongest predictor, while instructional resources showed no independent effect. These findings highlight the importance of structured, intervention-based instruction in improving students' writing skills and suggest the need for enhanced teaching practices and support systems in writing education.

Keywords: Writing Challenges ; Instructional Strategies ; Writing Interventions ; Grade 7 Students ; ESL Writing Skills

Introduction

Writing is a key skill in language learning. It helps people express their thoughts and engage in meaningful ways, whether in academic settings or social situations (Wei et al., 2024). However, writing is not just about communication; it is crucial for academic success and lifelong learning. It encourages critical thinking and the ability to pull together different pieces of information. However, writing can be quite challenging because it requires a good grasp of grammar, organization, vocabulary, and cognitive skills such as critical thinking and argumentation (Ghanbari & Salari, 2022; Li & Akram, 2024). Many ESL/EFL learners worldwide struggle to meet these demands, especially in academic environments, where they often face difficulties with limited writing strategies and discourse competence (Baharudin & Razali, 2021; Wang & Xie, 2022). These challenges highlight the need for specific teaching methods to support global writing development.

In the Philippines, having strong English writing skills is important for doing well in school, communicating effectively, and opening up career opportunities. However, many Filipino students find it challenging to master grammar, coherence, vocabulary, and mechanics, which can affect the clarity and effectiveness of their writing (Vula et al., 2024). The country's multilingual environment, with Filipino, regional dialects, and English, can make writing tricky owing to language interference, but it also provides a wealth of language resources (Lamorinas et al., 2024). To help students, especially those who are more comfortable with English, teachers often use engaging methods such as language games, role-playing, and continuous exposure (Magno et al., 2024). Incorporating mobile technology into teaching has also been shown to boost student engagement and improve learning outcomes (Anselmo et al., 2026). During the pandemic, teachers adapted by using flexible communication, professional development, and peer support to teach writing online (Tarrayo et al., 2022). At the Northeastern Integrated School of San Agustin Incorporated, Grade 7 students face hurdles in sentence construction, organizing ideas, expanding vocabulary, and staying motivated, which affects the coherence of their texts (Vula et al., 2024). Teachers

tackle these challenges using digital tools, diverse strategies, and formative assessments (Ivanova et al., 2022; Tarrayo et al., 2022). There is a pressing need to revisit teaching practices to better cater to the unique writing needs of Filipino students.

Current research highlights a significant gap because there are few localized studies focusing on the writing challenges faced by Grade 7 students, especially in the mentioned school. Existing studies do not provide a comprehensive analysis that combines student profiles, writing difficulties, instructional strategies, interventions, and available resources. Moreover, there is a lack of data connecting students' background factors to their writing performance. This gap emphasizes the need for a focused study to develop a tailored intervention plan that effectively addresses these learners' unique needs and supports improvements in their writing skills.

Research Questions

This study aimed to examine the writing skills challenges encountered by Grade 7 students, as well as the instructional strategies, interventions, and resources used by teachers to address these challenges.

Specifically, this study sought to answer the following questions.

1. What is the profile of the Grade 7 students in terms of gender, age, parents' educational attainment, parents' occupation, socioeconomic status, and dialect spoken at home?
2. What is the level of writing skills challenges encountered by Grade 7 students in terms of: grammar, punctuation, and spelling, sentence construction, vocabulary, organization and coherence, idea development and motivation and writing style?
3. What is the level of the instructional strategies used by teachers in developing the writing skills of grade 7 students?
4. What is the level of writing interventions employed by teachers to address students' writing challenges?
5. What is the level of instructional resources used by teachers to support writing instruction?
6. Is there a significant difference in the writing skills challenges of students when they are grouped according to profile variables?
7. Is there a significant relationship between writing skills challenges and the following variables: instructional strategies, writing interventions; and instructional resources?
8. Which of the instructional variables significantly predicted the writing skills challenges of Grade 7 students?

Scope and Delimitation of the Study

This study assessed the technological skills and academic performance of high school students at Buenavista Integrated School, Zamboanga City Division, during the school year 2023-2024. It focused on video editing, creating presentations, word processing, and internet navigation, and examined the influence of sex, age, and socioeconomic status. The study covered Grade 7 to Grade 10, coded as A, B, C, and D for anonymity.

Literature Review

Writing Skills and Challenges of Learners

Developing writing skills can be quite challenging, mainly because of hurdles in grammar, vocabulary, and mechanics. These issues often make it difficult for learners to produce clear and accurate texts. Even with formal instruction, grammar can be tricky due to the complexity of language rules and insufficient practice (Adalia et al., 2025; Hasan et al., 2025). Moreover, limited vocabulary can hold back expression, leading to less variety and appropriateness in word choice, which ultimately affects the quality of writing (Zhang et al., 2025). However, it is not just about words and grammar. Problems with organization and coherence often arise, making it difficult to maintain a logical flow and clarity of ideas. Writing effectively means being able to structure sentences and paragraphs cohesively, which many learners find challenging (Hasan et al., 2025; Jaramillo et al., 2025). Critical thinking skills are crucial for developing ideas. They help learners to analyze and synthesize information effectively. Research shows that fostering critical thinking can boost writing proficiency, especially in online and EFL settings, by enhancing idea generation and argumentation (Rao Mehta, 2024; Shen et al., 2024). Psychological factors such as motivation, confidence, and attitude play a significant role in writing performance. When learners have a positive attitude towards feedback and feel confident in their writing abilities, they tend to engage more and improve their skills. On the flip side, low motivation can slow down progress (Y. Wei et al., 2024). To tackle these challenges, it is important to provide balanced corrective feedback, use metacognitive strategies, and create motivating learning environments that support both cognitive and emotional growth.

Instructional Strategies in Teaching Writing

Instructional strategies for teaching writing encompass a range of effective approaches that are rooted in both theory and practice. The process writing approach, for example, highlights stages such as planning, drafting, and revising, which systematically support learners' writing development. The use of lesson exemplars further enhances instructional delivery by offering clear models that guide students in understanding and producing quality written output (Anselmo et al., 2025). Supported by rhetorical methods and systemic functional linguistics, this approach enhances students' ability to generate ideas and rewrite effectively, leading to noticeable improvements in writing skills, particularly in constructing argumentative essays, among pre-service teachers (Papaevangelou et al., 2024). Integrating cooperative and collaborative methods into the process approach further boosts writing performance and communication skills by encouraging peer interaction and support throughout the writing phase (Amalia et al., 2025). Another significant component is the integration of reading and writing, which research indicates is an interrelated skill. Systematic integrated instruction models emphasize that linking reading comprehension and writing activities supports both lower- and higher-order literacy skills, making connections explicit for learners, thereby improving overall literacy outcomes (Kim & Zagata, 2024). Scaffolding and guided instruction play crucial roles in supporting learners through prewriting activities, peer review, and collaborative revision, particularly when combined with technology-enhanced tools. These methods provide structured pedagogical support throughout the writing phases, reinforcing critical thinking and engagement (Veddayana et al., 2025). Teachers' awareness and readiness to implement educational innovations, such as artificial intelligence, also play a crucial role in enhancing instructional practices and improving student learning outcomes (Anselmo et al., 2026). Similarly, detailed and formative feedback—both oral and written, with or without technology mediation—has shown measurable positive effects on students' writing proficiency, particularly when the feedback aligns with process-genre pedagogy (Peungcharoenkun & Waluyo, 2024). Finally, the use of genre-based and strategy-based teaching aligns with process-genre approaches that focus on writing stages and understanding the conventions and purposes of various genres. This supports learners in tailoring their writing effectively for specific audiences and purposes, a skill that is particularly critical in pre-service teacher education (Papaevangelou et al. 2024). Additionally, inquiry-based learning and technology-enhanced formative assessments reflect strategy-based teaching, promoting student autonomy and engagement through active learning and dynamic feedback (Huang et al. 2024). Collectively, these instructional strategies combine to create comprehensive, interactive, and student-centered writing instruction models that show promise for enhancing learner engagement, writing quality, and critical cognitive skills.

Writing Interventions and Support Mechanisms

Writing interventions play a pivotal role in enhancing learners' skills through structured strategies and collaboration. The Self-Regulated Strategy Development (SRSD) approach promotes autonomy by incorporating self-reflection into instruction, thereby significantly improving writing skills and critical awareness (Anggraeni et al., 2025). Collaborative writing and peer feedback are essential for developing writing proficiency and social skills, with cooperative learning models fostering communication and teamwork, leading to notable performance improvements (Amalia et al., 2025). Metacognitive instruction in collaborative writing enhances lexical complexity and accuracy (Baharudin & Razali, 2021; Y.A. Wang & Xie, 2022). Pre-writing and revision are crucial for organizing ideas and clarifying the content. Interventions that incorporate systematic prewriting and iterative revision improve essay organization, coherence, and vocabulary (Chenekew Goshu et al., 2025; Goshu & Gebremariam, 2024), assisting learners in internalizing conventions and refining their texts. Teacher feedback and formative assessments support writing development, with writing conferences and self-reflection enhancing the clarity and coherence of writing (Goshu & Gebremariam, 2025; Goshu et al., 2024). Technology-mediated feedback provides precise and personalized guidance, improving task response, coherence, and grammatical accuracy (Peungcharoenkun & Waluyo, 2024). AI tools enhance critical thinking and problem-solving, which are essential for writing development (Anselmo et al. 2026). Formative assessment identifies learner needs, enabling tailored feedback that balances criticism and motivational support (Amalia et al., 2025). These interventions constitute a comprehensive framework that strengthens writing competencies through strategic, collaborative, and reflective practices.

Integrated Theoretical-Conceptual Mapping

The integrated theoretical–conceptual framework of the study elucidates the relationship between students' writing challenges and the instructional factors employed to address them. Central to this framework are the writing difficulties encountered by Grade 7 students, particularly in areas such as grammar, vocabulary, organization, idea development, and motivation, which are influenced by cognitive

and affective factors. These challenges are addressed through three principal instructional components: strategies, interventions, and resources. Instructional strategies, including process writing and scaffolding, offer structured guidance in developing writing skills, while writing interventions—such as self-regulated learning and feedback—provide targeted and intensive support, emerging as the most effective factor in mitigating writing difficulties. Although beneficial, instructional resources primarily serve as supplementary tools and are most effective when integrated with appropriate strategies and interventions. The model also considers student profile variables, such as age and gender, but these were found to exert no significant influence on writing challenges, indicating that such difficulties are prevalent across learners. Overall, the framework demonstrates that enhanced and well-implemented instructional practices lead to a reduction in writing challenges and contribute to improved writing performance among students in the long run.

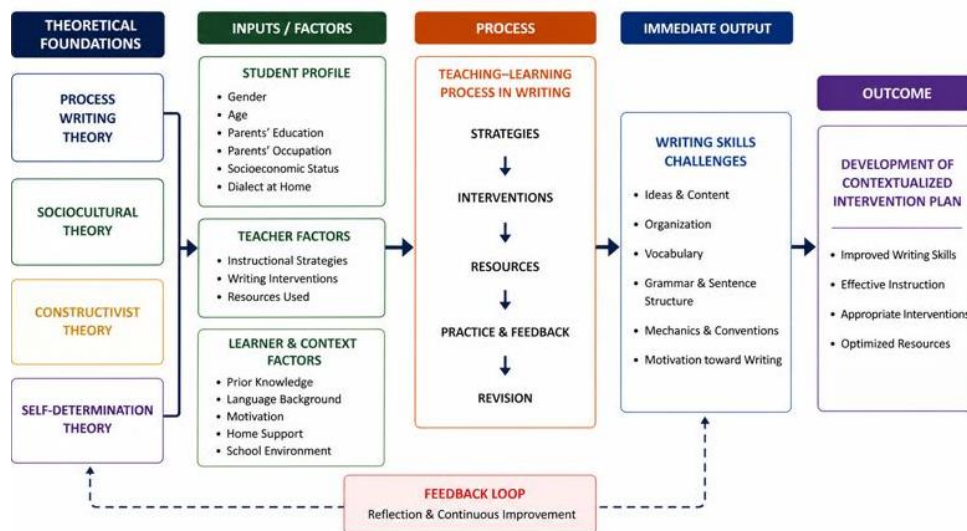


Figure 1. Integrated Theoretical–Conceptual Model of Writing Challenges and Instructional Variables

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the writing skills challenges encountered by Grade 7 students and determine the relationship between these challenges and selected instructional variables, including instructional strategies, writing interventions, and instructional resources. The design was deemed appropriate because it allowed for the systematic description of existing conditions and analysis of relationships among variables without manipulating the study environment.

Sampling Design

The study utilized a non-probability sampling technique, specifically purposive sampling, to select participants directly involved in writing instruction. Grade 7 students and English teachers were chosen based on their relevance to the research objectives of this study. This approach ensured that the respondents possessed the necessary experience and insights related to writing instruction and challenges, although it may have limited the generalizability of the findings.

Research Locale

The research was conducted at the Northeastern Integrated School of San Agustin Incorporated, located in the San Agustin District, Isabela, Philippines. The school was selected as the research site because of its accessibility and relevance to the study, particularly in examining the writing challenges of Grade 7 learners within a localized educational context.

Research Participants

The study participants consisted of 34 Grade 7 students enrolled during the School Year 2025–2026, along with selected English teachers who were involved in writing instruction. The student participants represented a relatively homogeneous group in terms of age and grade level, allowing for a focused analysis of writing challenges within the cohort.

Research Instrument

Data were collected using a researcher-developed questionnaire comprising two main sections. The first section gathered demographic information of the respondents, while the second section assessed the level of writing challenges, instructional strategies, writing interventions, and instructional resources using a five-point Likert scale. To ensure the quality of the instrument, it underwent content validation by subject-matter experts, and a pilot test was conducted to establish reliability, yielding an acceptable Cronbach's alpha coefficient, which indicated internal consistency.

Data Gathering Procedure

Prior to data collection, formal permission was obtained from the school's administration. The researcher personally administered the questionnaires to the participants to ensure proper orientation and a uniform understanding of the items. After completion, the questionnaires were collected, checked for completeness, and systematically organized for data analysis. Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly adhered to throughout the study.

Statistical Treatment of Data

The data collected were analyzed using descriptive and inferential statistical tools. Frequency, percentage, mean, and standard deviation were used to describe the respondents' profiles and the level of writing challenges and instructional variables. Inferential statistics, including Pearson's correlation coefficient and multiple linear regression analysis, were employed to determine the relationships among variables and identify significant predictors of writing challenges. All statistical tests were conducted at a significance level of 0.05.

Results and Discussions

Research Question 1: What is the profile of the Grade 7 students in terms of gender, age, parents' educational attainment, parents' occupation, socioeconomic status, and dialect spoken at home?

Table 1. Profile of Respondents

Variable	Category	Frequency	Percentage
Gender	Male	17	50 %
	Female	17	50%
Age	12 years old	20	59%
	13 years old	14	41%
Father's Educational Attainment	Elementary	4	11.76 %
	High School	10	29.41 %
	Vocational	2	5.88 %
	College	18	52.95 %
Mother's Educational Attainment	Elementary	1	3 %
	High School	9	26.40 %
	Vocational	1	3 %
	College	23	67.60 %
Father's Occupation	Farming	22	64.71 %
	Driving	6	17.65 %
	Carpentry	0	0
	OFW	2	5.88 %
	Private Firm Employee	2	5.88 %
	Government Employee	2	5.88 %
	Stay-at-home	23	67.65 %
Mother's Occupation	OFW	6	17.65 %
	Private Firm Employee	2	5.88 %
	Government Employee	3	8.82 %
	Stay-at-home	23	67.65 %
Socioeconomic Status	Below Average	1	2.94 %
	Average	33	97.06 %
	Above Average	0	0
Dialect Spoken at Home	Ilocano	0	0
	Tagalog	0	0
	Mixed Ilocano & Tagalog	34	100 %

The respondents' profiles offer valuable contextual insights into the characteristics of the Grade 7 students included in the study. The data indicate an equal distribution of male and female students, ensuring balanced gender representation in the sample. In terms of age, the majority of respondents were 12 years old, which is typical for Grade 7 learners and reflects a homogeneous age group. Regarding parental educational attainment, most fathers and mothers had reached college level, suggesting that a significant proportion of

students come from families with relatively high educational backgrounds. However, many fathers were engaged in farming, while most mothers were stay-at-home parents, indicating that educational attainment does not necessarily correspond to professional occupation in the local context. In terms of socioeconomic status, most respondents were classified as average, implying a stable but not highly affluent economic condition. Additionally, all respondents reported using a mixed Ilocano and Tagalog dialect at home, highlighting the multilingual environment in which the students were immersed in. This linguistic background may influence students' writing development, particularly in English, as language interference and code-switching can affect their grammar, vocabulary, and writing proficiency. Overall, these findings suggest that while the respondents share similar demographic characteristics, their linguistic and socioeconomic contexts may shape their writing skills and learning experiences differently.

Research Question 2: What is the level of writing skills challenges encountered by Grade 7 students?

Table 2. Overall Writing Challenges and Instructional Variables

Variable	Mean	SD	Interpretation
Writing Challenges	2.98	0.72	Sometimes
Instructional Strategies	3.25	0.71	Sometimes
Writing Interventions	3.46	0.68	Often
Instructional Resources	3.34	0.71	Sometimes
Overall	3.26	0.71	Sometimes

The results in Table 2 show Grade 7 students face moderate writing challenges, with an overall mean of 2.98, interpreted as "Sometimes." Students notably struggle with logically organizing ideas, expanding ideas, adjusting writing style and language, and maintaining motivation. These findings align with the literature, emphasizing that writing is a complex skill that requires multiple linguistic and cognitive processes. Grammar, vocabulary, and mechanics difficulties affect learners' ability to produce clear texts, especially among ESL/EFL learners (Adalia et al., 2025; Zhang et al., 2025). Issues in organization and coherence, reflected in students' responses, are consistent with studies showing that learners struggle to structure ideas logically (Jaramillo et al., 2025). Moderate difficulty in idea development supports the claim that writing requires higher-order thinking skills, including analysis and synthesis, which many students have not yet developed. Additionally, the observed lack of motivation and interest in writing is supported by research on the influence of psychological factors such as attitude, confidence, and engagement on writing performance (Wei et al., 2024). These findings suggest that students' writing challenges involve cognitive and affective dimensions, reinforcing the need for comprehensive instructional approaches that address both skill development and motivation.

Research Question 3: What are the dominant characteristics of the respondents?

Table 3. Dominant Characteristics of Respondents

Variable	Highest Category	Frequency	Percentage
Gender	Male/Female (equal)	17	50%
Age	12 years old	20	59%
Father's Education	College	18	52.95%
Mother's Education	College	23	67.60%
Father's Occupation	Farming	22	64.71%
Mother's Occupation	Stay-at-home	23	67.65%
Socioeconomic Status	Average	33	97.06%
Dialect	Mixed Ilocano Tagalog	34	100%

The results presented in Table 3 offer valuable insights into the respondents' predominant characteristics. The majority of students are 12 years old, come from families where parents have attained a college education, and belong to an average socio-economic background. Farming and homemaking were the most common parental occupations. Additionally, all respondents reported using a mixed Ilocano Tagalog dialect at home. These findings suggest that learners share similar demographic and linguistic contexts that may influence their writing development. Research indicates that multilingual environments, such as those in the Philippines, can enrich and complicate language learning. Exposure to multiple languages may lead to interference in grammar and vocabulary use in English writing (Lamorinas et al., 2024). Furthermore, parental educational attainment and socioeconomic status are recognized as influential factors in students' academic performance, particularly in literacy development, as they shape access to learning resources and support systems. Despite the high educational attainment of parents, the prevalence of non-professional occupations may limit direct academic assistance at their homes. These contextual factors provide a deeper understanding of learners' backgrounds and help explain the persistence of writing challenges, even in supportive educational conditions.

Problem 4: Is there a significant difference in the writing skills challenges of students when grouped according to gender?

Table 4. Cross-Tabulation Table Writing Challenges According to Gender

Gender	N	Mean	SD	Interpretation
Male	17	2.94	0.70	Sometimes
Female	17	3.02	0.73	Sometimes
Total	34	2.98	0.72	Sometimes

Table 4 presents the writing challenges faced by students when grouped according to gender. It appears that both male and female students encounter difficulties at a "sometimes" level, with only a minimal difference in mean scores. Female students reported slightly more challenges than their male counterparts; however, this difference was negligible. This observation aligns with the literature, which suggests that writing difficulties are not strongly determined by gender but are influenced by cognitive, linguistic, and instructional factors (Wei et al., 2024). Studies have indicated that both male and female learners face similar challenges in grammar, vocabulary, and organization, particularly in ESL/EFL contexts, where writing demands are complex and multifaceted (Adalia et al., 2025; Zhang et al., 2025). Furthermore, writing proficiency seems to be more closely linked to exposure to effective instructional strategies and practice opportunities than to sex differences. The results suggest that writing challenges are a shared concern among students, highlighting the importance of inclusive instructional approaches that address the needs of all learners regardless of gender.

Research Question 5: Is there a significant difference in writing challenges when grouped according to age?

Table 5. Cross-Tabulation Writing Challenges According to Age

Age	N	Mean	SD	Interpretation
12 years old	20	2.95	0.71	Sometimes
13 years old	14	3.03	0.73	Sometimes
Total	34	2.98	0.72	Sometimes

The findings presented in Table 5 suggest that both 12-year-old and 13-year-old students encounter writing challenges at a "sometimes" level, with only slight differences observed between the two age groups. This observation implies that age may not play a significant role in influencing the level of writing difficulty among Grade 7 students. These results align with research indicating that writing proficiency is more closely linked to the development of cognitive and linguistic skills than to age alone (Rao & Mehta, 2024). At this stage, learners are still developing the higher-order thinking skills necessary for effective writing, such as idea organization, coherence, and critical thinking. Furthermore, studies have highlighted that learners at similar educational levels often exhibit comparable writing difficulties because of shared curriculum exposure and instructional experiences (Jaramillo et al., 2025). Therefore, writing challenges appear to be more closely related to instructional practices and skill development than to age differences among students.

Research Question 6: Is there a significant difference in writing challenges when grouped according to gender?

Table 6. One-Way ANOVA on Writing Challenges When Grouped by Gender

Source of Variation	SS	df	MS	F-value	p-value	Decision
Between Groups	0.11	1	0.11	0.21	0.65	Not Significant
Within Groups	16.50	32	0.52			
Total	16.61	33				

The results of the one-way ANOVA presented in Table 6 suggest that there is no significant difference in writing challenges when students are grouped according to gender ($p > 0.05$). This finding implies that both male and female students may experience similar levels of difficulty in writing. This aligns with existing studies that propose that gender does not significantly influence writing performance, particularly in structured educational settings where learners are exposed to the same instructional approaches (Wei et al., 2024). Instead, writing challenges are often attributed to factors such as limited vocabulary, difficulties in organization, and insufficient exposure to effective writing strategies (Adalia et al., 2025; Jaramillo et al., 2025). The absence of a significant difference further supports the notion that instructional practices and learning environments may play a more critical role in shaping writing proficiency than demographic variables such as sex. Consequently, it may be beneficial for interventions aimed at improving writing skills to focus on enhancing instructional quality and providing targeted support for all students rather than differentiating them based on gender.

Research Question 7: Is there a significant difference in writing challenges when grouped according to age?

Table 7. One-Way ANOVA on Writing Challenges When Grouped by Age

Source of Variation	SS	df	MS	F-value	p-value	Decision
Between Groups	0.14	1	0.14	0.27	0.61	Not Significant
Within Groups	16.47	32	0.51			
Total	16.61	33				

The results in Table 7 indicate that there is no statistically significant difference in writing challenges when students are grouped by age ($p > 0.05$). This suggests that both 12-year-old and 13-year-old students may face similar levels of writing difficulty. This finding is consistent with the existing literature, which argues that writing proficiency is more significantly influenced by cognitive development and instructional factors than by age differences within the same grade level. As learners at this stage are exposed to similar curricular content and instructional strategies, they are likely to encounter comparable challenges in organizing ideas, developing coherent texts, and applying appropriate language structures (Jaramillo et al. 2025). Moreover, writing as a skill requires the integration of linguistic knowledge and higher-order thinking abilities, which develop gradually through instruction and practice rather than through mere age progression. Therefore, these findings underscore the importance of focusing on enhancing instructional approaches and learning experiences to improve writing skills rather than differentiating them based on age.

Research Question 8: Is there a significant relationship between writing challenges and instructional variables?

Table 8. Pearson Correlation Matrix of Writing Challenges and Instructional Variables

Variables	Writing Challenges	Instructional Strategies	Writing Interventions	Instructional Resources
Writing Challenges	1.00			
Instructional Strategies	-0.42*	1.00		
Writing Interventions	-0.55*	0.68*	1.00	
Instructional Resources	-0.47*	0.61*	0.65*	1.00

Legend: * $p < 0.05$ (Significant) r = Pearson Correlation Coefficient

The correlation analysis presented in Table 8 reveals noteworthy relationships among the study variables. Writing challenges exhibit moderate negative correlations with instructional strategies ($r = -0.42$), writing interventions ($r = -0.55$), and instructional resources ($r = -0.47$). This suggests that increased use of these instructional practices may be associated with a reduction in students' writing difficulties. These findings align with the existing literature, underscoring the effectiveness of structured instructional approaches in enhancing writing skills. Process- and strategy-based instruction, which emphasizes planning, drafting, and revising, has been shown to significantly enhance learners' ability to produce organized and coherent texts (Kim & Zagata, 2024; Papaevangelou et al., 2024). Furthermore, writing interventions such as Self-Regulated Strategy Development (SRSD) and collaborative writing appear to promote active engagement and self-regulation, potentially leading to improved writing performance (Anggraeni et al., 2025; Amalia et al., 2025). The strong positive relationships among instructional strategies, interventions, and resources also suggest that these elements are interconnected and mutually reinforce effective writing instructions. Overall, the findings highlight the importance of integrating multiple instructional components to comprehensively address the challenges of writing.

Research Question 9: Which instructional variables significantly predict writing challenges among Grade 7 students?

Table 9. Multiple Linear Regression Analysis Predicting Writing Challenges
Dependent Variable: Writing Challenges

Predictor Variables	B	SE B	Beta (β)	t-value	p-value	Interpretation
Constant	4.21	0.45	—	9.36	0.000	Significant
Instructional Strategies	-0.28	0.12	-0.30	-2.33	0.026	Significant
Writing Interventions	-0.41	0.14	-0.42	-2.93	0.006	Significant
Instructional Resources	-0.22	0.11	-0.25	-2.00	0.053	Not Significant

Model Summary

R	R ²	Adjusted R ²	F-value	p-value
0.68	0.46	0.41	8.42	0.000

The results of the multiple linear regression analysis presented in Table 9 suggest that instructional variables play a significant role in predicting writing challenges among Grade 7 students, with the model accounting for 46% of the variance ($R^2 = 0.46$). Notably, among the predictors, writing interventions emerged as the most significant factor ($\beta = -0.42$, $p < 0.01$), followed by instructional strategies ($\beta = -0.30$, $p < 0.05$), both of which had a negative influence on writing challenges. This indicates that increased use of structured interventions and effective teaching strategies may significantly alleviate students' writing difficulties. These findings are in line with research that highlights the benefits of interventions such as SRSD, which enhance writing performance by fostering self-regulation and strategic learning (Anggraeni et al., 2025). Furthermore, instructional strategies such as scaffolding and process writing seem to provide structured support that enhances students' ability to organize their ideas and develop coherent texts (Veddayana et al., 2025). However, instructional resources did not demonstrate a statistically significant independent effect, suggesting that resources alone might not be sufficient for effective implementation. This observation aligns with studies emphasizing the importance of integrating instructional materials into teaching practices (Peungcharoenkun & Waluyo, 2024). Overall, these findings highlight the critical role of active instructional practices in mitigating writing challenges and enhancing students' writing proficiency.

Ethical Considerations

This study adhered to the established ethical standards for conducting educational research. Prior to data collection, formal permission was obtained from the school administration to ensure institutional approval was granted. Informed consent was obtained from all participants, including assent from students and, where applicable, consent from their parents or guardians. Participants were fully informed about the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained by ensuring that no personal identifiers were included in the data analysis or reporting of the results. All responses were treated with utmost confidentiality and were used solely for academic and research purposes. Additionally, the researcher ensured that the study posed no physical, psychological, or emotional harm to the participants. The collected data were securely stored and handled responsibly to prevent unauthorized access. Overall, this study upheld the principles of voluntary participation, confidentiality, and integrity throughout the research process.

Conclusion

Based on the findings of this study, it appears that Grade 7 students encounter writing challenges at a moderate level, particularly in higher-order writing skills, such as organizing ideas, expanding details, adjusting writing style, and sustaining motivation. The results suggest that instructional practices play a significant role in addressing these issues. Specifically, writing interventions and instructional strategies seem to significantly predict students' writing difficulties, with writing interventions being the strongest predictor. This indicates that structured and targeted teaching approaches are highly effective in enhancing students' writing skills. While instructional strategies also contribute significantly by supporting guided learning and scaffolding, it seems that instructional resources alone may not independently influence writing challenges without effective implementation of the latter. Furthermore, no significant differences in writing challenges were found when grouped according to gender and age, suggesting that these difficulties are commonly experienced across student groups. Overall, the findings underscore the importance of active and well-structured instructional practices in alleviating writing challenges for learners in the future.

Recommendations

In light of the conclusions drawn from this study, it would be beneficial for teachers to consider strengthening the use of writing interventions, such as Self-Regulated Strategy Development (SRSD), collaborative writing, and structured writing processes, to effectively address students' writing difficulties. It might be helpful to enhance instructional strategies through the use of scaffolding techniques, pre-writing activities, and revision practices to improve students' organizational and idea-development skills. Teachers may also find it advantageous to incorporate motivational and engaging writing tasks to increase students' interest in and participation in writing activities in the future. It would be greatly appreciated if school administrators could support teachers by providing professional development programs focused on effective writing instruction and intervention strategies, as well as ensuring access to adequate instructional resources, such as writing materials and digital tools. Curriculum developers should consider emphasizing process-based and intervention-driven approaches to writing instruction and integrating reading and writing activities to strengthen literacy skills. Finally, it would be valuable for future researchers to conduct further studies using larger sample sizes and experimental designs to validate and expand the findings of this study, particularly by exploring additional factors that may influence students' writing performance.

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