



DETERMINANTS OF STUDENTS' WRITING SKILLS: A BASIS FOR A PROPOSED INTERVENTION PLAN

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ABSTRACT

This research aimed to determine the significant effect of the teacher factors, student factors, and environmental factors affecting the writing skills of the students. The result of this study will be the basis of an intervention plan for the students.

This study is a descriptive survey type of research where quantitative data were obtained using the survey questionnaires as the main instruments. These survey questionnaires were divided into three main parts: the teachers' factor, students factor, and environmental factor on the writing skills of the students. Likewise, a researcher made rubric was used to determine the level of writings skills of the students. The respondents of this study was all eighteen (n=18) junior and senior high school teachers and ninety-six (n=96) senior high school students from different schools in Unisan District, Unisan, Quezon.

The results indicate that despite variations in experiences, the teachers demonstrate a high level of teaching skills and subject matter knowledge, indicating their effectiveness in facilitating writing skill development among students. Student perceived themselves as motivated, having a high positive attitude towards writing, showing interest in writing activities, achieving academically, and possessing learning styles conducive to writing instruction. The students perceive their classroom environment and parental involvement favorably in relation to their writing skills. Likewise, it implies the physical learning environment, availability of resources, management practices, and parental involvement support for their writing development. There is room for improvement in each aspect of writing skills, with the satisfactory to very satisfactory level of performance suggests that students possess a foundation upon which further development can be built.

It was revealed that there is a significant effect of the teacher factors, student factors, and environmental factors in the level of writing skills of the students. There is room for improvement in each aspect of writing skills that students possess a foundation upon which further development can be built and based on the level of writing skills of the students and significant effects of various factors on students' writing skills.

The findings underscore that despite the high level of teaching skills exhibited by the teachers, ongoing professional development programs should be implemented. Teachers should continue fostering intrinsic motivation among students by providing opportunities for autonomy, mastery, and purpose in their writing tasks. Teachers should continue emphasize on writing instruction, varied teaching strategies, and ongoing support for students' growth that can empower them to become confident and improve their level of writing skills across various contexts and disciplines and propose an intervention plan that provides a structured framework for addressing the identified areas of improvement in students' writing skills. By implementing targeted strategies, providing individualized support, and fostering a collaborative learning environment, teachers can empower students to build upon their existing foundation and achieve higher levels of proficiency in writing.

KEYWORDS: determinants, writing skills, intervention plan

1. INTRODUCTION

Writing has always been included in the list of the four language skills in the majority of English Language Teaching (ELT) programs. An increasing number of learners require English writing skills for academic or even professional purposes. Proficiency in language alone does not define effective writing; rather, it reflects a student's capacity for thought, critical analysis, and persuasive concept communication. According to the National Assessment of Educational Progress (NAEP) in the United States (National Center for Education Statistics, 2019), proficiency in writing is a sign of academic achievement and is associated with success in a variety of disciplines. Therefore, for educators looking to improve their students' educational experience, knowing the factors influencing these skills is crucial.

With the advent of the K-12 Basic Education Curriculum, students are confronted with different academic writing tasks (Roxas, 2020). Senior high school exposes students to a wider

range of subjects that all rely on clear and concise communication. Strong writing skills empower them to excel in science by crafting detailed lab reports, analyzing historical events persuasively in essays, and communicating complex mathematical concepts clearly. Senior High School students must also learn to write so that they may convey their ideas, thoughts, opinions, and attitudes. They are competent in communicating ideas, sentiments, persuading, and influencing people via writing, especially in an educational setting. Hence, in the context of students' needs, writing is on level with other language skills.

However, many students struggle with developing these skills. Data from the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 showed the percentage of Grade 5 Filipino students who achieved minimum proficiency in reading and writing was significantly lower than the neighboring countries in South East Asia (Balinbin, 2020, December 3). Also, the result revealed that in writing, only 6 percent of Filipinos met



the expected writing proficiency of their grade level, while nearly half of Filipinos belonged to the lowest proficiency level (Shaw, 2023, April 17).It is evident in the several studies that students often struggle with a shallow vocabulary base, particularly in English, which is the primary medium of instruction. Weak grammar skills can hinder clear and concise communication in writing.

To address this issue, it is essential to understand the key factors that influence students' writing abilities such as teachers, students, and writing environment factors. These factors interact to influence the development of students' English writing ability (Wang & Troia, 2023). It is important to recognize that these factors do not operate in isolation but interact dynamically to shape students' writing outcomes.

This research aims to identify the major determinants of students' writing skills, which will serve as the foundation for a proposed intervention plan. Understanding the determinants of students' writing skills is an essential first step for developing effective interventions. This research project aims to identify these factors and propose an evidence-based intervention plan to enhance students' writing abilities.

1.1 Statement of the Problem

Specifically, this study sought to answer the following questions:

- 1. What is the level of teacher factors in the writing skills of the students in terms of:
 - 1.1. Teaching Skills;
 - 1.2. Knowledge on the Subject Matter; and
 - 1.3. Attitude?
- 2. What is the level of student factors in the writing skills of the students in terms of:
 - 2.1. Motivation;
 - 2.2. Attitude;
 - 2.3. Interest;
 - 2.4. Academic Achievement; and
 - 2.5. Learning Styles?
- 3. What is the level of writing environmental factors in the writing skills of the students in terms of:
 - 3.1. Classroom Structure;

Table 1. Teacher Factors in the Writing Skills of the students in terms of Teaching Skills

Indicators	Mean	SD	Remarks
1. I effectively set clear goals and objectives for students' writing development.	4.20	0.45	Strongly Agree
2. I use varied instructional methods to engage students in the writing process.	4.40	0.55	Strongly Agree
3. I incorporate diverse writing genres (narrative, expository, persuasive, etc.) into my teaching.	4.60	0.55	Strongly Agree
4. I adapt my teaching approach to address the diverse learning styles of my students.	4.20	0.45	Agree
5. I encourage a positive and supportive writing environment in my classroom.	5.00	0.00	Strongly Agree
Overall Mean	4.48		Strongly Agree
Verbal Interpretation	Very High		

Table 1 gleans the teachers' factors in the writing skills of the students in terms of teaching skills. Teachers strongly agree that

- 3.2. Classroom Resources;
- 3.3. Classroom Management; and
- 3.4. Parental Support?
- 4. What is the level of the writing skills of the students in terms of:
 - 4.1. Focus;
 - 4.2. Development;
 - 4.3. Unity;
 - 4.4. Coherence; and
 - 4.5. Correctness?
- 5. Is there a significant effect of the teacher factors, student factors, and environmental factors in the level of writing skills of the students?
- 6. What output can be developed to enhance the writing skills of the students?

2. METHODOLOGY

Descriptive survey type of research was adopted and applied in this study where quantitative data were obtained using the survey questionnaire as the main instrument. In addition, the researcher followed these phases: (1) determining the factors that affect the writing skills of the students such as: teacher's factors, student's factors, and environmental factors; (2) finding out the level of writing skills of the students; (3) analyzing the significant effect of the teacher factors, student factors, and writing environmental factors in the level of writing skills of the students; and (4) developing intervention plan based on the determinants of the writing skills of the students.

3. RESULTS AND DISCUSSION

This chapter presents, analyzes and interprets the data gathered that showed significant effect of the teacher factors, student factors, and writing environmental factors in the level of writing skills of the students.

Teacher Factors in the Writing Skills of the Students

Teachers' factors in the writing skills of the students include teaching skill, knowledge of the subject matter and attitude. Mean and standard deviation was used to determine teaching skill, knowledge of the subject matter and attitude.

they encourage positive and supportive environment in their classroom (M= 5.00). They adapt teaching approach to address



the diverse learning style of the students and effectively set clear goal and objectives for students writing development (M= 4.20)

The overall mean of 4.48 and the standard deviation is 0.48 indicate a very high level of teaching skills. This means that the teacher demonstrates exceptional proficiency in most areas of teaching skills related to students' writing development, with particularly outstanding performance in using varied instructional methods and fostering a positive and supportive writing environment.

On the next page, Table 6 gleans the teachers' factors in the writing skills of the students in terms of knowledge on the subject matter. Teachers strongly agree that they are knowledgeable about the strategies to support students with different learning styles and abilities in writing and they effectively assess student's writing skills and provide constructive feedback (M= 4.80). However, they only agree that they are familiar with various writing models and approaches used in teaching writing skills (M= 4.20).

Table 2. Teacher Factors in the Writing Skills of the students in terms of Knowledge on the Subject Matter

Indicators	Mean	SD	Remarks
1. I am familiar with various writing models and approaches used in teaching writing skills.	4.20	0.84	Agree
2. I am confident in my understanding of the writing process and its stages (prewriting, drafting, revising, editing, publishing).	4.60	0.55	Strongly Agree
3. I am knowledgeable about strategies to support students with different learning styles and abilities in writing.	4.80	0.45	Strongly Agree
4. I proficiently teach grammar and mechanics effectively within the context of writing.	4.40	0.55	Strongly Agree
5. I can effectively assess students' writing abilities and provide constructive feedback.	4.80	0.45	Strongly Agree
Overall Mean	4.56		Strongly Agree
Verbal Interpretation	Very High		

The overall mean of 4.56 and the standard deviation of 0.54 indicate a very high level of knowledge on the subject matter. This implies that teachers generally have a high level of knowledge and skills related to teaching writing among their students. Particularly, it implies a strong proficiency in

supporting students with different learning styles and abilities, and in assessing and providing feedback on student writing abilities. However, there may be some room for improvement in terms of familiarity with various writing models and approaches.

Table 3. Teacher Factors in the Writing Skills of the students in terms of Attitude

Indicators	Mean	SD	Remarks
1. I believe that my attitude towards writing influences my students' attitudes.	4.80	0.45	Strongly Agree
2. I am enthusiastic about introducing creative and engaging writing activities in my classroom.	4.80	0.45	Strongly Agree
3. I see value in incorporating real-world applications and relevance into writing instruction.	4.80	0.45	Strongly Agree
4. I am committed to creating an inclusive and supportive environment for all students in my writing classroom.	4.80	0.45	Strongly Agree
5. I believe that developing strong writing skills is crucial for students' overall academic success.	4.80	0.45	Strongly Agree
Overall Mean	4.80		Strongly Agree
Verbal Interpretation	Very High		

Table 3 shows the teachers factors in the writing skills of the students in terms of attitude. Teachers strongly agree in all indicators: they believe that their attitude towards writing influences their student's attitude; they are enthusiastic about introducing creative and engaging writing activities in their class; they see value in incorporating real-world applications and relevance into writing instruction; they are committed to

creating an inclusive and supportive environment for all students in their classroom; and they believe that developing strong writing skills is crucial for their students overall academic success. These indicators obtained the mean of (M= 4.80).

The overall mean of 4.80, and the standard deviation is 0.37.



indicate a very high level of teaching skills. This implies that teachers demonstrate a strong positive attitude towards writing, as evidenced by their strong agreement across all indicators. Seemingly, positive attitude among teachers has significant implications for creating a supportive and engaging learning environment, promoting creative and effective writing instruction, and fostering holistic academic success among

students.

Student Factors in the Writing Skills of the Students

Students' factors in writing skills of the students comprises motivation, attitude interest academic achievements and learning style and was determined by mean and standard deviation.

Table 4. Student Factors in the Writing Skills of the students in terms of Motivation

Indicators	Mean	SD	Remarks
1. I find writing to be a rewarding activity.	3.44	0.79	Agree
2. I am motivated to express my thoughts and ideas through writing activities.	3.66	0.88	Agree
3. I see writing as a way to explore and develop my creativity.	3.77	0.92	Agree
4. I know that improving my writing skills is important to succeed academically.	4.02	0.95	Agree
5. I believe that strong writing skills are important for my future career or personal goals.	3.98	0.99	Agree
Overall Mean	3.78		Agree
Verbal Interpretation	High		

Table 4 presents the student factors in writing skill of the students in terms of motivation. Students agree that improving their writing skill is important to succeed academically (M= 4.02). They find writing a rewarding activity (M=3.44).

The overall mean of 3.78 and standard deviation of 0.93 indicate a high level of motivation on the writing skill of the

students. They realize the importance and value of writing skills, seeing writing as rewarding, expressive, and crucial for academic and future career success. Thus, teachers can make the most on students' intrinsic motivation by providing meaningful writing experiences and constant support to foster continued growth and success in their writing skills.

Table 5. Student Factors in the Writing Skills of the Students in terms of Attitude

Indicators	Mean	SD	Remarks
1. I find writing activities to be engaging experiences.	3.51	0.77	Agree
2. I feel a sense of accomplishment when completing a well-written piece.	3.61	0.78	Agree
3. I am optimistic to revise and edit my writing to make it better.	3.42	0.93	Agree
4. I feel supported in enhancing my writing skills through receiving feedback from my teachers.	3.89	0.89	Agree
5. I appreciate the connection between writing skills and real-life applications.	3.66	0.89	Agree
Overall Mean	3.63		Agree
Verbal Interpretation	High		

Table 5 presents the student factors in writing skill of the students in terms of attitude. Students agree that they feel supported in enhancing their writing skills through receiving feedback from their teachers (M= 3.89). They are optimistic to revise and edit their writing to make it better (M=3.42).

The overall mean of 3.62 and standard deviation of 0.87 indicate a high level of attitude in writing skill of the students. This suggests that students generally demonstrate a positive attitude towards developing their writing skills, feeling supported in their efforts through feedback from teachers, and expressing optimism towards revising and editing their writing. This positive attitude is indicative of a conducive writing

environment where students are encouraged to engage actively in the writing process and strive for continuous improvement.

Table 6 presents the student factors in writing skill of the students in terms of interest. Students agree that they are comfortable using technology tools such as word processors or online platforms, in their writing activities (M= 3.69). However, they moderately agree that they actively seek opportunities to participate in writing activities (M=3.28).

The overall mean of 3.57 and standard deviation of 0.90 indicate a high level of interest in writing skill of the students. This implies that while students demonstrate a high level of comfort with technology in writing activities, there is potential



to further enhance their active participation and engagement in writing tasks.

Table 6. Student Factors in the Writing Skills of the Students in terms of Interest

Indicators	Mean	SD	Remarks
1. I am interested in exploring different writing genres (narrative, persuasive, expository, etc.).	3.58	0.93	Agree
2. I find that reflective or journaling activities support my learning in writing	3.64	0.84	Agree
3. I actively seek opportunities to participate in writing activities.	3.28	0.93	Moderately Agree
4. I am always open to trying new and challenging writing tasks to enhance my skills.	3.66	0.84	Agree
5. I am comfortable using technology tools, such as word processors or online platforms, in my writing activities.	3.69	0.91	Agree
Overall Mean	3.57		Agree
Verbal Interpretation	High		

This also suggests that by integrating technology effectively, designing stimulating writing activities, and fostering intrinsic motivation and a growth mindset towards writing, teachers can nurture students' interest and enthusiasm for writing and facilitate their development.

Table 7. Student Factors in the Writing Skills of the Students in terms of Academic Achievement

Indicators	Mean	SD	Remarks
1. I believe my writing skills are appropriate for my grade level.	3.60	0.86	Moderately Agree
2. I consider writing to be one of my academic strengths.	3.65	0.87	Agree
3. I notice clear improvements in the quality of my written work.	3.30	0.91	Moderately Agree
4. I have effectively utilized my writing skills in various subjects.	3.69	0.89	Agree
5. I foresee my writing skills being beneficial in my future academic and professional endeavors.	3.62	0.95	Agree
Overall Mean	3.57		Agree
Verbal Interpretation	High		

Table 7 presents the student factors in writing skill of the students in terms of academic achievement. Students agree that they have effectively utilized their writing skills in various subjects (M= 3.69). However, they moderately agree that they notice clear improvements in their quality of their written work (M=3.30).

The overall mean of 3.57 and standard deviation of 0.91 indicate a high level of academic achievement in writing skill

of the students. It is evident that students demonstrate a high level of academic achievement in writing skills, but there is potential to further enhance their perception of improvement and growth in their writing abilities. By promoting reflective practice, encouraging a growth mindset, and integrating writing across subjects, teachers can empower students to realize their full potential as better writers and achieve academic success in writing.

Table 8. Student Factors in the writing Skills of the Students in terms of Learning Styles

Indicators	Mean	SD	Remarks
1. I thrive when provided with clear instructions and guidelines for writing tasks.	3.89	3.09	Agree
2. I find that visual aids, such as charts or diagrams, enable my understanding of writing concepts.	3.41	0.93	Moderately Agree
3. I prefer hands-on or interactive writing activities to enrich my learning	3.44	0.89	Moderately Agree
4. I benefit from listening to explanations or participating in discussions about writing.	3.44	0.84	Moderately Agree



5. I enjoy actively collaborating with peers on group writing projects.	3.80	0.94	Agree
Overall Mean	3.60		Agree
Verbal Interpretation	High		

Table 8 presents the student factors in writing skill of the students in terms of learning styles. Students agree that they thrive when provided with clear instructions and guidelines for writing tasks (M= 3.89). However, they moderately agree that they find that visual aids, such as charts or diagrams, enable their understanding of writing concepts (M=3.41).

The overall mean of 3.60 and standard deviation of 1.61 indicate a high level of learning styles in writing skill of the students. This implies that students have different preferences for instructional approaches. By providing clear instructions, incorporating visual aids, and adopting a differentiated approach to instruction, teachers can create inclusive learning environments that support students in developing their writing

skills and reaching their full potential as better writers.

Writing Environmental Factors in the Writing Skills

Writing environmental factors in writing skills of the students includes classroom structure, classroom resources, classroom management and parental support and was determine by mean and standard deviation.

Table 9 on the next page reveals the writing environment factors in writing skill of the students in terms of classroom structure. Respondents agree that the classroom need to be well-organized for writing activities(M= 3.65). Subsequently, they moderately agree that classroom has a dedicated space or area for quiet and focused writing (M=3.28).

Table 9. Writing Environmental factors in the Writing Skills of the Students in terms of Classroom Structure

Indicators	Mean	SD	Remarks
1. The classroom is well-organized for writing activities.	3.65	0.94	Agree
2. The classroom environment is conducive to focus on writing activities.	3.43	0.90	Agree
3. The classroom has a dedicated space or area for quiet and focused writing.	3.28	1.05	Moderately Agree
4. The classroom structure encourages creativity and expression in writing.	3.35	0.92	Moderately Agree
5. The classroom promotes a positive and supportive atmosphere for writing.	3.34	1.05	Moderately Agree
Overall Mean	3.41		Agree
Verbal Interpretation	High		

The overall mean of 3.41 and the standard deviation of 0.98 generally show positive perception of environmental factors in the writing skills of students in terms of classroom structure.

Participants perceive the influence of classroom structure on students' writing skills to be positively impactful.

Table 10. Writing Environmental factors in the Writing Skills of the Students in terms of Classroom Resources

Indicators	Mean	SD	Remarks
1. The classroom provides a range of writing tools, from traditional to digital.	3.41	1.01	Moderately Agree
2. There is a variety of books and reading materials available to support writing activities.	3.47	0.99	Agree
3. The classroom is equipped with computers or other devices for research and typing.	3.34	0.93	Moderately Agree
4. The teacher provides access to online resources and tools for writing.	3.35	1.11	Moderately Agree
5. There are opportunities to use multimedia resources (videos, audio, images) in writing tasks.	3.46	1.01	Moderately Agree
Overall Mean	3.41		Agree
Verbal Interpretation	High		

Table 10 illustrates the writing environment factors in writing skill of the students in terms of classroom resources. Respondents agree that there is a variety of books and reading materials available to support writing activities (M= 3.65). However, they moderately agree that the classroom is

equipped with computers or other devices for research and typing (M=3.28).



The overall mean of 3.41 and the standard deviation of 1.01 generally show positive perception of environmental factors in the writing skills of students in terms of classroom resources. This implies that the respondents generally perceive the classroom environment positively in terms of resources for writing skills. Subsequently, there is potential to further

enhance the availability of technological resources to support students' writing activities. By providing a rich and diverse array of resources, including both traditional and technological resources, teachers can create an environment that fosters creativity, critical thinking, and effective communication skills in writing.

Table 11. Writing Environmental Factors in the Writing Skills of the students in terms of Classroom Management

Indicators	Mean	SD	Remarks
1. Classroom rules are consistently enforced during writing activities.	3.57	0.92	Agree
2. The teacher provides clear instructions for writing tasks.	3.57	0.92	Agree
3. Students are encouraged to respect each other's space and concentration during writing activities.	3.55	1.08	Agree
4. The teacher encourages a collaborative and supportive writing community within the classroom.	3.55	1.04	Agree
5. The classroom environment promotes a sense of responsibility and accountability during writing activities.	3.45	1.00	Agree
Overall Mean	3.54		Agree
Verbal Interpretation	High		

Table 11 gleans the writing environment factors in writing skill of the students in terms of classroom management. Respondents agree that the classroom rules are consistently enforced during writing activities and the teacher provides clear instructions for writing tasks (M= 3.57). They agree that the classroom environment promotes a sense of responsibility and accountability during writing activities (M=3.45).

The overall mean of 3.54 and the standard deviation of 0.99 generally show positive perception of environmental factors in the writing skills of students in terms of classroom resources. Respondents generally perceive a positive writing environment in terms of classroom management, characterized by consistent enforcement of rules, clear instructions, and a promotion of

responsibility and accountability. Thus, effective classroom management is essential for creating a conducive learning environment that supports students' writing skills development and fosters a culture of academic excellence and achievement.

Table 12 on the next page shows the writing environment factors in writing skill of the students in terms of parental support. Respondents agree that their parents provide a quiet and supportive environment for them to work on writing assignments (M= 3.59). On the other hand, they moderately agree that their parents assist in researching or gathering information of their writing assignments when needed (M=3.14).

Table 12. Writing Environmental Factors in the Writing Skills of the Students in terms of Parental Support

Indicators	Mean	SD	Remarks
1. My parents provide a quiet and supportive environment for me to work on writing assignments.	3.59	1.21	Agree
2. My parents encourage me to engage in writing activities at home.	3.42	1.05	Agree
3. I receive positive reinforcement and praise from my parents for my writing efforts.	3.52	1.03	Agree
4. My parents help create a routine that allows time for writing activities at home.	3.16	1.15	Moderately Agree
5. My parents assist in researching or gathering information for writing assignments when needed.	3.14	1.22	Moderately Agree
Overall Mean	3.43		Agree
Verbal Interpretation	High		

The overall mean of 3.43 and the standard deviation of 1.08 generally show positive perception of environmental factors in the writing skills of students in terms of parental support. This

implies that there is potential for increased parental involvement in assisting students with research and gathering information for writing assignments. By fostering



communication, collaboration, and partnership between home and school, teachers can leverage parental support to enhance students' writing skills development and academic achievement.

Level of the Writing Skills of the Students

The level of the writing skills of exhibited by the students focusing on key aspects such as focus, development, unity, coherence, and correctness.

Table 13 illustrates the level of writing skills of the students in terms of different indicators such as focus, development, unity, coherence and correctness with the following means of 2.68, 2.42, 2.23, 2.21, and 2.54, respectively.

The remarks for focus and correctness indicate a very satisfactory level of writing skills among the students, while development, unity, and coherence are satisfactory level with slight variations in the perceived strengths and weaknesses across different aspects.

Table 13. Level of the Writing Skills of the Students

Indicators	Mean	SD	Remarks
Focus	2.68	0.71	Very Satisfactory
Development	2.42	0.83	Satisfactory
Unity	2.23	0.70	Satisfactory
Coherence	2.21	0.69	Satisfactory
Correctness	2.54	0.58	Very Satisfactory

While the overall level of writing skills among the students is deemed satisfactory, there are opportunities for targeted instructional support to address specific areas of weakness and further enhance students' writing proficiency. By providing focused instruction, feedback, and opportunities for revision, teachers can empower students to become more proficient and effective writers across all dimensions of writing.

Significant Effect of the Teacher Factors, Student Factors, and Environmental Factors in the Level of Writing Skills of the Students

This examines specific factors such as teacher factor, students factor, and environmental factor to provide a comprehensive understanding of the factors influencing students' writing abilities. The following tables provide a detailed analysis of the significant effects of these factors on the level of writing skills exhibited by students. Each table probes into specific factors within these categories to elucidate their effect on students' writing abilities.

Table 14 summarizes the significant effects of various teacher factors on the level of writing skills among students, including their age, educational attainment, years of experience, teaching skills, knowledge of the subject matter, and attitude.

Teachers' factors in terms of age ($p=0.019$), teaching skills ($p=0.032$), and attitude ($p=0.025$) have significant effect on level of writing skills of the students in terms of focus. Moreover, age ($p=0.014$), years of experience ($p=0.008$), and knowledge of the subject matter ($p=0.037$) have significant effect on level of writing skills of the students in terms of development. In terms of unity, educational attainment ($p=0.033$) and years of experience have a significant effect on the students writing

skills. Likewise, educational attainment ($p=0.032$), teaching skills ($p=0.021$), subject of the subject matter ($p=0.015$) has significant effect on level of writing skills of the students in terms coherence. Moreover, years of experience ($p=0.022$) teaching skills ($p=0.001$) and knowledge of the subject matter ($p=0.041$) has significant effect on level of writing skills of the students in terms correctness. factors such as age, teaching skills, and attitude significantly influence students' writing skills in terms of focus. Younger teachers, those with stronger teaching skills, and a positive attitude towards writing instruction may contribute to improved focus in students' writing.

On the students' writing skills in terms of development, age, years of experience, and knowledge of the subject matter have significant effects. This implies that older teachers, more experienced teachers, and those with a deeper understanding of the subject matter may facilitate the development of students' writing skills by providing comprehensive and insightful instruction.

In terms of unity, the analysis reveals that educational attainment and years of experience among teachers have a significant effect on students' writing skills. This suggests that educators who have pursued advanced degrees or received specialized training may possess a deeper understanding of writing principles and instructional strategies, enabling them to foster greater unity in students' written work. Additionally, experienced teachers, who have spent more time honing their craft in the classroom, often possess a wealth of practical knowledge, instructional techniques, and insights into effective writing practices.



Table 14. Significant Effect of the Teachers' factors in the Level of Writing Skills of the Students

Teachers' Factors	Level of Writing Skills of the Students	95% CI					
		Beta	SE	LL	UL	β	P
Teaching Skills	Focus	-1.232	2.318	-8.608	6.144	-0.498	0.032*
Knowledge on the Subject Matter		-4.420	2.442	12.191	3.350	-2.935	0.068
Attitude		6.326	4.154	-6.895	19.547	3.772	0.025*
Teaching Skills	Development	-3.551	2.884	12.729	5.628	-1.504	0.306
Knowledge on the Subject Matter		-6.123	3.038	15.792	3.546	-4.259	0.037*
Attitude		9.087	5.169	7.364	25.538	5.677	0.077
Teaching Skills	Unity	-0.217	4.036	13.061	12.627	-0.092	0.960
Knowledge on the Subject Matter		-1.957	4.252	15.488	11.575	-1.361	0.677
Attitude		2.087	7.234	20.935	25.109	1.304	0.792
Teaching Skills	Coherence	-2.029	1.585	7.074	3.016	1.022	0.021*
Knowledge on the Subject Matter		-3.678	1.670	8.992	1.637	3.042	0.015*
Attitude		5.478	2.841	3.564	14.52	4.069	0.049*
Teaching Skills	Correctness	-0.797	1.885	6.795	5.201	-0.721	0.001*
Knowledge on the Subject Matter		-1.757	1.986	8.076	4.562	-2.609	0.041*
Attitude		2.652	3.378	8.099	13.403	3.536	0.49

Note: * $p < .05$.

Seemingly, educational attainment, teaching skills, and knowledge of the subject matter significantly impact students' writing skills in terms of coherence. Teachers with higher educational attainment, stronger teaching skills, and a deeper understanding of the subject matter may foster greater coherence in students' writing through effective instructional strategies and content knowledge.

Also, years of experience, teaching skills, and knowledge of the subject matter significantly affect students' writing skills in terms of correctness. Experienced teachers with strong teaching skills and extensive subject matter knowledge may contribute to improved correctness in students' writing by

providing accurate guidance, feedback, and support.

Table 15 shows the significant effects of various student factors on the level of writing skills among students, including their motivation, attitude, interest, academic achievement, and learning styles.

Student' factors in terms of motivation ($p = 0.023$), attitude ($p = 0.049$), and academic achievement ($p = 0.045$) have significant effect on level of writing skills of the students in terms of focus. Moreover, interest ($p = 0.015$), academic achievement ($p = 0.015$), and learning styles ($p = 0.006$) have significant effect on level of writing skills of the students in terms of development.

Table 15. Significant effect of the Student Factors in the level of Writing skills of the Students

Students Factors	Level of Writing Skills of the Students	95 % CI					
		Beta	SE	LL	UL	B	P
Motivation	Focus	0.220	0.179	0.136	0.577	0.193	0.023*
Attitude		-0.142	0.200	0.54	0.256	-0.124	0.049*
Interest		0.103	0.236	0.367	0.573	0.090	0.664
Academic Achievement		-0.244	0.209	0.659	0.17	-0.224	0.045*
Learning Styles		0.042	0.102	0.161	0.245	0.052	0.683
Motivation	Development	-0.028	0.191	0.408	0.351	-0.023	0.883
Attitude		-0.087	0.213	0.511	0.336	-0.072	0.683
Interest		0.336	0.252	0.164	0.836	0.276	0.015*
Academic Achievement		-0.304	0.222	0.745	0.138	-0.262	0.015*
Learning Styles		-0.073	0.109	0.289	0.143	-0.084	0.006*



Motivation		0.112	0.198	0.282	0.506	0.086	0.575
Attitude		-0.075	0.221	0.515	0.365	0.058	0.036*
Interest	Unity	0.428	0.261	0.091	0.947	0.328	0.005*
Academic Achievement		-0.350	0.231	0.809	0.108	0.283	0.032*
Learning Styles		-0.081	0.113	0.306	0.143	0.089	0.472
Motivation		0.155	0.192	0.227	0.537	0.122	0.023*
Attitude		-0.149	0.214	0.576	0.277	-0.118	0.048*
Interest	Coherence	0.416	0.253	0.087	0.92	0.327	0.014*
Academic Achievement		-0.374	0.223	0.818	0.071	-0.308	0.018*
Learning Styles		-0.061	0.109	0.278	0.157	-0.067	0.581
Motivation		0.057	0.141	0.223	0.337	0.062	0.008*
Attitude		-0.012	0.157	0.324	0.3	0.013	0.041*
Interest	Correctness	0.177	0.186	0.191	0.546	0.192	0.042*
Academic Achievement		-0.289	0.164	0.615	0.036	0.33	0.081
Learning Styles		-0.019	0.08	0.178	0.141	0.029	0.017*

Note: * $p < .05$.

In addition, attitude ($p=0.036$), interest ($p=0.005$), and academic achievement ($p=0.032$) have significant effect on level of writing skills of the students in terms of unity. Likewise, Motivation ($p= 0.023$), attitude ($p= 0.048$), interest ($p=0.014$), and academic achievement ($p=0.018$) have significant effect on level of writing skills of the students in terms of coherence. Moreover, motivation ($p=0.008$), attitude ($p=0.041$), interest ($p=0.041$), and learning style ($p=0.017$) have significant effect on level of writing skills of the students in terms of correctness.

Motivation, attitude, and academic achievement significantly affect students' writing skills in terms of focus. This suggests that students who are motivated, have a positive attitude towards writing, and achieve academically are more likely to demonstrate focused writing, where the main idea is clear and well-developed.

Interest, academic achievement, and learning styles have a significant effect on students' writing skills in terms of development. Students who are interested in writing, achieve academically, and possess learning styles conducive to writing instruction are more likely to produce well-developed written work with thorough exploration of ideas and effective organization.

Attitude, interest, and academic achievement significantly impact students' writing skills in terms of unity. Students with a positive attitude towards writing, a genuine interest in the topic, and strong academic achievement are more likely to create cohesive and well-structured writing, maintaining logical connections between ideas.

Motivation, attitude, interest, and academic achievement have a significant effect on students' writing skills in terms of coherence. Motivated students with a positive attitude, genuine interest, and strong academic achievement are more likely to produce coherent writing, presenting information in a structured and organized manner.

Motivation, attitude, interest, and learning styles significantly influence students' writing skills in terms of correctness. Motivated students with a positive attitude, genuine interest, and compatible learning styles are more likely to produce correct writing, demonstrating mastery of language conventions such as grammar, punctuation, and spelling.

Table 16 shows the significant effects of various environmental factors on the level of writing skills among students, including classroom structure, classroom resources, classroom management, and parental support. Environmental factors in terms of classroom structure ($p= 0.036$), classroom resources ($p= 0.025$), and parental support ($p= 0.031$) have significant effect on level of writing skills of the students in terms of development. In addition, classroom structure ($p=0.021$), classroom resources ($p=0.016$), classroom management ($p=0.035$), and parental support ($p=0.035$) have significant effect on level of writing skills of the students in terms of unity. Likewise, classroom structure ($p=0.016$) and parental support ($p=0.026$) have significant effect on level of writing skills of the students in terms of coherence. Moreover, classroom resources ($p=0.024$) and parental support ($p=0.032$) have significant effect on level of writing skills of the students in terms of correctness.



Table 16. Significant effect of the Environmental factors in the level of Writing Skills of the Students

Environmental Factors	Level of Writing Skills of the Students	Beta	95 % CI				P
			SE	LL	UL	B	
Classroom Structure	Focus	-0.155	0.182	0.516	0.206	-0.162	0.036*
Classroom Resources		-0.087	0.177	0.438	0.264	-0.093	0.025*
Classroom Management		0.005	0.167	0.327	0.337	0.005	0.977
Parental Support		0.117	0.12	0.121	0.355	0.148	0.031*
Classroom Structure	Development	-0.222	0.193	0.607	0.162	-0.218	0.024*
Classroom Resources		-0.05	0.188	0.424	0.324	-0.05	0.790
Classroom Management		0.14	0.178	0.213	0.493	0.142	0.033*
Parental Support		0.063	0.127	0.19	0.316	0.075	0.023*
Classroom Structure	Unity	-0.222	0.201	0.622	0.177	0.204	0.021*
Classroom Resources		-0.276	0.195	0.664	0.112	0.259	0.016*
Classroom Management		0.063	0.185	0.304	0.429	0.059	0.035*
Parental Support		0.137	0.132	0.127	0.400	0.152	0.035*
Classroom Structure	Coherence	-0.265	0.195	0.652	0.122	-0.249	0.016*
Classroom Resources		-0.206	0.189	0.582	0.17	-0.199	0.279
Classroom Management		0.079	0.179	0.277	0.434	0.076	0.661
Parental Support		0.127	0.128	0.128	0.382	0.144	0.026*
Classroom Structure	Correctness	0.076	0.143	0.207	0.36	0.099	0.593
Classroom Resources		-0.318	0.139	0.593	-0.042	0.422	0.024*
Classroom Management		0.036	0.131	0.225	0.296	0.048	0.785
Parental Support		0.143	0.094	0.044	0.33	0.224	0.032*

Note: * $p < .05$.

Classroom structure, classroom resources, and parental support significantly influence students' writing skills in terms of focus. A conducive classroom environment with clear structure, adequate resources, and supportive parental involvement can foster students' ability to maintain a focused and coherent main idea in their writing.

Classroom structure, classroom management, and parental support have a significant effect on students' writing skills in terms of development. An organized classroom environment, effective management strategies, and supportive parental involvement contribute to students' ability to develop ideas and expand their writing with depth and clarity.

Classroom structure, classroom resources, classroom management, and parental support significantly impact students' writing skills in terms of unity. A well-structured classroom layout, access to relevant resources, efficient management practices, and supportive parental engagement facilitate students' ability to maintain coherence and logical connections in their writing.

Classroom structure and parental support have a significant effect on students' writing skills in terms of coherence. An organized classroom environment and supportive parental involvement contribute to students' ability to present

information in a structured and cohesive manner, enhancing the overall coherence of their writing.

Classroom resources and parental support significantly influence students' writing skills in terms of correctness. Access to appropriate resources and supportive parental involvement contribute to students' mastery of language conventions, including grammar, punctuation, and spelling, thereby improving the correctness of their writing.

4. CONCLUSION AND RECOMMENDATIONS

Based on the initial findings, the following conclusions were drawn from the study.

Teachers' factors in terms of teaching skills and attitude have significant effect on level of writing skills of the students in terms of focus. Knowledge of the subject matter has a significant effect on level of writing skills of the students in terms of development. Teaching skills and knowledge of the subject matter have a significant effect on level of writing skills of the students in terms coherence. Moreover, teaching skills and knowledge of the subject matter have a significant effect on level of writing skills of the students in terms correctness.

Student' factors in terms of motivation, attitude, and academic achievement have significant effect on level of writing skills of the students in terms of focus. Interest, academic achievement,



and learning styles have significant effect on level of writing skills of the students in terms of development. In addition, attitude, interest, and academic achievement have significant effect on level of writing skills of the students in terms of unity. Likewise, motivation, attitude, interest, and academic achievement have significant effect on level of writing skills of the students in terms coherence. Moreover, motivation, attitude, interest, and learning style have significant effect on level of writing skills of the students in terms correctness.

Environmental' factors in terms of classroom structure, classroom resources, and parental support have significant effect on level of writing skills of the students in terms of focus. Classroom structure, classroom management and parental support have significant effect on level of writing skills of the students in terms of development. In addition, classroom structure, classroom resources, classroom management, and parental support have significant effect on level of writing skills of the students in terms of unity. Likewise, classroom structure and parental support have significant effect on level of writing skills of the students in terms coherence. Classroom resources and parental support have significant effect on level of writing skills of the students in terms correctness.

In light of the findings and conclusions, the following were recommended:

1. Despite the high level of teaching skills exhibited by the teachers, ongoing professional development programs should be implemented. These programs can focus on advanced writing instruction strategies, incorporating new methodologies, and staying updated with the latest research in writing pedagogy.
2. Teachers should continue fostering intrinsic motivation among students by providing opportunities for autonomy, mastery, and purpose in their writing tasks. Encourage students to set personal writing goals and highlights their achievements, promoting a sense of ownership and self-directed learning. Create a supportive and encouraging classroom environment where students feel valued and empowered to express their ideas and opinions through writing.
3. By conducting further research in these environmental factors, teachers, administrators and policymakers can gain valuable insights into the factors that contribute to a supportive learning environment for writing instruction and inform evidence-based practices to enhance students' writing skills effectively.

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