# Writing Proficiency and Academic Performance in English Subject: Basis for Intervention Program

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**ABSTRACT:** This study aimed to determine the writing proficiency and how it affects the students' academic performance in Galas National High School during the School Year 2024-2025. It employed a descriptive correlational research method. There were five hundred eighty-six (586) respondents involved. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools with Jamovi as the statistical software. The level of respondents' writing proficiency was average. The level of academic performance was very satisfactory. The study revealed no significant relationship between respondents' writing proficiency and academic performance.

*Keywords:* writing skills analysis, academic performance, Dipolog City,  Zamboanga   del Norte

## I.       Introduction

People view writing proficiency as a significant skill. It is one of the four basic communication skills every learner needs to acquire. Actually, it is frequently accepted as being the last language skill to be acquired, for it is a complicated process (Belarmino, 2023). Writing proficiency is a challenge for students in all fields. Students from other nations have obstacles in their social and academic lives when it comes to writing skills. To avoid challenges with "grammar, accuracy, and writing skills" and social interactions, students must have acceptable academic writing proficiency before entering higher education institutions (Curtis, 2019).

Students' academic performance is significantly influenced by factors such as insufficient background knowledge, inadequate study skills, lacking writing proficiency, coursework difficulty, varying language demands across courses, motivation, maturity, and prior experiences (Martirosyan et al., 2015). Academic performance is assessed via examinations or continuous assessments; however, there is no consensus on the optimal evaluation methods or the relative importance of procedural knowledge, such as skills, versus declarative knowledge, such as facts (Atienza, et al., 2017). Academic achievement is significantly affected by numerous factors, including social influences. These pressures may originate from several sources, including friends, family members, and educators, and can substantially impact a student's motivation, concentration, and overall academic success (Garcia, et al., 2024).

The primary focus of the current study is to ascertain the correlation between writing proficiency and academic performance among Junior High School students. Indeed, a substantial correlation exists between students writing proficiency in English and their academic performance. Writing proficiency is an indicator of successful academic performance and an essential prerequisite for engagement in civic life and the global economy (Belarmino, 2023). Writing proficiency can boost performance in the classroom and psychologically

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support students by increasing their will to overcome obstacles related to their self-efficacy when writing in English (Suastra & Menggo, 2020).

Few studies have demonstrated the value of writing proficiency as a learning exercise that fosters higher-order thinking. The impact of summary writing proficiency on students' was examined in earlier studies, but no discernible difference was discovered between it and re-studying text. Therefore, the goal of this study is to build on earlier research and examine how writing proficiency affects students' academic performance, particularly in terms of information transfer. The researcher aimed to assess the relationship between writing proficiency and academic performance among junior high school students at Galas National High School, Dipolog City. This will assist in selecting the best solution to reduce writing difficulties and meet learners' development needs in English writing through a systematic review, adding to the growing body of research that emphasizes the importance of writing proficiency in educational contexts, particularly in writing structure.

## II.    Literature Review

**Writing Proficiency**

The capacity to express oneself clearly in writing is known as writing proficiency. It acts as a tool for future-proofing thoughts, sentiments, and memories. It was described as the most efficient and successful approach to use the language. Enhancing students' writing skills is essential while teaching foreign languages (Özçelik & Batur, 2023). Writing proficiency involves transferring emotions and thoughts to paper, as well as a mental process, as described below. Writing is a talent that promotes cognitive development and demonstrates one's mental level (Atasoy, 2015). This phase requires learners to have sufficient time to improve their writing proficiency; therefore, schools should allocate additional time for this purpose to facilitate effective interaction in real-life and educational contexts (Smokotin et al., 2017).

Writing proficiency is a challenging talent to achieve and overcome for both students and teachers. The writing successes in local and international programs should be achievable through both in-class activities and outside implementations.  Students need writing skills education, through which they can convey their personal experience and observations, imaginations, senses, and creativity and with which they can use the language effectively and masterfully (Uyğun & Çetin, 2020). Writing proficiency refers to "the intersection of social, conceptual, and linguistic processes in the writing process, providing a comprehensive view of what skilled written communication involves, which can be used to obtain more complete evidence of students' proficiency with various aspects of writing (Sparks et al., 2014). According to Koster et al. (2017), language student instructors have two challenges: inadequate teaching materials and insufficient skills and knowledge for successful writing instruction. Teacher educators in preparation programs often fail to clarify how student teachers should approach writing tasks, discuss them, and provide constructive criticism.

Writing serves as a permanent record that should be passed down from generation to generation. Writing is structured in two ways: inadequate association with language and logical internal arrangement. English is a vital topic for all sixth graders, and it also plays a significant part in a student's overall accomplishment. The topic is now required for both private and government students (Ali et al.,  2020). Writing can be exact by using ordered and logical terminology to deliver information that is understandable to readers. To effectively transmit thinking or knowledge, writers must be able to include relevant words into sentences. Individuals' written language can be challenging for all readers to understand (Adiguzel & Orhan, 2017 ).

**Writing Experiences**

Students who feel greater levels of intrinsic motivation and flow will be more proactive and engaged with their writing projects, avoiding procrastination. They will also be more equipped to withstand distractions, which will improve their writing performance (Camacho et al., 2021). Many students have poor writing skills in English and Filipino due to a variety of factors, including a lack of vocabulary in the target language, difficulty organizing and communicating ideas, a perception that writing is a difficult task, a lack of motivation and interest in writing, and difficulties with spelling, grammar, and sentence construction (Saavedra, 2020).

**Topic Knowledge**

Writers need to know enough about the subjects they write about. Proficiency in the target language is essential for writing effectively. Writing down your ideas is not a simple task. It is necessary to construct meaningful sentences. A strong command of grammar is necessary. It's also essential to use punctuation correctly (Özçelik & Batur, 2023). More challenging state standards establish more expectations on students' prior knowledge, and writers require a threshold of understanding about the topic in order to understand a story or work. This provides useful teaching techniques to increase background knowledge, like utilizing similarities and contrasts and promoting topic-focused reading and writing (Neuman et al., n.d.). Students who received interactive learning questions authored lengthier essays and spent considerably more time prewriting, writing, and revising their essays than students in the study-only group. Studying source texts using learning questions resulted in more readable text products, as well as improved accuracy and topic coverage. Engaging students in answering learning questions while reading source texts can improve both writing process and performance (Proske & Kapp, 2013).

**Linguistic Knowledge**

Linguistic Knowledge, also known as Language competence, refers to native speakers' ability to comprehend and construct words, phrases, and sentences, which can impact academic performance. In education, the focus is on how students use their knowledge, particularly in English topics, to improve their overall skills (Lozano et al., 2020). Linguistic Knowledge facilitates communication through symbiotic interactions between individuals. Communication involves sending and receiving specific stimuli. To ensure precise understanding and comprehension, message senders must be effective and proficient in conveying the message (Magboo, 2015).

**Writing Strategies**

Writing strategies are essential for learning a second or foreign language. Reading and writing strategies are increasingly significant in academia. Reading and writing are quite similar in several ways. First and foremost, writing and reading are utilized for social and communication objectives. Both include the concept of audience and authorship. When reading, readers interact cognitively with the authors of the book. They attempt to comprehend the ideas and purposes of their authors. Writers aim to make their texts more successful by taking into account their audience. Authors anticipate audience-related aspects to create successful and reader-friendly content (Raoofi et al., 2018).

**Academic Performance**

Academic performance was viewed as a reflection of each student's potential and the success of the institution. Motivation plays a significant role in academic performance. Motivation drives individuals to take action and persevere in their endeavors. It also provides motivation to take action. It drives and reinforces behavior. Several elements influence a student's motivation to learn. The following factors contribute to success: interest in the subject, perceived usefulness, desire to succeed, self-confidence and self-esteem, patience and tenacity, approval from others, and the ability to overcome obstacles (Agito, 2013). Academic performance relates to the amount of learning gained by the students, measurable in terms of achieved numerical scores with the matching transmuted grades. Academic performance relates to how students deal with their studies and how they cope with or execute the tasks provided to them by their teachers. Students' academic achievement is influenced by both internal and external factors. When determining the factors that influence the quality of academic accomplishment, series variables must be addressed. Identifying key factors affecting academic success is a difficult and challenging task (Lozano et al., 2020).

Academic achievements refer to the level of knowledge learned by pupils, measurable through numerical scores and their accompanying grades. Academic successes refer to students' engagement with their studies and their ability to handle or finish assignments given by their educators. Factors affecting a student's

academic performance include both intrinsic and extrinsic to the educational setting. Series variables must be analyzed to ascertain the determinants affecting the quality of academic achievement (Lozano et al., 2020). Academic achievements is considered an accomplishment that reveals the potential abilities of every student and the success of every school. Furthermore, a student's motivation directly influences their achievements in the curriculum. Motivation is an inner drive that causes an individual to do something and persevere at it. It also energizes one to take action. It initiates, directs, and intensifies the persistence of behavior. Many factors affect a given student's motivation to learn. This includes, interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, patience and persistence, and, approval of others, and some overcoming challenges (Agito, 2013).

**Conceptual Framework**
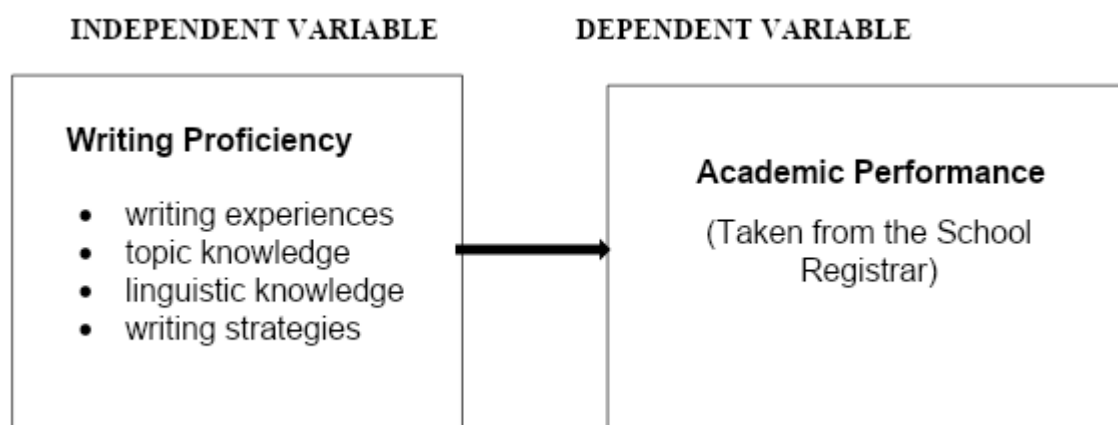


*Source: Urbano et al. (2021).Figure 1. Conceptual Framework of the Study*

The conceptual framework of the study includes the writing proficiency, which consists of twenty (20) items with four indicators, namely, writing experiences, topic knowledge, linguistic knowledge, and writing strategies. And the students' academic performance during the school year 2024-2025, taken from the school registrar of the participating respondents.

**Statement of the Problem**

This study aimed to determine the writing proficiency and how it affects the students' academic performance in Galas National High School during the School Year 2024-2025.

Specifically, it sought to answer the following questions:

1.   What is the respondents' perceived level of writing proficiency in terms of:

2.1 writing experiences;

2.2 topic knowledge;

2.3 linguistic knowledge; and

2.4 writing strategies?

2. What is the respondents' level of academic performance?

3. Is there a significant relationship between the respondents' perceived level of writing proficiency and academic performance?

**Hypothesis**

1. There is no significant relationship between the respondents' perceived level of writing proficiency and academic performance.

### III.      Research Methodology

**Method Used**

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on writing proficiency and academic performance through a questionnaire. A survey is a research method described by Check & Schutt (2012) as cited by Bongcawel and Naparota (2025) a collection of information from a sample of individuals through their responses to questions. Coe et al. (2021) describe correlational research as "the systematic investigation of relationships among two or more variables, without any experimental manipulation of those variables. Correlational research is a non-experimental method where a researcher measures variables and evaluates the statistical relationship between writing proficiency and academic performance without interference from other variables.

**Research Environment**

The study was conducted in Galas National High School, Schools Division of Dipolog City**,** Zamboanga del Norte, Philippines. It has  five hundred eighty-six (586) students in Galas National High School, Schools Division of Dipolog City, Zamboanga del Norte.

**Respondents of the Study**

The five hundred eighty-six (586) students in Galas National High School, Schools Division of Dipolog City, Zamboanga del Norte served as research respondents of the study.  The researcher used Raosoff calculator to obtain the exact sample size.

**Research Instrument**

The questionnaire used in the study consisted of two parts: Part I: Writing Proficiency adopted from Urbano, C. M., et.al (2021)  which consists of twenty (20) items with four (4) indicators namely: writing experiences, topic knowledge, linguistic knowledge, and writing strategies Part II: Academic  Performance during the school year 2024- 2025,  is the actual performance of Junior High School students' taken from Galas National High School registrar.

**Data Gathering Procedure**

The adviser sent a letter request to the Dean's office, Graduate School, Andres Bonifacio College, Inc., Dipolog City, requesting permission to field the study's instrument. The researcher's letter, along with the Dean's endorsement letter, was then forwarded to the Schools Division Superintendent of the Schools Division of Dipolog City and the approved endorsement letter was sent to the DepEd Research and Ethics Committee, requesting ethics clearance to approve the study's instrument for field distribution. Finally, the Ethics Clearance was given to the principal, requesting permission to administer the instrument.

**Statistical Treatment of the Data**

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

**Weighted Mean.** This is used to quantify the respondents' ratings on writing proficiency and academic performance.

**Writing Proficiency**

| Scale | Range of Values | Description | Interpretation |
|---|---|---|---|
| 5 | 4.21-5.00 | Strongly Agree | Very High |
| 4 | 3.41-4.20 | Agree | High |
| 3 | 2.61-3.40 | Somewhat Agree | Average |
| 2 | 1.81-2.60 | Disagree | Low |
| 1 | 1.00-1.80 | Strongly Disagree | Very Low |

**Students' Academic Performance (DepEd Order No.8, s.2015)**

| Scale | Range of Values | Description | Grading Scale |
|---|---|---|---|
| 5 | 4.500-5.000 | Outstanding | 90 – 100 |
| 4 | 3.500-4.499 | Very Satisfactory | 85 – 89 |
| 3 | 2.500-3.499 | Satisfactory | 80 – 84 |
| 2 | 1.500-2.499 | Unsatisfactory | 75 – 79 |
| 1 | Below 1.499 | Poor | Below 75 |

**Standard Deviation.** This is used to determine the homogeneity and heterogeneity of the employee's score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous ( (Aiken &Susane, 2001; Refugio et al., 2019).

**Spearman Rank-Order Correlation Coefficient (Spearman rho).** This is used to determine the correlation between writing proficiency and academic performance. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

| Value | Size | Interpretation |
|---|---|---|
| ±0.50 to ±1.00 | Large | High positive/negative correlation |
| ±0.30 to ±.49 | Medium | Moderate positive/negative correlation |
| ±0.10 to ±0.29 | Small | Low positive/negative correlation |
| ±0.01 to ±0.09 | Negligible | Slight positive/negative correlation |
| 0.0 | | No correlation |

## IV.    Results

**Perceived Level of Respondents' Writing Proficiency**

**Table 1**

*Perceived Level of Respondents' Writing Proficiency*

| Indicator | Mean | Standard Deviation | Description/Interpretation |
|---|---|---|---|
| Writing Experiences | 3.30 | .823 | Somewhat Agree/Average |
| Topic knowledge | 3.19 | .847 | Somewhat Agree/Average |
| Linguistic Knowledge | 3.24 | .660 | Somewhat Agree/Average |
| Writing Strategies | 3.14 | .835 | Somewhat Agree/Average |
| **Grand Mean** | **3.22** | **.791** | Somewhat Agree/Average |

1.00 – 1.80 Strongly Disagree/Very Low            1.81 – 2.60 Disagree/Low

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2.61 – 3.40 Somewhat Agree/Average                     3.41 – 4.20 Agree/Hight
4.21 – 5.00 Strongly Agree/Very High

Table 1 presents the perceived level of respondents' writing proficiency. The data reveals that respondents perceive their writing proficiency as falling within the "Somewhat Agree/Average" range across all indicators. Among the specific indicators, writing experiences received the highest mean score of 3.30, with a standard deviation of 0.823, indicating that students feel relatively confident about their exposure to writing tasks. Linguistic knowledge recorded a mean score of 3.24 and a standard deviation of 0.660, suggesting a moderate grasp of grammar, vocabulary, and language mechanics. Meanwhile, topic knowledge had a mean score of 3.19 and a standard deviation of 0.847, while writing strategies scored slightly lower with a mean of 3.14 and a standard deviation of 0.835. This suggests that students would struggle more with subject familiarity and structured writing techniques, such as organizing ideas.

The grand mean of 3.22, with a standard deviation of 0.791, suggests that overall, students view their writing abilities as neither weak nor strong, but rather moderately developed. The relatively low standard deviations, ranging from 0.660 to 0.847, indicate that respondents' perceptions are fairly consistent, with minimal extreme variations in their self-assessments. However, the fact that no indicator reached a strongly agree or very high level suggests that there is room for improvement across all aspects of writing proficiency. The present finding is not identical to Urbano et al. (2021)study, which indicated that most students generally exhibited a relatively agree/moderate level of writing proficiency.

**Level of Respondents' Academic Performance**

**Table 2**

*Level of Respondents' Academic Performance*

| Numerical Rating | Range of Values | Frequency | Adjectival Rating/Implication |
|---|---|---|---|
| 5 | 4.500 – 5.000 | 152 | Outstanding |
| 4 | 3.500 – 4.499 | 165 | Very Satisfactory |
| 3 | 2.500 – 3.499 | 186 | Satisfactory |
| 2 | 1.500 – 2.499 | 83 | Unsatisfactory |
| 1 | Below 1.499 | 0 | Poor |
| **Total** | | **586** | - |
| **Average Weighted Value** | | **3.71** | **Very Satisfactory** |
| Standard Deviation | | 1.01 | - |

Table 2 shows the level of respondents' academic performance. The table reveals that one hundred fifty-two (152) of the respondents achieved an outstanding rating, one hundred sixty-five (165) rated as very satisfactory. A large portion, one hundred eighty-six (186) respondents received a satisfactory rating. Only a smaller portion, eighty-three (83) respondents, fall into the unsatisfactory rating, while none (0) is classified as poor or below 1.499. This means that the academic performance shows that the majority of students perform at a satisfactory level or higher. The absence of students in the poor category is a positive indicator, but educators would not become complacent. Based on the findings, students still require additional academic support.

The data further reveal that the respondents' academic performance fall under the very satisfactory level, with an average weighted value of 3.71. The standard deviation of 1.01 indicates moderate variability in academic performance, meaning that while most students cluster around the very satisfactory range, there is still some spread across different performance levels. This implies that although most students perform well, there is enough variation to warrant differentiated instruction. Teachers would consider implementing remedial instruction, peer tutoring, and other learning intervention programs to support low performing students. The present finding agrees with Dajuela et al. (2024) study, whose study aggregate academic performance of Grades 8, 9, and 10 was rated as "very satisfactory".

**Test of Relationship Between the Perceived Level of Respondents' Writing Proficiency and Academic Performance**

**Table 3**

*Test of Relationship Between the Perceived Level of Respondents' Writing Proficiency and Academic Performance*

| Variables | Mean | Computed $\rho$ | P-Value | Interpretation |
|---|---|---|---|---|
| Writing Experiences | 3.30 | .055 | .271 | High positive/negative correlation |
| Academic Performance | 3.71 | | | |
| Topic knowledge | 3.19 | .081 | .105 | High positive/negative correlation |
| Academic Performance | 3.71 | | | |
| Linguistic Knowledge | 3.24 | .082 | .100 | High positive/negative correlation |
| Academic Performance | 3.71 | | | |
| Writing Strategies | 3.14 | .061 | .226 | High positive/negative correlation |
| Academic Performance | 3.71 | | | |

| | |
|---|---|
| 0.0 | No correlation |
| ±0.01 to ±0.09 | Slight positive/negative correlation |
| ±0.10 to ±0.29 | Low positive/negative correlation |
| ±0.30 to ±.49 | Moderate positive/negative correlation |
| ±0.50 to ±1.00 | High positive/negative correlation |

Table 3 presents the relationship between the perceived level of respondents' writing proficiency and academic performance . The table reveals no significant relationship between respondents' writing proficiency and academic performance. Specifically, writing experiences had a computed *p* of .055, and a p-value of .271 resulted in high positive/negative correlation, topic knowledge with a computed *p* of .081, and a p-value of .105, yielded in high positive/negative correlation, linguistic knowledge had a computed *p* of .082, and a p-value of .100 produced a high positive/negative correlation, and writing strategies had a computed *p* of .061, and a p-value of .226 resulted in high positive/negative correlation. None of these correlations were statistically significant, as all p-values exceeded the conventional 0.05 threshold. These findings suggest that while there was slight positive trends, no strong or significant relationships exist between the measured components of writing proficiency and academic performance in this study.

Additionally, the study found no significant influence of writing proficiency on academic performance, as all computed correlations were weak and statistically insignificant as p > .05. Despite high mean scores in writing-related variables, their negligible association with academic performance suggests other factors would play a stronger role. The measure of academic performance would have encompassed a broad range of skills beyond writing, potentially weakening the direct relationship between writing proficiency and overall performance. Targeted learning interventions could benefit from identifying and addressing gaps between

perceived and actual writing abilities. The current finding disagrees with Curtis (2019) study which stated that there was a significant relationship between the respondents' writing proficiency in English and their academic performance.

## V.        Discussion and Recommendations

This study aimed to determine the writing proficiency and how it affects the students' academic performance in Galas National High School during the School Year 2024-2025. The finding indicates that writing experiences, topic knowledge, linguistic knowledge, and writing strategies, which serve as measures of writing skill, were consistently used by students in English classrooms. It resulted in an average or poor level of writing proficiency across Galas National High School, particularly in Grades 8, 9, and 10.The academic performance of Grade 8, 9, and 10 students was rated as "very satisfactory." It suggests that an ordinary student's writing proficiency has no effect on their academic performance. A high positive/negative association existed between academic success and writing proficiency. The findings revealed no significant association between respondents' writing proficiency measures and academic success. It implies that students who significantly valued the application of writing proficiency domains in the English classroom performed better academically.Based on the findings, the author recommends that the teachers would enhance instruction in writing proficiency, focusing on topic knowledge and writing strategies, especially for lower-grade students and those from economically disadvantaged backgrounds.Moreover, teachers of these students should go beyond simply teaching and transmitting knowledge by providing advice, encouraging, and sharing personal experiences that would help them excel in their writing skills and academic performance.

## IV.        Conclusion

The study findings conclude that writing experiences, topic knowledge, linguistic knowledge, and writing strategiesas significant tools for writing proficiency among High School students in their English class. This approach enables students to significantly enhance their performance levels beyond their current state. Moreover, applying writing experiences, topic knowledge, linguistic knowledge, and writing strategies in writing proficiency had no bearing on their academic performance. It can be concluded that students who have a strong appreciation for the application of writing experiences, topic knowledge, linguistic knowledge, and writing strategies in writing proficiency are likely to attain excellent academic results. Conversely, the situation is different for others.

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